



What you need to know to succeed in Year 11 and 12



JOHN FORREST Secondary College

INDEPENDENT PUBLIC SCHOOL

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SENIOR SCHOOL EDUCATION

Years 11 and 12 provide students with the ability to create pathways that are designed to lead to post-school destinations that reflect the students' abilities and interests. This time can be quite confronting for some – especially those who aren't sure what it is they'd like to do after school. In order to help make these two years easier, we have a Senior School team (consisting of Helen Watson – Senior School Academic Coordinator; Kath Criddle – Careers and Vocational Education Coordinator; Deb McNeil – Senior School Deputy Principal; and Year 11 and 12 Year Coordinators) whose jobs it is to look after the academic standings, well-being and development of post-school pathways. We walk alongside the student to help them make choices.

This booklet is designed to take the information students and parents/carers need to understand to be able to navigate through these last 2 years. The Senior School Team welcomes questions from everyone and we encourage students and their families to come to us if needed.

WESTERN AUSTRALIAN STATEMENT OF STUDENT ACHIEVEMENT (WASSA)

All students who complete Year 12 will receive a WASSA. This shows all the courses the students have taken over Year 11 and 12 and therefore provides an excellent overview of achievement. Students can use this statement to gain employment, gain entry to TAFE, and for supporting evidence for a non-ATAR entry to university.

WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE)

Year 12 students can achieve a WACE if they meet all the requirements. In the main, Universities and TAFE require a WACE to gain entry into their courses.

The WACE Requirements

Achievement of your WACE acknowledges that at the end of your compulsory schooling you have achieved or exceeded the required minimum standards in an educational program that has suitable breadth and depth.

To achieve the WACE a student must satisfy the following:

General Requirements

- Demonstrate a minimum standard of literacy and a minimum standard of numeracy.
- Based on the skills regarded as essential for individuals to meet the demands of everyday life and work in a knowledge based economy.
- Complete a minimum of 20 units or equivalents as described below.
- Complete four or more Year 12 ATAR courses or complete a Certificate II or higher.

Breadth and Depth

Students will complete a minimum of 20 course units or the equivalent. This requirement must include at least:

- A minimum of ten Year 12 units or the equivalent.
- Two completed Year 11 English units and one pair of completed Year 12 English units.
- One pair of Year 12 course units from each of List A (arts /languages/social sciences) and List B (mathematics/science/technology).

Achievement Standard

Students will be required to achieve 14 C grades (or equivalents, see below) in Year 11 and Year 12 units, including at least six C grades in Year 12 units (or equivalents).

Unit equivalence can be obtained through Vocational Education and Training (VET) programs and/or endorsed programs. The maximum unit equivalence available through these programs is eight units - four Year 11 units and four Year 12 units. Students may obtain unit equivalence as follows:

- up to eight unit equivalents through completion of VET programs; or
- up to four unit equivalents through completion of endorsed programs; or
- up to eight unit equivalents through a combination of VET and endorsed programs; but with endorsed programs contributing no more than four unit equivalents.

The amount of unit equivalence allocated to VET and endorsed programs is as follows:

- Certificate I is equivalent to two Year 11 units.
- Certificate II is equivalent to two Year 11 and two Year 12 units.
- Certificate III or higher is equivalent to two Year 11 and four Year 12 units.
- Endorsed programs – unit equivalence is identified on the Authority's approved list of endorsed programs.

There are five types of courses developed by the Authority:

1. **ATAR course** units for students who are aiming to enrol in a university course direct from school. These courses will be examined by the Authority and contribute to the achievement of an Australian Tertiary Admission Rank (ATAR). Minimum entrance requirements and pre-requisites are provided for each course to assist in the selection of appropriate courses where students could succeed if they work hard.
2. **General course** units for students who are aiming to enter further training or the workforce directly from school. These courses will not be examined by the Authority.

