



## Certification of senior secondary schooling achievement in 2021

At the end of 2021, Year 12 students who had completed a course unit, Vocational Education and Training (VET) unit of competency or endorsed program were issued with a folio of achievement.

The folio of achievement consisted of the following:

- Western Australian Statement of Student Achievement (WASSA) – a statement of student achievement was issued to all Year 12 students who completed at least one course unit, VET unit of competency or endorsed program.
- Western Australian Certificate of Education (WACE) – Year 12 students must have met the WACE requirements to receive this certificate.
- Australian Tertiary Admission Rank (ATAR) course report – an ATAR course report was issued to all students (excluding non-school candidates) who sat an ATAR course examination in that course.

In 2021, there were new requirements to achieve the WACE. Students had **three** options for the course completion requirement to achieve the WACE. In addition to the previous two options, one relating to the completion of at least four Year 12 ATAR courses and the other relating to the completion of a Certificate II (or higher) VET qualification, there was a further option. The new (or third) option related to the completion of at least five Year 12 General courses (or a combination of Year 12 General and up to three Year 12 ATAR courses).

Students who were enrolled in a Year 12 ATAR course pair of units were required to sit the ATAR course examination in 2021. Students who did not sit an ATAR course examination and did not have an approved sickness/misadventure application for that course, did not have the grades for the pair of units completed in that year contribute to the calculation of the WACE. This means, the grades for the ATAR Year 12 course **did not** contribute to the:

- completion of a minimum of 20 units, including 10 Year 12 units
- completion of at least one pair of Year 12 units from an English course (if the ATAR Year 12 course was either English, Literature or English as an Additional Language or Dialect)
- completion of one pair of Year 12 units from List A (arts/languages/social sciences) or List B (mathematics/science/technology) {depending on the list of the ATAR Year 12 course}
- achievement of at least 14 C grades or higher, including at least six C grades in Year 12 units
- completion of at least four Year 12 ATAR courses
- completion of a combination of Year 12 General and up to three Year 12 ATAR courses.

Previously in 2016, the grades for the pair of units completed in that year did not contribute to meeting the achievement standard, but they could count in the breadth and depth requirement. From and including 2017 this was no longer the case.

### Student Portal

As introduced in 2020 and continued in 2021, students could download digital copies of their folio of achievement.

To download digital copies of documents and certificates, students needed to log in to the student portal. From 2020, the Authority no longer provided students with paper copies of documents and certificates contained in the folio of achievement.

On Saturday, 18 December 2021, Year 12 students were able to log in to the student portal to obtain their results. In addition, Year 10 and Year 11 students and non-school candidates could download their results from the student portal.

On Thursday, 20 January 2022, 2021 Year 12 students could download electronic versions of their WASSA, WACE and ATAR Course Report via the student portal.

### **Western Australian Certificate of Education**

To achieve a WACE in 2021 a student must have met the following requirements:

- **Breadth and depth requirement**
  - completed at least 20 units or the equivalent. This requirement must include at least:
    - a minimum of ten Year 12 units or the equivalent
    - four units from an English learning area course, post-Year 10, including at least one pair of Year 12 units from an English learning area course
    - one pair of Year 12 units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology).
- **Achievement standard requirement**
  - achieved at least 14 C grades or higher (or the equivalent) in Year 11 and Year 12 units, with a minimum of six C grades or the equivalent in Year 12 units
  - completed:
    - at least four Year 12 ATAR courses, **or**
    - at least five Year 12 General courses (or a combination of General and up to three Year 12 ATAR courses) or equivalent, **or**
    - a Certificate II (or higher) VET qualification.
- **Literacy and numeracy standard requirement**
  - demonstration of the minimum standard of literacy and numeracy.

The WACE was issued to 22 422 (10 977 males, 11 428 females and 17 others) Year 12 students who met the above requirements in 2021.

### **Western Australian Statement of Student Achievement for Year 12 students**

A statement of student achievement was issued to each Year 12 student who had achieved at least one course unit, VET unit of competence or endorsed program. The statement of student achievement was issued to 26 089 (12 948 males, 13 120 females and 21 others) Year 12 students in 2021.

### **Western Australian Statement of Student Achievement (WASSA)**

The statement of student achievement recorded whether or not the WACE requirements had been met. If WACE requirements had not been achieved, the statement for student achievement recorded 'not achieved' under the Western Australian Certificate of Education section.

The statement of student achievement also recorded:

- achievement of exhibitions and awards
- school grades, school marks and combined scores in ATAR courses (Units 3 and 4)
- school grades and school marks in ATAR (Units 1 and 2), General and Foundation courses
- completed Preliminary units
- completed VET industry specific units
- VET units of competency successfully completed
- endorsed programs successfully completed
- number of community service hours completed,
- results in subjects and WACE courses from previous years.

Details relating to each item which appeared on the statement of student achievement are given below.

### **Western Australian Certificate of Education**

This section listed whether or not the WACE had been achieved by the student.

### **Literacy and numeracy standard**

This section listed whether or not the standard was demonstrated for literacy (reading and writing) and numeracy. The literacy and numeracy standard could have been demonstrated either:

- through the Online Literacy and Numeracy Assessment (OLNA), or
- by achieving Band 8 or higher in the associated components of reading, writing or numeracy in the Year 9 National Assessment Program – Literacy and Numeracy (NAPLAN) tests.

