



Secondary School Leader Briefing

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Terms 3 and 4, 2025



Acknowledgement of Country

Kaya

The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia.

The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community.

We offer our respect to Elders past and present.



Today's presentation

- WACE Refreshment
- Years 11 and 12 Curriculum, Assessment and Certification
- Adopting and adapting the Australian Curriculum version 9 within the Years 7 – 10 Western Australian Curriculum
- Schools Unique Student Identifier



Thank you!



WACE Refreshment



Senior secondary certificates of education – purpose

- As stated in the *Alice Springs (Mparntwe) Education Declaration, 2019*, senior secondary education equips young people with the skills, knowledge, values and capabilities to succeed in employment, personal and civic life.
- Australian senior secondary certificates of education (SSCEs) serve as qualifications that enable young people to make a successful transition to the next phase of their life and learning. These certificates:
 - assess and certify achievement against standards for the broad and diverse learners that they serve
 - certify a quality and quantity of learning
 - undergo rigorous quality assurance processes
 - provide an equitable and transparent measure of what a young person knows and can do
 - establish a foundation for transition to various post-schooling pathways, including employment and further education.
- Student achievements are recognised through the application of fair, accurate, valid and reliable assessment of their learning and clear, comprehensive and useful reporting of their achievements to assist them with their transitions to the next phase of their lives.



The Authority's commitment

- The Authority's commitment in providing senior secondary certification must ensure:
 - equity
 - access
 - portability
 - rigour
 - validity
 - comparability
 - standards
 - fairness
 - compliance with the *Australian Qualifications Framework*
 - clear, comprehensive and useful reporting of student achievement to assist them with their transitions to further education, training or employment.



WACE Refreshment – underpinning principles

- The seven principles that underpin the WACE and inform its Refreshment are:
 1. Learning is a lifelong process, and schooling should prepare students for multiple educational pathways.
 2. The WACE should be flexible and accommodate students with diverse backgrounds, interests and abilities and from different learning communities.
 3. The WACE should embed both breadth and depth of learning.
 4. Students should engage with courses that are personally challenging, that enhance their development and maximise their future study and career options.
 5. Marks and grades awarded should be reliable and comparable across the State and be respected as such by the Western Australian public.
 6. After thirteen years of schooling, students should demonstrate a minimum level of literacy, numeracy and digital literacy.
 7. After thirteen years of schooling, students should be prepared for further study in either training or university or entry to the workplace.



WACE Refreshment

- Students first received the current WACE in 2016.
- The Board considers a refreshment of the WACE to be timely as there are not only historical student enrolment patterns and achievement data to be considered but also general experiences with the WACE available for consideration.
- The Board recognises that refreshment is required to ensure the WACE remains rigorous and contemporary, reflecting the needs of young people, and stakeholders to support students' active citizenship and transition to further education, training or employment.
- Following its December 2022 meeting, the Board, initiated its WACE Refreshment process, with Ministerial support
- The Board of the Authority is clear that any modification to the WACE should have minimal impact for schools and teachers.



Year 12 performance data from 2018–2024 as at 31 December each year

	2018	2019	2020	2021	2022	2023	2024
Number of full-time WACE-eligible	24 347	24 097	24 335	24 504	23 932	24 687	26 319 ↑
WACE achieved	22 293 (91.6%)	22 008 (91.3%)	22 265 (91.5%)	22 376 (91.3%)	21 850 (91.3%)	22 879 (92.7%)	24 321 ↑ (92.4%) ↑
Number of students who completed 4+ ATAR courses	13 093 (53.8%)	12 143 (50.4%)	11 769 (48.4%)	11 423 (46.6%)	10 380 (43.4%)	10 377 (42.0%)	10 611 ↓ (40.3%) ↓

Note: Arrow indicates the trend in 2024 compared to 2018 performance data
Data accessible via the Authority website (www.scsa.wa.edu.au)



Year 12 performance data from 2018–2024 as at 31 December each year (2)

	2018	2019	2020	2021	2022	2023	2024
Literacy and Numeracy standard prequalified through Year 9 NAPLAN	33.9%	30.4%	34.7%	36.8%	36.4%	Data not available due to cancellation of NAPLAN 2020	36.5% ↑
Demonstrated Literacy and Numeracy standard	94.5%	94.3%	94.1%	93.4%	94.2%	94.8%	94.4% ↓
Demonstrated Numeracy standard	96.8%	96.6%	96.3%	95.8%	96.5%	96.7%	96.3% ↓
Demonstrated Reading standard	97.8%	97.9%	97.6%	96.8%	97.6%	97.9%	98.0% ↑
Demonstrated Writing standard	97.2%	97.1%	97.3%	96.0%	97.1%	97.5%	97.2% –

Note: Arrow indicates the trend in 2024 compared to 2018 performance data
Data accessible via the Authority website (www.scsa.wa.edu.au)



Year 12 performance data from 2018–2024 as at 31 December each year (3)

	2018	2019	2020	2021	2022	2023	2024
VET Certificate II or higher (number of students) – achieved during Years 10, 11 or 12	14 975 (61.5%)	15 496 (64.3%)	16 042 (67.4%)	12 918 (52.7%)	12 567 (52.5%)	12 949 (52.5%)	13 739↓ (52.2%)↓
VET Certificate III (number of certificates) – achieved during Year 12	3 654	3 658	3 931	3 209	3 308	3 660	4 091↑
VET Certificate IV (number of certificates) – achieved during Year 12	1 021	1 192	1 505	1 539	1 724	1 932	2 211↑