3. **Foundation course** units for those who need additional help in demonstrating the minimum standard of literacy and numeracy.
4. **Vocational Education and Training industry specific (VETis)** courses for students who are aiming to enter further training or the workforce directly from school. VETis courses have been developed in close consultation with WA Industry Training Councils and include a full, nationally recognised qualification and mandatory industry-related workplace learning.
5. **Preliminary course** units for those who may need modification to the curriculum to meet their special needs. Preliminary courses do not contribute to the achievement of a WACE.

There are two types of programs which can contribute to the WACE:

- VET programs.] See individual sections for further information.
- Endorsed programs.]

You can mix and match these options to provide yourself with the best platform to meet the requirements to achieve your WACE – and for life beyond school. In Year 10, you have the opportunity to choose what you will study in Years 11 and 12. The Senior Schooling Curriculum Handbook provides a summary of each course.

Courses units/programs from these groups contribute to the achievement of a WACE: ATAR, General, Foundation, VETis courses, VET programs and endorsed programs. Preliminary course units do not contribute to the achievement of a WACE.

WACE courses are grouped into List A (arts/languages/social sciences) and List B (mathematics/science/technology). Students studying for a WACE are required to select at least one Year 12 course from each of List A and List B. Appendix 3 lists the subjects as List A and List B.

Schools choose to offer courses that meet the needs and interests of their students in line with the resources they have available. You are able to select across a range of course units at a range of cognitive levels to suit your skills and post-school aspirations. If you think you will be heading to university once you finish Year 12, you should enrol in at least four ATAR courses to be eligible for an ATAR. The rank is used by universities as a selection mechanism. More information about the ATAR is available at <http://www.tisc.edu.au/static/guide/atar-about.tisc?cid=12862> and in the section “What do you need to know about ATAR scores?” If you do not complete the course requirements to achieve an ATAR you will need to achieve a minimum of a Certificate II qualification.

Permission for a student to change courses is a school decision; however, for a student to achieve course unit credits, a change can only be made early in Year 12, before the cut-off date set by the Authority; or in Year 11 after the completion of Unit 1, or at the end of Year 11 after the completion of Unit 2.

Literacy and Numeracy

There are two parts to demonstrating competence in literacy and numeracy. Firstly, you are required to complete two Year 11 English units and a pair of Year 12 English units.

Secondly, you must demonstrate that you have met the minimum standard for literacy and numeracy, which is based on skills regarded as essential for individuals to meet the demands of everyday life and work.

You can demonstrate the minimum standard:

- through the Authority’s Online Literacy Numeracy Assessment (OLNA), or
- if you demonstrate Band 8 or higher in your Year 9 NAPLAN, Reading, Writing and Numeracy tests.

The OLNA is compulsory for those students who have not prequalified in one or more of the components through Year 9 NAPLAN and want to achieve the WACE. Students will have up to six opportunities (two per year) between Year 10 and Year 12 to demonstrate the literacy and numeracy minimum standard.

There are three assessment components:

- one 60-minute, 60-item multiple-choice of Reading;
- one 60-minute, 60-item multiple-choice of Numeracy; and
- one 60-minute, extended response in Writing of between 300 and 600 words.

If you have a language background other than English and arrived from overseas in the past year you may be able to delay sitting the OLNA. You should discuss your options with your careers counsellor.

Disability provisions are available for students with significant conditions which may severely limit their capacity to participate in the OLNA. These students, after discussions with parents/carers and the college, may choose not to sit the OLNA. However, this would mean that these students could not achieve the WACE. Students should discuss their options with their careers counsellor.

VET Programs

The college offers an extensive range of VET opportunities to extend pathway options for all students. These qualifications are governed by the Australian Quality Training Framework (AQTF). Students may choose to study:

- a certificate on campus through the college's Registered training Organisations (RTO); OR
- a certificate through VET in Schools programs where students attend TAFE one day per week (advertised through Connect For application in Term 3); or
- School Based Apprenticeships and Traineeships which allow students to gain qualifications and be paid during a one or two day release per week with an employer.

The School Curriculum and Standards Authority recognises each of these certificate qualifications as unit equivalence towards WACE.

John Forrest Secondary College Trade Training Centre

John Forrest Secondary College operates a Trade Training Centre in partnership with MPA Skills (RTO 1892), a Group Training Organisation and Registered Training Organisation, and offers pre-apprenticeships in the following areas.

