

Western Australian Certificate of Education

# WACE Manual

General information for senior secondary schooling  
2010



Government of Western Australia  
Curriculum Council



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**WACE coordinators' feedback**

As part of its commitment to continuous improvement, the Curriculum Council welcomes advice and suggestions on how we can help schools and other providers to manage the administrative requirements of the WACE. We are particularly interested in advice on how this manual can be improved to provide better support to WACE coordinators.

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## FOREWORD

The WACE Manual describes policies and procedures for the Western Australian Certificate of Education. It is produced by the Curriculum Council of Western Australia to inform principals, other school administrators, teachers, parents and students of the requirements for the certificate.

Principals should ensure that school policy documents for students who are candidates for the WACE are consistent with information in the WACE Manual. WACE Circulars, eCirculars and the Council's website should be checked regularly for updated information about the WACE.

Copies of WACE Circulars are provided to schools for every senior secondary school teacher and are available from the Council website. The eCircular, published at least twice a term, is sent to principals and school curriculum officers, as well as interested parties who have asked to be on the subscription list. Please email [info@curriculum.wa.edu.au](mailto:info@curriculum.wa.edu.au) to be included on the subscription list.

**DAVID WOOD**  
**CHIEF EXECUTIVE OFFICER**

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## SECTION 1: THE WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION

The Western Australian Certificate of Education (WACE) is awarded to senior secondary school students who satisfy its requirements. It is a senior secondary certificate recognised nationally in the Australian Qualifications Framework (AQF). Generally, students complete two years of senior secondary study to achieve the WACE, although the Curriculum Council's provisions enable students to meet the WACE requirements over a lifetime.

The WACE is recognised by universities, industry, TAFEWA and other training providers.

Achievement of a WACE signifies that a student has successfully met the breadth and depth standard, the achievement standard and English language competence requirements in their senior secondary schooling. These are:

### **Breadth and depth requirement**

- Complete at least 20 units, of which at least 10 must be from WACE courses
- The 20 units must include at least three, two-unit combinations from different WACE courses and also include:
  - four course units from English, Literature and/or EAL/D studied over at least two years post Year 10 (at least two of these units must be completed in Year 12)
  - at least one pair of course units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology) in their final year.

### **Achievement standard requirement:**

- Achieve a C grade average or better across 10 course units
- These 10 units must include:
  - the last two-unit combination completed in three different courses
  - one unit from each of two other different courses
  - other units with the highest achievement to make up the balance of the 10 units.
- Endorsed programs and/or VET credit transfer can reduce the number of course units and courses required by up to 40 per cent. See Section 6 for details.

### **English language competence requirement:**

- Achieve the standard for English language competence as defined by work samples; typically this is a C grade or better in any Stage 1 or higher English unit (except 1A and 1B for English as an Additional Language/Dialect).

See Section 8 for a detailed explanation of these requirements.

Schools are the main WACE providers for students up to the age of 17 years. When schools work in partnership with other providers, they retain the sole responsibility for managing the programs, reporting achievement to the Council and maintaining a record of learning for all students.

## 1.1 Planning curriculum pathways for all students

Schools cater for students from diverse backgrounds and needs. They can be university-bound, have a specific vocation in mind involving further education and training or be planning to enter the workforce on leaving school.

A range of education and training courses and programs are available to provide all young people with the opportunity to develop knowledge, understanding and skills about themselves, their community and the broader world in which they live.

To cater for differences in interests, rates of learning and motivation, schools can consider a mixture of courses, vocational education and training (VET) and endorsed programs when planning student pathways.

All courses, VET and endorsed programs can contribute to the WACE. All students receive a statement of results at the end of Year 12.

### 1.1.1 Courses

All courses typically consist of units at three or four stages, each with its own syllabus. Students start with units appropriate to their stage of development. Generally:

- university-bound students would study a program of Stage 2 and Stage 3 course units over their senior secondary years. In their final year, most of the course units would be at Stage 3.
- students who may be headed to TAFE and further education and training or the workforce would typically take a mixture of Stage 1 and Stage 2 course units in Year 11 and 12. Some may study all Stage 1 course units. This might include completing full qualifications through VET industry specific courses.
- students with special needs study Preliminary Stage course units and possibly some Stage 1 course units.

See Section 2 for details.

### 1.1.2 Vocational education and training (VET)

Vocational education and training in schools engages students in work-related learning built on strategic partnerships between schools, registered training organisations, business, industry and the wider community. VET can be undertaken as part of the WACE. Its completion provides students with credit towards a nationally recognised vocational qualification within the Australian Qualifications Framework. A broad range of post-school vocational options and pathways are available through the study of VET.

See Section 5 for details.

### 1.1.3 Endorsed programs

Endorsed programs provide areas of learning typically not covered by courses and can contribute to students' WACE requirements. A wide range of endorsed programs can be delivered in a variety of settings by schools, training organisations and workplaces, universities and community organisations.

See Section 6 for details.

## 1.2 Learning and teaching

**Table 1: The following principles provide guidance for teachers in developing course unit outlines.**

<b>Opportunity to learn</b>	Learning experiences should enable students to observe and practise the expectations of the relevant course or program.
<b>Connection and challenge</b>	Students should be provided with opportunities to connect their existing knowledge, skills and values while extending and challenging their current ways of thinking with their new experiences.
<b>Action and reflection</b>	Students should be encouraged to reflect on their own thinking processes, development of ideas, evaluation and problem-solving.
<b>Motivation and purpose</b>	Learning contexts should be meaningful and relate to issues that are relevant to students' lives and cultures. They should be encouraged to develop their creativity and be provided with opportunities to set their own goals and negotiate the nature of their learning activities.
<b>Inclusivity and difference</b>	There should be provision of flexible learning contexts through which course unit content can be taught and learnt, along with a diversity of learning experiences which recognise that students learn in different ways.
<b>Independence and collaboration</b>	Students should experience opportunities for individual and collaborative learning.
<b>Supportive environment</b>	Classroom policies and practices should be designed to foster students' belief that they can be successful learners and to support the development of a confident approach to learning and a desire to do well.

## 1.3 Student achievement

Student achievement in courses is recorded in grades (A, B, C, D or E) for each course unit completed. Marks out of 100 are also awarded by schools to examination candidates who complete a pair of units at Stage 2 or Stage 3 in their final year of school. See Section 3 for details.

In Preliminary Stage units, student progress is recorded as having completed or not completed the unit requirements (i.e. grades are not used). On the statement of results, performance is reported as 'completed'. Uncompleted units are not reported.

VET achievement is competency-based and specific requirements are outlined in industry training packages. See Section 5 for details.

Assessment of endorsed programs is based on the requirements of each program. See Section 6 for details.

## 1.4 WACE examinations

Separate WACE examinations are conducted for Stage 2 and Stage 3 in 51 courses. The examinations are compulsory for all students enrolled in a pair of course units at Stage 2 or Stage 3 (unless they are exempt). See Section 7 for details.

## 1.5 Community service

Community service hours accumulated by students over years 10, 11 and 12 can be reported to the Curriculum Council by the school where students complete their senior secondary education. The hours reported are recorded on the students' statements of results.

## SECTION 2: COURSES

### 2.1 Courses available

A total of 52 courses and 12 VET industry specific courses are available for use by schools.

There are five courses with specific defined contexts:

- Materials Design and Technology: metal; textiles; wood
- Design: dimensional design; graphics; photography; technical graphics
- Children, Family and the Community: caring for others; living independently
- Food Science and Technology: hospitality; nutrition and health promotion; product development
- Music: contemporary; jazz; western art.

Students can enrol in more than one context in each of these courses but they can only sit one external exam for the course at either Stage 2 or Stage 3. The course units in each context have different codes (e.g. unit 2A of Materials Design and Technology in the Wood context is 2AMDTW).

Appendix 1 provides a full list of all courses available and their unit codes.

### 2.2 Syllabus structure

#### 2.2.1 Courses

**Table 2: Each course has a syllabus which has the following elements.**

<b>Rationale</b>	Makes explicit the purpose for learning.
<b>Outcomes</b>	Statements of what students should understand, value and be able to do as a result of what they are taught and what they learn in a course.
<b>Course content</b>	Provides a broad description of the content, along with details about the major content areas for each course unit.
<b>Course units</b>	Provides an overview of each unit. The units are structured from P Stage (in some courses) to Stage 3. Each unit has a focus of suggested learning contexts and specific content that should be taught. The cognitive difficulty of the content increases with each stage.
<b>Time allocation</b>	Outlines requirements and time allocation for course completion.
<b>Assessment</b>	Identifies the types of assessment required for the course, the weightings of these types and guidelines specific to assessment for the course.
<b>Grade descriptions</b>	Provides a link to the grade descriptions package for the course. Grade descriptions (A-E) for Stage 1, Stage 2 and Stage 3 are used in reporting student achievement at the end of a course unit. Preliminary Stage units are not graded.
<b>Examination details</b>	States the requirements for the WACE examinations.
<b>Vocational education and training information</b>	Provides information about integrating VET with courses for schools wishing to provide students with the opportunity to achieve VET units of competency while studying the course. Details of the relevant training packages are also provided.
<b>Resources</b>	Directs teachers to <a href="http://www.det.wa.edu.au/education/cmis/eval/curriculum/courses/">www.det.wa.edu.au/education/cmis/eval/curriculum/courses/</a> where a detailed list of relevant textbooks, teacher references, teacher guides and manuals is available.
<b>Outcome progressions</b>	Teachers may use the outcome progressions along with the unit content to: <ul style="list-style-type: none"> <li>• plan appropriate lessons and activities for their students</li> <li>• develop specific assessment tasks with marking keys.</li> </ul>

In addition to these elements, the syllabuses for Aboriginal and Intercultural Studies and Aboriginal Languages of WA also include an additional 'protocols' section and the syllabuses for English as an Additional Language/Dialect and all Languages courses include an additional section on 'eligibility criteria'.

## 2.2.2 VET industry specific courses

**Table 3: The syllabus for each VET industry specific course includes the following elements.**

<b>Rationale</b>	Makes explicit the purpose for learning.
<b>Course delivery</b>	Explains the requirements for the delivery of the course, including AQTF requirements and workplace learning requirements.
<b>Course content</b>	Provides a broad description of the content, including general information about units of competency.
<b>Completion requirements</b>	Explains the time and completion requirements for the allocated course units.
<b>Assessment</b>	Outlines the required competency-based approach to assessment.
<b>Examination information</b>	Identifies requirements for the examination.
<b>Course units</b>	Provides an overview of each unit. Course units are allocated to a qualification. Information is provided about compulsory and elective units of competency and workplace learning requirements.

## 2.2.3 Different stages

**Table 4: The cognitive difficulty of the content of units increases with each stage (Preliminary, Stage 1, Stage 2 and Stage 3) and is linked to the broad development of learning.**

<b>Preliminary (P) Stage units</b>	P Stage units provide opportunities for practical and supported learning to develop the skills required to be successful upon leaving school or in the transition to Stage 1 units. Post-school pathways may include TAFE and the workplace.
<b>Stage 1 units</b>	Stage 1 units provide bridging support and a practical and applied focus to develop skills required for students to be successful upon leaving school or in the transition to Stage 2 units. Post-school pathways generally include TAFE, apprenticeships, traineeships and the workplace.
<b>Stage 2 units</b>	Stage 2 units provide opportunities for applied learning with more focus on academic learning for transition to Stage 3 or post-school options including TAFE, apprenticeships and traineeships, university and the workplace.
<b>Stage 3 units</b>	Stage 3 units provide opportunities to extend knowledge and understandings in academic learning contexts. The post-school pathway is typically further study at university with some students opting for the workplace or enrolling in TAFE courses.

## 2.3 Syllabus review

### 2.3.1 Courses

Course syllabus implementation is carefully monitored by the Council's course advisory committees. Feedback provided by teachers and Council officers is evaluated to determine whether minor or major syllabus review is required.

Minor syllabus change requires schools to be notified at least six months before implementation. Major syllabus change requires schools to be notified 18 months before implementation. Formal processes of syllabus review and reaccreditation are applied.

### 2.3.2 VET industry specific courses

VET industry specific courses are subject to changes made in the national training packages that are used in the courses. Western Australian guidelines on transition arrangements do not allow for new enrolments into qualifications and/or units of competency from a superseded training package from 12 months after the National Training Information Service release date.

The Council follows all guidelines provided for training package transition arrangements in Western Australia and any changes made to training packages will be reflected in timely amendments to information provided in the courses.

## 2.4 Advisory committees

The Curriculum Council seeks input on matters concerning courses from teachers, school administrators, the training sector, industry and university partners, parents and the wider community directly and through a range of expert panels, committees and working parties.

For each course, the Council has an advisory committee comprising teachers from all school sector/systems, university representatives and, as appropriate, representatives from the TAFE colleges, industry and community. Each committee meets regularly and provides advice to the Council on matters related to syllabus development, review and accreditation, school assessment and moderation, the design and appropriateness of WACE examinations and trends and issues related to the implementation of the course.

Further information on the role and conduct of these advisory committees is available on the Council website at [http://www.curriculum.wa.edu.au/internet/About\\_Us/Committees\\_Consultation](http://www.curriculum.wa.edu.au/internet/About_Us/Committees_Consultation).

## SECTION 3: SCHOOL-BASED ASSESSMENT OF STUDENT ACHIEVEMENT IN WACE COURSES

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

### 3.1 Principles of assessment

**Table 5: The following principles underpin school-based assessment of student achievement in all courses.**

<b>Valid</b>	Assessment tasks provide accurate and valid information on the knowledge, skills and understandings expected of students.
<b>Educative</b>	Assessment makes a positive contribution to student learning.
<b>Explicit</b>	Assessment procedures are clearly defined and marking keys are specific to the task and provide a clear basis for judgements of student achievement.
<b>Fair</b>	Assessment is demonstrably fair to all students and does not discriminate on grounds such as gender, disability or ethnicity.
<b>Comprehensive</b>	Judgements on student achievement are based on multiple assessment tasks of various types.

**Table 6: A quality school assessment program should ensure:**

<b>Reliability</b>	Assessment tasks are consistent, accurate and can be used with different groups of students to produce assessment information.
<b>Discrimination</b>	Assessment tasks have the capacity to differentiate student achievement.
<b>Relevance</b>	Assessment tasks are consistent with the teaching and learning program and the assessment requirements of the syllabus.

### 3.2 Assessment requirements for WACE courses

Schools delivering WACE courses must satisfy the following Curriculum Council assessment requirements:

- The school must have a senior secondary assessment policy based on Curriculum Council assessment guidelines (see sub-section 3.2.1).
- The school must have an assessment outline for each course unit or pair of units. Each assessment outline must conform to the assessment requirements specified in the syllabus for the course unit/units and provide students with the opportunity to demonstrate the achievement of these requirements (see sub-section 3.2.2).
- The school must, if requested, provide the Curriculum Council with access to teachers' assessment documentation and the marked assessment tasks for all students (see sub-section 3.2.3).
- Where more than one teacher is teaching a course unit, the school must implement internal comparability processes (see sub-section 3.2.4).
- The school must participate in the Curriculum Council:
  - o school moderation program (see sub-section 4.4)
  - o consensus moderation procedures (see sub-section 4.5)
  - o small group moderation procedures, where applicable (see sub-section 4.7).

At the start of the year, the principal signs a declaration that the school will satisfy these assessment requirements for each course unit. Another declaration is signed at the end of the year confirming that the school has met the assessment requirements.

The Council reserves the right to not accept the grades and school marks for students in any course unit where the school has not met all of the assessment requirements.

**Note:** These assessment requirements do not apply to VET industry specific courses (see sub-section 5.4) or endorsed programs. Endorsed programs are assessed according to the requirements of the individual program.

### 3.2.1 Conforming with the school's assessment policy

Each school must have a senior secondary assessment policy based on the Curriculum Council's guidelines (see sub-section 3.7 on developing a school's senior secondary assessment policy). The procedures used by teachers to assess student achievement in each course unit must conform to the school's assessment policy.

### 3.2.2 Assessment outlines

The assessment outline required for each course unit must conform to the assessment requirements for the unit 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 of the course unit.

The Council does not prescribe a format for the presentation of an assessment outline but each outline must include the following information:

- the number of tasks
- a general description of each task
- the approximate timing of each task (e.g. the week the task is conducted or the issue and submission dates for an extended task)
- the weighting of each assessment task
- the weighting placed on each assessment type as specified in the assessment type table of the syllabus
- an indication of the coverage of the unit content and outcomes provided by each task.

The set of tasks in the assessment outline must provide a comprehensive sampling of the syllabus content using an appropriate number of assessment tasks. The number of assessment tasks is determined by the teacher, though over-assessment should be avoided as too many assessment tasks could interfere with the teaching and learning process. The assessment program should also provide a range and balance of conditions under which the assessment tasks are administered.

**Note 1:** Where 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 a copy of the new assessment outline.

#### Separate or combined assessment outlines

Course units can be assessed either:

- using a separate assessment outline for each unit, **or**
- using a combined assessment outline for a pair of units.

Using a **separate assessment outline** for each unit produces a school mark for the unit. The school marks for all students in each unit are then placed on a ranked list which is used when establishing grade cut-offs. This is repeated for the unit delivered in Semester 2. This procedure will typically produce a different school mark for each unit for each student and may result in different grades where the student's performance differs.

Using a **combined assessment outline** for a pair of units produces a composite school mark which is recorded for both units. The school marks for all students in the pair of units are then placed on a ranked list which is used when establishing grade cut-offs. This procedure produces the same mark and grade for both units in the pair for each student.

For 2010 and beyond, schools can choose to have separate or combined assessment outlines irrespective of whether the units are being taught **sequentially** (all content from one unit followed by all content from the other unit in the pair) or **concurrently** (the content from both units mixed into the teaching program for a full year and possibly the inclusion of content from both units in the assessment tasks).

The delivery method and the form of assessment outline used are school decisions. The decisions may be different between courses at the same school.



**Table 7: The options available for 2010 and beyond**

Delivery method	Form of assessment outline	Reporting to the Curriculum Council
Sequential	Separate #	Separate school marks and grades are reported for each unit
	Combined	A composite school mark and grade is reported for both units
Concurrent	Separate	Separate school marks and grades are reported for each unit
	Combined	A composite school mark and grade is reported for both units

# If using separate assessment outlines and conducting a school examination in Semester 2 based on content from both units, then part of this Semester 2 examination mark needs to be included in the assessment outline for the Semester 1 unit. This can be achieved in a variety of ways. For example, by:

- recording the result on the Semester 2 examination as two marks (e.g. an exam mark of 68 is separated into 37/50 for the questions based on the Semester 1 unit content and 31/50 for the questions based on the Semester 2 unit content)
- using half the total Semester 2 exam mark for each unit providing that the exam paper is a balance of both units (e.g. an exam mark of 68 is divided into 34/50 for the Semester 1 unit and 34/50 for the Semester 2 unit).

**Note 2:** Schools that are required to form a small group partnership for a course/stage should do so with another school that is using the same delivery method and the same form of assessment outline. For the five courses with defined contexts, partner schools should also be delivering the course in the same context/s.

Three sample assessment outlines are provided on the following pages. Samples of assessment outlines for all courses are available on the Council's online learning and support extranet. To access the extranet teachers need to register on the Council's homepage at [http://www.curriculum.wa.edu.au/Online\\_PD/Default](http://www.curriculum.wa.edu.au/Online_PD/Default).

SECTION 3: SCHOOL-BASED ASSESSMENT OF STUDENT ACHIEVEMENT IN WACE COURSE

Sample assessment outline  
Economics – unit 2A

Assessment type	Type weighting	Task weighting	Assessment task	When	Content	Outcomes		
						1 Economic inquiry	2 The operation of the economy	3 Economic policy and action
Short answer (non-exam)	35% (CC weighting: 30–50%)	10%	<b>Task 1</b> A test comprising: Multiple choice questions Sentence and paragraph answers	Week 3	Markets and prices: the economic problem	✓	✓	
		10%	<b>Task 2</b> A test comprising: Multiple choice questions Sentence and paragraph answers	Week 5	Markets and prices: the price mechanism	✓	✓	
		15%	<b>Task 4</b> A test comprising sentence and paragraph answers to questions, data and information	Week 11	Market efficiency and equity: consumer and producer surplus	✓	✓	
Long answer (non-exam)	35% (CC weighting: 30–50%)	20%	<b>Task 3</b> A report based on an investigation on the economics of a business in the local area	Week 7	Business firms and markets: business structure and operation	✓	✓	✓
		15%	<b>Task 5</b> A case study of the deterioration of the water quality in the Peel–Harvey estuary	Week 13	Market failure and government policies: externalities	✓	✓	✓
Examination	30% (CC weighting: 20–30%)	30%	<b>Task 6</b> A 2.5 hour exam including Multiple-choice questions 30% Data interpretation/short answer 50% Sectionalised long answer 20%	Week 15 or 16	A representative sample of content from this unit only	✓	✓	✓
		Total		100				

An indication of the outcomes covered by each task

A general description of each task

The weighting of each assessment task

The weighting of each assessment type as prescribed in the syllabus

A general indication of the content covered by each task

Timing of each task

It is useful to indicate the weighting or weighting range for each assessment type as prescribed in the syllabus

The assessment type as prescribed in the syllabus

SECTION 3: SCHOOL-BASED ASSESSMENT OF STUDENT ACHIEVEMENT IN WACE COURSES

Sample assessment outline  
Chemistry – unit 2A

Assessment type	Task and content	Task weighting	Type weighting	When	Outcome 1 Investigating in chemistry	Outcome 2 Structure, properties and uses of materials	Outcome 3 Interaction and change	Outcome 4 Problem solving and quantities in chemistry	Outcome 5 Chemistry in action
<b>Practical assessments</b>	<b>Task 2</b> Conductivity of solutions	5%		Week 3	✓	✓		✓	
	<b>Task 6</b> How much calcium carbonate in egg shells?	5%	20% (CC weighting: 15–25%)	Week 8	✓		→	✓	✓
	<b>Task 8</b> Steel wool and vinegar	5%		Week 11	✓		✓		
	<b>Task 9</b> Rates of reaction with sodium thiosulfate	5%		Week 12	✓		✓		
<b>Assignments and class work</b>	<b>Task 1</b> Investigating the effect of solute concentration on boiling point	7%		Week 2		✓			✓
	<b>Task 4</b> Bonding in common household substances	6%	20% (CC weighting: 15–25%)	Week 5		✓		✓	
	<b>Task 11</b> Compare and contrast bottled and tap water	7%		Week 14					✓
<b>Tests and examinations</b>	<b>Task 3 – Test 1</b> Solutions and solubility	5%		Week 4		✓			
	<b>Task 5 – Test 2</b> Atomic structure and bonding	5%		Week 7		✓			
	<b>Task 7 – Test 3</b> Reactions, equations and stoichiometry	5%	60% (CC weighting: 50–70%)	Week 10				✓	
	<b>Task 10 – Test 4</b> Rates and energy effects	5%		Week 13			✓		
	<b>Task 12</b> Semester 1 exam – a representative sample of the content from unit 2A only	40%		Week 15 or 16	✓	✓	✓	✓	✓
<b>TOTAL</b>		100%							

A general indication of the content covered by each task

The weighting of each assessment type as prescribed in the syllabus

An indication of the outcomes covered by each task

The assessment type as prescribed in the syllabus

The weighting of each assessment task

Timing of each task

SECTION 3: SCHOOL-BASED ASSESSMENT OF STUDENT ACHIEVEMENT IN WACE COURSE

Sample assessment outline

Food Science and Technology (Hospitality)  
unit 1C and unit 1D (delivered concurrently)

An indication of the outcomes covered by each task

Type weighting		Type	Assessment tasks	Task weighting		Due date	Outcome 1 Understanding food materials	Outcome 2 Developing food opportunities	Outcome 3 Working in food environments	Outcome 4 Understanding food in society
1C	1D			1C	1D					
20% (CC = 20-30%)	30% (CC = 20-30%)	<b>Investigation</b>	<b>Task 1A:</b> Investigate the Australian Guide to Healthy Eating and food portioning	10%		Week 9	✓			✓
			<b>Task 1B:</b> Investigate commodities and macronutrient foods	10%		Week 11	✓		✓	✓
			<b>Task 2:</b> Investigate the prevalence of overweight people and obesity in Australia	30%	30%	Week 6	✓	✓		✓
		<b>Production</b>	<b>Task 3A:</b> Catering for school function 1	30%		Week 15	✓	✓		✓
60% (CC = 50-70%)	60% (CC = 50-70%)		<b>Task 3B:</b> Catering for school function 2	30%		Week 20	✓	✓	✓	✓
			<b>Task 4:</b> Healthy food products for community members		40%	Week 22	✓	✓	✓	✓
		<b>Response</b>	<b>Task 6B:</b> Cultural morning/afternoon tea for guests		20%	Week 28	✓	✓		✓
20% (CC = 10-20%)	20% (CC = 10-20%)		<b>Task 5:</b> Food on the run (in class essay)	20%		Week 24	✓			✓
			<b>Task 6A:</b> Community food needs (oral presentation)		10%	Week 30	✓	✓		✓
			<b>TOTAL</b>	100	100					

The weighting of each assessment type

The assessment type as prescribed in the syllabus

A general description of the content covered by each task

The weighting of each assessment task

**Assessment outlines for course units delivered in an integrated manner**

In some circumstances schools may choose to deliver units from different courses in an integrated manner (e.g. unit 1A English and unit 1A Career and Enterprise). In this situation, the teacher/s may have either a separate assessment outline for each course unit or a combined assessment outline covering all the units that have been integrated.