Note: Arrow indicates the trend in 2024 compared to 2018 performance data
Data accessible via the Authority website (www.scsa.wa.edu.au)



Current and emerging landscape – considerations

- Student health and wellbeing
- Parental and societal expectations
- Students not enrolling in Year 11 and 12 courses that are personally challenging and commensurate with their abilities (as indicated by Year 9 NAPLAN results)
- Limited access to, and participation in ATAR courses, especially in low Index of Community Socio-Educational Advantage (ICSEA) schools/areas
- Students likely to achieve ATARs below 70 being counselled out of ATAR courses
- Australian Universities Accord Final Report
- National University Admission Framework Project
- Completion of an ATAR course pathway not promoted as the preferred pathway for university entry
- Early at-school offers and alternative university admission pathways
- Pre-requisites for university courses are minimal, if indeed any at all



Current and emerging landscape – considerations (2)

- The median ATAR continues to be used as a measure of school performance
- Misalignment of VET qualifications appropriate for school-aged students or industry needs
- VET reforms, including VET for Secondary Schools National Strategy, Australian Qualifications Framework Review and the VET Qualifications Reform
- Shergold Report – Looking to the Future: Report of the Review of Senior Secondary Pathways into Work, Further Education and Training
- New opportunities in the world of work
- Better and Fairer Schools Agreement
 - Priority area: Equity and excellence
 - Measures: Year 12 certification, Pathways for success, Learning equity
- Future state, future skills: Accelerating STEM skills for Western Australia
- Final Report into Violence, Abuse, Neglect and Exploitation of People with Disability



National University Admission Framework

- The issue of early offers was raised through the Australian Universities Accord.
- In February 2024, Education Ministers agreed that university offers to school students commencing in 2025 and 2026 should not occur before September in the preceding year, and that a national, cross-jurisdictional approach to university admissions, including at-school offers, be developed in time for 2027 enrolments.
- In September 2024, the Australian Education Senior Officials Committee agreed to a Terms of Reference to undertake this further work and approved project funding to undertake external research on the application and impact of admissions processes on students, schools and universities.
- In late 2024, the Australian Government commissioned the Australian Council for Educational Research (ACER) to conduct a research project into admissions practices to inform the development of a National University Admissions Framework to be presented for consideration by Education Ministers.



National University Admission Framework – Board’s submission

- Consistent national admission practices should be viewed through the lens of the following three underlying and closely related principles.
 - Transparency – All potential applicants should have equal access to clear information about the requirements for applications and the basis upon which decisions will be made.
 - Equity – Admissions practices should ensure equitable access, with completion of senior secondary certificates of education forming the baseline for selection processes. Admissions access schemes should be available for disadvantaged students, including for those who do not experience immediate success in their senior secondary schooling.
 - Foundations for success – University selection processes should align with the best possible preparation for success in higher education.



WACE Refreshment – approach

- Curriculum, assessment and certification change is a complex process that requires careful planning and attention to detail. This includes:
 - drawing on a strong evidence-base and analysing and modelling data
 - considering the implications of change for student and teacher wellbeing and modifications to systems and processes in schools
 - clarifying and meeting the expectations of all stakeholders through broad consultation processes
 - identifying emerging needs and opportunities for growth and innovation to ensure our students are prepared for the future.



WACE Refreshment – key elements

- Key elements of the WACE Refreshment focus on:
 - the range of courses and programs to cater for diverse student needs and pathways
 - encouraging students to select courses that are personally challenging to best prepare them for their desired pathways
 - maximising equitable access to the WACE, to better accommodate students with disability or who are disengaged from schooling
 - strengthening the way in which quality vocational education and training (VET) and endorsed programs are recognised
 - clearly reporting student capabilities, such as critical and creative thinking, digital literacy and intercultural and ethical understanding.



Course offerings

- The Authority continues to consider WACE courses, including:
 - syllabus review processes
 - purpose: Rationale and Aims
 - General Capabilities
 - retirement and renewal
 - form and function of English
 - nomenclature (ATAR, General, Foundation, Preliminary)
 - the way courses are described and differentiated.



Nomenclature of courses

- Reviewed and identified proposed changes to all Years 11 and 12 ATAR and General course Rationale and Aims statements within syllabuses to clearly describe the purpose of the course.
- Refined the revisions to the syllabuses based upon feedback from the Curriculum Advisory Committees (CACs).
- The way courses are described and differentiated, including implications and processes required to remove the current categorisation of ATAR and General courses (e.g. requirements for the Authority, school systems/sector and individual schools) is under consideration for the Board's review and discussion.



General Capabilities

- Mapped the Australian Curriculum General Capabilities within all Years 11 and 12 course syllabuses (Unit Content and Assessment Types).
- Proposed revisions to the General Capabilities course-specific text within all syllabuses.
- Refinement of the revisions to the syllabuses based on feedback from the CACs.
- ‘What’s changing’ documents that provide the updated text for the course Rationales and Aims and the General Capabilities have been published on the Authority website. This updated information will be added to the Year 11 syllabuses for teaching in 2026 and Year 12 syllabuses for teaching in 2027.
- Consultation is in progress with stakeholders on proposed revisions to record the General Capabilities on the WASSA.