- Certificate II in Building and Construction – Painting and Decorating
This qualification is delivered over one year by Plumbing and Painting Training Company Limited (RTO 1892).
- Certificate II in Building and Construction – Plumbing and Gasfitting.
This qualification is delivered over one year by Plumbing and Painting Training Company Limited (RTO 1892).

For WACE purposes, a student can achieve a maximum of eight unit equivalents of the 20 units required from VET programs, four in Year 11 and four in Year 12.

Endorsed Programs

An endorsed program is a significant learning program that has been developed for students in Year 10, 11 and 12. The program may have been developed by the School Curriculum and Standards Authority, or it may have been developed by a private provider, such as a university, community organisation, training institution, or a school, and subsequently endorsed by the Authority.

Endorsed programs address areas of learning not covered by courses. Each consists of a series of lessons, classes and/or activities designed to lead to the achievement of a common goal or set of learning outcomes. Endorsed programs can be delivered as part of the school curriculum or as extra-curricular activities.

VET and endorsed programs successfully completed and reported to the Authority:

- are listed on the student's WASSA;
- may contribute toward the breadth-and-depth requirement of the WACE;
- may contribute towards the C grade requirement of the WACE.

For WACE purposes, a student can achieve a maximum of four unit equivalents from endorsed programs, two in Year 11 and two in Year 12. Each endorsed program is allocated one, two, three or four unit equivalents.

Multiple Pathways to achieve the WACE

The WACE breadth and depth of study requirement previously outlined specifies that students must complete a minimum of 20 units (10 courses) during Years 11 and 12, including a minimum of 10 Year 12 units or equivalents. Students may use ATAR courses, General courses, VETis courses, Foundation courses (but not Preliminary courses), VET programs or endorsed programs to meet this requirement.

Students can gain unit equivalence of up to four Year 11 units and four Year 12 units on the basis of completed VET and endorsed programs with a maximum of four units from endorsed programs.

BEING A YEAR 11 AND 12 STUDENT

Senior School is much more challenging than lower school, regardless of the courses you choose. In order to be successful, you will have to prioritise your school work and assessments.

Homework/Study Commitments

The type of commitment you are able to give out of school hours will be a determining factor in which courses you select. Students studying an ATAR pathway need to allocate a minimum of three hours study per course per week, every week, in addition to homework. The selection of 5 ATAR courses means an allocation of 15 hours per week, every week. Students selecting the General pathway need to allocate a minimum of 1.5 hours per course per week, every week. A selection of six General courses requires the allocation of nine hours per week for study.

Homework is the work provided by teachers which is not completed in class time. Study is the self-directed component of your work which may include organising notes, revision, research, examination preparation, self-testing, reviewing, consolidation, and additional tasks and questions.

Attendance Commitment

Attendance and participation in class are key factors in successful achievement. Students are expected to attend school every day. Less than regular attendance will affect performance. The only acceptable reason for absence is illness. Work commitments and holidays are not acceptable excuses and students will be disadvantaged for this loss of time. On the return to school after an absence, students are responsible for approaching their teachers to ensure they keep up with their coursework and study. Students enrolled in ATAR courses must maintain a minimum of 90% attendance to remain in these courses.

Medical Conditions Affecting School/Exam Performance

Students and parents are responsible for notifying the college, on enrolment or as soon as a condition is identified, of any medical conditions which may affect performance. If special consideration is required in examinations or class as a result of medical conditions then a medical certificate and/or other documentation must be provided to the Deputy Principal so that appropriate arrangements may be made.

Students who miss exams due to illness or other issues will be directed to complete a Sickness and Misadventure form.

School Assessment

Grades and School Marks

Student achievements in completed ATAR, General and Foundation units/courses are reported in grades. The grade assigned describes the overall achievement of a student for the completed pair of units (or unit, where a single Year 11 unit is studied). The following grades are used:

- A – Excellent achievement
- B – High achievement
- C – Satisfactory achievement
- D – Limited achievement
- E – Very low achievement.