Whichever method is used:

- The assessment tasks must reflect the knowledge, skills and understandings from the syllabus for all course units that have been integrated.
- The assessment types and weightings for each course unit which has been integrated must be adhered to.
- At the end of the year, the Council must be provided with a grade, and where required, a school mark for all course units that have been integrated.

Details of the process of integrating course units and/or endorsed programs and/or VET units of competency are available on the Council website at

<http://www.curriculum.wa.edu.au/internet/Policy/Assessment>.

**3.2.3 Access to assessment documentation and marked assessment tasks**

The school is required to provide Council officers with access to teachers' assessment documentation and all marked assessment tasks of students. It is the individual student's responsibility to retain their 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.

Schools must retain marked assessment tasks:

- for inclusion in the student assessment files required for consensus moderation processes
- for inclusion, where applicable, in the external examination folios required for some courses
- as evidence in the event of a student appeal against their school assessment
- for school moderation visits.

**Note:** Work included in an external assessment folio should not have any marks or teacher comments.

The teachers' assessment documents and the students' marked assessment tasks must be retained at least until the school's grades are approved by the Council in December for Year 12 students and March of the following year for all other students. Assessment records, including teachers' marks books, need to be retained in accordance with the State Records Act 2000.

**3.2.4 Internal comparability procedures**

If more than one teacher in a school is delivering the same course unit, the school is required to establish procedures to ensure that school marks and grades are comparable across all classes. This internal comparability ensures that students are not advantaged (or disadvantaged) by the assessment procedures of different teachers delivering the same course unit within that school. Internally comparable school marks are essential as they are used for certification and university entrance purposes.

The achievement of internal comparability is based on collaboration between teachers delivering the same course unit. When assigning grades for a course unit, the school is required to rank all students in the course unit, not separately rank students in each class. 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. To achieve this common scale, teachers typically implement the following procedures:

- a common course outline for each unit
- a common assessment outline for each unit
- common assessment tasks for each unit
- a common marking key for each assessment task
- marking processes that encourage 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 for a selection of students, then discussing any substantial differences in judgement; double-marking part of an assessment task from all classes; double-marking an assessment task from all classes).

**Note:** Where a school is delivering a course in two or more defined contexts, comparability needs to be established across these contexts. This requires the school marks for all students from all classes in all contexts to be on a common scale (see note 3 in sub-section 3.5.2).

### 3.3 Provision of assessment information

Schools are required to provide assessment information to both the students and the Curriculum Council.

#### 3.3.1 Information provided to students

The school is required to provide students with the following, in writing, at the start of the course unit or pair of units:

- a copy of the accredited syllabus for the course unit/s
- a copy of the school's senior secondary assessment policy
- the assessment outline for the course unit/s.

This is to enable students to compare what they are being taught and how they are being assessed with the school's senior secondary assessment policy and the syllabus.

**Note:** When delivering a pair of units concurrently, the syllabus for each unit must be provided with either two separate or one combined assessment outline (see sub-section 3.2.2).

During the delivery of the course unit, the school is required to provide students with timely feedback on achievement demonstrated in each assessment task, including the marking key which contains the performance criteria upon which the judgement was made.

At the end of the year, the school is required to:

- provide all students with a grade for each completed course unit
- provide Year 12 students with a final school mark for each completed Stage 2 or Stage 3 course unit
- inform Year 12 students that school marks are subject to statistical adjustment by the Council (including statistical moderation based on the overall performance of a school's students in the WACE examination for that course) and in this process their mark may be adjusted either up or down (see sub-section 4.6).

At the end of the school year, the school is required to provide students, in writing, with a statement of their final grades and where applicable, school marks, by the date specified in the WACE activities schedule.

The school is required to provide students with information describing the school's assessment review process and how to access the Curriculum Council's appeal process (see sub-section 3.6).

#### 3.3.2 Information provided to the Curriculum Council

The school is required to provide to the Curriculum Council before the prescribed date:

- a proposed grade distribution for Year 12 students for each course unit
- a grade for all students who complete a course unit
- a school mark for Year 12 students who complete a Stage 2 or Stage 3 course unit
- a school mark for Year 11 students who complete a Stage 2 or Stage 3 course unit and are exiting the course and are enrolled to sit the WACE examination.

### 3.4 Assessment practices

#### 3.4.1 Assessment tasks

Teachers develop their own assessment tasks. The assessment types which are to be used for each course unit are prescribed in the syllabus. Sample assessment tasks for all courses are available on the Council extranet ([http://www.curriculum.wa.edu.au/internet/Online\\_PD/Default](http://www.curriculum.wa.edu.au/internet/Online_PD/Default)).

When developing assessment tasks, teachers are required to implement the assessment principles of the Curriculum Framework (see sub-section 3.1).

#### Guidelines for developing assessment tasks

- Use an assessment type from the syllabus that will most effectively assess the selected content and/or outcomes
- Develop questions 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 course/stage
  - use the appropriate language level for the course/stage
  - avoid dependencies between questions/activities
  - use, where required, sources or stimulus material that is clear and appropriate to the task
  - contain no bias (e.g. gender bias, cultural bias)

- provide students with clear instructions about the completion of the task
- 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 (see sub-section 3.4.2).

For further details about the development of assessment tasks see the Assessment overview advice paper on the Council website at <http://www.curriculum.wa.edu.au/pages/Assessment/index.html>.

Assessment tasks should be used under specified conditions that are substantially the same for all students and do not discriminate on grounds such as gender, disability or ethnicity.

The use of the same assessment task by more than one class at a school or more than one school may be unfair to some students. To ensure that assessment tasks are valid, strategies need to be developed to overcome security problems when using:

- the same in-class assessment task at different times in different classes in a school
- the same assessment task from one year to the next
- assessment tasks, including exams, which are set externally and/or published and may be available to students (e.g. commercially available assessment tasks).

The set of assessment tasks for a unit should enable the teacher to determine the achievement of students on a comprehensive sampling of the syllabus content. The task weightings must conform to the overall weightings specified in the syllabus.

The school's senior secondary assessment policy must provide strategies for addressing these security issues (see sub-section 3.7.5 for commonly accepted practices).

### 3.4.2 Marking keys and marking

Teachers develop their own marking key for each assessment task. It is essential that a marking key is used as it makes clear and explicit the criteria to be used to allocate marks. Marking keys:

- help to ensure a consistent interpretation of what marks are to be awarded for
- provide the basis for feedback to students
- result in the effective ranking of student performance.

The Curriculum Council recommends the use of analytical marking for all assessment tasks. The format of the marking key will vary according to the course and assessment type, but will have the following features:

- The marking key identifies 'the best' performance that students may demonstrate on the task (note: teachers typically produce a 'model' answer as the basis for the marking key)
- The marking key determines the number of performance criterion that will be assessed in the task (typically more than one).
- The marking key determines the number of performance categories between 'the best' performance and 'the weakest' performance on each criterion. Typically, there will be several response categories for which increasing marks will be allocated. There may be more categories for some criteria, than others, for example:
  - Criterion 1: four performance categories
  - Criterion 2: two performance categories
  - Criterion 3: three performance categories.
- The marking key is based ideally on student answers for each item that makes up the assessment task. However, in reality, the key is initially developed by the teacher/s as the task is being developed. In this case, as the students will not have completed the task, teachers typically develop marking keys that are based on 'ideal' or 'model' answers that they would expect from the 'perfect' student.
- Ideally, the marking key is modified to account for unexpected student responses.

In developing 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 appropriate comments to each criterion.

Three sample marking keys are provided on the following pages. Marking keys accompany the assessment tasks in the sample unit packages available for all courses on the Council extranet.

**SECTION 3: SCHOOL-BASED ASSESSMENT OF STUDENT ACHIEVEMENT IN WACE COURSE**

**Sample marking key – Literature 2A**

**Task: Autobiographical narrative**

<b>Performance criterion</b>	<b>Performance categories</b>	<b>Marks</b>
Appropriate use of language and language devices	outstanding	5
	engaging	4
	competent	3
	reasonably engaging	2
	unvaried and awkward	1
	not demonstrated	0
Understanding of generic conventions of autobiographical narrative	very good	3
	good	2
	fair	1
	not demonstrated	0
Quality of ideas explored, selection and omission of detail	thought-provoking and sophisticated	6
	thought-provoking	5
	very clearly thought out	4
	clearly thought out	3
	reasonable but lacking precision	2
	not very clear	1
	not demonstrated	0
Awareness of audience and purpose	very good	4
	good	3
	fair to reasonable	2
	unsatisfactory	1
	not demonstrated	0
On balance judgement	total control of autobiographical narrative	7
	coherent and polished	6
	above average and heading in the right direction	5
	reasonable engagement with the task	4
	few promising lines/sentences/ideas	3
	needs better brainstorming and better editing	2
	the narrative struggles to be convincing; needs re-working	1
<b>Total</b>		<b>/ 25</b>



## Sample marking key – Italian unit 3A

## Task: Extended response

<b>Relevance and originality of Italian response</b>	<b>Marks</b>
Presents relevant ideas and opinions and develops a sophisticated, coherent argument. Manipulates language authentically and creatively to persuade and convince.	9-10
Presents relevant ideas and develops a coherent argument. Manipulates language with some degree of authenticity and creativity to persuade and convince.	7-8
Attempts to present and develop a coherent argument. Manipulates language with limited degree of authenticity and creativity to persuade and convince.	5-6
Attempts to present an argument using some relevant information or ideas. Demonstrates limited evidence of the ability to manipulate language to persuade and convince.	3-4
Presents information and ideas not relevant to the task. Uses single words, set formulae and anglicisms to construct response.	1-2
Not attempted or inappropriate response.	0
<b>Total</b>	<b>10</b>
<b>Accuracy and use of language in written response</b>	<b>Marks</b>
Shows extensive knowledge and understanding of vocabulary, tense, mood and syntax. Uses a range of complex structures correctly.	9-10
Shows thorough knowledge and understanding of vocabulary, tense, mood and syntax. Uses a range of complex structures with some errors.	7-8
Shows satisfactory knowledge and understanding of vocabulary and grammatical concepts. Uses limited range of sentence structures.	5-6
Shows basic knowledge and understanding of vocabulary and grammatical concepts. Uses limited range of simple sentence structures.	3-4
Shows elementary knowledge of vocabulary and grammatical concepts. Uses limited range of simple sentence structures with frequent errors and influence of English syntax.	1-2
Not attempted or inappropriate response.	0
<b>Total</b>	<b>10</b>
<b>Structure and coherence of written response</b>	<b>Marks</b>
Presents well structured information to develop a sophisticated, coherent sequence of events.	4
Presents structured information to develop a coherent sequence of events.	3
Attempts to organise information and ideas to develop a logical sequence of events.	2
Insufficient evidence of the ability to organise information and ideas.	1
Not attempted or inappropriate response.	0
<b>Total</b>	<b>4</b>
<b>Consideration of purpose, context and audience</b>	<b>Marks</b>
Writes effectively and perceptively for a specific purpose and context i.e. a review for a website on the theme "Solving global problems starts with local action". Very good understanding of the nature of the target audience.	3
Writes with some understanding of purpose and context. Good understanding of the nature of the target audience.	2
Communicates primarily in simple sentences or set formulae. Lacks understanding of the purpose, context and nature of the target audience.	1
Not attempted or inappropriate response.	0
<b>Total</b>	<b>3</b>
<b>Task fulfillment/organisation and structure</b>	<b>Marks</b>
Organises information, ideas and/or opinions of the text relating to the main points to meet the requirements of the task i.e. a review for the website on the theme "Solving global problems starts with local action".	3
Some organisation of information, ideas and/or opinions of the text relating to the main points though links may be vague.	2
Uses single words and set formulae to express information.	1
Not attempted or inappropriate response.	0
<b>Total</b>	<b>3</b>
<b>Final total</b>	<b>30</b>

**SECTION 3: SCHOOL-BASED ASSESSMENT OF STUDENT ACHIEVEMENT IN WACE COURSE**

**Sample marking key – Applied Information Technology: unit 2A**

**TASK 1: Performance/Production**

<b>Project requirements analysis</b>	<b>9 marks</b>	
Completion date listed		1
Target audience		1
Religious/ethnic/moral considerations documented ( <i>1 mark for each consideration</i> )		1–3
Environmental/OHS issues documented ( <i>1 mark for each issue</i> )		1–2
Technical requirements documented ( <i>1 mark for each requirement</i> )		1–2
<b>Design brief</b>	<b>4 marks</b>	
Comprehensive design brief ( <i>1 mark for each design point up</i> )		1–3
Intended theme indicated (based on brainstorm sheet)		1
<b>Investigation</b>	<b>10 marks</b>	
Existing product examples included (related examples) ( <i>1 mark for each example</i> )		1–3
Variety of sources of information (sites visited and correctly referenced) ( <i>1 mark for list of sites and 1 mark for correct referencing</i> )		1–2
Variety of images, photos and examples collected and referenced ( <i>1 mark for list of images/photos/examples and 1 mark for correct referencing</i> )		1–2
PMU Analysis defined		1–3
<b>Design ideas</b>	<b>8 marks</b>	
Brainstorm completed		1
Used annotated sketches		1
Used notes to help explain ideas		1
Software documented		1
File types documented		1
Variety of design ideas ( <i>1 mark for each design idea</i> )		1–3
<b>Completed project</b>	<b>18 marks</b>	
Quality of final project ( <i>1 mark for the timeline, 1 mark for the production plan, 1 mark for the journal with annotated screenshots, 1 mark for workable navigation, 1 mark for aesthetic appearance</i> )		1–5
Software justification ( <i>1 mark for each application discussed correctly</i> )		1–3
Ability to effectively use the nominated software ( <i>1 mark for each application</i> )		1–3
Glossary of terminology		1
Bibliography		1
Appropriate design elements/principles ( <i>1 mark for each appropriate design element and 1 mark for each appropriate design principle to a maximum of three marks each</i> )		1–5
<b>Evaluation</b>	<b>5 marks</b>	
Product requirements appropriate for design criteria		1
Negative aspects documented (with examples) ( <i>1 mark for each aspect plus example</i> )		1–2
Positive aspects documented (with examples) ( <i>1 mark for each aspect plus example</i> )		1–2
	<b>Total</b>	<b>54 marks</b>

### 3.4.3 Assessing students with disabilities and/or specific learning disabilities

The Council 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 for providing information about assessment requirements or changing the way a student presents assessment tasks. The type of support will vary according to the particular needs of the student and the nature of the task.

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

- Students who have disabilities and/or specific learning disabilities should be provided with opportunities to demonstrate their achievements within the constraints and spirit of the assessment requirements in the syllabus.
- Standards for student achievement should be applied in the same way to assessment tasks completed by all students. Students with disabilities and/or specific learning disabilities should be assessed on what they know and can do and not on what they might do if they did not have their disability.
- Where a student, because of a disability and/or specific learning disability, will not be able to complete all the content or assessment tasks for a course unit, the student and parent/guardian should be advised of the possibility and implications.
- Where a student, because of the nature of their disability and/or specific learning disability, is frequently absent from school, the teacher should follow their school's senior secondary assessment policy for non-completion/submission of assessment tasks.

Samples of assessment tasks completed by students who have disabilities and/or specific learning disabilities can be shared at consensus moderation meetings to 'validate' that the school's special consideration and/or arrangement decisions have not affected comparability.

Examples of special considerations that the Council has approved in the past to provide students with disabilities an equal opportunity to demonstrate their knowledge, skills and understandings include:

- additional reading and working time for students to complete assessment tasks
- provision of a reader/speaker to communicate a text or provision of a scribe to provide an exact transcription of student responses to assessment tasks where a physical impairment does not permit a student to read, speak, view or write
- use of specialised equipment/furniture.

See sub-section 7.2.3 for special examination arrangements that may be granted to candidates with particular disabilities and Appendix 2 for information on where specialist advice can be obtained for students with disabilities and/or specific learning disabilities.

### 3.4.4 Assessing students transferring between schools

When a student transfers, during a semester, from a course unit or course at one school into the same course unit or course at another school, the school to which they transfer should 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 course unit and assign a grade. The modified assessment program may not require the student to complete all the assessment tasks that were missed, but may include alternative tasks.

When a student has not completed one or more assessment tasks in a course 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.

If a modified 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 in the syllabus
- teacher with sufficient information to ensure the student's marks are comparable with the marks of all other students in the course unit at the school and to make a professional judgement about the grade.

## SECTION 3: SCHOOL-BASED ASSESSMENT OF STUDENT ACHIEVEMENT IN WACE COURSE

### 3.4.5 Assessing students transferring between courses or course units

The WACE activities schedule includes recommended dates (for Year 11 and Year 12 students), after which a transfer between courses or course units makes completion of the structured education program and assessment program unlikely.

If the school permits a student to transfer from one course unit to another after the date recommended on the WACE activities schedule, it must ensure that the modified education and assessment programs cover the content and assessment requirements of the syllabus and that the marks are comparable to those of all other students in that course unit at the school.

When a student has not completed one or more assessment tasks because of transferring into a course unit, the school must determine whether the student:

- completes the full assessment program (including missed assessment tasks), **or**
- is provided with a modified assessment program.

When the transfer is between units in the same course, or between courses in the same curriculum area (e.g. between a P Stage unit and unit 1A in English, between unit 2A and unit 1C in Mathematics or between Physical Education Studies and Outdoor Education) recognition of relevant prior achievement may be possible (i.e. use of the marks from assessment tasks in the previous course unit). For details see the booklet 'Guidelines for Recognition of Assessment in Course Transfer 2010', available on the Curriculum Council website at <http://www.curriculum.wa.edu.au/internet/Policy/Assessment>.

The modified assessment program may not require a student who transfers to complete all the assessment tasks that were missed, but may include alternative tasks. If a modified program is developed, it must meet the assessment requirements of the syllabus and provide:

- the student with the opportunity to demonstrate his or her achievement of the knowledge, skills and understandings in the syllabus
- the teacher with sufficient information to ensure the student's marks are comparable with the marks of all other students in the course unit at the school (i.e. allows the student to be placed on the ranked list for the unit/s) and to make a professional judgement about the grade.

## 3.5 Grading

Schools report student achievement in a completed course unit at stages 1, 2 or 3 in terms of grades.

**Table 8: The following grades are used:**

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

The grade assigned describes the overall achievement of a student for the completed unit.

**Note:** Preliminary Stage units are not graded. Achievement in these units is reported as either Completed or Not Completed.

### 3.5.1 Unit completion requirement

To be assigned a grade, a student must have had the opportunity to complete the structured education program and the assessment program for the course unit (unless there are exceptional and justifiable circumstances).

#### **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 course unit because they are unable to complete/submit one or more assessment tasks 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.

If the reason for non-completion or non-submission is acceptable to the school, but sufficient evidence is not available, then strategies that the school may use include:

- modifying the task so that it can be completed by the student, **or**
- providing an alternative assessment task which conforms to the assessment requirements of the course (e.g. modifying the task but maintaining the same standards), **or**
- extending the due date for an out-of-class assessment task or delaying an in-class assessment task, **or**
- submitting a notation of U (Unfinished) if insufficient evidence is available to make a professional judgement of the grade but there is an opportunity to assign a grade after more time is provided to complete further assessment tasks (typically during the next semester).

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:

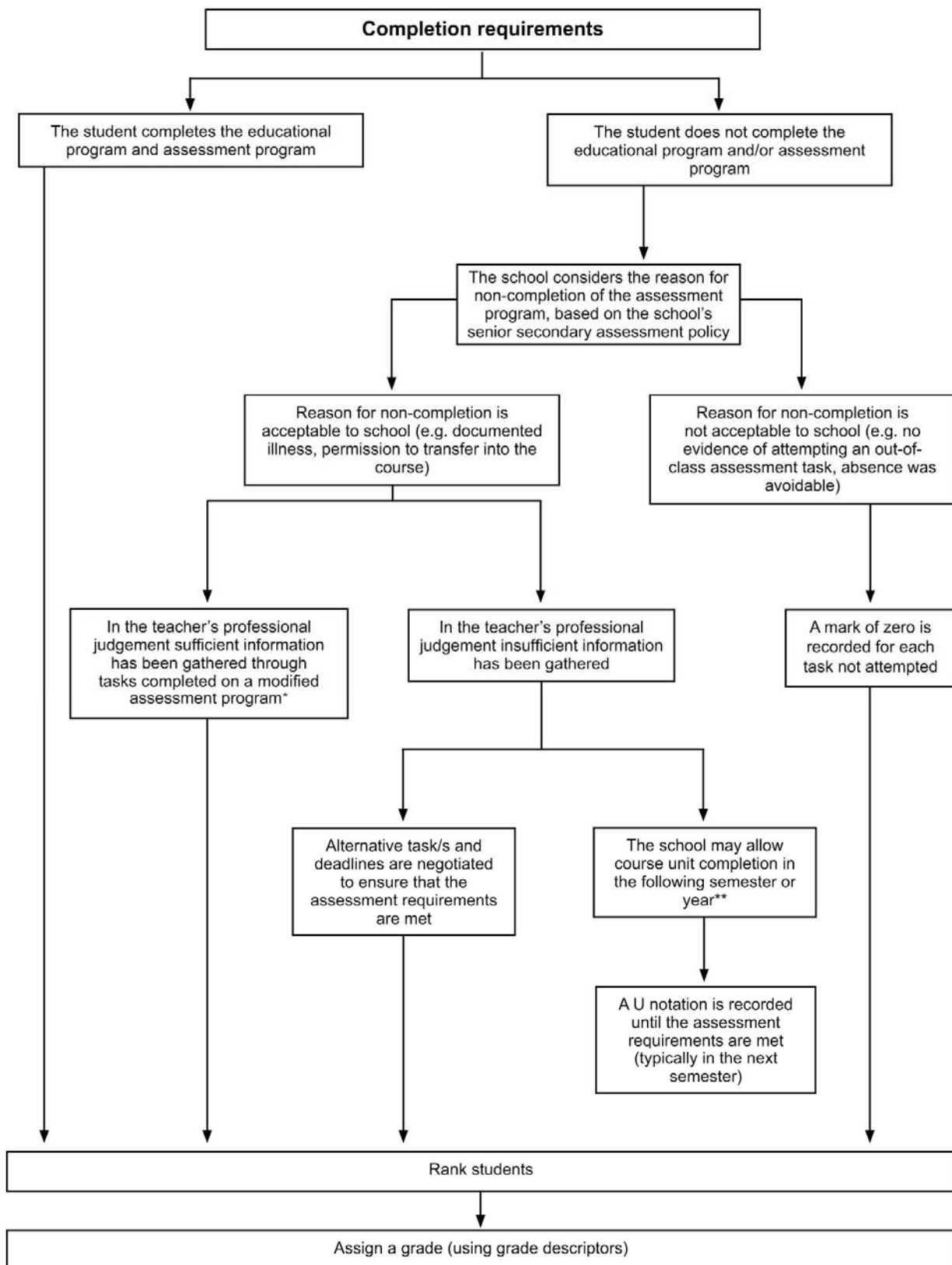
- attempts less courses allowing the WACE certificate to be achieved over a longer period of time, **or**
- completes some or all of the course units through the Hospital School Services with the support of the school's teachers, **or**
- transfers to the Schools of Isolated and Distance Education (if they meet 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 course 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's assessment policy should indicate the strategies that will be applied.

The flow diagram on the next page summarises the possible strategies when schools are dealing with non-submission or non-completion situations.

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

\*\* For Year 12 students, the U notation cannot be converted to a grade after the submission of grades to the Council at the end of the year.

### 3.5.2 Assigning grades

Each grade is based on the student's overall performance for the course unit as judged by the teacher with reference to a set of pre-determined standards. These standards are defined by grade descriptions that:

- describe the range of performances and achievement characteristics of grades A, B, C, D and E in a given stage of a course (or pair of units in Mathematics or Mathematics Specialist)
- can be used at all stages of planning, assessment and implementation of courses, but are particularly important as a final point of reference in assigning grades
- are subject to continuing review by the Council.

