

## Counselling of 2011 Year 10 students for Year 11 programs in 2012 and Year 12 programs in 2013

### 1. Purpose

These guidelines are provided to support schools, particularly deputy principals and school counsellors, as they prepare to counsel their 2010 Year 10 students into Year 11 programs for 2012 and Year 12 programs for 2013.

The general counselling advice provided in these guidelines has been collaboratively developed by the Curriculum Council, Department of Education, Catholic Education Office and Association of Independent Schools of Western Australia.

### 2. WACE requirements 2012 and beyond

#### • Breadth and depth

- Complete a minimum of 20 course units or the equivalent. (notes 1, 2 and 3)
- The 20 course units must include at least:
  - four course units from English, Literature and/or English as an Additional Language/Dialect, studied during Year 11 and Year 12 (at least two of these units must be completed in Year 12) (note 4)
  - one pair of course units from each of List A (arts/languages/social sciences) (note 5) and List B (mathematics/science/technology) completed in Year 12.

#### • Achievement standard

- Achieve a C grade average or better across the best 16 course units of which at least eight must be completed in Year 12. (notes 3, 6, 7, 8, 9, 10 and 13)
- Endorsed programs and/or VET credit transfer can reduce the required number of course units by up to six units. (note 10)

#### • English language competence

- Achieve a C grade or better in any Stage 1 or higher course unit from English, Literature and/or English as an Additional Language/Dialect (except 1A and 1B for English as an Additional Language/Dialect). (notes 11 and 12)
- For students who have not achieved a C grade in one of their English, Literature and/or English as an Additional Language/Dialect course units, schools will need to compare a selection of the student's work with the work samples provided by the Curriculum Council to verify the student has demonstrated the required standard.

Notes 1–13 are provided in Appendix 1.

These requirements are on the Curriculum Council website at:

[http://www.curriculum.wa.edu.au/internet/Senior\\_Secondary/The\\_WACE/WACE\\_Requirements](http://www.curriculum.wa.edu.au/internet/Senior_Secondary/The_WACE/WACE_Requirements).

### 3. General pathways advice

Typically:

- University-bound students study a program containing Stage 2 and Stage 3 units over their senior secondary years. In their final year, all or most of the units studied would be at Stage 3.
- Students who are planning on going onto further training, or directly into the workforce, study a mixture of Stage 1 and 2 units, or Stage 1 units in years 11 and 12.
- Students requiring practical and supported learning to develop the skills required to be successful upon leaving school or in the transition to Stage 1 will typically study Preliminary Stage units and possibly some Stage 1 units. Preliminary Stage units are available in 19 courses.

Stage 1 units (1A and 1B) are available in all courses apart from some Languages courses. Additional Stage 1 units (1C and 1D) are available in 25 courses to ensure that all students have access to units that match their capabilities and interests. Typically, Stage 1 units will be studied in conjunction with vocational education and training and endorsed programs and in school engagement programs. Some schools may also choose to deliver Stage 1 units in an integrated manner.

Stage 2 units (2A and 2B) are available in all courses apart from Workplace Learning (Stage 1 only) and Mathematics: Specialist (Stage 3 only). Additional Stage 2 units are available in English and Mathematics. In English they provide additional opportunity for students unable to access Stage 3 units; and in Mathematics they provide students with access to additional pathways.

Stage 2 and Stage 3 pairs of units completed in Year 12 have a compulsory WACE examination that is used to statistically moderate school-based assessments. The standardised exam marks and the standardised statistically moderated school marks are then combined 50:50 to produce combined marks, which are converted to WACE course scores and achievement bands via the standard-setting process. The WACE course scores and performance bands show how each student performed in the pair of units studied against state-wide standards in that pair of units.

The combined marks are also used by the Tertiary Institutions Service Centre to generate a scaled score that is used to determine an ATAR that universities use for the selection of students. Scaling is a ranking procedure involving results from Stage 2 and Stage 3 being reported on a common scale. Current indications are that students will need to have marks in at least the top quartile (25 per cent) of the state-wide distribution for Stage 2 if they wish to use their Stage 2 results for university selection.

