

# Leaving School 1995

A Guide to Year 12 Certificates  
and  
Tertiary Entrance Statements  
in Australia

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Assessment and Certification  
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# Foreword

Among school leavers across Australia will be many young people moving interstate, either to further study, to work, or, as often as not, both. They will carry with them their Year 12 certificates and records of achievement, which differ depending on the State in which the person has completed their schooling.

This book explains the similarities and differences among the certificates and other records of achievement issued by the States and Territories to Year 12 school leavers. The audience for this book therefore includes the students themselves, their parents, people in schools and in the community who advise them (such as school counsellors), employers and tertiary institutions. It is hoped that this book will also assist those students who move interstate between the end of Year 10 and the end of Year 12.

In 1989 the Australasian Conference of Assessment and Certification Authorities (renamed the Australian Curriculum, Assessment and Certification Authorities — ACACA), representing the State and Territory authorities issuing the certificates and records of achievement, obtained approval from the then Australian Education Council (AEC) to initiate the project. A grant was made by the Federal Government to ACACA to produce this publication. *Leaving School* has since been produced on an annual basis.

This edition of *Leaving School* has been updated by officers of the New South Wales Office of the Board of Studies on behalf of ACACA and incorporates changes applying to all States and Territories for Year 12, 1995.

## **Australian Curriculum, Assessment and Certification Authorities**

# Introduction

This publication summarises the types of subjects, courses and various methods of assessing and reporting student achievement in each of the eight public education systems in Australia. It also describes the certificates and other records of achievement issued to students when they complete their secondary education and outlines the minimum requirements for Tertiary Entrance.

The information contained in this document will be useful for:

- students who move interstate
- people who advise secondary school students about future career choices and study options
- employers who receive job applications from students educated in another State or Territory.

Special conditions may apply for mature-age students, repeating students and part-time students. *Consult the appropriate authority for details.*

While there is considerable commonality across the Australian States and Territories, the systems of assessing, reporting and certifying student achievement that have evolved are quite different in many important details. This book compares and contrasts the differing aspects of these systems.

Each State and Territory has developed particular approaches to the categories of subjects made available to students in Years 11 and 12, the methods of assessment, reporting procedures and types of certificates. The agencies responsible for these approaches have evolved over the years and the patterns of interaction and cooperation between them are well established and respected. It should be emphasised that there can be strengths in having diverse approaches to aspects of curriculum and assessment and that it does not follow that a common system of subject categories, methods of assessment, reporting and certificates is necessarily desirable and workable.

Notwithstanding, it is desirable to reduce differences if they facilitate student mobility between States and do not lessen the opportunities for fair, equitable methods of assessment to be undertaken. For example, there is a need to use terms that have a wide currency in all States and Territories and for length of study time for units to be comparable.

While it is hoped this publication invites perusal from cover to cover, it is not intended to be used this way. Being a guide or reference book, it is best used by consulting the relevant section. When the reader has obtained a broad understanding and is more able to ask the appropriate questions, then is the time to approach a particular State or Territory authority for more details, particularly for requirements beyond 1996.

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# 1 CERTIFICATES AND OTHER RECORDS OF ACHIEVEMENT

This section describes the documents given to students when they complete senior secondary schooling. This is generally at the end of Year 12, although some States may issue documents earlier.

Addresses and telephone numbers of the organisations that issue the documents are included in Section 6, *Where to Get More Information*.

The documents serve one or more of the following purposes:

- **list** subjects studied
- **certify** that a set program of study has been completed (certificate)
- provide information relevant to selection for higher education.

The documents are listed in Table 1: *Certificates and Other Records of Achievement*.

Some documents, eg the New South Wales Higher School Certificate or the ACT Year 12 Certificate, serve more than one purpose. See Table 3: *Information on Documents*.

The certificates listed in Table 1 are provided by each State agency. In addition, some agencies provide other information such as portfolio data.