Form and function of English

- To inform the syllabus review process, the Authority is:
 - reviewing its research: *Analysis of Research and Current Practice related to Assessment and the Use and Effectiveness of Marking Keys and Rubrics in Year 11 and 12 English*
 - reviewing English courses offered by other Australian jurisdictions
 - considering feedback on the English courses raised through consultation on other WACE Refreshments
 - conducting research on the use of a criterion-based marking key for the ATAR English course examination
 - seeking feedback through a public consultation process on the ATAR English and General English courses.



External assessment

- Consultation, advice and analysis of data:
 - externally set tasks (ESTs) in General courses
 - role
 - function
 - value
 - weighting
 - timing
 - external examinations in ATAR courses
 - function
 - length
 - weighting
 - structure
 - course completion.



C grade equivalent in ATAR courses

- To meet the WACE achievement standard, students must achieve at least 14 C grades or higher (or the equivalent) in Years 11 and 12 units, including at least six C grades (or equivalent) in Year 12 units.
- An equating procedure and a pair-wise process to compare the results of a Year 12 ATAR unit with the results of a Year 12 General unit of the same course was undertaken.
- The analysis showed that a D grade in an ATAR pair of units equates to a C grade in the General pair of units of the same course.
- As of 2025, a student who achieves a D grade for any completed Year 12 ATAR course and a moderated written school mark or ATAR course written examination mark at or above the specified cut point of approximately 40, as determined by the Authority for each course, will receive a C grade equivalent for that pair of units. The C grade equivalent can contribute to meeting WACE requirements.



C grade equivalent – proposal to record on the WASSA

Attachment 4

Government of Western Australia
School Curriculum and Standards Authority

James Francis Student
Student Identifier: 27000000/1111
Date of Issue: 31 December 2027
Page: 1 of 2

Western Australian Certificate of Education
Achieved

Literacy and numeracy standard
Reading standard Demonstrated
Writing standard Demonstrated
Numeracy standard Demonstrated

Achievement in WACE course units							
Year	Course Year	Course	Course Type	School Grade	School Mark	Combined Score	
2027	Year 12	Accounting and Finance (ATACF)	ATAR	D*	47	43.52	
2027	Year 12	Chinese: First Language (ATCFL)	ATAR	B	69	68.38	
2027	Year 12	English as an Additional Language or Dialect (ATELD)	ATAR	C	61	55.00	
2027	Year 12	Mathematics Applications (ATMAA)	ATAR	C	59	48.14	
2027	Year 12	Geography (ATGEO)	ATAR	E	14	14.12	
2026	Year 11	Accounting and Finance (AEACF)	ATAR	C	55		
2026	Year 11	Chemistry (AECHE)	ATAR	D	37		
2026	Year 11	Chinese: First Language (AECFL)	ATAR	B	65		
2026	Year 11	Economics (A2ECO)	ATAR	E	34		
2026	Year 11	English as an Additional Language or Dialect (AEELD)	ATAR	C	61		
2026	Year 11	Mathematics Applications (A2MAA)	ATAR	C	57		
2026	Year 11	Mathematics Methods (A1MAM)	ATAR	E	25		
2026	Year 11	Physics (A1PHY)	ATAR	E	23		

Note: D* indicates a C grade equivalent was applied for this pair of units towards meeting the WACE requirements.

Representation of the General Capabilities in WACE course units

Students completing the courses listed below have had the opportunity to develop the General Capabilities identified in the table through the curriculum content and assessment types. The General Capabilities will support students to live and work successfully now and into the future.

Year	Course Year	Course	Course Type	General Capabilities						
				L	N	DL	CCT	PSC	EU	IU
2027	Year 12	Accounting and Finance (ATACF)	ATAR	✓			✓		✓	
2027	Year 12	Chinese: First Language (ATCFL)	ATAR	✓			✓		✓	
2027	Year 12	English as an Additional Language or Dialect (ATELD)	ATAR	✓			✓		✓	
2027	Year 12	Mathematics Applications (ATMAA)	ATAR	✓	✓	✓	✓		✓	
2026	Year 11	Accounting and Finance (AEACF)	ATAR	✓	✓	✓	✓		✓	
2026	Year 11	Chemistry (AECHE)	ATAR	✓			✓		✓	
2026	Year 11	Chinese: First Language (AECFL)	ATAR	✓			✓		✓	
2026	Year 11	English as an Additional Language or Dialect (AEELD)	ATAR	✓			✓		✓	
2026	Year 11	Mathematics Applications (A2MAA)	ATAR	✓	✓	✓	✓		✓	

Key
L: Literacy, N: Numeracy, DL: Digital Literacy, CCT: Critical and Creative Thinking, PSC: Personal and Social Capability, EU: Ethical Understanding, IU: Intercultural Understanding, Greyed area: Capability is not emphasised in the course

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Issued by the School Curriculum and Standards Authority without alteration or erasure

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Note: D* indicates a C grade equivalent was applied for this pair of units towards meeting the WACE requirements.