On the basis of this general advice, the following Year 11 and Year 12 pathways are recommended in English, Mathematics and the other 49 courses. Variations to these general pathways may be desirable given schools' varying circumstances and student populations.

#### 3.1 English

General pathway description	Year 11		Year 12
Typical university oriented pathway	2AENG/2BENG	⇒	3AENG/3BENG
Typical pathway to further training or employment, but leaving open the option of university*	1CENG/1DENG	⇒	2AENG/2BENG
	1CENG/1DENG	⇒	2CENG/2DENG
	2AENG/2BENG	⇒	2CENG/2DENG
Typical pathway to further training and/or employment**	1AENG/1BENG	⇒	1CENG/1DENG PAENG/PBENG
	or PAENG/PBENG	⇒	or 1AENG/1BENG

### 3.2 Mathematics

General pathway description	Year 11		Year 12
Double mathematics for university entry to specialist courses such as engineering, physical sciences and mathematics	3AMAT/3BMAT and 3AMAS/3BMAS	⇒	3CMAT/3DMAT and 3CMAS/3DMAS
Single mathematics for university courses where further mathematics is likely to be needed. Also suitable for preparation for higher level training in technical areas	3AMAT/3BMAT or 2CMAT/2DMAT	⇒ ⇒	3CMAT/3DMAT or 3AMAT/3BMAT
Single mathematics for further education and training or university entry* where further mathematics is unlikely to be needed	2AMAT/2BMAT or 1DMAT/1EMAT	⇒ ⇒	2CMAT/2DMAT or 2AMAT/2BMAT
Single mathematics for students to develop general mathematical skills for further training or employment**. Some schools may opt to teach a single unit in Year 11 and/or Year 12	1BMAT/1CMAT or 1AMAT or 1BMAT or PAMAT/PBMAT	⇒ ⇒ ⇒	1DMAT/1EMAT or 1BMAT or 1CMAT or PAMAT/PBMAT or 1AMAT/1BMAT

### 3.3 All other courses

General pathway description	Year 11		Year 12
Typical university oriented pathway	2A/2B	⇒	3A/3B
Typical pathway to further training or employment, but leaving open the option of university*	1A/1B or 1C/1D	⇒ ⇒	2A/2B or 2A/2B
Typical pathway to further training and/or employment**	1A/1B  or PA/PB	⇒  ⇒	1C/1D or 1A/1B or PA/PB

\* Students who wish to use Stage 2 results for university selection will typically need to have marks in the top quartile of the state-wide distribution in these units.

\*\* Some schools elect to teach courses selected in these pathways in an integrated manner, often including vocational education and training units of competency and/or endorsed programs.

## 4. Course and unit selections

Course and unit offerings are determined by the school, taking into account variables such as the number of students in Year 11 and Year 12, the school community and the available resources. Once this is determined, all students should be encouraged to enrol in the units for each course which provide academic challenge and are based on their interests, educational background, prior achievement and post-school aspirations.

In making the decision between offering Stage 2 or Stage 1 pairs of units in Year 12, schools are reminded that the additional Stage 1 units (1C and 1D) were developed as a pathway for students who would be unlikely to successfully complete Stage 2 units in Year 12.

Schools should access the Tertiary Institutions Service Centre website (<http://www.tisc.edu.au>) for information about:

- pairs of courses where only one of the pair can count towards the Australian tertiary admission rank (e.g. Biological Sciences or Human Biological Science)
- pre-requisites for particular university courses
- competence in English requirements
- the likely effect of scaling, particularly for Stage 2 pairs of units
- other university entrance advice.

#### **4.1. Breadth-of-study requirement**

To meet the breadth-of-study requirement, a student must complete, in their final WACE year (typically Year 12), at least one course (pair of units) from each of List A (arts/languages/social science) and List B (mathematics/ science/technology). These lists are available in Appendix 2.

The Council acknowledges that the breadth-of-study requirement may constrain the course selection of students taking a vocational pathway. If 50 per cent (five or more unit equivalents) of a student's final year of senior secondary schooling comprises endorsed programs and/or VET credit transfer, then the breadth-of-study requirement is waived.