Grade descriptions describe generalised student performance in five categories for each unit. They assist teachers in making comparable judgements about the grades to be assigned at the completion of a unit. Grade descriptions are best used as points of reference when determining cut-offs on the ranked list of students.

Teachers make grade judgements based on a variety of student assessment data. These judgements reflect the student marks gathered throughout the unit, not just a single piece of work. These student marks are compiled in accordance with the assessment outline for the unit and meet the syllabus requirements.

**Note 1:** The grade descriptions are not used to grade individual assessment tasks.

In general, grade descriptions:

- summarise the general characteristics of student performance at each grade (A, B, C, D and E)
- 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 to parents, employers and post-school providers of the relative achievement of students against defined achievement standards
- are developed with reference to student work samples and should be read in conjunction with these work samples
- provide a guide for teachers when developing teaching and assessment programs
- relate directly to the content of the units studied at a particular stage
- provide improvement targets for students.

Further information about the use of grade descriptions can be found in the 'Using Grade Descriptions' advice paper on the Council website at

<http://www.curriculum.wa.edu.au/pages/Assessment/content/html/grading.html>.

The grade descriptions on the following pages are provided as a sample. The grade descriptions for all WACE courses are available on the Council website at

[http://www.curriculum.wa.edu.au/internet/Senior\\_Secondary/Guide\\_to\\_Grades](http://www.curriculum.wa.edu.au/internet/Senior_Secondary/Guide_to_Grades). Users select the course and then on the course page select the Assessment and Other Support Materials option from the drop-down list.

To assign grades for a course unit, the students need to be ranked. This is done by using the marks accumulated over all the tasks in the assessment outline. This numerical assessment is usually a mark out of 100. The grade descriptions are then used to establish grade cut-offs on the ranked list for the course unit (or pair of units if delivered concurrently).

**Note 2:** Where the school is in a small group partnership, the ranked list used in the grade assigning process must include all students from all partner schools. The school marks for these students must be on a common scale. If they are not, then the partner schools need to make adjustments before using the ranked list to establish the grade cut-offs. Students must be informed of any changes to their school mark resulting from this adjustment. Using the combined ranked list ensures that same grade cut-offs are used by all partner schools.

**Note 3:** Where a school is delivering a course in two or more defined contexts, the ranked list used in the grade assigning process must include all students in all contexts i.e. the school's marks for these students must be on a common scale. To achieve this comparability, schools should:

- include some common assessment tasks in the assessment outlines for each context of the course (the Curriculum Council recommends that to achieve comparability 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 (the sample WACE examinations for MDT provide a model for this at Stages 2 and 3)

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- undertake marking processes that will assist in developing a common understanding of the course standards (e.g. the use of common marking keys, double marking and cross marking).

**Note 4:** For Year 12 students in Stage 2 or Stage 3 course units, the school is required to submit to the Council a school mark out of 100 and the grade. For a school's results to be accepted by the Council, the school marks and the grades for each course unit must be consistent within the school or within a small group moderation partnership (e.g. a mark of 65 and a C for one student and a mark of 63 and a B for another student are not consistent and would not be accepted by the Council).

**Table 9: Grade descriptions – English: Stage 3**

<b>A</b>	<p>Demonstrates sustained control of sophisticated language conventions, varying expression to manipulate for effect.</p> <p>Demonstrates sophisticated understanding of purpose, audience and genre in producing, and responding to complex texts.</p> <p>Demonstrates understanding in a variety of contexts and synthesises understandings to produce, and make critical judgments about texts.</p>
<b>B</b>	<p>Develops structure to manipulate audience response and makes meaningful connections between a variety of texts.</p> <p>Demonstrates control of language conventions for clarity, variety and fluency, and manipulates for effect.</p> <p>Demonstrates clear understanding of purpose, audience and genre in producing, and responding to texts.</p> <p>Demonstrates understanding of contexts to produce, and make critical judgments about texts.</p>
<b>C</b>	<p>Demonstrates well-structured responses that make meaningful connections between texts.</p> <p>Demonstrates control of most language conventions for clear communication and attempts to influence audience response.</p> <p>Demonstrates an understanding of purpose, audience and genre in producing, and responding to texts.</p> <p>Demonstrates some understanding of the significance of context in producing, and making meaning(s) of texts.</p>
<b>D</b>	<p>Demonstrates clear responses and makes appropriate references to other texts, which may include familiar experiences.</p> <p>Generally demonstrates correct language conventions.</p> <p>Demonstrates awareness of language requirements and of genre, and shows limited understanding of purpose and audience.</p> <p>May demonstrate awareness of context in addressing familiar aspects of the topic or task.</p>
<b>E</b>	<p>May attempt to organise ideas and includes limited supporting evidence.</p> <p>Demonstrates some control of language conventions.</p> <p>Meets few requirements of the task.</p> <p>Generally demonstrates literal understanding of texts and little or no understanding of context.</p> <p>Demonstrates ideas that are not related, or are disconnected.</p>



Table 10: Grade descriptions – Materials Design and Technology: Stage 1

<b>A</b>	<p><b>Design</b> Independently uses all elements of a clearly identifiable design process to devise and generate individual ideas to develop solutions and processes appropriate to the specifications of a given design problem. Documentation displays clear design progression using concept sketches that are annotated with appropriate terminology and show the development of several ideas. Includes evidence of detailed research into existing products, fully-developed working drawings, justification of materials selected, and a clear and logical production plan. Provides an evaluation of project processes and the end product against the design criteria.</p> <p><b>Production</b> Independently applies correct operational procedures and effectively manages time to fabricate products to a high standard. Produces regular and accurate commentary with evaluation of ongoing processes including modifications derived from evaluation. Organises and uses tools and equipment with some operational independence, and concern for the safety of self and others.</p> <p><b>Response</b> Clearly and concisely presents fully-referenced research information using appropriate terminology and a variety of suitable formats including pictures, tables and photographs. Exhibits a clear understanding of the classification and structure of materials in the context. Details the impact of task design decisions and materials on society and the environment including justified conclusions and personal interpretations.</p>
<b>B</b>	<p><b>Design</b> Uses a clearly identifiable design process, explaining some design issues, considerations, and opportunities including aesthetics, function, cost and safety. Documentation displays design progression using partially-annotated concept sketches developing ideas using appropriate terminology. Includes evidence of research into existing products, simple working drawings, lists of materials selected, and a clear and logical production plan. Provides an evaluation of project processes and the end product against the design criteria.</p> <p><b>Production</b> With occasional guidance applies operational procedures to fabricate products to a high standard. Produces regular reports about ongoing processes as prescribed in the design plan and implements teacher-suggested modifications. Uses tools and equipment with concern for the safety of self and others.</p> <p><b>Response</b> Uses correct terminology in the presentation of research information and data including pictures, tables and photographs. Includes references for some sources. Lists the common classification and differences of materials within the context. Lists several ways in which task design decisions and materials may affect society and the environment including unjustified conclusions and personal interpretations.</p>
<b>C</b>	<p><b>Design</b> With regular assistance uses some elements of an identifiable design process, which includes some research and investigation of similarly designed products in terms of aesthetics, function and cost. Documentation shows superficial and partially-annotated concept sketches with limited use of appropriate terminology and little evidence of design progression and research into existing products. Includes simple working drawings, lists of materials selected, a simple production plan, and an evaluation of the end product.</p> <p><b>Production</b> With regular guidance applies some planned operational procedures to fabricate products to a satisfactory standard. Produces occasional reports about some processes in the design plan and implements teacher suggested modifications. With occasional guidance uses tools and equipment with some concern for the safety of self and others.</p> <p><b>Response</b> Uses limited correct terminology; there may be evidence of vague and irrelevant statements in the presentation of research information. Presents little evidence of referencing. Lists the common differences between materials within context. Lists several ways in which task design decisions and materials may affect society and the environment including unjustified conclusions.</p>

### 3.5.3 Proposed grade distributions

To improve state-wide comparability, all schools are required to submit to the Council a proposed grade distribution for Year 12 students in each course unit. Schools are required to enter the proposed grade distributions into the student information records systems (SIRS) by the date specified in the WACE activities schedule.

When determining proposed grade distributions, the school should consider the following:

- Proposed grade distributions are estimations made by the teacher/s of the grades that the students are expected to achieve once all assessment tasks are completed (i.e. a professional judgement made although some tasks will be partially completed or incomplete at the time of submission).
- The advice on grade distributions received during any grading review during the year should be applied when estimating grades.
- A teacher comment can be included in the submission (e.g. about the uncertainty at a particular cut-off created by the yet-to-be held Semester 2 exam or that several assessment tasks with significant weightings have yet to be conducted/marked).
- The U notation (unfinished) cannot be used when submitting proposed grade distributions.

The Council's moderation officers analyse the proposed grade distribution for each school based on historical data for the course at that school and any school moderation reports. The moderation officer either approves the proposed grade distribution or recommends that the school reviews and/or adjusts either the whole distribution or grades at particular cut-offs. This feedback is sent to schools and can also be viewed or printed from the following report in SIRS:

Pathway: *Reports>Other Reports>Moderation>GRD021 – Proposed Grade Feedback for Year 12 Courses.*

Teachers should view the feedback, and make any adjustments they consider necessary before the submission of the grades for the course unit. If the school does not agree with the feedback, the teacher should contact the moderation officer for the curriculum area to discuss the reason.

Where assessment tasks marked towards the end of the unit (or pair of units) cause significant differences to occur between an accepted proposed grade distribution and the final grade distribution, the teacher is required to contact the moderation officer for the curriculum area to outline the reason for the variation.

### 3.5.4 Curriculum Council acceptance of grades

The Council accepts students' grades for a course unit on the principal's declaration that the school has met the assessment requirements (see sub-section 3.2).

The Council reserves the right to not accept a school's grades, or to adjust the grades 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 final grade distribution and the proposed grade distribution (which was accepted by the Council)
- there are considerable or unexplained differences between the final grade distribution and evidence from a grading review conducted as part of the school moderation program
- there are internal inconsistencies in the ranking and grading of students (see the Note 2 in sub-section 3.5.2).

When informing students of grades achieved on the completion of a course unit, the school must advise the students that the grades are subject to approval by the Council.

The Council informs the student of the grade in their statement of results at the completion of Year 12. Year 11 students who sit an examination as they are terminating a course receive a WACE course report, but do not receive a statement of results until the end of Year 12 (see sub-section 8.1 for details about the WACE course report and statement of results).

### 3.6 Student appeals against school assessment

The school is required to provide students with the opportunity to query their school assessment and resolve any issues which may arise. If an assessment issue is not resolved through this review process, then the student may appeal to the Council against their school assessment.

Assessment reviews and appeals are intended to determine whether:

- the school's assessment outline conforms with Council requirements
- the school's assessment procedures conform with its assessment policy, which complies with the Council guidelines
- there are any procedural or computational errors in the determination of the school mark and/or grade.

In the case of appeals to the Council, the school is required to provide the appeals panel with a copy of:

- the school's senior secondary assessment policy
- the school's assessment outline for the course unit concerned
- the assessment records for all students in the school who are enrolled in the course unit concerned, with the appellant's results indicated
- any other relevant school information as required by the panel.

Applications to the Curriculum Council for appeal against school assessment will not be considered unless an assessment review has been completed by the school. The appeal form is available in the WACE Procedures File.

Student appeals must be lodged at the Council with the required fee and the school's written review by the closing date specified in the WACE activities schedule.

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

### 3.7 Guidelines for developing a school assessment policy

Schools are required to develop a senior secondary assessment policy which provides information to students, parents/guardians and teachers on the following:

- provision of assessment information to students
- completion of a course unit
- authentication of student work (i.e. cheating and plagiarism, authentication of out-of-class assessment tasks and assessing individual performance on group tasks)
- assessing students with disabilities and/or specific learning disabilities
- security of assessment tasks
- modification of the assessment program for particular students (due to injury or illness, personal circumstances, cultural beliefs or a disability and/or specific learning disability)
- assessing students transferring between schools
- assessing students transferring between courses and/or course units
- assessment review and appeal processes
- procedures that will be applied if assessment is affected by a catastrophic event (e.g. a pandemic)
- rules for the conduct of school examinations
- reporting of student achievement.

Although decisions on these matters are a school responsibility, the adoption of the guidelines and commonly accepted practices that follow, and which are exemplified in the Council's sample senior secondary assessment policy, will assist with the achievement of comparability. The sample policy is available on the Council website at <http://www.curriculum.wa.edu.au/internet/Policy/Assessment>.

### 3.7.1 Provision of assessment information to students

The school's senior secondary assessment policy must be available to all students. The policy must identify how the following assessment information (see sub-section 3.3.1) is provided to students for each of the course units they are studying:

- the accredited syllabus
- the assessment outline (**note:** a combined outline may be used for two units delivered concurrently or for two or more units delivered in an integrated manner – see sub-section 3.2.2)
- the course outline and/or teaching program.

The policy should also include:

- how students can access the grade descriptions for the stage of the course they are studying
- the school's commitment to the provision of timely feedback on the achievement demonstrated on each assessment task, including the marking key or the performance criteria, on which the judgement is made
- the rules for school examinations
- the process that the school uses for reporting student achievement.

### 3.7.2 Completion of a course unit

The school's senior secondary assessment policy must identify how students who do not complete the assessment program (i.e. do not complete/submit one or more assessment tasks) will be treated when determining the grade and school mark for a course unit (see sub-section 3.5.1). 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 structured education and assessment program is acceptable
- the strategies to be applied when a student does not complete/submit one or more assessment tasks
- suitable strategies for counselling students so they do not select courses which contain content or assessment tasks which cannot be completed (e.g. as they do not fit with their cultural or religious beliefs).

#### 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 the task
  - providing of an alternative assessment task
  - estimating performance based on previous performance/s on the same type of assessment task
  - assigning a U notation and then converting this to a grade next semester (note: this is not an option for Year 12 students for units delivered in Semester 2 or over the year unless exceptional circumstances exist).
- If the assessment outline is amended for a particular student they must be informed and provided with a copy of the amended assessment outline.
- If there is **no reason** provided by the student for non-completion or non-submission of an assessment task **or** the reason provided is **not acceptable** to the school, schools typically use strategies such as:
  - using a scale of mark deductions based on the number of days late
  - using a mark of zero for the assessment task
  - providing an extension of time with an appropriate penalty
  - providing an alternative assessment task with an appropriate penalty.
- The student and parent/guardian must be advised if, as a result of non-completion or non-submission of an assessment task, the student is deemed to be at risk of receiving a grade lower than expected.

### 3.7.3 Assessing students with disabilities and/or specific learning disabilities

The school's senior secondary assessment policy must identify how students with disabilities and/or specific learning disabilities will be assessed.

#### Commonly accepted practice

- Students who are unable to complete an assessment task because of their disability and/or specific learning disability are provided with alternative opportunities to demonstrate their knowledge, skills and understandings.
- Students with a disability and/or specific learning disability who require additional assistance to complete an assessment task must be provided with special considerations and/or arrangements which are consistent with those provided in the WACE examinations conducted by the Curriculum Council.

### 3.7.4 Authentication of student work

When making a judgement about a student's performance on an assessment task, the school must be confident that the work is the student's own to ensure the reliability of school's marks. The school's senior secondary assessment policy must outline how it will deal with authentication issues such as cheating and plagiarism, authentication of out-of-class assessment tasks and assessing individual performance on group tasks.

#### Cheating, collusion and plagiarism

A student is not permitted to submit for marking, as original, any work prepared by another person or which has been copied without acknowledging the source or which paraphrases/summarises the work of others. In developing a senior secondary assessment policy, the school must decide on:

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

#### Commonly accepted practice

- The school informs the student and the parent/guardian of any suspected cheating, colluding or plagiarism and of any penalties applied.
- If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher or head of learning area determines whether this behaviour has occurred. As part of this process the student is provided with the right of reply.
- If cheating, collusion or plagiarism is established beyond reasonable doubt, schools typically apply penalties, such as, a mark of zero for the assessment task or for the affected part of the task.

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

Student achievement in out-of-class assessment tasks is authenticated by the teacher. 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 on an out-of-class assessment task schools typically use strategies such as:
  - regular interaction between students and teachers
  - teacher monitoring of student progress
  - use of a teacher-monitored log book to document stages in the development of the task
  - administering the task in class with open access to reference notes
  - completing the task at home, then measuring achievement using an in-class assessment task under test conditions
  - completing the task partially at home and partially at school
  - a signed student declaration stating that all unacknowledged work is their own.

### Assessing individual performance on group tasks

The assessment of individual performance in a group task is acceptable when the purpose of a group assessment task is to assess the individual's knowledge, skills and understandings 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, skills and understandings that the task aims to assess. In developing a senior secondary assessment policy, the school must decide on:

- the procedures to ensure the marking of the group assessment task is fair, valid and reliable
- the strategies to take account of different achievement of individuals within a group and to mark or rate accordingly.

#### Commonly accepted practice

- To monitor individual performance on a group task schools typically use strategies such as:
  - peer evaluation
  - regular interaction between students and teachers
  - teacher monitoring of group and individual progress
  - a teacher-monitored log book (documenting the stages in the development of the task).

### 3.7.5 Security of assessment tasks

The school's senior secondary assessment policy must outline the strategies used to ensure that the use of the same assessment task by more than one class or by more than one school does not disadvantage a particular group of students. In developing the policy, the school must decide on strategies for addressing problems which may result from the use of:

- the same in-class assessment task at different times in different classes in a school
- the same assessment task from one year to the next
- assessment tasks, including exams, which are set externally and/or published and may be available to students (e.g. tasks shared between schools, tasks used by small group moderation partners, tasks that are commercially available).

#### Commonly accepted practice

- To ensure fairness to all students when using the same assessment task in more than one class at a school or in more than one school, schools typically use strategies such as:
  - developing parallel forms of assessment tasks for use by different classes
  - common timing of tasks when used in more than one class or in other schools
  - collection and retention of assessment tasks and all student responses to the task until all classes/schools have administered the task.

### 3.7.6 Assessing students transferring between courses and/or course units

The school's senior secondary assessment policy must outline how students will be assessed if they transfer between courses and/or course units after the assessment program has commenced. In developing a senior secondary assessment policy, the school must decide on:

- the deadline for transfers between courses and/or course units
- the process for determining the use of marks from assessment tasks completed in the previous course unit
- the process for determining the additional assessment tasks, if any, to be administered to provide the opportunity for the student to complete the assessment program of the unit into which they are transferring.

#### Commonly accepted practice

- Students considered to be at risk of not achieving a WACE or not meeting TAFE selection criteria or university entrance requirements (as appropriate) are counselled to consider changing courses or course units early in the semester (or early in the year for pairs of units delivered concurrently).
- The school uses the dates recommended by the Curriculum Council in the WACE activities schedule as the deadlines after which transfers between courses are not permitted.
- The teacher or head of learning area determines the use of marks from assessment tasks completed in the previous course unit and the additional assessment tasks, if any, to be administered. The assessment outline is then modified for this student.
- The school informs the student and parent/guardian of any additional assessment tasks that must be completed and the risks involved in a late transfer.

### 3.7.7 Assessing students transferring between schools

The school's senior secondary assessment policy must outline how students will be assessed if they transfer to the school during a semester. In developing the policy, the school must decide on:

- the process for determining the use of the marks provided by the previous school for this unit
- the process for determining the additional assessment tasks, if any, to be administered to provide the opportunity for the student to complete the assessment program of the 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 this student.
- The school informs the student and the parent/guardian of any additional assessment tasks to be completed as a result of transferring between schools.

### 3.7.8 Assessment review and appeal processes

The school's senior secondary assessment policy must describe the school's assessment review process and how to access the Curriculum Council's appeal process (see sub-section 3.6).

### 3.7.9 Procedures to be applied if assessment is affected by catastrophic events

The school's senior secondary assessment policy must describe the procedures which will be applied in the case of a catastrophic event affecting the assessment of individual students or groups of students (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

- The teacher or head of learning area makes a professional judgement of the performance of the students affected by the event based on the completed assessment tasks.
- Where additional assessment tasks are required to enable the professional judgement, the assessment outline is then modified for students affected by the event.
- The school informs students affected by the event and the parent/guardian of the changes to how the students' achievement will be determined, including any additional assessment tasks.

### 3.7.10 Rules for the conduct of school examinations

The school's senior secondary assessment policy must describe the procedures to be used in the conduct of school examinations. In developing the policy, the school must decide on:

- procedures to be used where sickness or misadventure prevents the student from adequately preparing for the examination or completing the examination
- the examination rules to be used (e.g. materials allowed in the room)
- procedures and penalties if examination rules are broken.

#### Commonly accepted practice

- The school bases the policy on the Curriculum Council's rules, procedures and penalties for the conduct of WACE examinations.

### 3.7.11 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 and to the Curriculum Council. The policy for reporting by schools of student achievement to parents is determined by the sector/system or the individual school.

#### Commonly accepted practice

- The school bases its practices on the reporting policy of the sector/system.
- The school reports the course unit grade and where required the school mark for each unit in the school's Semester 2 report and/or in a school-developed statement of results.

## SECTION 4: MODERATION OF SCHOOL-BASED ASSESSMENTS FOR COURSES

The Curriculum Council's moderation processes help ensure the comparability of school marks and grades. Comparability between schools occurs when the same result in the same course unit has the same 'meaning' across the State. This helps to ensure fairness of marking and grading for students. It also maintains the credibility of school marks and grades, which is significant because it influences students' prospects for further education or employment.

The basis of establishing comparability for a course/stage is to:

- provide syllabus documents which clearly indicate to schools 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 in the course unit
- statistically adjust school marks based on the performance of students in the WACE examination.

**Table 11: What the Curriculum Council provides to achieve moderation**

Syllabus	Grades package	Assessment support	Moderation process
<p>A quality syllabus is provided for each course unit. It includes:</p> <ul style="list-style-type: none"> <li>○ the knowledge, skills and understandings for each unit</li> <li>○ the assessment types and weightings for each stage</li> <li>○ the WACE examination design brief for Stage 2 and Stage 3</li> </ul>	<p>The criteria for assigning a grade for each course unit are included in the grades package. The package includes:</p> <ul style="list-style-type: none"> <li>○ grade descriptions for the stage (or in the case of Mathematics and Mathematics Specialist for each pair of units)</li> <li>○ student work samples</li> </ul>	<p>Quality assessment materials and professional learning for teachers are provided to assist in developing a common understanding of course standards and assessment types. Support includes:</p> <ul style="list-style-type: none"> <li>○ assessment support materials (sample unit packages including assessment outlines, assessment tasks and marking keys)</li> <li>○ assessment seminars</li> <li>○ school performance data</li> </ul>	<p>A variety of methods are used to verify that schools are achieving internal and external comparability. Methods used include:</p> <ul style="list-style-type: none"> <li>○ consensus moderation meetings</li> <li>○ a school moderation program</li> <li>○ small group moderation</li> <li>○ proposed and final grade distribution approval process</li> <li>○ statistical moderation of school marks (Stage 2 and Stage 3 courses)</li> </ul>

Comparability is assured for each course unit, if the school:

- develops its structured education program for the course unit based on the syllabus
- develops its assessment program for the course unit to reflect the assessment requirements of the syllabus
- implements the Council's grading procedures to achieve course standards
- participates in consensus moderation meetings and the school moderation program.



## 4.1 The syllabus and grades package

For each course, the syllabus is available on the Council website at [http://www.curriculum.wa.edu.au/internet/Senior\\_Secondary/Courses](http://www.curriculum.wa.edu.au/internet/Senior_Secondary/Courses).

Select the course, then on the course page select the syllabus option from the drop-down list.

For each course, a grades package consisting of grade descriptions and annotated student work samples for each stage (or in the case of Mathematics and Mathematics Specialist for each pair of units) is available on the Council website at [http://www.curriculum.wa.edu.au/Internet\\_Support\\_Materials/Guide\\_to\\_Grades/](http://www.curriculum.wa.edu.au/Internet_Support_Materials/Guide_to_Grades/).

See Appendix 1 for a list of all courses available for delivery.

## 4.2 Assessment support materials for teachers

The sample unit packages for each course provide a range of assessment support materials including:

- sample teaching programs and/or course outlines
- sample assessment outlines
- sample assessment tasks and marking keys.

Sample examinations for each course at stages 2 and 3 are also available. The sample unit packages and sample examinations are available on the Council's learning and support extranet at <https://lms.curriculum.wa.edu.au/>.