Endorsed programs, including university enabling programs

- The Board conducted research on endorsed programs, including university-developed enabling programs (UDEPs) contributing to WACE achievement.
- The research explored key themes, including:
 - enrolment patterns – increase in UDEP enrolments, decline in ATAR, increase in General pathway for WACE achievement, alternative university entry pathways
 - school strategies for student counselling – UDEPs to test post-school options and provide taster programs
 - tertiary course completion and retention rates – students admitted through UDEPs or Certificate IVs
 - student engagement – UDEPs supporting students who may be unable to engage in ATAR courses
 - demand for specific UDEP types – academic writing
 - resourcing and staffing requirements
 - reviewing criteria for endorsement of programs
 - value of UDEPs for students, schools and universities.



Endorsed programs – decisions

- New endorsed program criteria developed, published and implemented.
- Established and published a new category, called Tertiary Preparation Endorsed Programs (TPEP), to identify UDEP or programs designed as an alternative pathway to university.
- From 2027, students who select a TPEP will be required to complete at least one Year 12 ATAR course to have at least one unit equivalent from a TPEP contribute to WACE achievement.
- Explore school and student needs to support a student in specific circumstances (e.g. attending a school not offering any ATAR courses) from having to access an ATAR course where necessary.



Appropriateness of Certificate IV and higher qualifications

- The Board conducted research on the appropriateness of Certificate IV and Diploma qualifications contributing to WACE achievement.
- The research explored key themes, including:
 - inconsistent quality of delivery of courses and outcomes for students
 - meeting industry needs and requirements
 - confusion on the purpose of VET delivered to secondary students
 - student readiness (complexity and technical nature of content)
 - competency-based training versus ‘time-served’
 - unduly short training with registered training organisations (RTOs) not observing the nominal hours established by the Department of Training and Workforce Development (DTWD), or the amount of learning requirements described in the relevant training package
 - industry and VET currency of trainers and assessors
 - use of simulated workplace environments for delivery and assessment.



Appropriateness of Certificate IV and higher qualifications – decisions

- The Board has established and convened regular meetings of the:
 - Vocational Education and Training (VET) and Endorsed Programs Steering Committee
 - VET and Endorsed Programs Working Group
 - VET and Endorsed Programs Advisory Committee.
- To support quality outcomes for students undertaking VET as part of the WACE, from 2027 Diploma-level qualifications will no longer receive unit equivalents towards WACE achievement.
- From 2028, the Authority will require students to select from a list of Certificate IV qualifications deemed suitable for students to undertake as part of their WACE studies which will receive unit equivalents.
- The Certificate IV list will be informed by research and consultation with representatives across education, training, universities and industry.
- Criteria and processes to add Certificate IV qualifications to the list will be released in 2026.



VET contributing to the ATAR – research

- The ATAR is determined by the Tertiary Institutions Service Centre (TISC).
- The Authority has conducted research on how VET contributes to the combined score from which the ATAR is calculated in other jurisdictions and has identified:
 - no consistent methodology is used across jurisdictions
 - an opt-in external Year 12 examination, aligned with Level three of the AQF which corresponds to Certificate III level qualifications, could be used to recognise the contribution of VET to the calculation of the ATAR
 - implications for students and the potential for unintended consequences requires further consideration.



Maximising access to the WACE

- The Board conducted research on how equitable access to the WACE could be maximised, to better accommodate students with disability or who are at educational risk and/or disengaged from schooling.
- The research explored key themes, including how we can better address the needs of the whole student cohort and appropriately recognise their learning, by:
 - creating an additional level within the WACE, known as WACE Access, designed for students who cannot access standard certification, clearly distinguishing this level from others
 - establishing broad, needs-based eligibility criteria to be applied at the school level, developed in consultation with students and their families/carers
 - developing guidelines for personalised learning plans that focus on literacy, numeracy, digital literacy, personal-and social skills, employment, and citizenship preparation, with success measured on agreed progress measures



Maximising access to the WACE (2)

- introducing a range of approved curriculum units, including revised Preliminary courses, ASDAN endorsed programs, VET, and school-developed programs, through collaboration between schools and providers
- establishing peer-to-peer moderation among providers to ensure program clarity, progress assessment, and the sharing of best practices to maintain/uphold quality
- discussing with the school systems/sector ways to improve data gathering and sharing, aiming to provide clearer and more accessible information about students' progress throughout the years of schooling, to enhance participation in senior secondary education
- developing a strategy to clearly communicate and implement reforms within specialist providers and the broader education community, ensuring a clear understanding of the new WACE element
- resourcing the development of a new certificate structure and its implementation, including curriculum, standards and protocols.



Equitable access to assessment adjustments – advice being sought

- The Authority is in the process of establishing an independent expert panel to provide advice to the Board on the Equitable Access to Assessment (EAA) Policy and Guidelines.
- The advice sought, will include:
 - the necessary parameters for the Authority to confirm equitable access adjustments for ATAR course examinations prior to a student commencing Year 12, and ideally in Year 10
 - suitable alternatives to the Authority’s current requirement for a documented medical diagnosis
 - whether the list of disabilities identified in the EAA Policy and Guidelines requires amendment
 - whether the list of adjustments identified in the EAA Policy and Guidelines requires amendment.



Recognition of student achievement

- Certification
 - WACE and WACE Access
- Folio of achievement
 - WASSA
 - Department of Training and Workforce Development funded skill sets (completed)
 - General Capabilities (in progress)
 - micro-credentials (yet to commence)
 - digital literacy (yet to commence)
 - acknowledgement of other achievements (yet to commence)
 - observation of work by other members of the Australian Curriculum, Assessment and Certification Authorities (ongoing).



