**Certification of senior secondary schooling achievement in 2015**

At the end of 2015, Year 12 students who had completed a course unit, VET

unit of competency or endorsed program were issued with a folio of achievement.

The folio of achievement consisted of the following:

 Western Australian Certificate of Education (WACE) – Year 12 students must have met

the WACE requirements to receive this certificate.

 Statement of results – a statement of results was issued to all Year 12 students who

completed at least one course unit, VET unit of competency or endorsed program.

 WACE course report – a WACE course report was issued to all students who sat the

WACE examination in either Stage 2 or Stage 3 in that course in that year.

* Certificate of commendation – this certificate was awarded to each eligible student who, in their last three consecutive years of senior secondary school, obtained at least 20 A grades in course units (including at least three two-unit combinations).

2015 is the last year that:

* Year 12 students can study Stages 1, 2 and 3 courses
* The current WACE requirements apply. In 2016, there will be new requirements to achieve the WACE
* Students will receive a statement of results. In 2016, students who have an achievement will be issued with the Western Australian Statement of Student Achievement (WASSA).

**Western Australian Certificate of Education**

To achieve a Western Australian Certificate of Education a student must have met the

following requirements:

**Breadth and depth requirement**

o completed at least 20 units or the equivalent, of which at least 10 had to have been

from WACE courses. The 20 course units must have included at least:

four different course units from English, Literature and/or English as an

Additional Language or Dialect, studied during Year 11 and Year 12 (at least

two of these units must have been completed in Year 12)

one pair of course units from each of List A (arts/languages/social sciences)

and List B (mathematics/science/technology) completed in Year 12.

**Achievement standard requirement**

o achieved a C grade average or better across the best 16 course units of which at

least eight must be completed in Year 12.

o P-stage units, endorsed programs and/or VET credit transfer can reduce the

required number of course units by up to six units.

**English language competence requirement**

o achieved a C grade or better in any Stage 1 or higher course unit from English,

Literature and/or English as an Additional Language or Dialect (except 1A and 1B

for English as an Additional Language or Dialect).

o for students who had not achieved a C grade in one of their English, Literature

and/or English as an Additional Language or Dialect course units, schools would

have needed to compare a selection of the student’s work with the work samples

provided by the School Curriculum and Standards Authority to verify the student

had demonstrated the required standard.

The Western Australian Certificate of Education was issued to 22,676 (10,998 males and

11,678 (females) Year 12 students who met the above requirements in 2015.

**English language competence**

To meet the School Curriculum and Standards Authority requirement for English language

competence, students must have:

 completed at least four units from English, Literature and/or English as an Additional

 Language or Dialect. Students were required to complete four course units from the English learning area studied over Year 11 and Year 12. At least two units must have been completed in Year 12, **and**

 met the standard for English language competence as defined by work samples. The standard is related to the standard required to achieve a C grade or better in Stage 1 English. Students who achieved a C grade or better in at least **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.

**Statement of results for Year 12 students**

A statement of results 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 results

was issued to 24,816 (12,282 males and 12,534 females) Year 12 students in 2015.

The statement of results recorded whether the WACE requirements had been achieved. If

WACE requirements had not been achieved, the statement for results recorded English

language competence, if achieved.

The statement of results also recorded:

 exhibitions and awards

 WACE course scores

 grades achieved in course units

 VET qualifications and 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 results are given below.

**Exhibitions and awards**

The Authority granted the following awards:

 Beazley medal: WACE

 Beazley medal: VET

 General exhibitions

 General exhibitions (ATSI)

 General exhibitions (ESL/ESD)

 Special general awards

 Course exhibitions

 Special course awards

 VET exhibitions

 Workplace Learning exhibition

 Certificates of distinction

 Special certificates of distinction

 Certificates of distinction (VET)

 Certificates of distinction (WPL)

 Certificates of commendation.

**WACE examinations**

Year 12 students who were enrolled in a pair of Stage 3 units of a course were required to sit a WACE examination in that course, unless exempt.

From and including 2014, examinations for Stage 2 unit pairs in Year 12 were optional. That is, Year 12 students could opt out of sitting the Stage 2 WACE examinations.

**WACE course scores**

Students received WACE course scores for each course in which they had received a school

mark for a pair of Stage 2 or Stage 3 course units and sat the WACE examination for that

stage of the course.

The WACE course score is a slight variation of the combined mark (average of standardised

moderated school mark and the standardised examination mark). This variation ensures

year-to-year consistency in the relationship between WACE course scores and the five

achievement bands (as listed below) described in the WACE course report at the particular

stage.