## 4.3 Assessment seminars

In 2010, assessment seminars will be provided during terms 1 and 2 for:

- new and/or inexperienced teachers of WACE courses (a general introduction to assessing students for teachers who did not participate in the professional development and assessment seminars during the introductory phase of the WACE courses)
- teachers of those WACE courses implemented in 2009 (course-specific seminars will outline the exam design and examine the sample papers at each stage in preparation for the first WACE examinations in these courses in 2010).

Seminars will be conducted in the metropolitan area and also in regional centres where numbers make a meeting viable.

Course-specific teleconferences will be provided for teachers who are unable to attend an assessment seminar (particularly for non-metropolitan schools that are unable to send a representative to a seminar due to location).

Attendance at assessment seminars is optional, but highly recommended.

Assessment seminar bookings can be made on the Council website during Term 1.

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 seminars.

From 2011 onwards, course-specific assessment seminars will be provided for courses selected on a needs and rotational basis. Schools will be advised of seminars through the WACE Circular and/or eCircular.

## 4.4 School moderation program

Each year, the assessment and grading practices in particular courses/stages at selected schools are reviewed by Council moderation officers. The purpose of this school moderation program is to ensure that:

- the Council's assessment requirements are understood and are being implemented
- the Council's grading procedures are understood and are being implemented.

The program assists in ensuring that state-wide comparability of course standards is being achieved.

School moderation can take the form of a documentation review and/or a grading review.

A documentation review will be conducted for a particular WACE course if requested by the principal or where the school:

- is introducing the course for the first time
- is re-introducing a course
- has not delivered any WACE courses before (i.e. schools enrolling Year 11 students for the first time or enrolling Year 10 students in WACE courses for the first time).

A grading review will be conducted for a particular WACE course if requested by the principal or where evidence suggests to the Council that an assessment issue may exist in that course/stage at the school.

A moderation review can occur in the form of either a school visit by a Council moderation officer, or where this is not viable, through the school sending materials to the Council.

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

For a documentation review for a particular course, the school is required to make available the following materials for the identified unit or pair of units:

- a course outline
- an assessment outline
- the student assessment records (i.e. the marks book) for the class or classes
- the assessment tasks already conducted and any developed for use later in the year
- a marking key for each assessment task already conducted and any developed for use later in the year
- a brief statement of the internal comparability procedures being applied, if more than one teacher is involved (see sub-section 3.2.4)
- a brief statement of the moderation processes being applied to achieve comparability, if the school is involved in a small group partnership (see sub-section 4.7).

For a grading review, the following additional materials are required:

- a proposed grade distribution (i.e. the anticipated number of students at each grade)
- assessment files containing all marked tasks for a sample of students at each grade cut-off point
- a ranked list of students based on the total marks at the time of the visit.

Following the review of the materials (either at the school or provided to the Council), the Council's moderation officer prepares a written report indicating whether the assessment documents and processes meet the requirements and/or whether the assessment files indicate that the school's marking and grading is comparable with State-wide standards for the course/stage. The moderation officer discusses the report with the teacher and then with the principal who signs the report.

Where the report identifies minor issues, the school is required to confirm with the Council that the necessary adjustments have been made. This confirmation is signed by the principal.

Where the report identifies major issues, the school may be required to provide the Council with amended or additional documentation. A follow-up 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.

## 4.5 Consensus moderation procedures

Consensus moderation meetings provide teachers with the opportunity to build common understandings of the course standards that underpin comparability. This is achieved through teacher analysis of assessment tasks for a sample of students covering the range of grades. Schools are required to provide a student assessment file for a prescribed number of students for a unit (typically four students, one at each grade between A and D). Teachers reflect on the feedback received from their colleagues to determine any adjustments that may be required for the schools' assessments to be comparable.

**Note:** Each student assessment file includes all the marked assessment tasks for the unit from one student, unless schools are asked to provide only those tasks which demonstrate a particular aspect of a course (typically in the case of courses with a significant practical component).

In 2010, these meetings will be conducted on 19 July for all WACE courses first available for delivery in either 2008 or 2009. Those courses implemented in or before 2007 will be moderated as required through the school moderation program. Meetings will be held in the metropolitan area and also in regional centres, where numbers make a meeting viable.

Participation in a consensus moderation meeting is compulsory for one representative from each school for each course/stage that the school is delivering. In courses with defined contexts, where a school is delivering the course in more than one context, a representative is required for each context.

Each school is allocated to a consensus moderation group for a course/stage (typically of 10–15 schools). The meetings are facilitated by an experienced teacher. An expression of interest form for teachers interested in the role of consensus moderation officer is provided in the first WACE Circular each year.

Alternative arrangements are made for schools more than 100km from the nearest scheduled venue. Schools are required to mail materials to the Council. The feedback process may include the use of teleconference or videoconference.

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.

From 2011 onwards, consensus moderation meetings will be conducted for courses selected on a needs and rotational basis. Schools will be advised of consensus moderation meetings through the WACE Circular.

## 4.6 Statistical adjustment of marks

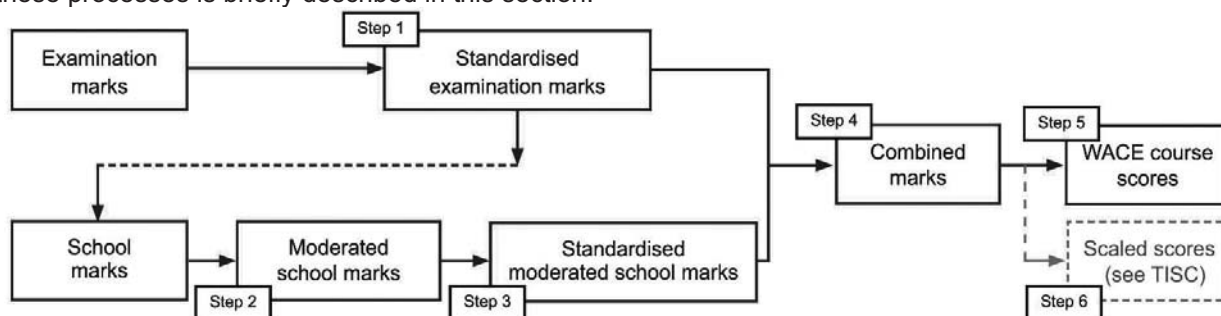
The Council's marks adjustment process assists in ensuring state-wide comparability and enables the comparison of the results of all students in all the schools and all the courses.

The mark that a Year 12 student receives for each Stage 2 or Stage 3 course comes from two sources:

- their mark submitted by the school to the Council (school mark), **and**
- their mark from the WACE examination set by the Curriculum Council (examination mark).

These marks are used in the calculation of the WACE course score and the scaled score, which is used by the Tertiary Institutions Service Centre (TISC) for university admission.

The diagram below summarises the marks adjustment processes used by the Council and TISC. Each of these processes is briefly described in this section.



**Note:** Information about calculation of the Australian tertiary admission rank (ATAR) and all other aspects of university admission is available on the TISC website at [www.tisc.edu.au](http://www.tisc.edu.au).

### 4.6.1 Standardisation, statistical moderation and scaling

Standardisation and statistical moderation are processes that the Council uses to enable school marks and WACE examination marks for Stage 2 or Stage 3 to be combined so that students' results can be fairly compared. Scaling is a process jointly undertaken by TISC and the Council to enable fair comparison between courses.

By using these three processes, students' marks are brought onto a common scale which enables the universities to compare student performance, even if students have done different courses at different schools in different calendar years.

#### **Standardising the raw examination mark**

The overall mark for the examination (including the practical component, where applicable) is called the raw examination mark. The raw examination mark is standardised. This process is undertaken because examination papers for individual courses/stages vary in difficulty from year to year, and from course to course. Standardisation adjusts for these differences in difficulty.

Standardisation ensures that no student is disadvantaged if an examination is harder than usual in the year they do their examination. If an examination is harder, the student's standardised mark in that course may be higher than their raw mark. If, on the other hand, an examination is easier than usual, their standardised mark may be lower than their raw examination mark.

As a result of standardisation:

- the distribution of standardised marks is the same from year to year, from course/stage to course/stage.
- the top student in each course at each stage is given a standardised mark of 100.

#### **Statistically moderating the school mark**

A moderated school mark is calculated from the raw school mark. This statistically moderated school mark is on the same numerical scale as the standardised examination marks and, therefore, has the same meaning in every school. Standardised examination marks are used as a common scale because the WACE examination is the same for all students from all schools, unlike the scale of school marks, which is different between schools.

The ranking of students according to the moderated school marks is the same as their ranking according to the raw school marks.

A student's moderated school mark is likely to be different from their school mark. Bigger differences indicate a bigger gap between the scale used by their teacher when marking the assessment tasks and the scale used for the standardised examination marks for the course.

**Note:** Schools can access a range of performance data in SIRS which can be used to identify those courses/stages in which school marks were adjusted by a significant amount (see sub-section 4.8).

#### **Standardising the school mark**

The moderated school mark is also standardised using the same process as is used to standardise the raw examination mark (see above).

### 4.6.2 Calculating the WACE course score

All final-year students receive a WACE course score for each pair of units studied at Stage 2 and/or Stage 3, provided they sit and make a reasonable attempt at the WACE examination.

The standardised examination mark and standardised moderated school mark for the same course (which are both out of 100) are averaged to calculate a combined mark. These combined marks are then used to determine the WACE course score.

For each course/stage, the WACE course score cut-offs are determined by a standards setting panel which uses students' examination papers and course standards to determine achievement bands. A student's WACE course score for a course is likely to be different from their school mark, examination mark and their combined mark.

A WACE course score of:

- 75 and above represents excellent achievement
- 65–74 represents high achievement
- 50–64 represents satisfactory achievement
- 35–49 represents limited achievement
- less than 35 represents inadequate achievement.

The proportion of students in each of these achievement bands varies from course to course and stage to stage. It may also vary from year to year depending on the overall performance of students in a particular year.

### 4.6.3 Calculating the scaled score

Scaling adjusts for differences in difficulty between courses and aims to ensure that students are not disadvantaged if they choose a difficult course. TISC and the Council apply the Average Marks Scaling (AMS) method to the combined mark. This method uses the overall achievements of the group of students studying each course to adjust the combined marks of the course into 'scaled' scores. Because scaled scores are on a common scale they can be used to calculate the tertiary entrance aggregate (TEA) and the Australian tertiary admission rank (ATAR) for university admission purposes.

A student's scaled score for a course/stage is likely to be different from their school mark and their combined mark. For example, if the Year 12 students in Stage 3 Ancient History, as a group, perform better across all their courses than students in Stage 3 Accounting and Finance, then the combined marks for Ancient History will be scaled up relative to the combined marks in Accounting and Finance.

Information about calculating the TEA and ATAR is available on the TISC website at [www.tisc.edu.au](http://www.tisc.edu.au).

## 4.7 Small group moderation procedures

Where a school has a projected number of fewer than 10 WACE examination candidates in a particular course at either Stage 2 or Stage 3, the school must become involved in a small group moderation partnership. Partnerships increase the combined group size to 10 or more students.

When correctly implemented, small group moderation procedures minimise potential anomalies during the statistical moderation of students' school marks.

If a school with a small group is not in a partnership, the under-performance of a few students in the WACE examination for a particular course/stage may unfairly affect the degree of statistical adjustment of the school marks of other students in the class.

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

- initiate the formation of a partnership
- register the partnership with the Council by the date indicated on the WACE activities schedule (using the *Small group partnership registration* form, which is sent to schools and is available in the WACE Procedures File, sub-section 8.4.1)
- ensure that the partnership operates effectively
- advise the Council which of the three possible statistical moderation options they select for each course (see sub-section 4.7.3).

**Note 1:** When determining the number of WACE examination candidates in a course/stage, schools need to take into consideration any students who are **not** intending to sit the examination as they meet the exemption requirements (see sub-section 7.2.8).

**Note 2:** For European Languages courses (French, German, Italian), a partnership is required if there are fewer than 10 WACE examination candidates in a course/stage who are not background speakers.

**Note 3:** When the projected number of WACE examination candidates in a course/stage is between 10 and 15, it is advisable for the school to consider participating in small group moderation (to allow for possible reductions in enrolments that may result in fewer than 10 students sitting the WACE examination).

If partner schools choose not to use the same assessment outline then:

- the common assessment tasks for each course unit must have a combined weighting of at least 50 per cent (where the units are being delivered concurrently there should be a spread of common assessment tasks over the two semesters)

## SECTION 4: MODERATION OF SCHOOL-BASED ASSESSMENTS FOR COURSES

- the common assessment tasks for each pair of units must include at least one of each assessment type identified in the syllabus (this requirement also applies when a single course unit is delivered e.g. a unit taken over a year).

It is strongly recommended that partner schools conduct two common examinations (typically Semester 1 and Semester 2).

### 4.7.1 Small group moderation partnership requirements

Wherever possible, a partnership should be formed with one school that has a large group of students. Partnerships involving more than three schools should be avoided.

**Note 1:** In those courses that have defined contexts, the school is required to form a partnership with a school delivering the course in the same context. This applies to:

- Children, Family and the Community: caring for others; living independently
- Design: dimensional design; graphics; photography; technical graphics
- Food Science and Technology: hospitality; nutrition and health promotions; product development
- Materials Design and Technology: metal; textiles; wood
- Music: contemporary music; jazz; western art music.

**Note 2:** In Engineering Studies, the school is required to form a partnership with a school delivering a course in the same specialist field (i.e. Mechanical, Electronic/Electrical, or Systems and Control).

To assist with planning of teaching and assessment programs, a partnership should preferably be established at the end of the preceding year or as early in the school year as possible.

So that the students can be treated as though they are from the same school, the school marks of all schools in the partnership must be comparable (i.e. the school marks for each student in the partner schools must be on a common scale). Partner schools need to have strategies in place to ensure comparability. Strategies typically used by partner schools are:

- using the same assessment outline and all assessment tasks in common
- having a nominated sub-set of tasks in common (**note:** the distribution of marks on these common tasks can be used to adjust the distribution of marks on the other tasks)
- using the same marking keys
- cross marking
- double marking.

### 4.7.2 Ranking students in a small group moderation partnership

When ranking students as part of the assigning of grades, schools in a small group moderation partnership need to combine their rank order lists for the stage and determine the grade cut-offs for all students as if they are in one class.

**Note:** for courses with defined contexts, the ranked list needs to include all students in all contexts being delivered by the school (e.g. if the school is delivering MDT in the contexts of both wood and textiles).

### 4.7.3 Statistical moderation options for partnership schools

Early in Term 4, the principal of each school in a small group moderation partnership is required to advise the Council which of the following statistical moderation options they select for each course:

- Option A The school is statistically moderated in partnership with its partners, regardless of the outcome of analysis of the WACE examination results of the partner schools carried out by the Council in December.
- Option B The school is statistically moderated without its partners.
- Option C The school's small group partnership is reviewed by the Council and adjusted, if necessary, in the interests of fairness.

More details of the small group moderation process are available in the Guidelines for Implementation 2010, available on the Council website at

[http://www.curriculum.wa.edu.au/internet/Senior\\_Secondary/Teacher\\_Support/Small\\_Group\\_Moderation](http://www.curriculum.wa.edu.au/internet/Senior_Secondary/Teacher_Support/Small_Group_Moderation).

## 4.8 School performance data

A range of data is available in SIRS to assist schools when reflecting on the achievement of their Year 12 students in previous years. The information on individual students is confidential and must not be released to a third party without permission of the student concerned.

The data includes:

- results of individual students
- summary statistical information for the school
- summary statistical information for the State.

For 2010 and beyond, a standards package will be available on the Council website. This package will provide analysis of each WACE examination, including samples of student answers to all questions.

## SECTION 5: VOCATIONAL EDUCATION AND TRAINING

### 5.1 Principles

Vocational education and training (VET) in the senior secondary years engages students in work-related learning built on strategic partnerships between schools, training organisations, business, industry and the wider community. VET can be taken as an integral part of the WACE and its completion by the student gains credit towards a nationally recognised VET qualification within the Australian Qualifications Framework (AQF), providing a broad range of post-school options and pathways.

VET is delivered by registered training organisations (RTO), both public and private, according to Australian Quality Training Framework (AQTF) requirements. VET can be delivered by schools providing they meet the AQTF requirements, including having access to required physical and human resources. The AQTF is the quality system which underpins the national vocational education and training sector and outlines the regulatory arrangements in Australian states and territories. It provides the basis for a nationally consistent, high-quality VET system. Detailed information regarding the AQTF standards is available at [www.training.com.au/aqtf2007/](http://www.training.com.au/aqtf2007/).

The AQTF 2007 'Essential Standards for Registration' outlines a set of auditable standards that must be met and maintained for registration as a training provider in Australia. Refer to the registration process in WA via the Training Accreditation Council website, [www.tac.wa.gov.au](http://www.tac.wa.gov.au). Schools can deliver VET either by becoming an RTO school or by working in partnership with an external RTO, which provides the appropriate training. Refer to resource 'Schools Guide to Partnerships' at [www.vetinfo.net.det.wa.edu.au](http://www.vetinfo.net.det.wa.edu.au).

### 5.2 Policy and Guidelines

#### 5.2.1 Recognition of VET

Any nationally recognised VET qualifications and/or units of competency from training packages attained by senior secondary students in years 10, 11 or 12 can contribute to achievement of a WACE.

Qualifications and units of competency can contribute to the WACE as course units when completed through VET industry specific courses. Alternatively, they can gain unit equivalence when achieved as VET credit transfer.

School-Based Traineeships, School-Based Apprenticeships and School Apprenticeship Links programs also provide opportunities for students to meet their WACE requirements and complete a full qualification. The VETinfoNet website has information relating to these VET programs and other VET initiatives <http://www.vetinfo.net.det.wa.edu.au>.

#### 5.2.2 Training packages

A training package is a set of nationally endorsed standards and qualifications for recognising and assessing skills in a specific industry, sector or enterprise. Training packages describe the skills and knowledge that individuals need to be able to perform effectively in the workplace.

The National Training Information Service (NTIS) is the official national register of information on training packages, qualifications, courses, units of competency and RTOs. More detailed information can be found on the NTIS website <http://www.ntis.gov.au>.

Any qualification and/or unit of competency that is registered on NTIS as part of a national training package can be used to contribute to the WACE.

Courses and modules that are not part of a national training package are not automatically available and schools must apply to the Curriculum Council for endorsement of these modules and/or courses. Information about the endorsement process is provided in Section 6.



## 5.3 VET in the WACE

Full and partial AQTF qualifications that can contribute to the WACE may be attained through:

- VET industry specific courses (full qualifications only)
- VET integrated within courses
- VET credit transfer (stand alone).

A full qualification is a complete AQF qualification from a nationally recognised training package. A partial qualification is one or more units of competency from a nationally recognised training package. Schools/RTOs are encouraged to consider electives that meet the needs and aspirations of their students. Training package rules must be followed.

### 5.3.1 VET industry specific courses

A VET industry specific course includes a full qualification from a training package and is recognised as a course by the Council.

To meet VET industry specific course requirements and achieve course units towards a WACE, students must follow the course structure, attain required units of competency and fulfil any work placement requirements.

Workplace Learning course units or unit equivalents from any of the three endorsed workplace learning programs can be used to meet the workplace learning requirement. It should be noted that where the student does not complete the required workplace learning component, it may be determined that the student has not made a genuine attempt to complete the course requirements. If this occurs, the student will be awarded 'requirements not met' (RNM) status for the course units.

VET industry specific courses are included in the course list in Appendix 1. The most current training packages are used in these courses and are updated when any changes to training packages occur.

**Table 12: Industry specific training packages**

VET industry specific course	Associated National Training Package
Automotive	Automotive Industry Retail, Service and Repair (AUR05)
Business Services	Business Services (BSB07)
Community Services	Community Services (CHC08)
Construction	Construction Plumbing and Services Integrated Framework (CPC08)
Creative Industries: Art	Visual Arts, Craft and Design (CUV03)
Creative Industries: Media	Screen and Media (CUF07)
Creative Industries: Music*	Music (CUS09)
Hospitality	Tourism, Hospitality and Events (SIT07)
Information Technology	Information and Communications (ICA05)
Primary Industries	Rural Production (RTE03)
Sport and Recreation*	Sport, Fitness and Recreation (SIS09)
Tourism	Tourism, Hospitality and Events (SIT07)

\*available 2011

## SECTION 5: VOCATIONAL EDUCATION AND TRAINING

### 5.3.2 VET integrated in a course

VET integrated within a course involves students undertaking one or more VET units of competency concurrently with a course unit. VET qualifications that align closely with the course are identified in the introduction to the course and specific units of competency that provide meaningful pathways for further education, training or employment are suggested at the end of each relevant course unit.

The following course syllabuses have some units of competency suggested for integration in relevant course units. The suggested units of competency provided in the courses are not exhaustive and others may be used if integration is appropriate.

**Table 13: Courses with units of competency suggested for integration**

Animal Production Systems	German
Applied Information Technology	Health Studies
Automotive Engineering and Technology	Indonesian
Aviation	Integrated Science
Biological Sciences	Italian
Building and Construction	Japanese
Business Management and Enterprise	Marine and Maritime Technology
Chemistry	Materials Design and Technology
Children, Family and the Community	Media Production and Analysis
Chinese	Music
Computer Science	Outdoor Education
Design	Physical Education Studies
Drama	Physics
Engineering Studies	Plant Production Systems
Food Science and Technology	Visual Arts
French	

If the units of competency are delivered through integration in a course unit, the assessment outline required for the course unit should show how both the AQTF standards and course requirements are being met. No unit equivalence is given for units of competency attained in this way.

### 5.3.3 VET credit transfer

A VET program that results in students attaining full or partial qualifications from the Australian Quality Training Framework (AQTF) can be used as credit transfer towards the WACE. Delivery and assessment of VET credit transfer occurs independently (stand alone) from any course curriculum delivery.

Students engaged in VET in this way can be awarded WACE unit equivalence on the basis of one unit equivalent for each 55 nominal hours of successfully completed units of competency, to a maximum of 10 WACE unit equivalents, as outlined below:

**Table 14: Unit equivalence**

Nominal hours	Unit equivalents	Nominal hours	Unit equivalents
0–54	0	330–384	6
55–109	1	385–439	7
110–164	2	440–494	8
165–219	3	495–549	9
220–274	4	550–604	10
275–329	5	605+	10

For endorsed courses and modules, unit equivalence is calculated in the same way as for VET credit transfer.

## 5.4 VET assessment

### 5.4.1 Australian Quality Training Framework (AQTF) requirements

VET assessment is competency-based. No school assessment mark is awarded for VET. The Australian Quality Training Framework (AQTF) requires that a competency-based approach to assessment is used and that a record is held by the registered training organisation (RTO) of the competencies achieved by each student. The assessment must be conducted by a qualified assessor under the auspices of an RTO, which may be a school, TAFE college or other VET provider.

Student performance is judged against a prescribed standard, not against the performance of other students. The purpose of assessment is to judge competence on the basis of performance. A student is judged as either competent or not yet competent against the AQTF standard. The judgement is made on the basis of evidence which can be in a variety of forms.

All assessment requirements need to be met concurrently to demonstrate the achievement of an element of competency. All elements of competency must be achieved to demonstrate the attainment of a unit of competency.

### 5.4.2 Reporting achievement to the Curriculum Council

#### **Data maintenance**

Schools must implement processes to gather, verify and record achievement details of VET programs undertaken by students. Schools are also responsible for the management of human and physical resources required for the delivery of the programs.

Processes for the monitoring, recording and reporting of VET achievement should be included in the school's assessment policy.

For students completing any units of competency and/or qualifications while enrolled at a school, it is the responsibility of the RTO to notify the school of all student achievement. The school then advises the Curriculum Council of the student achievement through electronic data transfer arrangements. The school must validate and record details of VET achievement before uploading the results to the Council as outlined in the WACE Procedures File. Schools should ensure RTOs are able to report achievement to the schools by the dates required.

#### **Qualifications achieved part time**

Part-time training students can present their nationally recognised training achievement details to their school to be submitted to the Curriculum Council along with their school results.

#### **Qualifications achieved independent of school programs**

A student who has achieved units of competency or full qualifications through a public or private RTO when not enrolled in a school can have this achievement count towards a WACE if they subsequently enrol in a WACE program.

#### **Achievement outside Western Australia**

Students who have completed full or part-time nationally recognised training in other states or territories during their senior secondary years can present their training achievement details to their schools to be submitted to the Curriculum Council along with their school results. Unit equivalence for qualifications and units of competency completed in other states or territories will be calculated using Western Australian nominal hours.