Schools report student achievements in VET industry specific courses as 'completed' upon completion of all course requirements. 'Completed' for a VET industry course counts as a C grade for the WACE requirements.

Unit completion requirement

If a student is to be assigned a grade for an ATAR, General or Foundation course, they must have completed the education program and the assessment program for the units. This requirement may be waived if the school accepts that there are exceptional and justifiable circumstances for non-completion of the program. For a Year 11 course, a notation of 'U' (Unfinished) will be submitted if more time is provided to complete further assessment tasks, typically by early in Term 1 the following year, which will enable a grade to be assigned. Note: a 'U' notation cannot be submitted for a Year 12 course. Students will also receive a mark from 0 to 100 for each ATAR or General course completed.

Students who transfer between courses

When a school permits a student to transfer between courses, the school must be able to justify the grade assigned to the student. For example, in Year 11 a student may transfer from an ATAR to a General course. The process must be completed prior to the deadlines. Only in these circumstances will a grade and mark

be allocated. If a student does not complete an assessment program for reasons that are not acceptable to the school (e.g. unsatisfactory reason for an absence on the date of an in-class assessment task, absence on the due date of an out-of-class assessment task or late submission of an assessment task without exceptional and justifiable circumstances), then the school applies the appropriate rules, procedures and penalties from its senior secondary assessment policy.

Adjustment of Grades and School Marks

During the school year, the Authority uses several procedures to ensure that the grades awarded by different schools are comparable. Grades assigned by your school are based on the Authority's grade descriptions for each course.

The grades you receive from your school are provisional until confirmed by the Authority. Your school is required to advise you in writing if any changes are made to your provisional grades during the approval process. However, the Authority adjusts the grades assigned by a school only in exceptional circumstances.

Externally Set Tasks (EST)

An EST is a common task that all students enrolled in a General course and a Foundation course will do in Semester 1 of Year 12. The task is set by the Authority, completed by students under test conditions, and is worth 15 per cent of the final mark for that pair of units. ESTs are marked by your teacher using a marking key provided by the Authority. Preliminary courses do not include ESTs.

Authenticity of Work

It is imperative that all work you submit for school assessment is your own. Any material that is included in your work that is not your own must be acknowledged appropriately. Your school's assessment policy will outline the penalties for submitting another's work as your own. Work which could not be considered your own could include, but is not limited to:

- Copying someone's work in part or in whole, and presenting it as your own.
- Buying, stealing or borrowing another person's work and presenting it as your own.
- Paying someone to write or prepare work.
- Submitting work to which another person (such as a parent, tutor or subject expert) has contributed substantially.
- Using material directly from sources such as books, journals or the internet without reference to the source.
- Building on the ideas of another person without reference to the source.
- Using the words, ideas, designs or the workmanship of others in practical tasks (performance, production or portfolio) without appropriate acknowledgement.
- Using non-approved materials and/or equipment during an assessment task or examination.
- Assisting another student to engage in an activity that will enable that student to have an unfair advantage over other students.

All the work you submit as part of the WACE practical component (ATAR and General Units 3 and 4), must also be your own work. Any material included in your work that is not your own must be acknowledged appropriately.

Review of School Assessments

Schools must inform students in writing of their grades by a date specified annually by the Authority. If you believe that your grade and/or school mark is incorrect, you should make a request in writing to your school for a review of the result.

ATAR Examinations

The Authority sets, administers and marks ATAR examinations for Year 12 ATAR in all courses. Each ATAR examination assesses the specific content, understandings, knowledge and skills described in the syllabus

for the pair of units studied. Each syllabus is available on the relevant course page of the Authority website at <http://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials>.

All ATAR examinations have written papers and some also include practical, oral, performance or portfolio examinations. The practical ATAR examinations are held in the first week of the Term 3 school holidays, on weekends and the Queen's Birthday public holiday and during the second and third weeks of Term 4.

Written examinations will start on the first Monday in November. ATAR examinations provide students and the wider community with confidence about the standards achieved at the end of Year 12. They also make it possible to compare the achievement of students, regardless of the school attended.