**Table 1 is only a general comparison.**

**For further information check carefully with the relevant authority.**

**Accurate for end of 1995, beginning of 1996 only**

**TABLE 1: CERTIFICATES AND OTHER RECORDS OF ACHIEVEMENT**

	<b>New South Wales</b>	<b>Victoria</b>	<b>Queensland</b>	<b>Western Australia</b>
Documents listing subjects studied in Year 11 and/or Year 12. (You may not be required to complete a whole course/program.)	<ol style="list-style-type: none"> <li>1. Result Notice</li> <li>2. Record of Achievement</li> </ol>	<ol style="list-style-type: none"> <li>1. Statement of Results cumulative record</li> <li>2. Summary statement of CAT grades</li> <li>3. Descriptions of units and grades for each 3/4 sequence undertaken</li> <li>4. GAT results</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Senior Certificate</b></li> <li>2. School Certificate–Exit Statement (non-mandatory)</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Certificate of Secondary Education (CSE)</b></li> <li>2. Statement of Results for Years 11 and 12. This includes Tertiary Entrance Examination results</li> </ol>
<b>Who issues these documents?</b>	Board of Studies	Board of Studies	<ol style="list-style-type: none"> <li>1. Board of Senior Secondary School Studies (BSSSS)</li> <li>2. Local school</li> </ol>	Secondary Education Authority (SEA)
Documents issued on successful completion of a set course or program of study in Years 11 and/or Year 12.	<ol style="list-style-type: none"> <li>1. <b>Higher School Certificate (HSC)</b></li> <li>2. <b>Certificate in Industry Studies</b></li> <li>3. <b>Certificate in Board-developed Vocational CEC</b></li> </ol>	<b>Victorian Certificate of Education (VCE)</b>		<p>The Certificate of Secondary Education (CSE) will be phased out in 1996 and replaced by the Western Australian Certificate of Education (WACE) in 1997.</p> <p>Any Year 12 student satisfying the WACE secondary graduation requirements will receive the WACE in 1995</p>
<b>Who issues these certificates?</b>	Board of Studies	Board of Studies		
Documents providing information relevant to selection for tertiary entrance.	Tertiary Entrance Rank Statement	Documentation provided by Victorian Tertiary Admissions Centre (VTAC), which includes Tertiary Entrance Rank Statement based on Board of Studies VCE Study Scores	Tertiary Entrance Statement	University Admission Advice
<b>Who issues these documents?</b>	Universities Admissions Centre (UAC)	VTAC	Tertiary Entrance Procedures Authority (TEPA)	Tertiary Institutions Service Centre (TISC)
<b>Where to get more information?</b> See Section 6 (page 48) for full address list.	<p>Board of Studies Telephone: (02) 9925 8111</p> <p>Universities Admissions Centre Telephone: (02) 330 7200</p>	<p>Board of Studies Telephone: (03) 9651 4300</p> <p>Victorian Tertiary Admissions Centre Telephone: (03) 690 7977</p>	<p>Board of Senior Secondary School Studies Telephone: (07) 3864 0299</p> <p>Tertiary Entrance Procedures Authority Telephone: (07) 3234 1498</p>	<p>Secondary Education Authority Telephone: (09) 273 6300</p> <p>Tertiary Institutions Service Centre Telephone: (09) 389 1466</p>