### 5.4.3 Reporting achievement by the Curriculum Council

#### **VET industry specific courses**

Student achievement in VET industry specific courses is recorded on the statement of results by recognising the qualification and each unit of competency attained. If the full qualification is completed, a grade of 'C' is awarded for each of the course units allocated to the course program. If the full course is not completed, students receive credit transfer for the units of competency that have been completed.

#### **VET integrated in a course**

Student achievement of VET units of competency integrated in a course unit is recorded on the statement of results, but will not be given any unit equivalence.

## **SECTION 5: VOCATIONAL EDUCATION AND TRAINING**

### **VET credit transfer**

The Curriculum Council recognises the achievement of VET units of competency and qualifications listed on the National Training Information Service (NTIS) website. All successfully completed units of competency and qualifications are recorded on students' statements of results and given unit equivalence.

Note: For any VET, students can only be accredited once with a unit of competency as contributing towards the WACE.

## SECTION 6: ENDORSED PROGRAMS

### 6.1 Principles

An endorsed program is a significant learning program developed by a school, community organisation or private provider and endorsed by the Curriculum Council for students in years 10, 11 and 12. A program is defined as a series of lessons, classes or activities for the achievement of a common goal or set of learning outcomes. Programs may develop skills, knowledge and attitudes for the achievement of personal goals, civic responsibility and/or improved health and fitness. Programs must make a positive contribution to student learning and cannot duplicate WACE courses. Achievement of all endorsed programs reported to the Curriculum Council will be listed on a student's statement of results.

Endorsed programs can contribute up to 10 unit equivalents towards the WACE completion requirement. They may also reduce the number of courses over which a C grade average is calculated.

School processes for the monitoring, recording and reporting of achievement of endorsed programs to the Council need to be included in the school's assessment policy.

### 6.2 Policy and guidelines

There are four categories of endorsed programs.

**Workplace learning:** Work-based learning, in a real or simulated workplace, in which students work towards achievement of a set of employability skills and/or VET units of competency.

**University:** Successful completion of a Western Australian university unit listed on the Curriculum Council website.

**Community organisation:** A structured program resulting in the achievement of a quality-assured award or certificate.

**Personal development:** A structured program which requires students to draw together a portfolio of evidence to demonstrate learning.

#### 6.2.1 Selection and delivery

Schools may select programs to suit student needs and interests from those already endorsed, or apply for endorsement of programs they have developed. A summary of all endorsed programs and the providers' contact details are listed on the Council website at [http://www.curriculum.wa.edu.au/Senior\\_Secondary/Endorsed\\_Programs/](http://www.curriculum.wa.edu.au/Senior_Secondary/Endorsed_Programs/).

Schools should contact the endorsed program provider for more detailed information about the program, and for some programs, the cost to individual students or schools.

Programs endorsed before the endorsed programs enrolment deadline are available for credit in the current year. Programs endorsed after the enrolment deadline are not available for credit until the following year.

Endorsed programs may be delivered as part of the school curriculum or can be achieved through extra-curricular activities. They may be integrated into WACE courses or undertaken independently.

#### 6.2.2 Management of senior secondary studies

Schools may work in partnership with other providers to deliver and assess endorsed programs, but retain the responsibility for managing a student's senior secondary study program.

#### 6.2.3 Validation of achievement

Schools must implement processes to gather, verify and record student achievement details for any endorsed program for which they will provide results to the Curriculum Council.

It is the responsibility of the school principal to validate achievement of endorsed programs and maintain a record of such achievement for all students in accordance with school policy.

## SECTION 6: ENDORSED PROGRAMS

### 6.2.4 Student registration

Students must have a Curriculum Council student number to be awarded credit for endorsed programs. This number is allocated to students when they enter secondary school and is retained until the end of their senior secondary schooling.

### 6.2.5 Enrolments and results

Schools enrol registered students in endorsed programs and report achievement to the Curriculum Council through electronic data transfer. The deadlines for submitting enrolment and achievement data are outlined in the WACE activities schedule, which is available on the Council website at <http://www.curriculum.wa.edu.au/internet/Communications/Publications>.

Before endorsed program enrolments are uploaded, principals are required to sign an 'Endorsed programs enrolment declaration form' and forward it to the Council. The form asks principals to certify that the endorsed programs in which students are enrolled are offered under the appropriate conditions and in accordance with school policy. The form is included in the endorsed programs section of the WACE Procedures File.

Before endorsed program achievement data is uploaded, principals are required to sign a 'VET and endorsed programs achievement' declaration. The form asks principals to certify that all achievements have been validated and evidence of such achievement is retained by the school. The form is included in the endorsed programs section of the WACE Procedures File.

Instructions for uploading enrolments and achievement data are provided in the WACE Procedures File, available on the Council website at <http://www.curriculum.wa.edu.au/internet/Communications/Publications>.

### 6.2.6 Reporting of achievement

Achievement of all endorsed programs must be reported to the Council in the year the program is completed. Certificates must be presented for credit in the year they are awarded. Reporting to Council must be in terms of student achievement as appropriate to the program. The appropriate achievement descriptions for each program are listed on the Council website and included in the endorsed programs section of the WACE Procedures File, available on the Council website at <http://www.curriculum.wa.edu.au/internet/Communications/Publications>.

Programs completed after the deadline for submitting results to the Council can be reported in the following year. Students in Year 10 and 11 who do not complete a program in the year in which they are enrolled should have the achievement descriptor 'N' (not completed) submitted. These students should then be re-enrolled in the following year and their achievement recorded. Year 12 students who subsequently complete the program in the following year can have this recorded on their statement of results on proof of achievement. These students will be charged a small fee for the re-issuing of the statement of results.

### 6.2.7 Duty of care

Schools and teachers have a duty to take reasonable care for the health and safety of their students. The duty automatically arises out of the teacher/student relationship and remains the same whether students are on school premises or outside the school by reason of being engaged in extra-curricular activities or endorsed programs. Schools must follow the appropriate sector/systems policies and procedures which deal with duty of care, legal liability and insurance issues.

When endorsing programs, the Council undertakes an extensive assessment and analysis process to ensure all reasonable care is said to be taken by the program provider to avoid harm being suffered by students undertaking the endorsed program. Programs will be endorsed on the condition that all personnel delivering the program are either WA College of Teaching (WACOT) registered teachers or have a current 'Working with Children Check', if required. For comprehensive information on the 'Working with Children Check', go to [www.checkwwc.wa.gov.au](http://www.checkwwc.wa.gov.au).

### 6.2.8 Unit equivalence

A judgement is made about the equivalence of an endorsed program in relation to one unit of a WACE course. Unit equivalence is determined by an endorsed programs panel after consideration of the nature and scope of each program.

Providers applying for program endorsement are required to provide information about the complexity of the program and the time required for 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 so that unit equivalence can be established.

### 6.2.9 WACE credit for endorsed programs

Achievement of endorsed programs that are not integrated in a WACE course are awarded unit equivalence and reported on a student's statement of results.

Achievement of endorsed programs that are integrated in a WACE course are also reported on a student's statement of results, but are not awarded unit equivalence. Students are awarded credit for achievement of the course unit.

Schools must indicate if the program has been integrated in a WACE course when uploading endorsed programs enrolment data to SIRS. (See WACE Procedures File for enrolment instructions).

Nationally accredited courses that have been endorsed by the Council are awarded credit according to the nominal hours allocated to the modules and/or units of competency in the same way as VET credit transfer. See VET section for details.

**Table 15: Summary of how endorsed programs provide credit towards the WACE**

<b>Workplace Learning programs</b>	Workplace Learning on-the-job training <ul style="list-style-type: none"> <li>• One program (55 workplace hours) is equivalent to one unit.</li> <li>• Partial credit will not be allocated for less than 55 hours.</li> <li>• Students can be awarded credit for more than one unit of this mode of workplace learning.</li> </ul> Workplace Learning employability skills <ul style="list-style-type: none"> <li>• One program (110 workplace hours) is equivalent to two units.</li> <li>• Partial credit will not be allocated for less than 110 hours.</li> <li>• Students can be awarded credit for more than one program of this mode of workplace learning.</li> </ul>
<b>University programs</b>	<ul style="list-style-type: none"> <li>• A pass in a standard semester Western Australian university unit is equivalent to one unit.</li> <li>• Unit equivalence will not be awarded for partial completion of a unit.</li> </ul>
<b>Community organisation programs and Personal development programs</b>	<ul style="list-style-type: none"> <li>• Programs are allocated unit equivalence using points; five points is equivalent to one unit.</li> <li>• Points can be accumulated across community organisation and personal development programs.</li> <li>• On completion of senior secondary school, the points are converted to unit equivalents.</li> </ul>

## SECTION 6: ENDORSED PROGRAMS

### 6.2.10 Endorsed programs and calculation of grade average

Endorsed programs are not graded and therefore do not contribute to the calculation of the C grade average required for achievement of the WACE. However, they may reduce the number of courses over which the average is calculated.

Students completing up to seven unit equivalents from endorsed programs and/or VET credit transfer will have to include 10 course units from five courses in the calculation of the average.

Students who achieve eight or nine unit equivalents from endorsed programs and/or VET credit transfer can calculate their average over eight course units from four courses.

If a student completes 10 unit equivalents from endorsed programs and/or VET credit transfer, the average can be calculated over six course units from three courses.

At least three two-unit combinations must be included in the C grade average.

This is represented in the table below

**Table 16: Reduction of course units and courses for calculation of average if unit equivalents from endorsed programs and/or VET credit transfer are included**

No. of endorsed program unit equivalents	No. of course units included in the average calculation	No. of courses included in the average calculation
10	6	3
8–9	8	4
1–7	10	5

## 6.3 Workplace Learning programs

Workplace Learning provides opportunities for students to develop skills in the workplace and obtain credit towards the WACE. Students are placed in an appropriate work situation and are required to maintain a formal record of workplace learning. There are three ways of getting credit for workplace learning as an endorsed program:

- Workplace Learning on-the-job-training (WL1)
- Workplace Learning employability skills (WL2)
- Work Skills (PGWS).

### 6.3.1 Workplace Learning on-the-job-training

On-the-job training involves training and assessment in a real or simulated workplace, providing supervised learning activities contributing to the assessment of one or more VET units of competency from a national training package. A program is the equivalent of one unit. Students can achieve multiple programs per year.

#### Completion requirements

To achieve one program of Workplace Learning on-the-job training, students must have:

- completed a total of 55 hours in the workplace
- maintained a logbook documenting workplace attendance and tasks undertaken
- gathered evidence towards assessment of at least one VET unit of competency.

#### Reporting achievement to the Curriculum Council

Achievement is reported on a student's statement of results as Achieved (A); Two programs achieved (2); Three programs achieved (3); Four programs achieved (4)... Ten programs achieved (10).

More detailed information about Workplace Learning on-the-job training is available on the Council website at <http://www.curriculum.wa.edu.au/Apps/EP/display.aspx?type=3>.



### 6.3.2 Workplace Learning employability skills

This mode of workplace learning provides opportunities for students to demonstrate at least 20 skills relevant to entry-level training, in a real workplace.

#### Completion requirements

To achieve one program of Workplace Learning employability skills, students must have:

- completed a total of 110 hours in the workplace
- maintained a logbook documenting workplace attendance and tasks undertaken
- been signed off on at least 20 skills (at least one from each of the nine skill areas).

#### Reporting achievement to the Curriculum Council

Students who meet the completion requirements are reported as having 'Achieved (A)' the program. Higher levels of achievement can be recorded on a student's statement of results as 'Achieved with Merit (AM)' or 'Achieved with Distinction (AD)'.

More detailed information about Workplace Learning employability skills is available on the Council website at <http://www.curriculum.wa.edu.au/Apps/EP/display.aspx?type=3>.

### 6.3.3 Work Skills

This personal development generic work skills program provides students with the opportunity to demonstrate achievement of a set of employability skills through paid or unpaid work. This could include a part-time job, regular volunteer or community work or involvement in a family business.

More detailed information about Work Skills is available on the Council website at <http://www.curriculum.wa.edu.au/Apps/EP/display.aspx?type=4>.

## 6.4 University programs

Western Australian university units that extend or complement students' senior secondary studies can contribute unit equivalence towards the WACE. The units offered may enrich students' knowledge and skills or address an area of study not available through Council courses. These units may be used to support the transition to tertiary studies.

Successful completion of a university semester unit is deemed equivalent to one unit towards the WACE completion requirement. University units are not used in the calculation of a tertiary entrance score.

Western Australian universities have nominated units they consider suitable for senior secondary students. These university units, reviewed annually, have been endorsed by the Curriculum Council and are listed on the Council website at <http://www.curriculum.wa.edu.au/Apps/EP/display.aspx?type=2>.

Students must apply for admission directly to the university. Enrolment applications must be accompanied by a letter from the school principal stating the rationale for the student to enrol in a university unit and the belief that the student has the academic maturity to undertake such study.

#### Reporting achievement to the Curriculum Council

Students are required to provide the school with a copy of their university enrolment and evidence of achievement issued by the university. As final results for Year 12 students are collected by early November, universities may not be able to meet the reporting timeline. Consideration should be given to enrolling students in Semester 1 only in their final year of study.

## 6.5 Community organisation programs

Structured programs resulting in the achievement of a quality-assured award or certificate are endorsed under this category. Students in years 10–12 can gain WACE unit equivalence by successfully completing programs offered by community organisations such as WA Cadets and Girl Guides Australia, or providers such as Cisco Networking Academy and Yachting Australia.

### Program endorsement

Community organisations and providers of certificated or award programs may apply to the Curriculum Council for endorsement of a program they have developed. The application process and endorsement criteria are detailed in this section.

Nationally accredited courses that do not significantly duplicate Council courses can also be recognised in this category. Providers wishing to offer nationally accredited courses not currently on the Curriculum Council list should apply for endorsement of the qualification and VET units of competency or modules. If endorsed, they will be listed under 'VET qualifications and their units of competency', on the Council website at <http://www.curriculum.wa.edu.au/Apps/EP/display.aspx?type=5>.

### Reporting achievement to the Curriculum Council

On successful completion of a program, the student is required to present the award, certificate or examination report to the school as evidence of achievement. Certificates or awards must be presented for credit in the year they are achieved. It is the responsibility of the school to validate the achievement and keep a copy of the evidence for all endorsed programs reported to the Council.

Nationally accredited courses that have been endorsed by the Curriculum Council will be awarded credit according to the nominal hours allocated to the modules and/or units of competency in the same way as for VET credit transfer.

## 6.6 Personal development programs

Personal development programs recognise activities that develop skills, knowledge and attitudes for the achievement of personal goals, civic responsibility and/or improved health and fitness, for which no quality-assured certificate or award is issued. Programs must be coherent and provide significant learning opportunities. They can be endorsed for a particular student, school or network group only, or endorsed for all schools to offer to students in Year 10–12.

### Evidence of learning

Learning gained through personal development programs must be demonstrated through a portfolio containing sufficient evidence to validate learning as described by the program's learning outcomes. The form and contents of the portfolio will differ according to the nature of the program and the assessment tools used. Schools may be required to assess the portfolio of evidence or validate a portfolio that has been assessed by a community organisation or provider. Principals of schools offering personal development endorsed programs, whether timetabled or undertaken outside of the school's usual curriculum, are required to sign-off on the achievement before reporting it to the Council. The sign-off sheet should be kept as a record of the achievement.

### Generic personal development programs

Personal development program outlines have been developed for:

- Administration and Management (PGAM)
- Community Arts Performance (PGAP)
- Community Sports Performance (PGSP)
- Music Performance (ensemble) (PGMPE)
- Recreational Pursuits (PGRP)
- School Trip (PGST)
- Whole School Production: Performance (PGWSPP)
- Whole School Production: Production and Design (PGWSPPD)
- Work skills (PGWS).

Schools wishing to enrol students in generic programs must complete a request form. Forms are attached to the relevant program outline and must be submitted to the Council before delivery of the program to ensure the program offered fits the criteria and the assessment requirements are understood. Program outlines can be found on the Council website at <http://www.curriculum.wa.edu.au/Apps/EP/display.aspx>.

### Reporting achievement to the Curriculum Council

It is the responsibility of the school to validate achievement of all endorsed programs. Achievement in all personal development programs is described as either 'Achieved (A)' or 'Not achieved (N)'. Where a program can be undertaken more than once a year, a descriptor such as 'Two programs achieved (2)' is added.

## 6.7 The endorsement process

Schools, community organisations and private providers can apply to the Curriculum Council for endorsement of a program they have developed for senior secondary students.

Providers do not need to apply for endorsement of workplace learning programs or university units. Providers wishing to offer nationally accredited courses not currently on the Curriculum Council list should apply for endorsement of the qualification and VET units of competency or modules.

Providers of programs that have a quality assured certificate or award should apply for endorsement under the category of community organisation programs. Providers of programs that do not result in such a record of achievement may apply for endorsement under the category of personal development programs.

### Application form

The application form provides the criteria for endorsement and requires detailed information about the provider and the program. It includes a template which helps identify the overarching learning outcomes and values implicit in the program. Applicants are encouraged to seek the support of the Council secretariat to complete the application. The application form can be downloaded from the Council website at <http://www.curriculum.wa.edu.au/Apps/EP/display.aspx>.

### Submitting an application

Completed applications should be submitted to the Curriculum Council endorsed programs panel with any supporting documentation, such as a program outline, assessment plan, training manual or annual report. Emailed applications are preferred, but applications sent by post or fax are accepted. Contact details are listed on the application form.

### Criteria for endorsement

University units, community organisation, personal development programs and nationally accredited courses must meet the following criteria to be considered for endorsement by Council.

- Programs must involve a coherent series of lessons or activities that result in the achievement of specified learning outcomes.
- A program must not duplicate a WACE course.
- The specific learning outcomes for programs must indicate what participants should be able to do, know and understand at the completion of the program.
- Providers must indicate clearly what constitutes successful completion of a unit, program or course.
- Participants must be provided with opportunities to present evidence of achievement of specific unit, program or course outcomes.
- Programs must be appropriate and accessible to young people and be consistent with the broad values described in the Curriculum Framework.
- Programs should contribute to the ongoing development and achievement of at least one of the overarching learning outcomes of the Curriculum Framework.
- Programs must be consistent with the learning and teaching principles and practices indicated in the Curriculum Framework.
- Assessment practices must adhere to the principles identified in the Curriculum Framework; fair, educative, comprehensive, explicit and valid.
- Program delivery must comply with occupational safety and health and duty of care policies, including working with children checks where relevant.

## SECTION 6: ENDORSED PROGRAMS

### 6.7.1 Endorsed programs panel

A panel comprising education sector/systems representatives and Council secretariat meets three times a year to consider applications against the criteria for endorsement. The panel makes a recommendation about the period of endorsement (up to five years) and unit equivalence according to the nature, scope and estimated learning time of each program.

In preparation for each panel meeting, the secretariat consults with relevant Curriculum Council officers to ensure there is no significant duplication of course content and that the program is consistent with the Curriculum Framework guidelines.

The endorsed programs panel presents the recommendations through the Senior Secondary Education Committee to the Curriculum Council, where they are officially endorsed.

Program providers may amend and resubmit applications for endorsement if the initial application does not meet the criteria for endorsement.

The endorsement process takes at least three months from submission of the final application to endorsement. Deadlines for submission of applications are advertised on the Council website and in Council publications. Programs endorsed in Semester 1 can provide WACE credit in the same year. Programs endorsed in Semester 2 can provide credit in the following year.

Program providers will be invited to reapply for endorsement in the final year of endorsement. They will be required to submit a new application form available on the Council website at <http://www.curriculum.wa.edu.au/Apps/EP/display.aspx>.

## SECTION 7: WACE EXAMINATIONS

### 7.1 Principles

**Table 17: Principles of the final year external examinations**

Examinations must be:	
<b>Valid</b>	External examinations are based on a representative sampling of the 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.
<b>Educative</b>	External examinations provide information to students about their achievement in a 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.
<b>Explicit</b>	External examination items and marking keys are representative of course content and standards.
<b>Fair</b>	The number, length and complexity of external examination items are appropriate to the duration of the examination. The difficulty range of external examination items is sufficiently large to enable fine discrimination among candidates. <i>The Commonwealth Disability Standards for Education 2005</i> provides the same rights to candidates with disabilities as to other candidates. External examination items and the format and layout are designed to be accessible to all candidates.
<b>Comprehensive</b>	External examinations draw upon a range and balance of item types suited to the course. Where courses have practical components, these are also examined.

### 7.2 Policy and guidelines

The Curriculum Council sets, administers and marks WACE examinations for WACE courses.

WACE examinations:

- assess a representative sample of the course stage syllabus
- enable students to provide evidence of their achievement in a particular stage of a course
- meet inclusivity standards
- are designed and set in accordance with the examination design brief
- are administered and conducted under uniform conditions
- are marked and evaluated using the most appropriate statistical and measurement methods to ensure fairness and validity
- are used to provide information to schools about course standards and student achievement in a stage of a course
- are used to generate information about student achievement in a stage of a course that is provided to post-secondary destinations for selection purposes.

Fifty-one (51) WACE courses have compulsory WACE examinations. In addition, there are external examinations in Languages: Interstate (including CCAFL). Students who are in their final year of schooling and are enrolled in a pair of Stage 2 or Stage 3 units of a course are required to sit the examination for the course/s.

- There are separate external examinations for Stage 2 and Stage 3 pairs of units except for Languages: Interstate (including CCAFL), which have Stage 3 examinations only.
- In their final year, students who are studying at least one Stage 2 pair of units (e.g. 2A/2B) or one Stage 3 pair of units (e.g. 3A/3B) will sit an examination in that course.
- Each examination will assess the specific content, knowledge and skills described in the syllabus for the units studied.
- Practical and performance examinations are also held for some courses.

### 7.2.1 Purpose of examinations

Results from WACE examinations at Stage 2 and Stage 3 complement and support school assessment in the following ways.

- A student obtains a WACE course report for each Stage 2 (e.g. 2A/2B) or Stage 3 (e.g. 3A/3B) pair of units completed. This shows how well the student achieved in the course against the course standards and relative to others in the pair of units studied.
- Teachers receive diagnostic feedback to help them review and refine their teaching.
- Stage 2 and Stage 3 results are considered for university entrance.
- Employers and training organisations have access to meaningful and comparable data to recruit young people.
- The examinations guide the development, monitoring and refinement of course standards.

WACE examination results:

- statistically moderate numerical school assessments
- assist in the selection of students for Curriculum Council exhibitions and awards
- support public confidence in senior secondary schooling
- 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 school mark; for private candidates, this score is based solely on the examination mark.

### 7.2.2 Specifications

- A WACE examination may have different components, such as practical and written.
- The examination comprises a range of items. The written examination could include an aural or video presentation as a prompt to a written question.
- Practical components of an examination could include an oral interview, performance, simulation or portfolio submission, where appropriate.
- Examinations should not exceed three hours (plus 10 minutes reading time) in total, including those with practical and written components.
- Each examination is designed to ensure a high level of reliability and validity.
- The range of difficulties of the assessment items is sufficiently large to enable fine discrimination of candidates. Examiners aim to write an examination that produces a raw mean of about 60 per cent and a standard deviation of about 15 per cent.
- Examinations are constructed so that candidates can complete all the required items in the allocated time.
- There are separate examinations for each stage of a course – at least one examination for Stage 2 and at least one for Stage 3 candidates.
- Examinations use information and communications technology (ICT), where appropriate.
- Examination panels consider options for examinations that take into account the ways in which ICT is used throughout the school assessment component. These options are being considered for medium and long-term implementation, depending on resource implications for the school sector/systems, schools and the Curriculum Council.
- The Council is conducting research into ways in which examinations might evolve to reflect the changing ICT environments in which candidates are learning.

### 7.2.3 Inclusivity standards

Inclusivity standards guide the development of WACE examinations. Items are concise and written in standard English language (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.

WACE examinations that contain optional questions are designed so that no candidate is disadvantaged. Within an examination, candidates could be required to choose from a number of optional questions. The questions are designed and assessed so that the particular variations in units within a stage, and contexts within a unit, are equitable.

Candidates with disabilities who cannot demonstrate achievement under standard examination conditions are able to apply for special arrangements to be made for them. 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 for candidates with disabilities are implemented by the Curriculum Council, using explicit criteria and procedures. All decisions are transparent and subject to appeal.

### 7.2.4 Examination candidates

Students who are in their final year of schooling and are enrolled in a pair of Stage 2 and/or Stage 3 units of a course are required to sit the external examination for the course/s. Each course has at least two separate examinations – one for students enrolled in Stage 2 units and one for students enrolled in Stage 3 units. Students can sit only one examination in a course because the Stage 2 and Stage 3 examinations for a course are held at the same time.

At the time of enrolling in a pair of Stage 2 or Stage 3 course units, Year 12 students will automatically be enrolled to sit the WACE examination in that stage of the course. In the event that a student is enrolled in two pairs of course units, they will be automatically enrolled to sit the examination for the higher stage.