General Capabilities – proposal to record on the WASSA

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Representation of the General Capabilities in WACE course units
Students completing the courses listed below have had the opportunity to develop the General Capabilities identified in the table through the curriculum content and assessment types. The General Capabilities will support students to live and work successfully now and into the future.

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2027	Year 12	Mathematics Applications (ATMAA)	ATAR	✓	✓	✓	✓			
2026	Year 11	Accounting and Finance (AEACF)	ATAR	✓	✓		✓		✓	
2026	Year 11	Chemistry (AECHE)	ATAR	✓	✓	✓	✓			
2026	Year 11	Chinese: First Language (AECFL)	ATAR	✓			✓	✓		✓
2026	Year 11	English as an Additional Language or Dialect (AEELD)	ATAR	✓			✓	✓		✓
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Years 11 and 12 Curriculum, Assessment and Certification



Externally Set Task (EST)

- The primary purpose of the EST is to ensure the fair and comparable assessment of student achievement in Year 12 General and Foundation courses.
- The EST has an educative role in establishing common understandings among teachers of the course standards and syllabus content.
- In 2025, approximately 82 500 ESTs were sat by students completing Year 12 General and Foundation courses.
- The Authority marked:
 - 31 322 scripts in the first round of marking (all EST scripts collected from schools)
 - 10 611 scripts in the second round (scripts outside of tolerance after first round).
- Feedback reports will be available to schools from Friday, 15 August via SIRS.
- The feedback provided in the SIRS reports enables the teacher/s of the course to reflect on their marking standards.



EST reports

- Using these reports, and through personal reflection and professional dialogue, teachers and school leaders can consider:
 - how the other school assessment tasks and marking keys align with the EST standards and the Authority-provided marking keys for the EST
 - the extent to which the EST data can inform the future focus of the course delivery within a school.
- Specific reports provide useful feedback for schools related to:
 - selected scripts reviewer mark compared with the school mark. The lines represent the acceptable tolerance (10% above and below the mean reviewer mark) (i.e. EST021)
 - understanding by teachers of the standards in each course (i.e. EST013, EST017)
 - supporting recalibration of their teachers' understanding of the course standards and, where applicable, internal comparability between classes within the same course (i.e. EST013, EST021)
 - school performance compared with the rest of the State cohort (i.e. EST014, EST018).



Assessment task review (ATR)

- The ATR supports teachers to develop assessment tasks and marking keys to reflect course requirements and standards, provides for comparability of assessment between schools and promotes the principles of assessment.
- Schools are required to submit to the Authority the following documents for review:
 - two selected assessment tasks each from a different assessment types in the syllabus
 - the associated marking keys.
- There are 63 schools included in the 2025 ATR across nine courses, with a focus on Year 12 General courses, including Applied Information Technology, Business Management and Enterprise, Dance, English, Health Studies, Materials Design and Technology, Mathematics Essential, Media Production and Analysis and Physical Education Studies.
- The review period is 28 August to 4 September with reports available to schools Week 9 Term 3 via SIRS2.



Consensus moderation

- Consensus Moderation provides teachers with opportunities to build common understandings of the course standards that underpin comparability.
- This is achieved through teacher analysis of student responses to assessment tasks administered by other schools in Semester 1 for a selected sample of students covering a range of grades (typically A, B and C).
- For 2025, the following courses are in consensus moderation:

Learning Area	Year level	Course
Arts	11	ATAR Drama
Arts	11	ATAR Media Production and Analysis
English	12	ATAR English as an Additional Dialect
Humanities and Social Sciences	11	ATAR Geography

- Teachers attending, and their Principal, receive a copy of the grading judgements, teacher comment and reflection electronically at the completion of the meeting.



School-based practical external assessment (SPEA)

- The Authority introduced the SPEA in the Year 12 Physical Education Studies ATAR course in 2025 to replace the practical examination, following a trial in 2021 and two pilots in 2022 and 2023.
- To assist schools and teachers, the Authority has conducted professional learning sessions for teachers and has developed a range of support materials which are available on the Physical Education Studies course page, including:
 - teacher handbook
 - sport specific assessment guides
 - student fact sheet
 - frequently asked questions.



School-based practical external assessment (SPEA) (2)

- The SPEA can be administered:
 - at the school (or nominated venue)
 - as a collaborative hub (organised by the schools)
 - as an Authority administered SPEA (by application).
- The Authority provided each school their SPEA timetable in Term 2.
- 1471 students are expected to complete the SPEA in 2025.
- The 2025 SPEA timetable includes:
 - 167 sessions conducted at the school
 - 3 regional collaborative hubs
 - 25 metropolitan collaborative hubs
 - 4 Authority administered SPEAs
 - 23 alternative SPEAs (for students with long-term injuries).



ATAR course examinations

- The ATAR course examinations timetable was published on Wednesday, 11 June.
- In 2025, of the 62 ATAR courses offered by the Authority, 59 have enrolments and will be examined over a 17-day period.
- Twenty-six of the 62 courses include a practical examination.
- Twenty-five borrowed interstate languages will also be examined.
- Personalised student timetables will be available for students to access via the Student portal from Tuesday, 9 September.
- The practical ATAR course examinations are scheduled to be conducted from Saturday, 27 September to Sunday, 26 October (weekends and the public holiday included).
- The written ATAR course examinations are scheduled to be conducted from Wednesday, 29 October to Thursday, 20 November.