#### **4.2 Studying units from different stages in the same year**

Schools should offer pairs of units as outlined on the previous page.

Year 12 students who study a Stage 2 or Stage 3 pair of units are required to sit the WACE examination, unless they are exempt. Stage 2 examinations assess units 2A and 2B (or 2C and 2D in Mathematics) and Stage 3 examinations assess units 3A and 3B (or 3C and 3D in Mathematics and Mathematics: Specialist).

#### **4.3 Studying the same unit in different contexts**

The following courses have defined contexts:

- 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 promotion; product development
- Materials Design and Technology: metal; textiles; wood
- Music: contemporary music; jazz; western art music.

In these courses, units in each context have different unit codes and count towards the 20 course units required for the WACE.

Units from these courses can be studied in a different context in the same year.

For example, Materials Design and Technology units 2A and 2B can be studied in the wood context and the metal context. This counts as four units. In this instance, the student will sit the Materials Design and Technology exam (unless exempt) and would answer the questions in the context in which he or she feels most confident.

A second example is where Materials Design and Technology unit 2A is studied in the wood context in Semester 1 and the metal context in Semester 2. In this instance, as a pair of units has not been completed, the student is not eligible to sit the exam, but the student may enrol to sit the Stage 2 examination as a private candidate and to answer the questions in the context of their choice.

#### 4.4 Repeating units

Students can repeat units. However, repeated units that have the same code (e.g. 1AENG) do not contribute to the WACE requirements more than once. If the course unit is repeated, the highest grade recorded for the unit will contribute to the C grade average.

Those units which have a different code (e.g. 1AMDTM and 1AMDTW) contribute to the WACE requirements in the usual way.

#### 4.5 Background speakers and small candidature languages

Language units for background speakers and small candidature languages (e.g. Arabic, Hebrew, Modern Greek, Polish, Turkish) are only available in stages 2 and 3. Examinations are held for Stage 3 only. In special circumstances, students can enrol in Stage 2 units in their final year and have the grades for these units recorded on their statement of results. These students could also sit the Stage 3 examination as a private candidate.

### 5. WACE examinations

There are separate examinations for Stage 2 and Stage 3 pairs of units. In their final year, students studying at least one Stage 2 pair of units (e.g. 2A/2B or 2C/2D) or one Stage 3 pair of units (e.g. 3A/3B) are required to sit an examination for the course (unless they apply for and are granted an exemption). Each examination assesses the content, knowledge and skills described in the syllabus for the pair of units studied.

Practical or performance examinations are conducted in addition to written examinations for some courses.

WACE examinations are not held for Stage 1 units. However a student enrolled in Stage 1 units can sit the Stage 2 or Stage 3 WACE examination as a private candidate.

#### 5.1 Purpose of WACE examinations

External examinations in the WACE courses provide students and the wider community with confidence about the standards students achieve at the end of Year 12. They also make it possible to compare the achievement of students, regardless of the school attended.

Through the WACE course report, the Council reports student performance in Year 12 in each pair of Stage 2 or Stage 3 units studied. The course report shows the WACE course score, which indicates how well the student achieved in the course against the course standards and relative to others in the pair of units studied.

The WACE course score combines the mark from school with the examination mark. As the examination in each pair of units is the only assessment taken by all students under the same conditions, the Council uses students' results in their examination for a course to adjust school marks so they are comparable.

Students' combined scores for Stage 2 and Stage 3 are also scaled to reflect the differences in difficulty between the courses. Scaled scores are used by the Tertiary Institutions Service Centre (TISC) to determine the Australian tertiary admission rank (ATAR) for students.

Teachers receive diagnostic feedback on their students' performances in the examination to help them review and refine their teaching and assessment. In addition, the examinations help guide the development, monitoring and refinement of Stage 2 and Stage 3 course standards.

WACE course scores provide employers and training organisations with meaningful and comparable data to use when recruiting students.