<b>South Australia</b>	<b>Tasmania</b>	<b>Australian Capital Territory</b>	<b>Northern Territory</b>
1. <b>Record of Achievement</b> [for Stage 1 (Year 11), and Stage 2 level (Year 12) results] 2. <b>Statement of Results</b> (transcript of all results)	1. <b>Tasmanian Certificate of Education</b> 2. Statement of Results 3. Criterion profiles and external ratings statement	ACT Secondary College Record	1. <b>Senior Secondary Studies Certificate</b> (Final issue December 1995) 2. Record of Achievement 3. Statement of Results
Senior Secondary Assessment Board of South Australia (SSABSA)	Tasmanian Secondary Assessment Board	ACT Board of Senior Secondary Studies	1 & 3. NT Board of Studies 2. Senior Secondary Assessment Board of South Australia (SSABSA)
<b>South Australian Certificate of Education (SACE)</b>		1. <b>ACT Year 12 Certificate</b> 2. <b>Employment Course Certificate</b> 3. <b>Certificate 1 and 2</b> (Australian Qualifications Framework)	<b>South Australian Certificate of Education (Northern Territory)</b> will be phased out in 1996 and replaced by the Northern Territory Certificate of Education, to be first issued in January 1997
Senior Secondary Assessment Board of South Australia		ACT Board of Senior Secondary Studies	Senior Secondary Assessment Board of South Australia Northern Territory Board of Studies
Higher Education Entrance Scores (on Record of Achievement)	Tertiary Entrance Scores provided by the University of Tasmania.	ACT Tertiary Entrance Statement	Higher Education Entrance Scores are provided on Record of Achievement
Senior Secondary Assessment Board of South Australia	Tasmanian Secondary Assessment Board	ACT Board of Senior Secondary Studies	Senior Secondary Assessment Board of South Australia
Senior Secondary Assessment Board of South Australia Telephone: (08) 372 7400	Tasmanian Secondary Assessment Board Telephone: (002) 33 6364	Senior Secondary Studies Section Telephone: (06) 205 7181	NT Board of Studies Telephone: (089) 99 6383  Senior Secondary Assessment Board of South Australia Telephone: (08) 372 7400



## Purpose of Documents

This section describes the major purpose of each document as summarised in  
Table 2: *Purpose of Certificates and Records of Achievement*.

As mentioned earlier any document may have more than one purpose, eg listing subjects studied and showing successful completion of a set program.

Table 3 *Information on Documents* explains what information is contained in each document and the date of release and issue of Year 12 results.

**Tables 2 & 3 are only a general comparison.  
For further information check carefully with  
the relevant authority.**

**Accurate for end of 1995, beginning of 1996 only**

**TABLE 2: PURPOSE OF CERTIFICATES AND RECORDS OF ACHIEVEMENT**

<b>Purpose of Document</b>	<b>New South Wales</b>	<b>Victoria</b>	<b>Queensland</b>