Adopting and adapting the Australian Curriculum version 9 within the Western Australian Curriculum



Adopting and Adapting the Australian Curriculum version 9

- To ensure teachers and schools can effectively manage the curriculum changes, a staggered approach has been taken with gradual updates to the curriculum on a yearly basis from 2024 to 2027.

	English	Health and Physical Education	Humanities and Social Sciences	Languages	Mathematics	Science	Technologies	The Arts
Implementation	2025	2025	2026	2027	2026	2026	2026	2027
Familiarisation	2024	2024	2025	2026	2025	2025	2025	2026
Consultation	2023	2023	2024	2025	2024	2024	2024	2025



Implementation and familiarisation in 2025

- Implementation of Pre-primary to Year 10 English and Health and Physical Education
 - curriculum support resources available to assist teachers' planning.
- Familiarisation of Pre-primary to Year 10 Humanities and Social Sciences, Mathematics, Science and Technologies
 - professional learning workshops are being conducted, online and in-person each term, with teacher relief available to schools to support the release of teachers
 - a presentation pack is provided to all participants to provide for further professional learning activities within the school and support implementation in 2026.
- Pre-primary to Year 10 Languages and The Arts are in development and consultation during this year and will be available for familiarisation in 2026.



Humanities and Social Sciences – key areas of revision

Year 7 – Deep Time History of Australia	Year 9 – Australian History (1750–1914)
Major time periods in history, including Deep Time History of Australia	The causes of European imperial expansion and the movement of peoples in the late 18th and early 19th centuries
How Aboriginal and Torres Strait Islander peoples are the world’s oldest continuing cultures, displaying evidence of both continuity and change over Deep Time	The effects of colonisation on Aboriginal and Torres Strait Islander peoples
The development of early innovative technologies by Aboriginal and Torres Strait Islander peoples and how they were developed in different places	Significant individuals and events in the development of Australian society during the time period
The importance of conserving cultural heritage in collaboration with Aboriginal and Torres Strait Islander peoples	Different experiences of Aboriginal and Torres Strait Islander peoples, colonisers and non-European settlers



Humanities and Social Sciences – revised support resource

- An exemplar has been developed that presents a teaching and learning sequence that will enable students to understand and apply the concepts of source and evidence through investigating archaeology and the Deep Time History of Australia.
- Throughout the teaching and learning sequence students use and analyse sources to provide specific information on how the past of Australia is investigated. An emphasise is placed on the importance of conserving the cultural heritage of Australia in collaboration with Aboriginal and Torres Strait Islander peoples.



Mathematics – key areas of revision

- The Western Australian revised Mathematics Curriculum has been adopted and adapted from the current Western Australian Curriculum, the New South Wales Mathematics Curriculum and the Australian Curriculum v9.
- The proficiencies have been embedded into all content descriptions and examples.
- Optional content is included in Years 9 and 10.
- The inclusion of examples:
 - clarifies content descriptions and support teachers understanding
 - helps teachers gauge the intended pitch and progression of content at each year level
 - supports consistent and developmentally appropriate planning across the years
 - offers practical guidance on how key concepts can be introduced, developed and consolidated.
- The examples are not mandated and are intentionally not provided for Optional content to allow teachers to tailor the pitch of their content delivery according to student needs.
- The modelling process has been included as content.



Mathematics – Modelling with Mathematics

- Modelling process is new curriculum content included in all strands.
- Modelling with Mathematics is assessable but is not designed as a stand-alone assessment type.
- Modelling with Mathematics is a three-part process that involves creating a simplified version of a real problem so it can be analysed and solved using mathematical methods.
- The Modelling process provides a framework to make students become effective critical thinkers and problem solvers.



Mathematics – optional content

- Optional content is included in Years 9 and 10 to build and extend students' year level knowledge according to:
 - areas of interest
 - understanding of content
 - preparation for subsequent study.
- The revision of the exemplars include some examples of how optional content can be embedded into teaching and learning.



Summary of changes

Search term. e.g. Examinations

GOVERNMENT OF WESTERN AUSTRALIA

School Curriculum and Standards Authority

AVAILABLE FOR FAMILIARISATION IN 2025

[Humanities and Social Sciences](#), [Mathematics](#), [Science](#), and [Technologies](#) have been adopted and adapted from the Australian Curriculum version 9.

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Humanities and Social Sciences

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Humanities and Social Sciences learning area contacts:

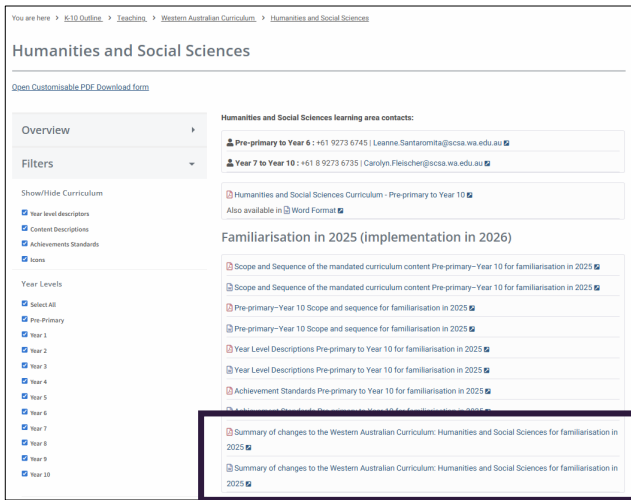
- Pre-primary to Year 6 :** +61 9273 6745 | Leanne.Santaromita@scsa.wa.edu.au
- Year 7 to Year 10 :** +61 8 9273 6735 | Carolyn.Fleischer@scsa.wa.edu.au