## **5.2 Scheduling of Stage 2 and Stage 3 examinations**

Stage 2 and Stage 3 examinations for a particular course are held on the same day at the same time. This means students who enrol in both Stage 2 and Stage 3 pairs of units (eg. English 2A/B and English 3A/B) will only be able to sit one examination for English at either Stage 2 or Stage 3. By default, the student will be enrolled to sit the Stage 3 examination for the course. The student can apply to the Council to sit the Stage 2 examination in preference to Stage 3.

## **5.3 Examinations in courses with defined contexts**

Courses with defined contexts (see 4.3) do not have separate exams for each defined context (e.g. there is a single Stage 3 Materials Design and Technology examination, not separate wood, metal and textiles examinations). Students respond to questions in the context in which they have studied.

In these courses, each examination has a common section and a choice of questions to allow students to answer questions in the context they have studied. Where students have studied more than one context they may choose the context in which they wish to respond.

## **5.4 No Workplace Learning examination**

The Workplace Learning course is restricted to Stage 1 and therefore does not have a WACE examination.

## **5.5 Sitting Stage 2 WACE examinations at the end of Year 11**

The WACE examinations are to be sat at the end of a student's final year of schooling, typically Year 12.

Generally, students will not be permitted to sit an examination in the same course in both Year 11 and Year 12 and therefore, would not sit WACE examinations at the end of Year 11 after completing 2A/2B units.

The exception is where schools plan to conduct a program that has students terminate their studies in a particular course at the end of Year 11. Schools are required to apply on behalf of an individual student or group of students for permission to sit the WACE examination at the end of Year 11.

## **5.6 Choosing not to sit a WACE examination or to not make a genuine attempt**

A student who is required to sit an examination and chooses not to, or chooses not to make a genuine attempt in the examination, will not get a WACE course report. Nor will the grades for those units be counted towards the C grade average for the WACE. The grades do, however, count for the required 20 course units.

## **5.7 Exemptions from sitting a WACE examination**

All full-time students in their final year of senior secondary schooling who 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 the WACE examination in that course, unless they successfully apply to the Council for an exemption.

At the time of enrolling in a Stage 2 or Stage 3 pair of units, the student is also enrolling to sit the WACE examination. It is intended that schools encourage all eligible students to sit the WACE examinations.

To be exempted from sitting a WACE examination, the student needs to apply to the Council.

There are two types of exemption from WACE examinations.

Year 12 students who are enrolled to complete, in the current year, at least 220 nominal hours of VET (from related industry areas), and are enrolled in three or fewer Stage 2 and/or Stage 3 pairs of units, are eligible to apply for an exemption from sitting the WACE examinations.

Related industry area refers to units of competency that align with a clear industry pathway.

Students enrolled to complete a School Apprenticeship Link program, Aboriginal School Based Traineeship, School Based Traineeship, School Based Apprenticeship or Pre-Apprenticeship are also eligible to apply for an exemption from sitting examinations.

If students are studying more than five courses at Stage 2 or Stage 3, they are required to sit five examinations. They may apply for exemption from sitting examinations in additional courses they are studying.

Applications for exemption from sitting WACE examinations close in mid-June of the year the students will sit the examinations.

Students who meet the exemption requirements may still choose to sit examinations.