<p>Documents listing subjects studied in Year 11 and/or Year 12. (You may not be required to complete a whole course/program.)</p>	<p><b>Result Notice</b></p> <ul style="list-style-type: none"> <li>Records courses for students who sit for external exams but do not meet the requirements for the award of the full HSC</li> </ul> <p><b>Record of Achievement</b></p> <ul style="list-style-type: none"> <li>Records courses that have been satisfactorily studied to meet requirements for award of the HSC</li> <li>Issued at end of Year 11 and again at end of Year 12</li> </ul>	<p><b>Statement of Results</b></p> <ul style="list-style-type: none"> <li>Issued for Units 1 &amp; 2 (Year 11) results only, and Units 3 &amp; 4 (Year 12). States if student is eligible for VCE and lists <ul style="list-style-type: none"> <li>Unit Results</li> <li>CAT Grades</li> <li>VCE Study Scores</li> <li>GAT Statement of Attendance</li> <li>Past results</li> <li>recognised university subjects</li> <li>recognised TAFE units</li> </ul> </li> <li>Summary statements of grades obtained on common Assessment Tasks for Units 3 &amp; 4</li> <li>Statements of results—Units 3 &amp; 4 (contains unit description, unit result, CAT grade and grade description)</li> <li>Statement of GAT Results confidential to the student</li> </ul>	<p><b>Senior Certificate</b></p> <ul style="list-style-type: none"> <li>Achievement in one or more subjects studied during Years 11 and 12</li> </ul> <p><b>School Certificate/Exit Statement</b></p> <ul style="list-style-type: none"> <li>Expands on the official Board Senior Certificate</li> </ul>
<p>Documents issued on successful completion of a set course or program of study in Year 11 and/or Year 12.</p>	<p><b>Higher School Certificate</b></p> <ul style="list-style-type: none"> <li>Certifies satisfactory completion of the required HSC study program of 11 units, 6 units of which must be Board-developed courses, including at least 2 units of Board-developed English, 1 unit from the Key Learning Area Group 1—Science, Mathematics, and Technological and Applied Studies, and 1 unit from the Key Learning Area Group 2—Languages Other Than English, Human Society and Its Environment, Creative Arts, and Personal Development, Health and Physical Education</li> </ul> <p><b>Certificate of Industry Studies and Vocational CECs</b></p> <ul style="list-style-type: none"> <li>Certifies satisfactory completion of core and elective modules for a 240 hour dual-accredited course</li> </ul>	<p><b>Victorian Certificate of Education (VCE)</b></p>	<p>There is no set course of study to be completed before being awarded the Senior Certificate. It is awarded as above</p>
<p>Documents providing information relevant to selection for tertiary entrance.</p>	<p>University of Sydney calculates Tertiary Entrance Ranks, which UAC uses to offer places at universities in NSW and the ACT</p>	<ul style="list-style-type: none"> <li>VTAC calculates Tertiary Entrance Ranks</li> <li>VTAC sends out TER to students. Students apply for tertiary entrance through VTAC</li> </ul>	<p><b>Tertiary Entrance Statement</b></p> <p>Board of Senior Secondary School Studies calculates Overall Position (OP) and Field Positions (FPs), which are shown on the Statement. QTAC uses OP and FPs to offer places at institutions of higher education</p>