Enrolling in Examinations

When you enrol in a Year 12 ATAR course, you will be automatically enrolled to sit the ATAR examination in that course. Students enrolled in ATAR courses must sit the examination for course marks to contribute to WACE.

If you are applying for university admission, you should check that your course selections meet the entry requirements. University admission information is available on the TISC website at www.tisc.edu.au.

Special Examination Arrangements

Special arrangements may be made if you have permanent or temporary disabilities that may disadvantage you in an examination situation. If your disability prevents you having reasonable access to an examination, the college must submit an application on your behalf. Information about how to do this will be made available to you at the start of Year 12.

Reporting of Results in Year 12

All students who complete Year 12, regardless of their grades and achievements, will receive a Western Australia Statement of Student Achievement of WASSA. The WACE will be awarded to those students who meet all standards as outlined in the sections previously.

Folio of Achievement

At the end of senior secondary schooling, all students who have satisfactorily completed any WACE course unit, VET certificate or endorsed program will receive a folio of achievement. This folio may include one or more of the following:

- WACE.
- WASSA.
- WACE course report (ATAR courses only).
- Award certificates achieved.

The WACE indicates that you have satisfied the requirements for WACE achievement. The WASSA formally records, where appropriate:

- The meeting of WACE requirements or a statement of literacy and numeracy.
- Exhibitions and awards granted.
- WACE combined mark.
- Grades and marks achieved in course units.
- VET qualifications.
- Endorsed programs successfully completed.
- Number of community service hours completed, if reported by your school.
- Results in WACE courses from previous years.

The WACE ATAR course report (ATAR courses only) records:

- School grades.
- School marks.
- Raw examination marks.
- Standardised examination marks.
- WACE combined mark.
- State-wide distribution of combined marks.
- The number of candidates receiving a combined mark in the pair of units.

A course that has a practical examination component will have the written and practical marks reported separately.

Your achievements in Year 11 and Year 12 will be used to determine if you are granted an award by the Authority. Full details regarding exhibitions and awards are available on the Authority website at <http://senior-secondary.scsa.wa.edu.au/certification/exhibitions-and-awards>.

Unique Student Identifier (USI)

What is a USI?

The Unique Student Identifier or USI is a reference number made up of 10 numbers and letters that:

- creates a secure online record of your recognised training and qualifications gained in Australia, even from different training organisations;
- will give you access to your training records and transcripts;
- can be accessed online, anytime and anywhere;
- is free and easy to create; and
- stays with you for life.

Who needs a USI and why?

All Year 11 and 12 students enrolled in Certificate courses require a USI. If you don't have a USI you will not receive your qualification or statement of attainment and you will also **not be able to complete your WACE**.

Your USI will give you access to an online record of the training you have done since 1 January 2015. You will also be able to produce a comprehensive transcript of your training. This can be used when applying for a job, seeking a credit transfer or demonstrating pre-requisites when undertaking further training.

MY POST-SCHOOL OPTIONS

There are many options available to students upon finishing school and knowing which one to take or which path to follow can be extremely daunting. This booklet will show you a number of options and how to go about applying for these. The staff at John Forrest Secondary College are committed to assisting students in achieving their potential and this includes ensuring engagement in post-school options that are suited to the individual.

I want to go to University when I complete Year 12

There are three ways to get into University: Direct Entry (through an ATAR score), Portfolio Entry (restricted to certain degree courses) and by completing a University Preparation Course. There are pros and cons to each pathway and some of these are outlined below:

ATAR Entry	Non ATAR - Portfolio Entry – Restricted to certain Courses	Non ATAR - University Preparation Courses
<p>Gaining the necessary ATAR score ensures that you have the academic background required to begin a degree. You will have met the requirements of the WACE and satisfied the English Competency requirements (a scaled score of 50% or higher in ATAR English, ATAR Literature or ATAR EALD). You have learned to produce work of a high calibre and demonstrate a high level of critical thinking. You are accustomed to long hours of study and to producing assignments that are complex in their subject matter. You have experience in time management and are familiar with sitting exams.</p> <p>Minimum indicated ATARs for the universities are:</p> <ul style="list-style-type: none"> • Curtin: 70 • ECU: 70 • Murdoch: 70 • UWA: 80 • Notre Dame: 70 plus Personal Statement and interview. 	<p>Applying for a degree through the portfolio assumes that you have studied at an ATAR level in at least three courses, one of which is ATAR English/Literature/EALD. It also assumes that you have met the requirements of the WACE. This pathway is also available to students who have an ATAR score but have missed out on Direct Entry because the score is too low. Having taken ATAR courses, you are accustomed to long hours of study and to producing assignments that are complex in their subject matter. You have experience in time management and are familiar with sitting exams. It is possible to use this method to enter university in a course that may not be your first choice but will then allow you to change courses, dependent on your university results.</p>	<p>UPC is designed for students who have met all requirements of the WACE. They can have studied General courses during Years 11 and 12. Students who apply for UPC are aware that they are generally one semester in length and lead to a restricted number of university degrees upon completion. Students in UPC are prepared for university level study by being taught skills required for academic success with the emphasis on you becoming an independent learner. You will learn about information and communication technology, academic research and writing, mathematical concepts and techniques along with a wide range of interpersonal communication skills. You will also be introduced to life at university and have access to course and career advice to help you make decisions about selecting a degree. At John Forrest Secondary College we offer the Curtin UniReady program to all Year 11 and 12 students. Successful completion of this enables students to begin university in certain courses directly after Year 12.</p>

Further information for each university can be found at the following sites:

- <https://www.ecu.edu.au/>
- <http://www.curtin.edu.au/>
- <http://www.murdoch.edu.au/>
- <http://www.uwa.edu.au/>
- <http://www.nd.edu.au/nav-future-students/applynow>

What do you need to know about ATAR scores?

- An ATAR is a rank position using the total WA Year 12 school leaving population.
- An ATAR of 75.00 means you have performed better than 75% of all the Year 12 school leaving age people in WA.
- ATARs from all States in Australia are equivalent.

How is an ATAR calculated?

Take the following example of a student who has studied five ATAR courses in Year 12.

The top four scaled scores are used to create a Tertiary Entrance Aggregate or TEA. Plus 10% of Mathematics Specialist Score; plus 10% of Mathematics Methods Score; plus 10% of a language score. The highest possible TEA is 430. In this case it would be the following:

Course	Scaled Score
Physics ATAR	67.6
Mathematics Methods ATAR	66.5 + 10%
English ATAR	55.4
Human Biological Science ATAR	41.5
Modern History ATAR	41.0
TEA	237.7

An ATAR/TEA table is then used to convert the score to an ATAR. These conversions vary from year to year, depending on the cohort and the distribution of TEAs. The table below is an example of conversion.

ATAR	Minimum TEA
99.95	390.4
99.90	383.4
99.70	369.3
99.00	345.6
98.00	329.9
97.00	319.1
96.00	310.8
95.00	304.5
94.00	298.4
93.00	293.0
92.00	288.1
91.00	283.8
90.00	279.6
89.00	275.7
88.00	272.0
87.00	268.7

86.00	265.0
85.00	261.8
84.00	258.6
83.00	255.2
82.00	252.5
81.00	249.7
80.00	247.1
79.05	244.6
78.00	242.0
77.00	239.5
76.50	238.2
76.30	237.7
76.00	236.7
75.00	234.3
74.05	231.8
73.65	231.0
73.50	230.5