Humanities and Social Sciences Curriculum - Pre-primary to Year 10

Also available in [Word Format](#)

Familiarisation in 2025 (implementation in 2026)

- [Scope and Sequence of the mandated curriculum content Pre-primary–Year 10 for familiarisation in 2025](#)
- [Scope and Sequence of the mandated curriculum content Pre-primary–Year 10 for familiarisation in 2025](#)
- [Pre-primary–Year 10 Scope and sequence for familiarisation in 2025](#)
- [Pre-primary–Year 10 Scope and sequence for familiarisation in 2025](#)
- [Year Level Descriptions Pre-primary to Year 10 for familiarisation in 2025](#)
- [Year Level Descriptions Pre-primary to Year 10 for familiarisation in 2025](#)
- [Achievement Standards Pre-primary to Year 10 for familiarisation in 2025](#)
- [Achievement Standards Pre-primary to Year 10 for familiarisation in 2025](#)
- [Summary of changes to the Western Australian Curriculum: Humanities and Social Sciences for familiarisation in 2025](#)
- [Summary of changes to the Western Australian Curriculum: Humanities and Social Sciences for familiarisation in 2025](#)



Summary of changes to the Western Australian Curriculum: Humanities and Social Sciences

Overall

The Western Australian Humanities and Social Sciences curriculum was originally adapted from the Australian Curriculum version 8.4 (2018) to develop year level syllabuses.

The Humanities and Social Sciences curriculum has been revised against the Australian Curriculum version 9, contextualised for the *Western Australian Curriculum and Assessment Outline* to meet the needs of students and teachers. The content has been clarified, and exemplified, to support teachers in planning for teaching, learning and assessment.

Learning area content

New content

- The language in the content descriptions across the Pre-primary to Year 10 Humanities and Social Sciences Knowledge and understanding strand has been strengthened to support teacher understanding
- Examples have been added from Pre-primary to Year 10 to clarify content descriptions and, where appropriate, to support teacher understanding and provide contexts for teaching. The examples provided are not mandated; teachers may use different examples that are appropriate to the context of their school and student population
- Introduction of the Deep Time History of Australia unit in Year 7 History
- Introduction of the Australian history (1750–1914) unit in Year 9 History
- Explicit reference made to economic models in content descriptions throughout Years 7 to 10; the circular flow model, demand and supply models and the business cycle
- New content description in Year 8 Civics and Citizenship ‘Young people’s rights and responsibilities when interacting with law enforcement’
- New content description in Year 9 Economics and Business ‘How Aboriginal and Torres Strait Islander businesses develop opportunities in the market’
- New content description in Year 10 Economics and Business ‘The role of ethical decision-making in production and consumption’
- New content description in Year 8 History ‘The transformation of the medieval world to the early modern world, including the causes, impacts and significance of at least **one** of the following on European society: the Black Death, scientific advancement, cultural and intellectual revival’
- New content description in Year 10 History ‘The continuing efforts to create change in the rights and freedoms in Australia for Aboriginal and Torres Strait Islander peoples, and **one** other group’

2024/32102[v8]

Summary of changes to the Western Australian Curriculum: Science

Overall

The Western Australian Science curriculum was originally adopted from the Australian Curriculum version 8.1 (2017) to develop year level syllabuses.

The Science curriculum has been revised against the Australian Curriculum version 9, contextualised for the *Western Australian Curriculum and Assessment Outline* to meet the needs of students and teachers. The content has been clarified, and exemplified, to support teachers in planning for teaching, learning and assessment.

Strand and sub-strands – renamed

Science inquiry skills

Science inquiry skills renamed **Science inquiry**

Sub-strand **Processing and analysing data and information** renamed **Processing, modelling and analysing**

Strand and sub-strands – deleted and new

Science as a human endeavour

Removal of the strand **Science as a human endeavour**

New sub-strand **Collaborating and applying** included in the strand **Science inquiry**

Learning area content

New content

- Inclusion of an additional sub-strand called Collaborating and applying
- Content from Science as a human endeavour is incorporated in the new sub-strand Collaborating and applying to allow for authentic planning, teaching and learning opportunities for the application and relevance of science in the real world
- Examples have been added to clarify content descriptions and, where appropriate, to support teacher understanding and provide contexts for teaching
- The examples are not mandated; teachers may use additional contexts that are appropriate to students and the school community
- The language in the content descriptions across the Science understandings has been strengthened to support teacher understanding
- Inclusion of new Science understanding content in Years 7, 8 and 10 Earth and space sciences to contextualise for Western Australia’s space and mining sectors
- Inclusion of new Science understanding content in Year 9 Biological sciences to contextualise for Western Australia’s biological diversity
- Inclusion of new Science understanding content in Year 9 Chemical sciences to include content being taught that is not explicit in the content

2024/30607[v5]