<b>Western Australia</b>	<b>South Australia</b>	<b>Tasmania</b>	<b>Australian Capital Territory</b>	<b>Northern Territory</b>
<p><b>Certificate of Secondary Education (CSE)</b></p> <ul style="list-style-type: none"> <li>Achievement in one or more subjects studied in Year 11 and/or Year 12</li> </ul> <p><b>Statement of Results</b></p> <ul style="list-style-type: none"> <li>A cumulative record of all results for all studies undertaken</li> </ul>	<p><b>Record of Achievement</b></p> <ul style="list-style-type: none"> <li>Records subject results for Stage 1 and Stage 2 of the SACE;</li> <li>records progress towards completing requirements for the award of the SACE</li> </ul> <p><b>Statement of Results</b></p> <ul style="list-style-type: none"> <li>A cumulative record of all results for all studies undertaken</li> </ul>	<p><b>Tasmanian Certificate of Education</b></p> <ul style="list-style-type: none"> <li>Successful achievement of one or more subjects studied in Years 9 to 12</li> </ul>	<p><b>ACT Secondary College Record</b></p> <ul style="list-style-type: none"> <li>Achievement in one or more units studied in Years 11 and 12</li> </ul>	<p><b>Senior Secondary Studies Certificate</b></p> <ul style="list-style-type: none"> <li>Achievement in at least one semester-length course in Year, 11 and 12</li> </ul> <p><b>Record of Achievement</b></p> <ul style="list-style-type: none"> <li>Records subject results which count towards Stage 1 and Stage 2 of the SACE (NT);</li> <li>records progress towards completing requirements for the award of the SACE (NT)</li> </ul> <p><b>Statement of Results</b></p> <ul style="list-style-type: none"> <li>A cumulative record of all results for all SACE (NT) studies</li> </ul>
<p>There is no set course or program of study to be completed before being awarded the Certificate of Secondary Education. It is awarded as above</p> <p><b>Secondary Graduation</b> is indicated by accumulation of 60 credit points over Years 11 and 12 (within a six year period), 18 points coming from Year 12 and a D grade or better in one of the accredited Year 12 English courses</p>	<p><b>The South Australian Certificate of Education (SACE)</b></p>	<p>There is no set course of study to be completed before being awarded the Tasmanian Certificate of Education</p> <p>Entry to the University of Tasmania requires</p> <ul style="list-style-type: none"> <li>2 years in post Year 10 full-time study (1200 hours)</li> <li>4 or 5 approved pre-tertiary subjects with a minimum Satisfactory Achievement award in TCE</li> <li>3 of the above must be subjects studied in Year 12</li> </ul>	<p><b>ACT Year 12 Certificate</b></p> <ul style="list-style-type: none"> <li>Completion of an approved program of study in Years 11 and 12 which accrues at least 100 points</li> </ul> <p><b>Employment Course Certificate</b></p> <ul style="list-style-type: none"> <li>Successful completion of an E Course program of study in Years 11 and/or 12</li> </ul> <p><b>Certificate 1 and 2</b></p> <ul style="list-style-type: none"> <li>Successful completion of all the learning outcomes and competencies in an Australian Vocational Training Scheme course program of study in Years 11 and/or 12</li> </ul>	<p>There is no set course or program of study to be completed before being awarded the Senior Secondary Studies Certificate. This is awarded as above</p> <p>There is a set pattern of study required for the SACE (NT)</p>
<p><b>University Admission Advice</b></p> <ul style="list-style-type: none"> <li>TISC calculates and lists Tertiary Entrance Scores and eligibility for four higher education institutions</li> <li>TISC uses scores to offer places at these institutions</li> </ul>	<p><b>Higher Education Entrance Scores</b> for entry to South Australian and Northern Territory universities provided on Record of Achievement</p> <p>SATAC, and the Northern Territory University as appropriate, uses scores to offer places at institutions of higher education</p>	<p>Candidates completing the requirements for entry to the University of Tasmania will be provided with a Tertiary Entrance Score based on the best four or five eligible subjects. This score, provided by the University of Tasmania, will be used to provide a percentile ranking for use in Tasmanian courses with a quota of places and for entry to interstate universities</p>	<p><b>ACT Tertiary Entrance Statement</b></p> <p>ACT Board of Senior Secondary Studies calculates and lists Aggregate Score and Tertiary Entrance Rank</p> <p>NSW UAC uses the Tertiary Entrance Rank to offer places at universities in NSW and the ACT</p>	<p>Refer to South Australia for information on SACE (NT)</p>