Examinations will not be held for Stage 1 units and/or Preliminary Stage (P) units. School students who have completed only Stage 1 units in their final year may enrol to sit a Stage 2 or Stage 3 examination as private candidates.

Each enrolled examination candidate receives a personalised examination timetable. This timetable provides information about the time, date and location of each examination in which they are enrolled. The timetable acts as proof of identification when the candidate sits the examinations.

### 7.2.5 Year 11 students sitting WACE examinations

WACE examinations are designed for students in their final year of senior secondary school (typically Year 12). These examinations are for students who have studied a pair of units at Stage 2 or Stage 3.

There are two cases in which Year 11 students can apply to the Curriculum Council to sit an examination in a course. These are when:

- a Year 11 student is exiting a course and does not intend to study that course when in Year 12
- a Year 11 student is not exiting a course, but special circumstances exist.

In both cases, these students cannot sit the examination in that course when they are in Year 12 unless there are other special circumstances. If a student is in Year 12 and wishes to re-sit the examination due to special circumstances, then the student may apply to the Curriculum Council for consideration.

If the school is unable to assess and rank the Year 11 student in a group of 10 or more WACE examination candidates, then the student must sit the examination as a 'private candidate' (no fee is applicable). The student cannot resit the examination as a school candidate in the following year.

Year 11 students continue to be able to sit an examination as private candidates. However, Year 11 students cannot enrol as a private candidate in a course if they have been awarded a school mark out of 100 for a pair of Stage 2 or Stage 3 units in that course.

Applications for Year 11 students to sit an examination or Year 12 students to re-sit an examination must be made in writing to the chief executive officer of the Curriculum Council. Applicants should outline their reasons for the application. Applications must be received at the Curriculum Council by the date in the WACE activities schedule.

### 7.2.6 Private candidates

Individuals may enrol to sit an external examination as a private candidate in the event that the:

- WACE provider does not offer the course or a pair of units at that stage of the course
- individual is unable to study the pair of course units at a school or another provider because of timetabling clashes/restrictions
- individual is seeking entry to university as a mature-age applicant
- individual has been unable to complete the full study load of the pair of course units (this could be due to their transferring after Term 1 from another school where the course units were not offered)
- individual has enrolled in Stage 1 units only
- individual has been ill and has not participated in an education program for at least one term during the year.

Students cannot enrol as private candidates if they have attended a school and have been eligible to be awarded a mark out of 100 in the year of enrolment in the examination for a pair of units in that stage of the course.

### 7.2.7 Mature-age candidates

Candidates who are seeking mature-age entry into university may repeat an external examination in a course.

### 7.2.8 Exemptions from sitting WACE examinations

#### **Vocational education and training**

Year 12 students who are working towards the completion of an Australian Qualification Training Framework (AQF) VET Certificate I or higher **and** are enrolled in three or fewer Stage 2 and/or Stage 3 pairs of units can apply for an exemption.

Working towards the completion of an AQF VET Certificate I or higher means that at the time of applying for the exemption from examinations, the student is enrolled in the units of competency that will lead to the achievement of a full Certificate I or higher (not just a skills set) by the end of that year.

There may be some school-based traineeships or school-based apprenticeships where the full certificate will not be completed in that year. These instances should be outlined on the exemption application.

The completion of an AQF VET Certificate I or higher in Year 10 or 11 does not qualify a Year 12 student for an exemption.

Students who qualify for an exemption may elect to sit an examination.

#### **Year 12 students studying more than five courses**

Year 12 students who are enrolled in more than five pairs of Stage 2 and/or Stage 3 course units and who do not wish to sit the external examination in their sixth and, where applicable, seventh course can apply for an exemption. It is expected that students will sit a minimum of five examinations.

This exemption does not enable students to randomly select, at the time of sitting the examination, which one/s they will not attend.

#### **Process for applying for an exemption**

Students can apply for an exemption from sitting an external examination or examinations by completing an 'Exemption from sitting an examination' application form. A copy of the form is included in the WACE Procedures File and can be downloaded from the Curriculum Council's website at [http://www.curriculum.wa.edu.au/internet/Senior\\_Secondary/Exam\\_Information](http://www.curriculum.wa.edu.au/internet/Senior_Secondary/Exam_Information).

The school, the parent/guardian and the student must all sign the application form.

An application for exemption must be approved by the Curriculum Council.

Application forms must be received at the Curriculum Council by the date given in the current WACE activities schedule.



### 7.2.9 Genuine attempt

Students who sit an external examination must make a genuine attempt to be eligible to receive the WACE. The examination mark contributes to 50 per cent of the WACE course score. The WACE course score is recorded on the student's statement of results. Refer to Section 8 for more information about the WACE course score.

A student deemed not to have made a genuine attempt is one who has not received an approved sickness/misadventure claim for the examination and who is:

- identified as an anomalous performer **and**
- identified by markers as having not made a genuine attempt or not attempting each component of the examination.

A student who should sit an examination and chooses not to, or chooses to not make a genuine attempt in the examination, will not get a course report. Nor will the grades for those units be counted towards the C grade average for the WACE.

A student who has been identified as having not made a genuine attempt in an examination will receive a letter inviting them to appeal the decision.

## 7.3 WACE examination development

The relevant course working group develops a set of examination specifications (i.e. an examination design brief) in accordance with the examination policy and guidelines.

Specifications include the length of the examination, the course content to be assessed, the examination structure and permitted materials. In this context, examination refers to the examination paper, stimulus materials, practical examination materials, portfolio specifications, grid of content and marking keys.

When a new course is introduced, or there is a major change to an existing course, a draft sample examination paper and marking key are produced and circulated to schools approximately 18 months before the first examination of that course. In the year of a course being examined for the first time, a sample paper, grid of content and marking key is produced by the examining panel, which also produces the actual examination paper. The sample material is published early in Term 1.

### 7.3.1 WACE examination panels

The WACE examination group for each stage of a course consists of an examining panel that develops the examination materials, and one or more independent reviewers and final checkers who assess these materials at different stages of examination development. The examination panel sets the annual examinations in accordance with specified timelines and the quality-assurance process. They follow set guidelines (e.g. copyright compliance) and reflect the advice of the independent reviewer and technical experts.

The composition and expertise of the examining panels takes into account any contexts specified in a course. In every case, the panel includes representatives from the school sector/systems and the tertiary sector. Where possible, there are two university representatives for the Stage 3 panel, and two school (teacher) representatives for the Stage 2 panel.

Ideally, the term of office for a member of the examining group is three years. However, the Curriculum Council recognises the changing demands of timetabling and other factors within educational institutions, and the need for flexibility. Accordingly, each appointment can be reassessed as appropriate.

The following positions are appointed through advertising and a merit-based selection process:

#### **Coordinating examiner**

The role of the coordinating examiner is to oversee the development of the Stage 2 and Stage 3 WACE examination materials. This person will also undertake the role of the chief examiner for either the Stage 2 or Stage 3 examinations in a particular course and will work with the chief examiner of the other stage to ensure continuity between Stage 2 and Stage 3 examinations. In some cases, the coordinating examiner may be the chief examiner for both stages.

## SECTION 7: WACE EXAMINATIONS

### Chief examiner

The role of the chief examiner is to chair the examining panel for the Stage 2 or Stage 3 WACE examinations in a particular course, and lead the development of the examination materials. The chief examiner is responsible for writing a report after each examination.

### Examiner

There are at least two examiners for each of the Stage 2 and Stage 3 WACE examinations. The role of examiners is to work with the chief examiner to develop the examination materials.

The work of the panel is supported by the Curriculum Council through its reviewing, editing and checking processes.

### 7.3.2 Selection criteria

Membership of an examination group is by application. All applicants will be 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 experience teaching is considered necessary)
- high-level professional standing within the teaching community demonstrated, for example, through scholarship in the area to be examined, outstanding teaching or notable contribution to the relevant professional association
- a detailed knowledge of the relevant syllabus
- high-level written and oral communication skills
- the capacity to apply the Curriculum Council's principles for the development of standards-referenced examinations and marking guidelines
- the capacity to work in a team in the delivery of examination materials to specified deadlines.

In any given year, a person will become ineligible for membership if s/he:

- is teaching, coaching or tutoring (or becomes involved in teaching, coaching, or tutoring) in the stage of the 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 stage of the 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 in the course.

### 7.3.3 Quality assurance

The Curriculum Council implements procedures for assuring the quality and security of 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 Curriculum Council retains the right to make the final editorial changes.

All persons involved in writing, reviewing, editing and checking of examination materials must maintain absolute confidentiality and not discuss the actual or proposed content of the examination paper with anyone other than the examination panel and appropriate officers of the Curriculum Council. Council officers are ineligible to be involved in this process if they are teaching or coaching candidates in the course, or have members of their immediate family who are candidates or are teaching the course or have a commercial interest relating to the course being examined.

There is at least one independent reviewer, depending on the requirements of the particular course. An independent reviewer is nominated by the Curriculum Council to check the draft examination materials and write a report, which is submitted to the Council.

There is at least one final checker, depending on the requirements of the particular course. Final checkers are nominated by the Curriculum Council to check the complete set of examination materials, act as a trial candidate for the examination, write a report and discuss any concerns with Council's senior consultants.

## 7.4 Conduct and administration of external examinations

The examinations are conducted at the end of each year, with the practical examinations held during the first week of the Term 3 holidays (including weekends and public holiday) and continuing into the beginning of Term 4. The written examinations start on the first working day in November. The written examinations are conducted over a period of 20 working days.

The examination schedule, with two sessions per day, is determined by the end of July after enrolments are finalised. Once enrolments to sit the examinations are processed, an examination timetable is produced and circulated to candidates. A third examination session in a day will be set when it is absolutely necessary, for low candidature examinations.

The Curriculum Council establishes examination centres state-wide in which each examination is conducted at the same time, under uniform conditions by trained supervisors.

The Council 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 distributed to all examination candidates and schools in May.

Supervisors conduct the examinations in accordance with instructions provided by the Curriculum Council in the 'Chief Supervisor's Handbook'. 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, this is treated as a breach of the rules, and appropriate sanctions are applied. All decisions are transparent and open to appeal.

Candidates are permitted to bring into the examination stationery items such as pens, pencils, erasers, rulers and sharpeners. In certain examinations, candidates are permitted to use special materials such as dictionaries, calculators or CAS calculators. Electronic dictionaries are not allowed in examinations. Examination items are prescribed to provide equity for candidates, irrespective of the brand of calculators they use.

### 7.4.1 Provisions for sickness and misadventure

The Curriculum Council implements procedures to consider adverse circumstances that affect the capacity of candidates to demonstrate their achievement, but which cannot be anticipated and for which candidates are not responsible.

Students who believe their performances may have been affected by a temporary sickness, non-permanent disability, or an unforeseen event occurring during or just before an examination, may apply for special consideration to be given to their examination marks. In such cases, the sickness/misadventure form must be completed and submitted to the Curriculum Council by the date specified in the WACE 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 derived or actual marks, whichever is the higher. These provisions are designed to apply to students who perform below expectations because of sickness or misadventure. All decisions are transparent and open to appeal.

### 7.4.2 Conduct of practical examinations

For a course containing a significant performance or production component, a practical examination is administered.

In the conduct of practical examinations, the following principles apply.

- Candidates and/or their portfolios are identified only by their randomly allocated student number.
- The authenticity of candidates' work must be guaranteed. In the case of the submission of work such as a portfolio, it is essential that:
  - the main development of the work takes place in school time
  - work completed away from the school is regularly monitored by the teacher
  - each student signs a statement, witnessed by the supervising teacher and the principal, that the work is his or her own work
  - under no circumstances can another person work directly on any part of a student's work that is submitted for external assessment.
- Markers participate in trial marking to ensure a consistent understanding of the standards.
- Double marking of candidates' examination responses (oral, performance, simulation and/or portfolio) is carried out independently.

## SECTION 7: WACE EXAMINATIONS

- Where necessary, a third marker is used to reconcile significant differences.
- The chief marker ensures marking consistency through the regular checking of marks.
- Practical examinations start during the Term 3 holidays and are concluded before the start of the written examinations at the beginning of November.
- Marking occurs in central locations which are convenient for candidates and markers, but must preserve the anonymity of the candidate and the candidate's school.

### 7.4.3 Marking of written and practical examinations

Marking keys are an explicit statement about what the examining panel expects of candidates when they respond to a particular question or item. They are supplied to markers as provisional documents, to be refined or modified as necessary in the light of sample marking and discussion between the chief examiner and the markers at pre-marking meetings.

Double marking of each examination answer/response (written, oral, simulation and/or performance, portfolio) is carried out independently.

During the marking process, candidates and/or their scripts/portfolios are identified only by their Curriculum Council number. This ensures anonymity.

In the event that the 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) then a reconciliation of marks is undertaken.

Candidates are able to request a results check after the marks have been published and before the second round of university offers. Results checks include a review of the candidate's script to ensure that all responses have been marked and the marks allocated have been accurately recorded. Candidates may also request a copy of their scripts and a breakdown of the marks they scored for each question.

Statistical analysis is used to monitor the standards and consistency of marking and to provide the chief examiner with feedback.

Before the finalisation of examination marks, chief examiners and chief markers are provided with the following reports:

- multiple-choice analysis
- item analysis (giving statistics on the functioning of each item in the examination)
- bundle statistics (showing atypical marking).

A standard-setting exercise for WACE courses is undertaken once all scripts have been marked. This process will determine the cut-score between bands of achievement for the standards to be reported in the WACE course report.

### 7.4.4 Examination feedback and evaluation

Examinations are evaluated annually through a variety of statistical analyses and through feedback. The evaluation reports are made available on the Curriculum Council website. The feedback may indicate the need to convene an examiner/teacher meeting.

Teachers can provide feedback on the examination through an electronic form that is available on the Curriculum Council website once examinations have begun. Feedback is provided to the next examination panel.

Examiner/teacher meetings may be held in February and chaired by Curriculum Council officers. They are held only for those examinations that require discussion with teachers. These meetings provide the opportunity for teachers to seek explanations from the panel about specific issues.

### 7.4.5 Reporting

The chief examiner compiles a report on the functioning of the examination items. The report includes anecdotal feedback from markers and comments about examination performance. These reports provide valuable information to teachers, students, course working groups and examination panel members, Curriculum Council members, Curriculum Council sub-committees and staff, and new chief examiners. Information from the examiner's report is integrated in the Standards Package for each course and stage. Reports are presented to panels, committees and schools early in Term 1 of the year following the examinations and are made available on the Curriculum Council website.

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 annually to Curriculum Council committees and are used to support the construction of the next year's examination.

## SECTION 8: CERTIFICATION OF STUDENT ACHIEVEMENT

### 8.1 Senior secondary certification

#### 8.1.1 Folio of achievement

The results students receive at the end of their senior secondary schooling are used to apply for a job, an apprenticeship, a traineeship or university or training place. At the end of senior secondary schooling, all students who have satisfactorily completed any course unit, endorsed program or VET unit of competency will receive a folio of achievement.

**Table 18: Folio of achievement content**

<p><b>Western Australian Certificate of Education (WACE)</b> Students must meet the WACE requirements to receive this certificate.</p>
<p><b>Statement of results</b> A statement of results is issued to Year 12 students who complete at least one course unit, endorsed program or unit of competency.</p> <p>The statement of results records if the WACE requirements have been achieved. If the WACE requirements have not been achieved, the statement of results records English language competence, if achieved.</p> <p>The statement of results also records:</p> <ul style="list-style-type: none"> <li>• exhibitions and awards granted</li> <li>• WACE course scores</li> <li>• grades achieved in course units</li> <li>• VET qualifications and VET units of competency achieved</li> <li>• endorsed programs achieved</li> <li>• number of community service hours completed</li> <li>• results in D and E code subjects from previous years.</li> </ul>
<p><b>WACE course report</b> A WACE course report is issued to students who sit the WACE examination in that course. There is a separate WACE course report for each stage of a course. The WACE course report records:</p> <ul style="list-style-type: none"> <li>• school marks</li> <li>• moderated school marks</li> <li>• raw examination marks</li> <li>• standardised examination marks</li> <li>• WACE course score</li> <li>• a description of the knowledge, skills and understanding demonstrated by the student</li> <li>• State-wide distribution of WACE course scores</li> <li>• the candidature of the course.</li> </ul> <p>The WACE course report shows how the student performed relative to:</p> <ul style="list-style-type: none"> <li>• the course standards (i.e. 69 represents high achievement for that pair of units)</li> <li>• all other students who completed and sat the examination in that pair of units (represented by a location on the graph).</li> </ul> <p>A sample WACE course report for a student completing English Stage 3 is provided on the next page.</p>

## 8.1.2 Certificates



## Curriculum Council



James Frank Student  
123 Sample Street  
SAMPLETON WA 6234

**Statement of Results**

Student Identifier: 16468599/4165  
Date of Issue: 30 December 2010  
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**The following have been achieved**  
Western Australian Certificate of Education  
Certificate III Information Technology

**Exhibition and awards**  
Certificate of Distinction (Human Biological Science)

**Course results**

Year	Course name	WACE course score
2010	Applied Information Technology (Stage 2)	69
2010	English (Stage 3)	74
2010	Human Biological Science (Stage 2)	95
2010	Information Technology (VET industry specific) (Stage 2)	76
2010	Visual Arts (Stage 3)	69

**School achievement in course units**

Year	Course name	Stage	Grade
2010	Applied Information Technology (2AAIT)	2	B
2010	Applied Information Technology (2BAIT)	2	B
2009	English (2AENG)	2	B
2009	English (2BENG)	2	B
2009	English (3AENG)	3	B
2009	English (3BENG)	3	B
2009	Human Biological Science (1AHBS)	1	A
2009	Human Biological Science (1BHBS)	1	A
2010	Human Biological Science (2AHBS)	2	A
2010	Human Biological Science (2AHBS)	2	A
2010	Information Technology (VET industry specific) (2AVIT)	2	C
2010	Information Technology (VET industry specific) (2BVIT)	2	C
2010	Information Technology (VET industry specific) (2CVIT)	2	C
2010	Information Technology (VET industry specific) (2DVIT)	2	C
2009	Visual Arts (2AVAR)	2	B
2009	Visual Arts (2BVAR)	2	B
2010	Visual Arts (3AVAR)	3	A
2010	Visual Arts (3BVAR)	3	A
2009	Workplace Learning (1CWPL)	1	A
2009	Workplace Learning (1DWPL)	1	A

(The total number of course units achieved is 20. See reverse for explanation.)

Continued on the next page

Grade A: Excellent achievement  
Grade B: High achievement  
Grade C: Satisfactory achievement  
Grade D: Limited achievement  
Grade E: Inadequate achievement

Stage 3 units are typically the most conceptually demanding requirement for post-school destinations: university, TAFE and other training providers, apprenticeships and workplace.  
Stage 2 units are typically required for post-school destinations: TAFE and other training providers, apprenticeships, traineeships, university and workplace.  
Stage 1 units are typically required for post-school destinations: TAFE and other training providers, traineeships and workplace.  
P Stage units are typically required for developing skills for leaving school or transition to Stage 1 units.

Curriculum Council of Western Australia



# Curriculum Council



Student Identifier: 16468599/4165  
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## Achievement of vocational education and training

The statement of results lists vocational education and training completed through a Registered Training Organisation (RTO). Verification of achievements should be made with the relevant RTO.

The following qualifications have been achieved:

ICA30105 Certificate III in Information Technology (Applications stream) achieved through sample TAFE

The following competencies, as recognised within the Australian Qualifications Framework, have been achieved through Sample (1234) Registered Training Organisation:

2010	ICAD3218B	Create user documentation
2010	ICAI3020B	Install and optimise operating system software
2010	ICAI3110B	Implement system software changes
2010	ICAS3031B	Provide advice to clients
2010	ICAS3234B	Care for computer hardware
2010	ICAT3025B	Run standard diagnostic tests
2010	ICAU3004B	Apply occupational safety and health procedures
2010	ICAU3019B	Migrate to new technology
2010	ICAU3028B	Customise packaged software applications for clients
2010	ICAU3126B	Use advanced features of computer applications

## Achievement of endorsed programs

The statement of results lists endorsed programs reported by <school>. Verification of these achievements should be made with <school>.

### Workplace learning

2009	WL1	Workplace Learning: On-the-job Training	Two programs achieved
2010	WL2	Workplace Learning: Employability Skills	Achieved with merit

### Community organisation

2009	CDEB	Duke of Edinburgh WA Bronze Award	Awarded
------	------	-----------------------------------	---------

(These endorsed programs are collectively equivalent to 5.0 WACE units. See reverse for explanation.)

## Community Service

30 hours of community service has been undertaken during senior secondary schooling

End of record

  
 Chairperson

  
 Chief Executive Officer

Grade A: Excellent achievement  
 Grade B: High achievement  
 Grade C: Satisfactory achievement  
 Grade D: Limited achievement  
 Grade E: Inadequate achievement

Stage 3 units are typically the most conceptually demanding requirement for post-school destinations: university, TAFE and other training providers, apprenticeships and workplace.  
 Stage 2 units are typically required for post-school destinations: TAFE and other training providers, apprenticeships, traineeships, university and workplace.  
 Stage 1 units are typically required for post-school destinations: TAFE and other training providers, traineeships and workplace.  
 P Stage units are typically required for developing skills for leaving school or transition to Stage 1 units.

Curriculum Council of Western Australia



### 8.1.3 Calculating results for certification

#### WACE course score

The Curriculum Council will calculate a WACE course score for all students who have received a school assessment mark for a pair of course units and who have sat the examination for that course. The WACE course score is calculated using the school mark and the examination mark for the course.

**Table 19: Calculating the WACE course score**

Unit results	Course results	WACE course score
<p><i>Grades</i> Schools will report a grade (A, B, C, D or E) to the Curriculum Council for each completed course unit.</p> <p>Grades are based on grade descriptions for each stage of a course and are subject to consultative moderation processes.</p> <p>The grade for each unit is recorded on the student's statement of results. Grades achieved for Stage 2 or Stage 3 course units during Year 12, where the student has sat the examination in that course, will also be reported on the course report.</p> <p><i>Numerical school mark</i> For Year 12 students who are enrolled in a pair of Stage 2 or Stage 3 units, a mark out of 100 for the course unit is reported.</p>	<p>The school mark for the course is the average of the marks out of 100 for the last pair of units completed in the year of sitting the examination in that course.</p> <p>If a student sits the examination, then the examination mark and the school mark for the course are recorded on the student's course report.</p>	<p>The raw examination mark is standardised.</p> <p>The school mark for the course is moderated by the standardised examination mark.</p> <p>The combined mark for the course is the average of the standardised examination mark and the standardised moderated school mark.</p> <p>The WACE course score for each course is recorded on the student's statement of results and course report.</p> <p>A standards-setting exercise establishes the cut-off scores on the WACE scale for each achievement band<sup>1</sup>. This process does not affect the school grade for a unit.</p> <p>A WACE course score is calculated for Stage 2 achievement and Stage 3 achievement<sup>2</sup>.</p>

<sup>1</sup> Because the standardised, moderated school marks have been moderated (re-scaled) to fit the scale of the standardised examination marks, the combined mark scale is also approximately on the scale of the standardised examination marks. The standards setting exercise is completed in reference to the examination scripts, but is applied to the combined mark scale.

<sup>2</sup> A WACE course score for achievement in Stage 2 units is not on the same scale as a WACE course score for achievement in Stage 3 units. Similarly, grades for achievement in Stage 2 units are not on the same scale as grades for achievement in Stage 3 units. Also, grades and WACE course scores will not be comparable across courses.