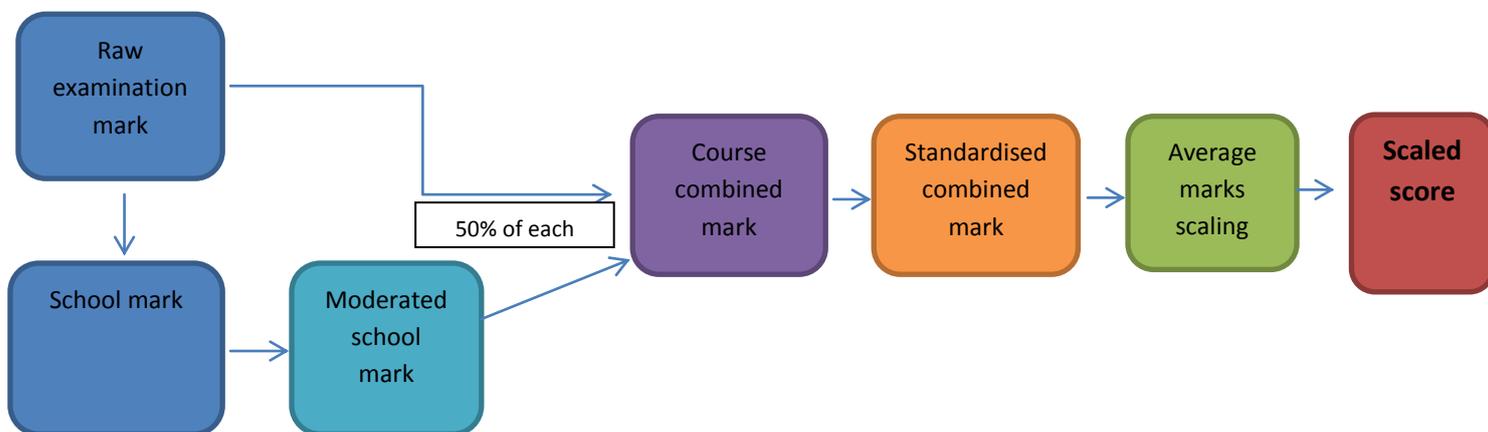
Therefore, a student with a TEA of 237.7 will receive an ATAR of around 76.30.

How does Scaling work?

Scaling or marks adjustment occurs because:

- There are *differences in school marking*, school marks are adjusted to be on the same scale as the exam marks (moderation)
- There are *differences in exam difficulty* from year to year, combined marks are modified to a predefined distribution (standardisation).
- There are *differences between subjects*, course combined marks are scaled (average marks scaling).

The basic process works like this:



Your marks go through the following processes:

- **Moderation**
The exam is the common denominator for all students in a subject – the level playing field. However, school assessments can vary from school to school. Using the exam marks as the anchor point, school results are adjusted to match the average and spread (mean and standard deviation) of the examination marks for that course and school. This process is necessary so that students are not advantaged or disadvantaged by school assessment that is harsher or more lenient than others.
- **Standardisation**
While exams are written by experienced educators, pitched at a particular level of difficulty, we know that sometimes they may be easier or more difficult for students than in other years. Also, because the results from students in some course exams may all be fairly high compared to some other subjects (and because the exam influences the moderation outcomes), it is possible that students would gain an advantage over others, if the difficulty of individual exams wasn't somehow taken into account. In standardisation, combined marks are adjusted to a defined distribution (ie: the mean (average) and standard distribution (spread of marks from the mean)).
- **Scaling**
Now we come to the scaling process proper. The common conception of scaling is that of an adjustment for course difficulty. Technically, rather than making judgements on intrinsic course difficulty – which could be quite subjective (how do you determine if Physics is more 'difficult' than Literature, for instance) – the scaling process used is called Average Marks Scaling, and uses the ability level of the group of students doing a particular course as a proxy, if you like, for course difficulty. Able students tend to choose challenging courses. These students tend to get higher scores across the rest of their subjects, too, so that then causes the average of the scores in a particular course to rise.

It is **very important** that students **DO NOT** make decisions about which courses to study based on scaling trends.

What do I need to know about alternative entry pathways to university?

After completing Year 12 alternative entry pathways are for students who:

- did not get the ATAR required,
- did not complete enough ATAR courses to calculate an ATAR, or
- did not do an ATAR pathway at all.

These courses generally take place over 14 weeks (one semester) and afford students access to a number of undergraduate courses. If students have already studied UniReady at school, they can move directly into undergraduate courses.