**TABLE 3: INFORMATION ON DOCUMENTS**

	<b>New South Wales</b>	<b>Victoria</b>	<b>Queensland</b>
Documents listing subjects studied in Year 11 and/or Year 12. (You may not be required to complete a whole course/program.)	<p><b>Result Notice</b></p> <ul style="list-style-type: none"> <li>the year the student sat for the examinations</li> <li>courses studied</li> <li>assessment of Board-developed courses: <ul style="list-style-type: none"> <li>scaled exam mark</li> <li>moderated assessment</li> <li>percentile band</li> </ul> </li> <li>explanatory notes</li> </ul> <p><b>Record of Achievement</b></p> <ul style="list-style-type: none"> <li>school attended</li> <li>year enrolled in course</li> <li>courses studied</li> <li>assessment of Board-developed courses: <ul style="list-style-type: none"> <li>scaled exam mark</li> <li>moderated assessment</li> <li>percentile band (based on composite scores)</li> </ul> </li> <li>assessment of Other Endorsed Studies courses: <ul style="list-style-type: none"> <li>assessment marks</li> </ul> </li> <li>explanatory notes</li> <li>date of issue</li> </ul>	<p><b>Statement of Results (Units 1–4)</b></p> <ul style="list-style-type: none"> <li>units attempted and result (Satisfactory/Not Satisfactory)</li> <li>year each unit attempted</li> <li>any previous years' results</li> <li>credit for study undertaken interstate or overseas</li> <li>CAT grades</li> <li>VCE study scores (maximum score 50)</li> <li>GAT Statement of Attendance</li> <li>recognised TAFE units</li> <li>recognised university studies</li> <li>advises whether student has satisfactorily completed VCE</li> <li>explanatory notes</li> </ul> <p><b>Summary Statement of Grades (Units 3 and 4 only)</b></p> <ul style="list-style-type: none"> <li>units 3 and 4 attempted</li> <li>year each unit attempted</li> <li>grade for each common assessment task</li> <li>explanatory notes</li> </ul> <p><b>Statement of Results for Units 3 and 4</b></p> <ul style="list-style-type: none"> <li>units 3 and 4 attempted and a description of each unit</li> <li>unit result</li> <li>grade for each common assessment task</li> <li>grade description for each common assessment task</li> <li>explanatory notes</li> <li>one sheet for each unit 3/4 sequence attempted</li> </ul> <p><b>GAT Result Statement</b></p> <ul style="list-style-type: none"> <li>GAT Result for three components</li> <li>State mean for each component (Please note that GAT results are confidential to the student)</li> </ul>	<ol style="list-style-type: none"> <li><b>Senior Certificate</b> <ul style="list-style-type: none"> <li>school attended</li> <li>year student completed Year 12</li> <li>subjects and units studied in Years 11 and 12.</li> <li>assessment: descriptive</li> <li>core skills test result</li> <li>explanatory notes</li> </ul> </li> <li>School Certificate–Exit Statement (non-mandatory) <ul style="list-style-type: none"> <li>school subjects</li> <li>extracurricular activities</li> <li>character reference</li> </ul> </li> </ol>
Documents issued on successful completion of a set course or program of study in Year 11 and/or Year 12.	<p><b>Higher School Certificate</b></p> <ul style="list-style-type: none"> <li>school attended</li> <li>explanatory notes</li> <li>date of issue of testamur</li> </ul>	<p><b>Victorian Certificate of Education</b></p> <ul style="list-style-type: none"> <li>indicates the satisfactory completion of the VCE</li> </ul>	
Documents providing information relevant to selection for tertiary entrance.	<p><b>Tertiary Entrance Rank Statement</b></p> <ul style="list-style-type: none"> <li>Tertiary Entrance Rank</li> <li>explanatory notes</li> <li>year student completed HSC examinations</li> </ul>	<ul style="list-style-type: none"> <li>Tertiary Entrance Rank provided by VTAC</li> <li>Apply directly to VTAC</li> </ul>	<p><b>Tertiary Entrance Statement</b></p> <ul style="list-style-type: none"> <li>Overall Position (OP)</li> <li>Field Positions (FPs)</li> <li>explanatory notes</li> </ul>
Date of issue of Year 12 results.	9 January 1996	20 December 1995	15 December 1995