# Curriculum Council



## Course Report: English (Stage 3)

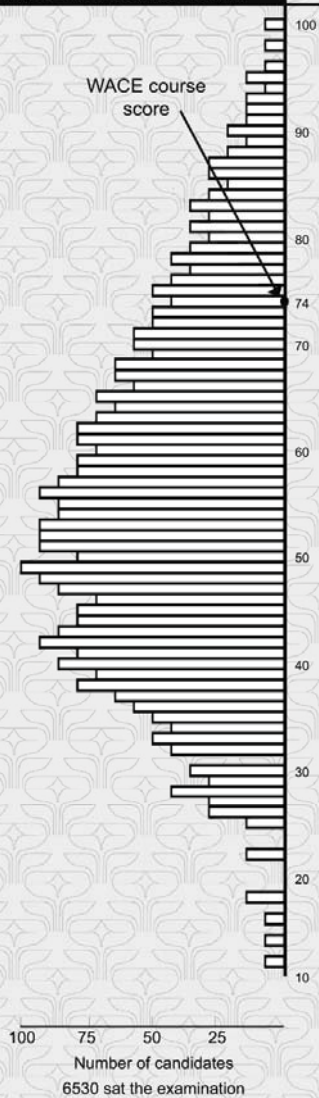
James Frank Student  
 Student Identifier: 16468599/4165  
 Date of Issue: 30 December 2010

WACE course score 74

School grades Unit 3A **B** Unit 3B **A**

School marks	Raw	Moderated	Examination marks	Raw	Standardised
Written (100%)	67	74.1	Written (100%)	68	74.1

Stage 3 – WACE score distribution



Stage 3 course achievement: the student demonstrated the following in the examination:

- Excellent achievement (75-100)**
  - Sustained and sophisticated control over a wide range of written forms, and the ability to communicate with a high degree of confidence, precision and clarity to suit a diversity of contexts, purposes and audiences.
  - Very extensive knowledge, detailed understanding and appreciation of how meaning is shaped through generic conventions and language elements across a range of texts, and the ability to communicate these in very well-organised and supported responses.
  - Highly developed ability to analyse, interpret and critically evaluate the ways in which language shapes how we view ourselves and the world, and to provide comprehensive justification through well-structured argument and evidence.
- High achievement (65-74)**
  - Sustained control over a wide range of written forms, and the ability to communicate with confidence, precision and clarity to suit a diversity of contexts, purposes and audiences.
  - Extensive knowledge, detailed understanding and appreciation of how meaning is shaped through generic conventions and language elements across a range of texts, the ability to communicate these with organised, and supported responses.
  - Ability to thoroughly analyse, interpret and critically evaluate the ways in which language shapes how we view ourselves and the world, and to provide comprehensive justification through well-structured argument and evidence.
- Satisfactory achievement (50-64)**
  - Some control over a range of written forms, and the ability to communicate with confidence, precision and clarity most of the time to suit a diversity of contexts, purposes and audiences.
  - General knowledge, understanding and appreciation of how meaning is shaped through generic conventions and language elements across a range of texts, and the ability to communicate these in organised, supported responses.
  - Some ability to analyse, interpret and critically evaluate the ways in which language shapes how we view ourselves and the world, and to provide some justification through structured argument and evidence.
- Limited achievement (35-49)**
  - Limited control over a range of written forms, occasionally showing the ability to communicate with confidence, precision and clarity to suit some contexts, purposes and audiences.
  - Limited knowledge, understanding and appreciation of how meaning is shaped through generic conventions and language elements across a range of texts, sometimes showing the ability to communicate understandings using organised, supported responses.
  - Limited ability to analyse, interpret and critically evaluate the ways in which language shapes how we view ourselves and the world, and to provide limited supporting argument.
- Inadequate achievement (0-34)**
  - Inadequate control over some written forms, infrequently showing the ability to communicate with clarity and precision and to suit a range of contexts, purposes and audiences.
  - Inadequate understanding and appreciation of how meaning is shaped.
  - Inadequate ability to analyse, interpret or evaluate the ways in which language shapes how we view ourselves and the world, and inability to provide supporting argument.

Stage 3 units are typically the most conceptually demanding requirement for post-school destinations: university, TAFEWA and other training providers, apprenticeships and workplace.

Stage 2 units are typically required for post-school destinations: TAFEWA and other training providers, apprenticeships, traineeships, university and workplace.

Stage 1 units are typically required for post-school destinations: TAFEWA and other training providers, traineeships and workplace.

P Stage units are typically required for developing skills for leaving school or transition to Stage 1 units.

Issued by the Curriculum Council without alteration or erasure

Curriculum Council of Western Australia

## 8.2 WACE requirements

These are the minimum requirements for students to receive a Western Australian Certificate of Education (WACE).

### 8.2.1 WACE requirements

The Western Australian Certificate of Education signifies that students have met the breadth and depth, achievement standard and English language competence requirements in their senior secondary schooling.

- **Breadth and depth requirement**
  - Complete at least 20 units, of which at least 10 must be from WACE courses <sup>(notes 1,2 and 3)</sup>
  - The 20 units must include at least three two-unit combinations from different WACE courses and also include:
    - four course units from English, Literature and/or EAL/D studied over at least two years post Year 10 (at least two of these units must be completed in Year 12) <sup>(note 4)</sup>
    - at least one pair of course units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology) in their final year. <sup>(note 5)</sup>
- **Achievement standard requirement**
  - Achieve a C grade average or better across 10 course units <sup>(note 6)</sup>
  - These 10 units must include:
    - the last two-unit combination completed in three different courses
    - one unit from each of two other different courses
    - other units with the highest achievement to make up the balance of the 10 units.
  - Endorsed programs and/or VET credit transfer can reduce the number of course units and courses required by up to 40 per cent. <sup>(notes 7 and 8)</sup>
- **English language competence requirement**
  - Achieve the standard for English language competence as defined by work samples; typically this is a C grade or better in any Stage 1 or higher English unit (except 1A and 1B for English as an Additional Language/Dialect). <sup>(notes 9 and 10)</sup>

#### Key terms

- A WACE course is accredited by the Curriculum Council and consists of stage units, each with its own syllabus.
- A unit is typically 55 hours of class contact time.
- A course unit refers to a unit from a course (e.g. PAENG – Preliminary Stage English unit, 1AENG – English Stage 1 unit).
- A pair of course units refers to sequential units within a stage (e.g. 1A/1B, 1C/1D, 2A/2B, 2C/2D, 3A/3B).
- A two-unit combination is any two units across stages of a course (e.g. 1B/2A).
- VET credit transfer refers to stand-alone VET units of competency.

#### Explanatory notes

1. Up to 10 unit equivalents may comprise endorsed programs, including VET credit transfer (stand alone).
2. Full-year D or E code subjects completed prior to 2010 equate to two course units.
3. For courses with defined contexts that are coded separately, the course context counts as a separate course for the purposes of determining the C grade average.
4. Part-time students or students completing WACE over three years or more must study two units from an English course in their final year if they have not already completed four units over two years, post Year 10.
5. A pair of units from English, Literature and/or EAL/D can be used to meet the List A requirement.
6. Students enrolled in a pair of units in Stage 2 or Stage 3 courses must sit the examination in that course, unless exempt. If they do not make a genuine attempt in the course examination in Year 12, the grades for the pair of units completed in that year will not contribute to the C grade average.
7. Completion of a Preliminary Stage unit does not contribute to the C grade average, but reduces the number of course units over which the average is calculated in the same way as VET credit transfer.

## SECTION 8: CERTIFICATION OF STUDENT ACHIEVEMENT

8. Endorsed programs and/or VET credit transfer can reduce the number of course units and courses required in the calculation of the C grade average.
  - If endorsed programs equivalent to eight units are included, the average is calculated across at least eight course units from at least four courses.
  - If endorsed programs equivalent to 10 units are included, the average is calculated across at least six course units from at least three courses.
  - The last three two-unit combination requirement remains the same.
9. The English language competency requirement can include former D and E code English subjects completed before 2010.
10. The Council's SIRS database is set to automatically check the student's results and where achieved, record English language competence based on these results. For students who have not achieved a C grade in one of their English course units, schools will need to compare a selection of the student's work with the work samples.

### 8.3 Points of clarification

#### 8.3.1 WACE completion requirement

A course unit is completed when a grade is assigned. To be assigned a grade, a student must have had the opportunity to complete the structured education program and the assessment program for the course unit (unless there are exceptional and justifiable circumstances).

#### 8.3.2 Repeating a course unit

Repeat units (that is those course units with the same code) that are completed can be counted in the total number of units required for a WACE. Any course units, including those repeated, can be used for the purpose of determining the C grade average.

For courses that have defined contexts (listed in sub-section 2.1), that is where the units are coded separately, the course context counts as a separate course for the purposes of determining the C grade average.

Repeat course units can count in the two-unit combination requirement.

#### 8.3.3 Inclusion of Preliminary Stage course units

Students can complete Preliminary (P) Stage course units in a number of courses and have these contribute to meeting the WACE requirements. These units are not graded and only completed P Stage course units are recorded on the student's statement of results.

Completion of a P Stage unit:

- contributes to the 20 course units
- does not contribute to the C grade average, but reduces the number of course units over which the average is calculated down to a minimum of six course units (in the same way as VET credit transfer).

#### 8.3.4 Unit equivalence

Table 15 on page 47 provides a summary of the endorsed program unit equivalence.

VET credit transfer (stand-alone) units of competency are allocated WACE unit equivalence according to the number of nominal hours of successfully completed units of competency, as indicated in the following table.

**Table 20: Equivalence for VET credit transfer (stand alone)**

Nominal hours	Unit equivalents*	Nominal hours	Unit equivalents*
less than 54	0	330–384	6
55–109	1	385–439	7
110–164	2	440–494	8
165–219	3	495–549	9
220–274	4	550 and above	10
275–329	5		

*\*Up to 10 unit equivalents can be counted towards meeting WACE requirements.*

**Allocating unit equivalence**

- There is no limit to the number of unit equivalents that can be accumulated for VET credit transfer.
- Unit equivalence is awarded consistently according to nominal hours, irrespective of delivery strategies, clustering or packaging of units of competency or class contact time allocated.
- Unit of competency is awarded the same unit equivalence whether it is undertaken as a single unit, as part of a cluster or a complete qualification, and irrespective of the qualification to which it is linked.

**Endorsed programs**

Endorsed programs are awarded unit equivalence according to specific criteria and an endorsement process (refer to Section 6: Endorsed Programs for further information). A unit equivalent of an endorsed program will equate to one course unit. Endorsed programs can contribute up to 10 unit equivalents towards the WACE unit completion requirement.

**School based traineeships**

Students who have completed school-based traineeships are accommodated in the WACE requirements, as their program could include up to 10 course unit equivalents in VET or endorsed programs. These students still need to meet the breadth of study, achievement standard and English language competence requirements. This includes studying four units of an English course completed over two years, post Year 10 (see sub-section 8.2.1).

**Recognition of non-school VET**

Students who have completed VET units of competency undertaken outside of the school may apply to the Curriculum Council to have this achievement recognised towards the WACE. These units of competency will contribute to the WACE in the same way as VET credit transfer (stand alone units of competency).

**8.3.5 Calculation of the C grade average**

The C grade average is calculated from the student's achievement in course units by converting grades to credits as illustrated in Table 21. For the three two-unit combinations requirement, the last two units completed in the course are used in the calculation of the C grade average. For the balance of the units, those with the highest achievement are used in the calculation.

Satisfactory achievement in a VET industry course unit equates to a C grade.

**Table 21: Converting grades to credits**

Course unit	
Grade	Credit
A	2.5
B	2
C	1.5
D	1
E	0.5

To calculate a grade average, the total points of 10 course units are added and divided by 10. A result greater than or equal to 1.5 from this calculation is equivalent to an average grade of C or better. Refer to achievement standard requirement in sub-section 8.2.1 for details relating to required course combinations and achievements to be included in this calculation.

Endorsed programs and VET credit transfer (stand alone) are not used in the calculation of the grade average, but do affect the number of course units included in the average. Refer to the table below for the sliding scale.

**Table 22: Endorsed programs and/or VET credit transfer equivalence**

No. of endorsed program unit equivalents	No. of course units included in the average calculation	No. of courses included in the average calculation
10	6	3
8 and 9	8	4
1 to 7	10	5

### 8.3.6 English language competence

To achieve English language competence, students are required to meet completion requirements and the minimum standard as outlined below.

#### Completion requirements

For the achievement of the WACE, students must complete at least four units from English, Literature and/or EAL/D. Full-time students are required to complete four course units from the English learning area studied over Year 11 and Year 12. At least two units must be completed in Year 12. Part-time students must study two units of an English course in their final year of study if they have not already completed four units over two previous years, post Year 10.

Students who have completed at least **two** P Stage English units in Year 12 will have met the English language competence final-year unit completion requirements.

#### Standard

The standard for English language competence is defined by work samples. Teachers in schools will evaluate student work using the criteria and exemplars provided in the guide to WACE English Language Competence on the Council website at

[http://www.curriculum.wa.edu.au/internet/Policy/English\\_language\\_competence/](http://www.curriculum.wa.edu.au/internet/Policy/English_language_competence/).

This standard is related to the standard required to achieve a C grade or better in Stage 1 English. Students who have achieved a C grade or better in **one** unit of Literature, English or English as an Additional Language/Dialect (excluding units 1A and 1B) in their senior secondary years would have achieved this standard. For students at risk of not achieving this standard, schools will need to review a range of their work. The work may be drawn from an English course or a range of courses. The work selected and the process used is a school decision.

Students who have completed only P Stage English units in Year 12 will need to meet the English language competence standard as defined by work samples.

#### Prior achievement of English language competence

Repeat or mature-age students who have achieved English language competence, in accordance with previous WACE requirements, will continue to have this achievement recognised.

#### Data collection from schools

The SIRS database is set to automatically check the results of Year 12 students and, where achieved, record English language competence based on these results. For students who have not achieved a C grade in one of their English course units (excluding English as an Additional Language/Dialect units 1A and 1B), schools will need to compare a selection of the student's work with the work samples. For Year 12 students who have not met the standard though their English course unit grade/s but have met the standard through work samples, the school will need to indicate the achievement of the standard on their student database (SIS, MAZE or equivalent) and upload to SIRS via the student registration and demographics (SRGDG) file.

### 8.3.7 Breadth-of-study requirement

Students must complete at least one pair of course units from each of List A and List B (as indicated in Table 23). For this purpose, completion of a course means that the student has:

- received a grade in these course units in their final year of senior secondary schooling in that course
- made a genuine attempt in the examination, unless exempt, for that course.

If 50 per cent of a student's final year of senior secondary schooling comprises endorsed programs, including VET, then the breadth-of-study requirement is waived. It should be noted that endorsed programs are unlisted.

**Table 23: WACE breadth-of-study list**

List A (arts/languages/social science)	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	VAU Automotive (VET industry specific)
BME Business Management and Enterprise	AET Automotive Engineering and Technology
VBS Business Services (VET industry specific)	AVN Aviation
CAE Career and Enterprise	BIO Biological Sciences
CFC Children, Family and the Community	BCN Building and Construction
CBS Chinese: Background Speakers	BME Business Management and Enterprise (2010 only)
CSL Chinese: Second Language	CHE Chemistry
VCS Community Services (VET industry specific)	CSC Computer Science
VCA Creative Industries: Art (VET industry specific)	VCO Construction (VET industry specific)
VME Creative Industries: Media (VET industry specific)	DES Design
DAN Dance	EES Earth and Environmental Science
DRA Drama	EST Engineering Studies
ECO Economics	FST Food Science and Technology
ENG English	VHO Hospitality (VET industry specific)
ELD English as an Additional Language/Dialect	HBS Human Biological Science
FRE French	VIT Information Technology (VET industry specific)
GEO Geography	ISC Integrated Science
GER German	MMT Marine and Maritime Technology
HEA Health Studies	MDT Materials Design and Technology
HEB Hebrew	MAT Mathematics
IBS Indonesian: Background Speakers	MAS Mathematics Specialist
IND Indonesian: Second Language	OED Outdoor Education
ITA Italian	PES Physical Education
JBS Japanese: Background Speakers	PHY Physics
JSL Japanese: Second Language	PPS Plant Production Systems
LIT Literature	VPI Primary Industries (VET industry specific)
MBS Malay: Background Speakers	PSY Psychology
MPA Media Production and Analysis	
GRE Modern Greek	
HIM Modern History	
MUS Music	
PAE Philosophy and Ethics	
PAL Politics and Law	
REL Religion and Life	
VTO Tourism (VET industry specific)	
VAR Visual Arts	
WPL Workplace Learning	

### 8.3.8 Sitting WACE examinations

Full-time students who are in their final year of compulsory schooling and are enrolled in at least one Stage 2 or Stage 3 pair of units (e.g. 2A/2B, 2C/2D or 3A/3B) in a course are required to sit for and make a genuine attempt at the WACE examination in that course (unless exempt).

A student who should sit an examination and chooses not to, or chooses not to make a genuine attempt in the examination, will not get a course report. Nor will the grades for those units be counted towards the C grade average for the WACE.

For further information refer to sub-sections 7.2.8 and 7.2.9.

## SECTION 8: CERTIFICATION OF STUDENT ACHIEVEMENT

### 8.3.9 Recognition of prior studies

Schools may enrol students in their final year of senior secondary studies if they consider that studies completed elsewhere indicate the students have the potential to achieve in the final-year program.

If such students successfully meet these requirements for the WACE, then recognition will be given for having achieved the equivalent of one year or one semester of senior secondary studies (Year 11) overseas, interstate or through training.

To achieve a full year of block credit status for the WACE, students must:

- meet the assessment requirements in at least 10 course units (including at least two two-unit combinations – up to five units can be endorsed), which equates to half of the requirement
- achieve an average of a C grade or better across at least five course units from at least three courses (or across at least four course units from at least two courses if endorsed programs equivalent to four units are included)
- meet the English language competence standard
- complete two units from an English course
- meet the breadth-of-study requirement.

To achieve a semester of block credit status for the WACE, students must:

- meet the assessment requirements in at least 15 course units (including at least two two-unit combinations – up to seven units can be endorsed), which equates to 75 per cent of the requirement
- achieve an average of a C grade or better across at least seven course units from at least four courses (or across at least six course units from at least three courses if endorsed programs equivalent to six units are included)
- meet the English language competence standard
- complete three units from an English course
- meet the breadth-of-study requirement.

### 8.3.10 Accumulating results

Students may accumulate results in Curriculum Council course units and endorsed programs for a lifetime. Achievements in subjects made under the WACE provisions before 2010 may be accumulated for six years.

From 2015, only achievement in new courses and endorsed programs will be counted towards the WACE.

### 8.3.11 Year 8 and Year 9 students

School principals are required to seek permission from the Curriculum Council for Year 8 or 9 students to have achievements in the senior secondary studies contribute towards the Western Australian Certificate of Education. Permission will be granted on the basis that these studies are part of a longer term program for students who are gifted and talented; or for those students in remote community schools where learning programs relate directly to the local industry.

A signed declaration by the school principal is needed to ensure that by offering the course units and/or VET units of competency, the school agrees to the following conditions:

- the program is delivered and assessed in accordance with the Curriculum Council's assessment and moderation policy and procedures
- the program is subject to the Curriculum Council's moderation processes
- the enrolment and achievement data are submitted and verified in accordance with the Curriculum Council's published requirements.



## SECTION 9: EXHIBITIONS AND AWARDS

### 9.1 Policy and guidelines

Exhibitions and awards are granted by the Curriculum Council to senior secondary students studying the Curriculum Council courses and vocational education and training (VET). The awards recognise individual excellence at the end of senior secondary schooling. Both general educational excellence and course-specific excellence are recognised.

### 9.2 General criteria for eligibility for exhibitions and awards

To achieve a Beazley Medal: WACE, a Beazley Medal: VET, a general exhibition, a general exhibition (ATSI), a general exhibition (ESL/ESD), a course exhibition, a VET exhibition, a certificate of distinction or a certificate of excellence, a student must:

- be an Australian citizen or a permanent resident of Australia
- be enrolled as a full-time student in a registered secondary school
- not have previously completed the course external assessment used in determining the award
- have satisfied the requirements for a WACE at the time of the determination of the awards.

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

### 9.3 Peak awards

Two peak awards are granted, one recognising outstanding academic achievement and the other recognising outstanding achievement in vocational education and training.

#### **Beazley Medal: WACE**

The Beazley Medal: WACE is awarded for excellence to the eligible student who achieves the top Curriculum Council WACE award score. The Curriculum Council WACE award score is used to rank students for the general exhibition. This score is based on the average of five scaled scores, with at least two from each of List A and List B. The criteria for calculating the Curriculum Council WACE award score is outlined in section 9.4.

#### **Beazley Medal: VET**

The Beazley Medal: VET is awarded for excellence in studies that include training qualifications and workplace learning. It is awarded to the eligible student who has demonstrated the best results in a vocational education and training program.

#### Eligibility criteria

Students eligible for this award will have:

- completed a nationally recognised VET qualification to a minimum of AQF level 2, and
- achieved a grade from two Workplace Learning course units and/or completed at least two unit equivalents of Workplace Learning: on-the-job-training (WL1) and/or Workplace Learning: employability skills (WL2).

#### Curriculum Council VET award score

Students will be short-listed according to the Curriculum Council VET award score. A student's school-assessment award score will be calculated from:

- the highest AQF level of a full nationally recognised VET qualification (multiple qualifications do not count), and
- the grade or WACE course score for course units studied in Year 12, and
- the exhibitions and awards obtained in the year of the calculation or in the previous year.

The accuracy of the database is paramount for the calculation of the Curriculum Council VET award score.

## SECTION 9: EXHIBITIONS AND AWARDS

### Selection criteria

The exhibitions and awards committee determines the award winner from the shortlist, according to the following criteria (listed in priority order):

- AQF level of the nationally recognised VET qualification
- coherence of the WACE program
- achievement of VET exhibitions and VET certificates of distinction
- number of other Curriculum Council awards.

## 9.4 Awards for outstanding achievement

General exhibitions are awarded to recognise outstanding academic achievement.

### General Exhibitions

Forty awards, known as general exhibitions, are awarded to the eligible students who obtain the highest Curriculum Council WACE award score based on the average of five scaled scores, calculated to two decimal places, with at least two from each of List A and List B. The average marks scaling process is used to determine the scaled scores. List A and List B courses used for the Curriculum Council WACE award score are listed in Table 23 (VET industry specific courses and Workplace Learning included in these lists are not used in the calculation of general exhibitions).

Appendix 3 lists the course/subject combinations that are not permitted in determining the Curriculum Council award score. In cases of such combinations, only the higher of the two scaled scores will count. In addition to unacceptable course combinations listed in Appendix 3, no more than two of Mathematics, Mathematics: Specialist, and the former TEE subjects Applicable Mathematics, Calculus and Discrete Mathematics can be used.

At least two units in each course must have been studied and completed during the last two years of senior secondary schooling. Where candidates have accumulated scaled scores over two years, the following rules apply in calculating the Curriculum Council's award score:

- The majority of scaled scores must have been obtained in the final year of senior secondary schooling.
- Where a student has repeated a course, the first scaled score obtained is used. Scaled scores in repeated courses will count only once.

### General exhibition (ATSI)

One award known as general exhibition (ATSI) may be awarded to the top eligible Aboriginal and Torres Strait Islander student based on the average of five scaled scores, calculated to two decimal places, with at least two from each of List A and List B (excluding VET industry specific). At least two units in each course must have been studied and completed during the last two years of senior secondary schooling.

The course combinations not permitted in calculating of the Curriculum Council award score are listed in Appendix 3. Rules regarding the inclusion of scaled scores in repeated subjects and/or courses are listed in the general exhibition criteria.

To be eligible for this award, the student must be an Aboriginal and Torres Strait Islander as defined by the Australian Bureau of Statistics.

In the event that this student wins a general exhibition, he or she will also receive the general exhibition (ASTI).

### General exhibition (ESL/ESD)

One award known as general exhibition (ESL/ESD) may be awarded to the top eligible student with an English as a second language (ESL) or English as a second dialect (ESD) background based on the average of five scaled scores, calculated to two decimal places, with at least two from each of List A and List B (excluding VET industry specific). At least two units in each course must have been studied and completed in the year of the award.

The course combinations not permitted in calculation of the Curriculum Council award score are listed in Appendix 3. Rules regarding the inclusion of scaled scores in courses are listed in the general exhibition criteria.

To be eligible for this award, the student must have studied two units of the English as an Additional Language/Dialect course while in Year 12 and have met the ESL/ESD background criteria used for studying this course.

In the event that this student wins a general exhibition, he or she will also receive the general exhibition (ESL/ESD).

### **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 Curriculum Council award score is not below the lowest score for a general exhibition.

## **9.5 Awards for outstanding achievement in a course**

### **Course exhibitions**

A course exhibition may be awarded to the eligible student obtaining the highest combined mark for each WACE course, provided that the mark is equal to or greater than 95. To be eligible for a course exhibition, the student must have completed at least two course units in the year of the award being granted. No course exhibition will be available for students who have not sat the examination in that course.

Only one exhibition is to be awarded in each course. Typically, the winner will have completed Stage 3 units in Year 12. Where there are large enrolments in Stage 2 and only a few schools with Stage 3 students, a panel comprising of the chief examiner/marker, a school representative and Council staff will review the top results from both stages and make a recommendation to the Exhibitions and Awards Committee.

In the event that there is a tie in the combined mark, then the student with the highest raw examination mark would be granted the award.

Background candidates sitting a language course which includes background and non-background candidates are not eligible for a course exhibition in the respective course.