### **Exhibitions and awards**

This section listed any of the exhibitions and awards achieved by the student. The Authority may grant the following awards:

- Beazley medal: WACE\*
- Beazley medal: VET\*
- General exhibitions\*
- General exhibitions (ATSI)\*
- Special general awards\*
- Subject exhibitions\*
- Special subject awards\*
- VET exhibition\*
- Special VET awards\*
- Certificates of excellence
- Special certificates of excellence
- Certificates of distinction
- Certificates of merit.

\* These awards were also issued to award recipients at the Awards Ceremony which was held on Friday, 18 February 2022.

On Monday, 21 February 2022, students could download electronic versions of their award certificates from the student portal.

## Achievement in WACE course units

This section listed students' school-based achievement of school grades (A, B, C, D and E) and school marks (out of 100) in ATAR, General and Foundation courses. Details relating to these courses are as follows:

<i>Courses</i>	<i>General features</i>
ATAR courses	These courses are examined by the Authority. Student results in ATAR courses are used by the Tertiary Institutions Service Centre (TISC) to calculate a student's ATAR. The ATAR is used to determine eligibility for university entrance. ATAR courses are typically for students who are aiming to go to university directly from school.
General courses	These courses are not externally examined. General courses are for students who are typically aiming to enter vocationally based training or the workforce straight from school.
Foundation courses	These courses provided a focus on functional literacy and numeracy skills, practical work-related experience and the opportunity to build personal skills that are important for life and work. Foundation courses are for students who had not been able to demonstrate the minimum standard for literacy and/or numeracy before Year 11 and were unlikely to do so before the end of Year 12 without significant levels of student support.

A student school-based achievement for a Year 12 course was recorded for a pair of units (i.e. one mark and one grade).

A student's school-based achievement for a Year 11 course was recorded for each pair of units (i.e. one mark and one grade), or for each unit completed (i.e. two marks and two grades).

Student achievement in VET industry specific courses was recorded as 'completed' upon completion of all course requirements.

The grade assigned described the overall achievement of a student for the completed pair of units (or unit, where a single Year 11 unit was studied).

### *Grades*

The Authority moderated the grades in course units to ensure comparability of grades from school to school. This was achieved through the conduct of grading review and/or consensus moderation meetings.

The grades assigned at the conclusion of a course units were based on each student's performance as judged (by the teacher) via reference to the grade descriptions and the Authority provided work samples. The grades may be interpreted as follows:

<i>Grade</i>	<i>Interpretation</i>
A	Excellent achievement
B	High achievement
C	Satisfactory achievement
D	Limited achievement
E	Very low achievement

#### **School achievement in subjects**

If a student completed at least one course unit, VET unit of competency or endorsed program and had achieved a grade of achievement for a subject in a previous year, then these grades were listed on the statement of student achievement.

#### **Achievement of endorsed programs**

This section listed the endorsed programs successfully completed by students in Years 10, 11 and/or 12, as reported by schools where external certification **was not** required.

For the Workplace Learning program, the total number of hours completed in the workplace was also listed.

Programs endorsed by the Authority recognise significant learning that is not covered by WACE courses. Descriptors of achievement were not recorded on the statement of student achievement.

#### **Achievement of Preliminary course units**

This section listed any Preliminary course units completed and reported by the school to the Authority. Preliminary courses comprise of four units. Each unit was studied and reported separately.

Preliminary courses do not contribute towards the achievement of the WACE.

#### **Community service**

The statement of student achievement recorded the total number of hours of community service completed by students as reported by the school.

Community service supports the development of leadership skills, social responsibility and citizenship. Community service can be completed over Years 10, 11 and 12.

**The following achievements and qualifications were listed below the 'line' as they were not awarded by the Authority.**

**The 'line' refers to the following statement:**

*Achievements and qualifications listed below this line are not awarded by the School Curriculum and Standards Authority and need to be verified by sighting the relevant certificate.*

#### **Achievement of endorsed programs**

This section listed the endorsed programs successfully completed by students in Years 10, 11 and/or 12, as reported by schools where external certification **was** required.

Successfully completed programs were listed in the relevant category (e.g. Provider-developed and School-developed).

#### **Achievement of vocational education and training qualifications**

This section listed the units of competencies achieved by the student in vocational education and training programs in Years 10, 11 and/or 12, as reported by schools and the qualification the units of competency contribute towards. The name of the registered training organisation (RTO) that delivered the training was also recorded.

In 2021, there were 11 631 Year 12 students who achieved 15 301 VET qualifications. Of the VET qualifications achieved, 709 were achieved through traineeship or apprenticeship arrangements by Year 12 students.

#### **ATAR Course Reports**

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

In 2021, 13 719 Year 12 students received at least one of the 58 188 course reports which were generated.

An ATAR course report was issued to students who sat an ATAR course examination. This report showed a student's achievement in relation to the achievement of other students of the course.

ATAR course reports were not issued for students who:

- did not sit the ATAR course examination and did not have an approved sickness/misadventure application for that course examination
- were non-school candidates in the ATAR course examination.

This report recorded:

- school marks\*
- moderated school marks\*
- raw examination marks\*
- combined score
- standardised combined score
- state-wide distribution of course combined scores with indication of the individual's location in that distribution
- the total number of students who sat the ATAR course examination for the course
- means of the examination marks and combined scores for all students who sat the ATAR course examination for the course.

\* A course that had a practical component had the written and practical marks reported separately.

**Combined scores for ATAR courses used to calculate scaled scores**

Combined scores for ATAR courses are also used by the TISC to calculate 'scaled scores' which are used for university selection purposes. The scaled scores from all courses are on a common scale and as such are used to calculate the Tertiary Entrance Aggregate (TEA) and the ATAR for university admission purposes.

Scaled scores emphasise what students can do in relation to other students in the same course and in relation to other students in other courses.