## Appendix 1: Explanatory notes relating to WACE requirements 2012 and beyond

1. Up to 10 unit equivalents may comprise endorsed programs and/or VET credit transfer, as indicated below:

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 and above	10
275–329	5		

2. Each full-year D or E code subject completed before 2010 equates to two course units.
3. Students can repeat course units. However, those course units that have the same code, e.g. 1AENG, and are repeated do not contribute to the WACE requirements more than once. If the course unit is repeated, the highest grade recorded for the unit will be used when calculating the C grade average. If students complete course units which have a different context and thus a different unit code, e.g. 1AMDTM and 1AMDTW (Materials Design and Technology: Metals and Wood), then these units are not repeat units and each of these can contribute to the WACE requirements.
4. Part-time students or students completing WACE over three years or more must complete two units from English, Literature and/or English as an Additional Language/Dialect 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 English as an Additional Language/Dialect can be used to meet the List A requirement.
6. Grades from course units which have a different context and thus a different unit code, e.g. 1AMDTM and 1AMDTW (Materials Design and Technology: Metals and Wood), contribute towards the calculation of the C grade average.
7. Full-time Year 12 students enrolled in a pair of Stage 2 or Stage 3 course units must sit the WACE examination in that course, unless exempt. If they do not sit, or do not make a genuine attempt in this WACE examination, the grades for the pair of units completed in that year will not contribute to the calculation of the C grade average requirement, but still count in the breadth and depth requirement.
8. Full-time Year 12 students who are enrolled to complete, in the current year, at least 220 nominal hours of VET (which must lead to the completion of at least one qualification or skill set that meets a licensing, regulatory or defined industry need) **and** are enrolled in three or fewer Stage 2 and/or Stage 3 pairs of units are eligible to apply for an exemption from sitting the WACE examinations.  
Students enrolled to complete a School Apprenticeship Link program, Aboriginal School Based Traineeship, School Based Traineeship, School Based Apprenticeship or Pre-Apprenticeship are eligible to apply for an exemption from sitting WACE examinations.
9. 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 endorsed programs and VET credit transfer.
10. Endorsed programs and/or VET credit transfer can reduce the required number of course units as follows:

Total number of unit equivalents completed over years 10–12 (and years 8 and 9 if granted permission)	Total number of course units over which the average is calculated	Total number of course units that must be completed in Year 12 (or over years 12 and 13)
Less than 2	16	8
2 or 3	14	8
4 or 5	12	6
6 to 9	10	6
10 or more	10	4

As demand for recognition of student achievement in programs with a larger proportion of vocational education and training increases, the Curriculum Council will review this table.

11. The D and E code English subjects completed before 2010 can be used to meet the English language competence requirement.
12. The Council's SIRS database automatically checks the student's grades and will indicate English language competence where a C grade is achieved.
13. The Special Provisions Committee will consider requests from schools and/or students for exemption from the WACE requirements under the following circumstances:
  - a. repetition of units counting towards the WACE requirement due to special circumstances
  - b. additional VET or endorsed programs being studied, thus reducing the total number of course units available for the calculation of the 'C' grade average

The Special Provisions Committee will meet as required throughout the year.

**Appendix 2: WACE breadth-of-study list**

<b>List A (arts/languages/social sciences)</b>	<b>List B (mathematics/science/technology)</b>
AIS Aboriginal and Intercultural Studies ABL Aboriginal Languages of Western Australia HIA Ancient History ARA Arabic AST Aspects of the Tourism Industry* BME Business Management and Enterprise VBS Business Services (VET industry specific) CAE Career and Enterprise CFC Children, Family and the Community CBS Chinese: Background Speakers CSL Chinese: Second Language VCS Community Services (VET industry specific) VCA Creative Industries: Art (VET industry specific) VME Creative Industries: Media (VET industry specific) VMU Creative Industries: Music (VET industry specific) DAN Dance DRA Drama ECO Economics ENG English ELD English as an Additional Language/Dialect FRE French GEO Geography GER German HEA Health Studies HEB Hebrew IBS Indonesian: Background Speakers IND Indonesian: Second Language ITA Italian JBS Japanese: Background Speakers JSL Japanese: Second Language LIT Literature MBS Malay: Background Speakers 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	ACF Accounting and Finance APS Animal Production Systems AIT Applied Information Technology VAU Automotive (VET industry specific) AET Automotive Engineering and Technology AVN Aviation BIO Biological Sciences BCN Building and Construction CHE Chemistry CSC Computer Science VCO Construction (VET industry specific) DES Design EES Earth and Environmental Science EST Engineering Studies FST Food Science and Technology VHO Hospitality (VET industry specific) HBS Human Biological Science VIT Information Technology (VET industry specific) ISC Integrated Science MMS Marine and Maritime Studies MDT Materials Design and Technology MAT Mathematics MAS Mathematics: Specialist OED Outdoor Education PES Physical Education PHY Physics PPS Plant Production Systems VPI Primary Industries (VET industry specific) PSY Psychology
* To be included as a theme for Business Management and Enterprise in the future.	