### **Special course awards**

A special course award may be presented to a student not eligible for a course exhibition because they have not satisfied the general criteria for eligibility but who have otherwise achieved the requirements for a course exhibition. Only one award will be available in a particular course.

Background candidates sitting a language course which includes both background and non-background candidates are not eligible for a special course award in the respective course.

### **Certificates of distinction (WACE courses)**

Certificates of distinction are awarded to eligible students who are in the top 0.5 per cent of candidates, based on the WACE course score, or the top two candidates (whichever is the greater) in a course where there are at least 100 students. The determination is based on the WACE course score.

In the case of language courses which have background candidates, certificates of distinction will be granted to the top 0.5 per cent of eligible candidates or to the two top non-background candidates (whichever is greater). Background candidates sitting a language course, which includes background and non-background candidates, are not eligible for a certificate of distinction in the respective course.

### **Special certificate of distinction**

A special certificate of distinction is awarded to students not eligible for the award of a certificate of distinction because they have not satisfied the general criteria for eligibility but who have otherwise achieved the requirements for the award of a certificate of distinction. It will be awarded only to candidates within the top 0.5 per cent of candidates sitting the examination.

Background candidates sitting a language course which includes background and non-background candidates are not eligible for a special certificate of distinction in the respective course.

The awards described in sub-section 9.3–9.5 relate to WACE courses only and do not include VET industry specific courses. The criteria for the recognition of outstanding achievement in VET industry specific courses are defined in sub-section 9.6.

## 9.6 Awards for outstanding achievement in VET

### VET exhibitions

A VET exhibition may be awarded to the eligible student who is the top student in each industry area for the award of certificate of distinction (VET).

Only one exhibition is to be awarded in each VET industry area.

### Certificates of distinction (VET)

Certificates of distinction may be awarded to eligible students who will complete an Australian Qualification Framework VET Certificate II or higher in one of the national industry areas, in their final WACE year. The units of competency achieved for the certificate may have been undertaken in a VET industry specific course, VET stand alone program and/or VET integrated within courses.

**Table 24: Industry areas in which certificates of distinction may be granted**

Industry area	Training package code
Automotive	AUR05
Business Services	BSB07
Community Services	CHC02/CHC08
General Construction	BCG03/CPC08
Information and Communications	ICA05
Music	CUS09
Rural Production	RTE03
Screen and Media	CUF07
Sport	SIS08
Tourism, Hospitality and Events	SIT07
Visual Arts, Craft and Design	CUV03

Where a school has a student who has made exceptional achievement in a VET industry area that is not listed above they may nominate that student under the category of "Other".

For a specific industry area, the number of certificates that could be awarded will be:

- 0.5 per cent of the number of Year 12 students who have completed a Certificate II or higher in the year of the award in the industry area, or
- a maximum of two (for industry areas that have less than 400 students completing a Certificate II or higher).

### Eligibility criteria

Students eligible for this award will have completed in Year 12:

- a nationally recognised VET qualification to a minimum of AQF level 2\*, and
- at least two units of Workplace Learning from:
  - on-the-job-training (WL1) and/or
  - employability skills (WL2) and/or
  - the workplace learning course (WPL).

The Workplace Learning units need to be undertaken in an industry area that is related to the VET qualification.

\*Students who are working toward completion of a Certificate III or higher (e.g. school-based apprenticeships) 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.

### 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 prepares a two-page statement about their interest and experience in this 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 your workplace or your industry
  - the skills and knowledge gained through VET and work placements
  - future career pathways.

- Résumé Portfolio submitted with nomination – the student provides a current résumé (maximum of four pages excluding certificates) and copies of certificates relevant to the industry area such as:
  - copies of certificates of training achievement
  - copies of other achievement such as special recognition by the workplace employer or an industry award or a community award.

#### *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 Curriculum Council. Students will be short-listed for interview based upon (listed in priority order):

- the evidence submitted at time of nomination
- consistency of the student's WACE program with the industry area
- AQF level of the nationally recognised VET qualification.

#### *Step 3 Interview*

Short-listed students will be interviewed by a selection panel comprising members from schools sector/systems together with an industry specific member. Interview questions will be developed by the panel that will enable students to elaborate on their knowledge and experience in the specific industry area.

#### **Special VET award and certificate of distinction**

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 a particular industry area.

A special certificate of distinction (VET) may be presented to a student not eligible for the certificate of distinction (VET) because they have not satisfied the general criteria for eligibility but who have otherwise achieved the requirements for a certificate of distinction (VET). Only one award will be available in a particular industry area.

The selection process involves three steps:

## **9.7 Certificates of excellence**

A certificate of excellence is to be awarded to each eligible student who, in their last three consecutive years of senior secondary school WACE enrolment, obtains at least 18 "A" grades in course units or equivalents (including a least three two-unit combinations). Up to eight unit equivalents can be from endorsed programs (including VET units of competency).

Completion of a formerly accredited D or E code subject is equivalent to two course units. Repeated course units can be used in the determination of this award.

At the time of the determination of this award, the student must have satisfied the requirements for the WACE.

## **9.8 General**

#### **Award approval**

The final decision on the granting of each award is made by the Curriculum Council exhibitions and awards committee. For course exhibitions, the chief examiner or nominee is required to make a recommendation based on the raw examination mark.

#### **Certificates and medallions**

The winner of the Beazley Medal: WACE and the Beazley Medal: VET receives 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.

- Winners of general exhibitions and special general awards receive a medallion, a certificate and a prize.
- Winners of course exhibitions, VET exhibitions, special course awards and special VET awards receive a medallion, certificate and a prize.
- All other award winners receive a certificate.
- All certificates are suitable for photocopying.

## **SECTION 9: EXHIBITIONS AND AWARDS**

### **Awards by nomination**

The selection criteria and other promotional material for the certificate of distinction (VET) will be posted on the Council website and sent to schools early in Term 2.

### **Full-time student**

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

### **Outstanding achievement**

Where the number of candidates who sat the WACE examination in that course was below 100, the exhibition and awards committee may decide to award a course exhibition or certificates of distinction if the achievement is of an exceptionally high standard.

### **Sickness/misadventure claims**

A derived examination mark resulting from a sickness/misadventure claim can be included in the determination of a Beazley Medal: WACE, a general exhibition, a general exhibition (ATSI), a general exhibition (ESL/ESD), a certificate of distinction, a special general award or a special certificate of distinction.

### **Release of information**

The name and school of award winners is published unless the award winner prefers otherwise. In such cases, only the name of the school will be published.

### **Sponsorship**

The aim is that educational and business bodies will provide sponsorship for the exhibitions and awards, and that the prizes and presentation ceremony will be self-supporting through sponsorship. The Curriculum Council secretariat will seek sponsorship for the exhibitions and awards. Sponsorship packages will be available for different levels of sponsorship.

### **Awards ceremony**

A presentation ceremony is held in February. The ceremony is inclusive of all Curriculum Council exhibitions and awards.

**APPENDICES**

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## APPENDIX 1: COURSE OFFERINGS

The following courses are available for senior secondary students.

This information is also on the Council website:

[http://www.curriculum.wa.edu.au/internet/Senior\\_Secondary/Course\\_Subject\\_Codes/](http://www.curriculum.wa.edu.au/internet/Senior_Secondary/Course_Subject_Codes/)

**KEY:** For all Languages: Interstate (including CCAFL), the following key applies:

- (i) Contact the Council for more information regarding the course.
- (ii) Examination for Stage 3 only.



Course	Code	Course units	WACE exam Separate Stage 2/3
Aboriginal and Intercultural Studies	AIS	1A, 1B, 2A, 2B, 3A, 3B	✓
Aboriginal Languages of Western Australia	ABL	1A, 1B, 2A, 2B, 3A, 3B	✓
Accounting and Finance	ACF	1A, 1B, 2A, 2B, 3A, 3B	✓
Ancient History	HIA	1A, 1B, 2A, 2B, 3A, 3B	✓
Animal Production Systems	APS	PA, PB, 1A, 1B, 1C, 1D, 2A, 2B, 3A, 3B	✓
Applied Information Technology	AIT	PA, PB, 1A, 1B, 1C, 1D, 2A, 2B, 3A, 3B	✓
Arabic	ARA	2A, 2B, 3A, 3B	(ii)
		<b>Certificate I in Automotive (VAU):</b> 1A, 1B	
Automotive (VET industry specific)	VAU	<b>Certificate II in Automotive (Vehicle Servicing) (VAUS):</b> 1C, 1D, 2A, 2B	
		<b>Certificate II in Automotive (Mechanical) (VAUM):</b> 1C, 1D, 2A, 2B	
Automotive Engineering and Technology	AET	1A, 1B, 1C, 1D, 2A, 2B, 3A, 3B	✓
Aviation	AVN	1A, 1B, 2A, 2B, 3A, 3B	✓
Biological Sciences	BIO	1A, 1B, 2A, 2B, 3A, 3B	✓
Building and Construction	BCN	PA, PB, 1A, 1B, 1C, 1D, 2A, 2B, 3A, 3B	✓
Business Management and Enterprise	BME	PA, PB, 1A, 1B, 1C, 1D, 2A, 2B, 3A, 3B	✓
		<b>Certificate I in Business (VBS):</b> 1A, 1B	
Business Services (VET industry specific)	VBS	<b>Certificate II in Business (VBSB):</b> 1C, 1D, 2A, 2B	
		<b>Certificate III in Business (VBSS):</b> 2A, 2B, 2C, 2D	
Career and Enterprise	CAE	PA, PB, 1A, 1B, 1C, 1D, 2A, 2B, 3A, 3B	✓
Chemistry	CHE	1A, 1B, 2A, 2B, 3A, 3B	✓
Children, Family and the Community	CFC	<b>Living Independently (CFCL):</b> 1A, 1B, 1C, 1D, 2A, 2B, 3A, 3B	Exam at each stage covers both contexts
		<b>Caring for Others (CFCC):</b> 1A, 1B, 1C, 1D, 2A, 2B, 3A, 3B	(ii)
Chinese: Background Speakers	CBS	2A, 2B, 3A, 3B	✓
Chinese: Second Language	CSL	1A, 1B, 2A, 2B, 3A, 3B	✓
		<b>Certificate I in Work Preparation (VCS):</b> 1A	
Community Services (VET industry specific)	VCS	<b>Certificate II in Community Services Work (VCSW):</b> 1C, 1D, 2A, 2B	
		<b>Certificate III in Children's Services (VCSC):</b> 2A, 2B, 2C, 2D	

APPENDIX 1: COURSE OFFERINGS

Course	Code	Course units	WACE exam Separate Stage 2/3
Computer Science	CSC	1A, 1B, 2A, 2B, 3A, 3B	✓
Construction (VET industry specific)	VCO	Certificate I in General Construction (VCO): 1A, 1B	
		Certificate II in General Construction (VCOG): 1C, 1D, 2A, 2B	
Creative Industries: Art (VET industry specific)	VCA	Certificate I in Visual Arts and Contemporary Craft (VCA): 1A, 1B	
		Certificate II in Visual Arts and Contemporary Craft (VCAC): 1C, 1D, 2A, 2B	
		Certificate III in Design Fundamentals (VCAD): 2A, 2B, 2C, 2D	
Creative Industries: Media (VET industry specific)	VME	Certificate I in Creative Industries (VME): 1A, 1B	
		Certificate II in Creative Industries (Media) (VMEC): 1C, 1D, 2A, 2B	
		Certificate III in Media (VMED): 2A, 2B, 2C, 2D	
Creative Industries: Music (VET industry specific)	VMU	Available 2011	
	DAN	1A, 1B, 2A, 2B, 3A, 3B	✓
Design	DES	Dimensional Design (DESD): PA, PB, 1A, 1B, 1C, 1D, 2A, 2B, 3A, 3B	Exam at each stage covers all contexts
		Graphics (DESG): PA, PB, 1A, 1B, 1C, 1D, 2A, 2B, 3A, 3B	
		Photography (DESP): PA, PB, 1A, 1B, 1C, 1D, 2A, 2B, 3A, 3B	
		Technical Graphics (DEST): PA, PB, 1A, 1B, 1C, 1D, 2A, 2B, 3A, 3B	
Drama	DRA	1A, 1B, 2A, 2B, 3A, 3B	✓
Earth and Environmental Science	EES	1A, 1B, 2A, 2B, 3A, 3B	✓
Economics	ECO	1A, 1B, 2A, 2B, 3A, 3B	✓
Engineering Studies	EST	1A, 1B, 2A, 2B, 3A, 3B	✓
English	ENG	PA, PB, 1A, 1B, 1C, 1D, 2A, 2B, 2C, 2D, 3A, 3B	✓
English as an Additional Language/Dialect	ELD	1A, 1B, 1C, 1D, 2A, 2B, 3A, 3B	✓
Food Science and Technology	FST	Hospitality (FSTH): 1A, 1B, 1C, 1D, 2A, 2B, 3A, 3B	Exam at each stage covers all contexts
		Nutrition and Health Promotions (FSTN): 1A, 1B, 1C, 1D, 2A, 2B, 3A, 3B	
		Product Development (FSTP): 1A, 1B, 1C, 1D, 2A, 2B, 3A, 3B	

Course	Code	Course units	WACE exam Separate Stage 2/3
French	FRE	1A, 1B, 2A, 2B, 3A, 3B	✓
Geography	GEO	1A, 1B, 2A, 2B, 3A, 3B	✓
German	GER	1A, 1B, 2A, 2B, 3A, 3B	✓
Health Studies	HEA	PA, PB, 1A, 1B, 1C, 1D, 2A, 2B, 3A, 3B	✓
Hebrew	HEB	2A, 2B, 3A, 3B	(ii)
Hospitality (VET industry specific)	VHO	Certificate I in Hospitality (VHO): 1A, 1B	
		Certificate II in Hospitality (VHOF): 1C, 1D, 2A, 2B	
Human Biological Science	HBS	1A, 1B, 2A, 2B, 3A, 3B	✓
Indonesian: Background Speakers	IBS	2A, 2B, 3A, 3B	(ii)
Indonesian: Second Language	IND	1A, 1B, 2A, 2B, 3A, 3B	✓
Information Technology (VET industry specific)	VIT	Certificate I in Information Technology (VIT): 1A, 1B	
		Certificate II in Information Technology (VITG): 1C, 1D, 2A, 2B	
		Certificate III in Information Technology (VITS): 2A, 2B, 2C, 2D	
Integrated Science	ISC	PA, PB, 1A, 1B, 1C, 1D, 2A, 2B, 3A, 3B	✓
Italian	ITA	1A, 1B, 2A, 2B, 3A, 3B	✓
Japanese: Background Speakers	JBS	2A, 2B, 3A, 3B	(ii)
Japanese: Second Language	JSL	1A, 1B, 2A, 2B, 3A, 3B	✓
Languages: Interstate (including CCAFL)	(i)	2A, 2B, 3A, 3B	(ii)
		1A, 1B, 1C, 1D, 2A, 2B, 3A, 3B	✓
Literature	LIT	3A, 3B	(ii)
Malay: Background Speakers	MBS	1A, 1B, 1C, 1D, 2A, 2B, 3A, 3B	✓
Marine and Maritime Technology	MMT	1A, 1B, 1C, 1D, 2A, 2B, 3A, 3B	(ii)
Materials Design and Technology	MDT	Metals (MDTM)	✓
		Textiles (MDTT)	Exam at each stage covers all contexts
		Wood (MDTW)	
Mathematics	MAT	PA, PB, 1A, 1B, 1C, 1D, 2A, 2B, 3A, 3B	✓
Mathematics: Specialist	MAS	3A, 3B, 3C, 3D	✓
Media Production and Analysis	MPA	1A, 1B, 1C, 1D, 2A, 2B, 3A, 3B	✓
Modern Greek	GRE	2A, 2B, 3A, 3B	(ii)
Modern History	HIM	1A, 1B, 2A, 2B, 3A, 3B	✓

APPENDIX 1: COURSE OFFERINGS

Course	Code	Course units	WACE exam Separate Stage 2/3
Music	MUS	PA, PB, 1A, 1B, 1C, 1D	✓
		Contemporary Music (MUSC) 2A, 2B, 3A, 3B	
		Jazz (MUSJ) 2A, 2B, 3A, 3B	
		Western Art Musics (MUSW) 2A, 2B, 3A, 3B	
		World and Indigenous Musics (MUSI) 2A, 2B, 3A, 3B	
		PA, PB, 1A, 1B, 1C, 1D, 2A, 2B, 3A, 3B 3A, 3B	
Outdoor Education	OED		✓
Persian: Background Speakers (i)	PBS		(ii)
Philosophy and Ethics	PAE	1A, 1B, 2A, 2B, 3A, 3B	✓
Physical Education Studies	PES	PA, PB, 1A, 1B, 1C, 1D, 2A, 2B, 3A, 3B	✓
Physics	PHY	1A, 1B, 2A, 2B, 3A, 3B	✓
Plant Production Systems	PPS	PA, PB, 1A, 1B, 1C, 1D, 2A, 2B, 3A, 3B	✓
Politics and Law	PAL	1A, 1B, 2A, 2B, 3A, 3B	✓
Primary Industries (VET industry specific)	VPI	Certificate I in Rural Operations (VPI): 1A, 1B	
		Certificate II in Agriculture (VPIA): 1C, 1D, 2A, 2B	
Psychology	PSY	1A, 1B, 2A, 2B, 3A, 3B	✓
Religion and Life	REL	PA, PB, 1A, 1B, 1C, 1D, 2A, 2B, 3A, 3B	✓
Russian: Background Speakers (i)	RBS	3A, 3B	(ii)
Sport and Recreation (VET industry specific)	VSR	Available 2011	
Tourism (VET industry specific)	VTO	Certificate I in Tourism (Australian Indigenous Culture) (VTO): 1A, 1B	
		Certificate II in Tourism (VTOU): 1C, 1D, 2A, 2B	
Visual Arts	VAR	PA, PB, 1A, 1B, 1C, 1D, 2A, 2B, 3A, 3B	✓
Workplace Learning	WPL	1A, 1B, 1C, 1D	

## APPENDIX 2: SUPPORT AVAILABLE TO SCHOOLS FOR STUDENTS WITH SPECIFIC EDUCATIONAL NEEDS

### **Department of Education**

Contact: Student Services  
Royal Street, East Perth, WA  
Phone: (08) 9264 4111  
Internet: [www.det.wa.edu.au](http://www.det.wa.edu.au)

### **Western Australian Institute for Deaf Education**

Contact: WAIDE  
53 Curtin Avenue, Cottesloe, Western Australia 6011  
Phone: (08) 9286 7000  
Internet: [www.det.wa.edu.au/inclusiveeducation/waide](http://www.det.wa.edu.au/inclusiveeducation/waide)

### **Vision Education Service**

Contact: Coordinator  
Parliament Place, West Perth, WA  
Phone: (08) 9426 7122

### **Hospital Schools Service**

Provides support for students whose physical or mental health prevents them from participating successfully in their own school's programs.  
Contact: Principal, HSS  
Level 2 General Services Building, Princess Margaret Hospital, Subiaco, WA 6008  
Phone: (08) 9340 8529  
Internet: [www.hospitalschoolservices.wa.edu.au](http://www.hospitalschoolservices.wa.edu.au)

### **Government school district offices**

District officers, including student services, Aboriginal education and inclusive education, provide support services for students with disabilities. For further information, contact the relevant district officer.

### **Centre for Inclusive Schooling**

The Centre for Inclusive Schooling (CIS) provides disabilities support, autism intervention, speech and language support and assistive technology.  
Contact: CIS  
Parliament Place, West Perth, WA 6005  
Phone: (08) 9426 7111  
Internet: [www.cis.perthwa.net](http://www.cis.perthwa.net)

### **Non-Government Schools Psychology Service**

Contact: Coordinator, Catholic Education Office  
50 Ruislip Street, Leederville, WA.  
Phone: (08) 9212 9310  
Internet: <http://web4.ceo.wa.edu.au>

### **Association of Independent Schools inclusive education consultant**

Contact: Consultant, Association of Independent Schools  
Phone: (08) 9441 1612  
Email: [jhogan@ais.wa.edu.au](mailto:jhogan@ais.wa.edu.au)

### **The Catholic Education Office of Western Australia learning support Year 8–12**

Contact: Consultant  
Phone: (08) 9212 9289  
Internet: <http://web4.ceo.wa.edu.au>

### **TAFE colleges**

Disability services officers are available to help at all colleges.

## APPENDIX 3: COURSE/SUBJECT COMBINATIONS NOT PERMITTED IN THE CURRICULUM COUNCIL AWARD SCORE

The following course/subject combinations are not permitted in determining the Curriculum Council award score. In cases of such combinations, only the higher of the two scaled marks will count. In addition to unacceptable course combinations listed below, no more than two of Mathematics, Mathematics: Specialist, and the former TEE subjects Applicable Mathematics, Calculus and Discrete Mathematics can be used.

### Unacceptable course combinations

Biological Sciences with Human Biological Science  
Chemistry with Integrated Science  
Chinese: Background Speakers with Chinese: Second Language  
English with English as an Additional Language/Dialect  
English with Literature  
English as an Additional Language/Dialect with Literature  
Indonesian: Background Speakers with Indonesian: Second Language  
Indonesian: Background Speakers with Malay: Background Speakers  
Japanese: Background Speakers with Japanese: Second Language  
Malay: Background Speakers with Indonesian: Second Language  
Physics with Integrated Science

### Other unacceptable combinations

Accounting and Finance with Accounting (TEE)  
Ancient History with Ancient History (TEE)  
Applicable Mathematics (TEE) with Mathematics 3C/3D  
Art (TEE) with Visual Arts  
Biological Sciences with Biology (TEE)  
Biological Sciences with Human Biology (TEE)  
Biology (TEE) with Human Biology (TEE)  
Biology (TEE) with Human Biological Science  
Calculus (TEE) with Mathematics: Specialist 3C/3D  
Chemistry with Chemistry (TEE)  
Chemistry with Physical Science (TEE)  
Chemistry (TEE) with Physical Science (TEE)  
Chemistry (TEE) with Integrated Science  
Chinese: Advanced (TEE) with Chinese: Second Language (TEE)  
Chinese: Advanced (TEE) with Chinese: Background Speakers  
Chinese: Advanced (TEE) with Chinese: Second Language  
Chinese: Background Speakers with Chinese: Second Language (TEE)  
Chinese: Second Language with Chinese: Second Language (TEE)  
Computer Science with Information Systems (TEE)  
Discrete Mathematics (TEE) with Applicable Mathematics (TEE)  
Discrete Mathematics (TEE) with Calculus (TEE)  
Discrete Mathematics (TEE) with Mathematics 2A/2B, 2C/2D, 3A/3B  
Drama with Drama Studies (TEE)  
Earth and Environmental Science with Geology (TEE)  
Economics with Economics (TEE)  
English with English (TEE)  
English with English Literature (TEE)  
English (TEE) with English as an Additional Language/Dialect  
English (TEE) with English Literature (TEE)  
English (TEE) with Literature  
English Literature (TEE) with English as an Additional Language/Dialect  
English Literature (TEE) with Literature  
French with French (TEE)  
Geography with Geography (TEE)  
Human Biological Science with Human Biology (TEE)  
Indonesian: Advanced (TEE) with Indonesian: Second Language (TEE)  
Indonesian: Advanced (TEE) with Malay: Advanced (TEE)  
Indonesian: Advanced (TEE) with Indonesian: Background Speakers  
Indonesian: Advanced (TEE) with Indonesian: Second Language

**APPENDIX 3: COURSE/SUBJECT COMBINATIONS NOT PERMITTED IN THE CURRICULUM COUNCIL  
AWARD SCORE**

Indonesian: Second Language (TEE) with Indonesian: Background Speakers  
Indonesian: Second Language (TEE) with Indonesian: Second Language  
Indonesian: Second Language (TEE) with Malay Advanced (TEE)  
Indonesian: Second Language (TEE) with Malay: Background Speakers  
Integrated Science with Physical Science (TEE)  
Integrated Science with Physics (TEE)  
Italian with Italian (TEE)  
Japanese: Advanced (TEE) with Japanese: Second Language (TEE)  
Japanese: Advanced (TEE) with Japanese: Background Speakers  
Japanese: Advanced (TEE) with Japanese: Second Language  
Japanese: Second Language (TEE) with Japanese: Second Language  
Japanese: Second Language (TEE) with Japanese: Background Speakers  
Modern History with History (TEE)  
Music (TEE) with Music  
Physics (TEE) with Physical Science (TEE)  
Physics with Physical Science (TEE)  
Physics (TEE) with Physics  
Political and Legal Studies (TEE) with Politics and Law













Government of **Western Australia**  
**Curriculum Council**

Curriculum Council

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