 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 five achievement bands apply to all courses as well as Stage 2 and 3 for each course.

However, the descriptions associated with the standards are tailored to each particular

course and stage. The proportion of students in each achievement band varies from year to

year, course to course and stage to stage depending on the performances of students in that

year.

WACE course scores emphasise what students can do in relation to the standards of the

course/stage.

**Scaled scores**

Combined marks for WACE courses are also used by the Tertiary Institutions Service Centre

(TISC) to calculate ‘scaled scores’ which are used for university selection purposes. Scaled

scores for WACE courses are quite different from WACE course scores.

Scaled scores emphasise what students can do in relation to other students in the same

course and in relation to other students in other course/stages.

**Grades achieved in course units**

WACE courses were delivered in semester-length units or year-long pairs of units. Explicit

standards are used to measure the achievement of the course units. School achievement in

course units was recorded as a grade, with the exception of Preliminary Stage units, which

were recorded as complete, if achieved.

Course units were available in the following stages:

Stage 3 units these units provide opportunities to extend knowledge and

understanding in academic leaning contexts. Typically, the post-school pathway is further study at university with some students opting for the workplace or enrolling in vocational education and training courses.

Stage 2 units these units provide opportunities for applied learning with more focus on academic learning for transition to Stage 3 or post-school options including vocational education and training, apprenticeships and traineeships, university and the workplace.

Stage 1 units these 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 vocational education and training, apprenticeships and traineeships and the workplace.

Preliminary Stage units these 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 entry level training and the workplace.

**Grades in WACE course units**

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:

Grade A indicates excellent achievement

Grade B indicates high achievement

Grade C indicates satisfactory achievement

Grade D indicates limited achievement

Grade E indicates inadequate achievement

**VET qualifications and VET units of competency successfully achieved**

VET units of competency (competencies) were available for a range of industry areas. These

competencies were included in schools’ Year 11 and Year 12 programs. Students who

successfully completed one or more competencies had the achievement recorded on their

statements of results. The name and code of the registered training organisation (RTO)

responsible for assessing the competency was also recorded.

Schools were requested to provide full details relating to the VET qualifications achieved and

whether or not the qualification was achieved through a traineeship. The name of the RTO at

which a student achieved a VET qualification was also listed on students’ statements of

results.

In 2015, there were 10,718 Year 12 students who had 15,375 VET qualifications recorded on their statements. If the qualification was achieved through a traineeship or apprenticeship, then this was also recorded. There were 501 full qualifications achieved through traineeship or apprenticeship arrangements by Year 12 students.

The achievement of competencies was recognised by the Authority for the statement of

results and Western Australian Certificate of Education in two categories. The first category

included those that were studied as part of a VET Industry Specific Course (i.e. integrated competencies). The second category was where a student studied a competency in addition to WACE courses (i.e. VET credit transfer).

Using nominal hours provided in the training packages, the Authority allocated VET credit

transfer competencies, successfully completed by students, 55-hour or 110-hour blocks

which formed half and full VET course equivalents respectively. These VET course

equivalents contributed towards the Western Australian Certificate of Education. Students

who successfully completed competencies that represented course equivalents had the

number of VET unit equivalents indicated on their statement of results.

**Endorsed programs successfully achieved**

Programs endorsed by the School Curriculum and Standards Authority recognise significant

learning by students not covered by courses developed by the Authority. Endorsed programs

were awarded unit equivalence according to specific criteria and could contribute up to 50

per cent of the 20 course units for meeting the WACE completion requirement. Descriptors of achievement were recorded on the statement of results in a manner appropriate to the

program.

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

**Community service hours completed**

The statement of results recorded the total number of hours of community service completed

by the student, 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.

**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 results.

**WACE course report**

In 2015, 15,106 Year 12 students received at least one of the 68,683 course reports which

were printed.

Students who completed a WACE examination for Stage 2 or Stage 3 of a course were

issued with a WACE course report. This report recorded:

 school grades

 school marks

 moderated school marks\*

 raw examination marks\*

 standardised examination marks\*

 WACE course score

 a description of the knowledge, skills and understanding demonstrated by the student

 state-wide distribution of WACE course scores with indication of the individual’s location

 in that distribution

the candidature of the course/stage.

\* A course that had a practical component would have had the written and practical

marks reported separately

**Certificate of Commendation**

A Certificate of Commendation was awarded to 857 (289 males and 568 females) Year 12 students who, in their last three consecutive years of senior secondary school WACE enrolment, obtained at least 20 A grades in courses units (including at least three two-unit combinations).

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