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Mathematics v8.1

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Overview

Rationale

Aims

Content Structure

Ways of Teaching

- Ways of Assessing Mathematics
- Mathematics across Pre-primary to Year 12
- Achievement Standards
- Student diversity
- General capabilities
- Cross-curriculum priorities
- Links to the other learning areas
- Implications for teaching, assessment and reporting
- Glossary
- Mathematics Scope and Sequence (PDF) [v8.1]
- Mathematics Scope and Sequence (DOC) [v8.1]
- Mathematics Year-by-year view (Pre-primary – Year 10)
- ABLEWA Mathematics Scope and Sequence
- ABLEWA Mathematics Scope and Sequence (PDF)
- Mathematics glossary (PDF)

Mathematics v8.1 learning area contacts:

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- Year 7 to Year 10** : +61 8 9273 6768 | Suzie Harman@scsa.wa.edu.au

Familiarisation in 2025 (implementation in 2026)

- Scope and sequence of the mandated curriculum content Pre-primary–Year 10 for familiarisation in 2025
- Scope and sequence of the mandated curriculum content Pre-primary–Year 10 for familiarisation in 2025
- Pre-primary–Year 6 Scope and sequence for familiarisation in 2025
- Pre-primary–Year 6 Scope and sequence for familiarisation in 2025
- Years 7–10 Scope and sequence for familiarisation in 2025
- Years 7–10 Scope and sequence for familiarisation in 2025
- Year Level Descriptions Pre-primary to Year 10 for familiarisation in 2025
- Year Level Descriptions Pre-primary to Year 10 for familiarisation in 2025
- Achievement Standards Pre-primary to Year 10 for familiarisation in 2025
- Achievement Standards Pre-primary to Year 10 for familiarisation in 2025
- Summary of changes to the Western Australian Curriculum: Mathematics Pre-primary to Year 6 for familiarisation in 2025
- Summary of changes to the Western Australian Curriculum: Mathematics Pre-primary to Year 6 for familiarisation in 2025
- Summary of changes to the Western Australian Curriculum: Mathematics Years 7 to 10 for familiarisation in 2025
- Summary of changes to the Western Australian Curriculum: Mathematics Years 7 to 10 for familiarisation in 2025

Summary of changes to the Western Australian Curriculum: Mathematics Years 7 to 10

Overall

The Western Australian Curriculum: Mathematics was originally adopted from the Australian Curriculum version 8.1 (2018).

The Mathematics curriculum has been adapted from the current Western Australian Curriculum, the New South Wales Curriculum and Australian Curriculum version 9, and has been contextualised for the *Western Australian Curriculum and Assessment Outline*. The content has been clarified and exemplified to support teachers in planning for teaching, learning and assessment.

General

- Content has been reorganised to show a developmental progression between the year levels, and between primary and secondary Mathematics.
- Examples have been added to clarify content descriptions, support teacher understanding and provide contexts for teaching. These are not mandated.
- Optional content is included in Year 9 and Year 10 to build and extend students year level knowledge according to areas of interest, understanding of content and preparation for subsequent study.

Sub-strands – renamed and reorganised

Number and algebra

Existing content renamed and reorganised into sub-strands to provide a developmental sequence across Pre-primary to Year 10 (P–10).

- Number and place value** and **Real numbers** renamed **Understanding number and Calculating with number**
- Money and financial mathematics** renamed **Financial mathematics**
- Patterns and algebra** and **Linear and non-linear relationships** renamed **Algebraic techniques, Linear and non-linear equations and inequalities** and **Linear and non-linear patterns and relationships**
- Modelling with number and algebra** is a new sub-strand

Measurement and geometry

Existing content renamed and reorganised into sub-strands to facilitate connections between measurement and geometry and to provide a developmental sequence across P–10.

- Using units of measurement, Shape, Location and transformation, Geometric reasoning and Pythagoras and trigonometry** renamed **Two-dimensional space and structures, Three-dimensional space and structures** and **Non-spatial measurement** (time)
- Modelling with measurement and geometry** is a new sub-strand

2024/56912[v7]

Summary of changes to the Western Australian Curriculum: Technologies

Overall

The Western Australian Technologies curriculum was originally adopted and adapted from the Australian Curriculum version 8.4 (2018) to develop year level syllabuses.

The Technologies curriculum has been revised against the Australian Curriculum version 9, contextualised for the *Western Australian Curriculum and Assessment Outline* to meet the needs of students and teachers. The content has been clarified, and exemplified, to support teachers in planning for teaching, learning and assessment.

The Western Australian Curriculum: Technologies learning area comprises two subjects:

- Design and Technologies
- Digital Technologies.

The Technologies curriculum is written on the basis that all students will study both Technologies subjects each year from Pre-primary to the end of Year 8.

Within Design and Technologies, each year students have the opportunity to study at least one of the four contexts: Engineering principles and systems; Food and fibre production; Food specialisations; Materials and technologies specialisations. For Design and Technologies, it is desirable that schools provide students with the opportunity to engage with all contexts across Pre-primary to Year 10.

In Years 9 and 10, the study of Technologies is optional.

2024/30328[v9]



Schools Unique Student Identifier (USI)



Schools USI – approach in Western Australia

- Implementation of the Schools USI for school students is one of the five National Enabling Initiatives in the Full and Fair Funding Agreement 2024-2034.
- The Schools USI project will be centrally managed by the Authority as:
 - the administrator of the WASN
 - authorised by WA Government
 - responsible for overseeing implementation of the technical solution.
- The Schools USI will be linked to the WA student number (WASN).
- The Australian Government’s target completion date is 2027.



Links



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