Curtin University

(<http://futurestudents.curtin.edu.au/undergraduate/entry/flexible/>)

- Portfolio entry
- Enabling Programs
- StepUp to Curtin
- Curtin College (provides qualifications which guarantee a place in the second year of the related degree, subject to rules and entry requirements)
- Certificate IV qualification

Edith Cowan University

(<http://www.ecu.edu.au/future-students/course-entry>)

- ECU Access
- Portfolio Pathway
- University Preparation Courses
- Certificate IV qualification

Murdoch University

(<http://www.murdoch.edu.au/study/undergraduate-students/entry-requirements/alternative-entry-pathways>)

- University Preparation Courses (OnTrack, OnTrack Sprint, FlexiTrack)
- Murdoch Institute of Technology Preparation Course
- Media and Creative Portfolio Entry
- Certificate IV qualification

Notre Dame University

(<http://www.nd.edu.au/for/futurestudents/applynow.shtml>)

- Early Offer Program
- Tertiary Pathway Program
- Foundation Year Course
- Certificate IV qualification

University of Western Australia

(<https://study.uwa.edu.au/how-to-apply/alternative-entry-pathways>)

- Provisional Entry Scheme for Indigenous Students
- AccessUWA
- Broadway
- UWay

How do I apply for a university course?

The Tertiary Institutions Service Centre (TISC) processes applications for the four public universities: Curtin University, Edith Cowan University, Murdoch University and University of Western Australia. Some alternative entry pathways can be applied for through TISC. All applications for Notre Dame University are made through their Admissions Office or online.

Students will receive information from TISC in Term 3 of Year 12 regarding how to apply, fees to apply, and closing dates. University and TISC representatives are invited to the College to speak with students and clarify any questions. Staff will support students in their applications to university or TAFE in Term 3 of Year 12.

I want to go to TAFE when I leave School.

If you are interested in a TAFE course, you will need to apply through their online portal:
<http://tasonline.tafe.wa.edu.au/>

Information on TAFE courses can be found at the following sites:

- <http://www.southmetrotafe.wa.edu.au/>
- <http://www.northmetrotafe.wa.edu.au/>
- <http://tafechoices.com>

What do I need to get into TAFE?

Depending on the demand for places, competitiveness of applicants and the academic difficulty of the individual course, students will need to demonstrate levels of Literacy and Numeracy and satisfy other criteria to make them eligible for entry.

Competitive courses will also require you to demonstrate a certain number of points, up to a total of 100, based on three areas:

- Secondary Education/Skill Development (max of 42 points).
- Qualifications Pathways (max of 29 points).
- Work experience/employment (max of 29 points).

Selection Criteria Maximum Score = 100 Points				
Qualification pathway Maximum Score = 29 Points				
Scoring is based on an Australian Qualifications Framework (AQF) qualification according to the values listed below.				
AQF Qualification	Points			
	Complete qualification in the same field of study*	Complete qualification in other field of study	Incomplete qualification in the same field of study	Incomplete qualification in other field of study
Certificate I	20.5	16	7.5	4
Certificate II	22	17.5	9	5.5
Certificate III	24.5	19	10.5	7
Certificate IV	26	20.5	12	8.5
Diploma	27.5	22	14.5	10
Advanced Diploma, Associate Degree, Graduate Diploma, Bachelor degree or above	29	24.5	16	11.5
Work experience/Employment Maximum score = 29				
Scoring is based on 0.002 points per hour worked. Work experience/employment covers:				
<ul style="list-style-type: none"> • Paid/unpaid work. • Full-time/part-time work. • General work experience and work experience in school and VET programs and voluntary work. • Community service obligation. 				

I want to get an apprenticeship or a job when I leave school

Students looking for careers in a trade or those simply looking for employment can use the following sites to assist their search:

- <http://www.dtnd.wa.gov.au/training>
This site gives you information regarding apprenticeships and traineeships.
- <http://www.dtwd.wa.gov.au/apprenticeship-office>
- <https://www.australianapprenticeships.gov.au>

Other helpful sites are:

- <http://www.megt.com.au/jobs/> - the former Apprenticentre website.
- <http://www.seek.com.au/> - and other job search websites.
- <http://www.apprenticeshipsupport.com.au/states/western-australia>
- <http://www.amaats.com.au/jobs>
- <https://busyatwork.com.au/jobs>

NOTES

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