Western Australia	South Australia	Tasmania	Australian Capital Territory	Northern Territory
<p><b>Certificate of Secondary Education</b></p> <ul style="list-style-type: none"> <li>grades in SEA Accredited courses</li> <li>Secondary graduation</li> </ul> <p><b>Statement of Results</b></p> <ul style="list-style-type: none"> <li>Grades in SEA Accredited courses</li> <li>Secondary graduation</li> <li>SEA English language competence</li> <li>SEA Numeracy</li> <li>Structured Work-based learning</li> <li>National Modules</li> <li>Pathways</li> <li>Tertiary Entrance Examination results</li> <li>SEA awards</li> </ul>	<p><b>Record of Achievement</b></p> <ul style="list-style-type: none"> <li>year in which subjects were studied</li> <li>subjects successfully undertaken at Stage 1 level (satisfactory achievement/recorded achievement)</li> <li>subjects successfully undertaken at Stage 2 level (grade, score, description)</li> <li>status for study undertaken interstate/overseas/TAFE</li> <li>records progress towards completion of SACE</li> <li>records satisfactory completion of writing-based literacy assessment</li> <li>subjects for which credit-transfer with TAFE are in place</li> <li>details of any approved work-related studies</li> <li>explanatory notes</li> </ul> <p><b>Statement of Results</b> A cumulative record of all results for all studies undertaken</p>	<p><b>Tasmanian Certificate of Education</b></p> <ul style="list-style-type: none"> <li>syllabuses successfully studied in Years 9 to 12</li> <li>year of design, course length and classification of the syllabuses</li> <li>award</li> <li>descriptions of syllabuses studied</li> </ul> <p><b>Statement of Results</b></p> <ul style="list-style-type: none"> <li>year in which syllabuses were studied</li> <li>syllabus code, name, order of difficulty, award</li> <li>standard credit into training modules</li> <li>TAFE results</li> </ul>	<p><b>ACT Secondary College Record</b></p> <ul style="list-style-type: none"> <li>school attended</li> <li>period of enrolment</li> <li>units studied and their classification in Years 11/12</li> <li>number of points each unit is worth</li> <li>assessment: unit grades</li> <li>explanatory notes</li> </ul>	<p><b>Senior Secondary Studies Certificate</b></p> <ul style="list-style-type: none"> <li>school attended</li> <li>lists NT courses studied</li> <li>course length</li> <li>assessment</li> <li>explanatory notes</li> </ul> <p>[Refer to SA for information on SACE (NT) and Record of Achievement.]</p>
<p><b>Information Sheet</b> Western Australian Certificate of Education (WACE)</p> <ul style="list-style-type: none"> <li>indicates the requirements of WACE secondary graduation have been met</li> </ul>	<p><b>South Australian Certificate of Education</b></p> <ul style="list-style-type: none"> <li>indicates the satisfactory completion of the requirements of the SACE;</li> <li>no units or assessment listed</li> </ul>		<p><b>ACT Year 12 Certificate</b></p> <ul style="list-style-type: none"> <li>school attended</li> <li>period of enrolment</li> <li>all units and courses completed in Years 11 and 12</li> <li>points value of each unit</li> <li>assessment: unit grades</li> <li>explanatory notes</li> </ul> <p><b>Employment Course Certificate</b></p> <ul style="list-style-type: none"> <li>school attended</li> <li>period of enrolment</li> <li>course and units studied</li> <li>course length</li> <li>assessments</li> <li>explanatory notes</li> </ul> <p><b>Certificate 1 and 2</b> (Australian Qualifications Framework)</p> <ul style="list-style-type: none"> <li>"Nationally Recognised Training" logo</li> <li>Certificate Level</li> <li>Course completed</li> <li>Units of Competence and Modules completed</li> </ul>	<p><b>South Australian Certificate of Education (Northern Territory)</b></p> <p>[Refer to South Australia for further information on SACE (NT).]</p>
<p><b>University Admission Advice</b></p> <ul style="list-style-type: none"> <li>Tertiary Entrance Scores and eligibility for 4 tertiary institutions</li> <li>indicates: <ul style="list-style-type: none"> <li>secondary graduation</li> <li>competence in English</li> <li>satisfactory performance</li> </ul> </li> </ul>	<p><b>Higher Education Entrance Score</b> on Record of Achievement</p> <ul style="list-style-type: none"> <li>scaled scores for Stage 2 subjects and bonus points for two remaining subjects based on Subject Achievement Scores</li> <li>aggregate scores</li> <li>explanatory notes, and a Northern Territory aggregate as appropriate</li> </ul>	<p><b>Tertiary Admission Advice</b></p> <ul style="list-style-type: none"> <li>20 point scores on pre-tertiary syllabuses</li> <li>Tertiary Entrance Score</li> <li>percentile rank</li> <li>issued by University of Tasmania</li> </ul>	<p><b>ACT Tertiary Entrance Statement</b></p> <ul style="list-style-type: none"> <li>school attended</li> <li>period of enrolment</li> <li>courses studied</li> <li>course length</li> <li>scaled scores for T courses</li> <li>explanatory notes</li> <li>Aggregate Score</li> <li>Tertiary Entrance Rank</li> </ul>	<p>[Refer to South Australia for information on SACE (NT).]</p>
31 December 1995	In the week beginning 8 January 1996	18 December 1995	12 December 1995	In the week beginning 8 January 1996



# 2 SUBJECTS AND COURSES

In Australia it is accepted that Year 11 and 12 subjects of the same name are broadly comparable across the country. Chemistry as studied in Victoria is similar to Chemistry studied in Western Australia. However, the way Years 11 and 12 programs of study are packaged and labelled varies widely.

This section outlines the basic building blocks of Years 11 and 12 study programs, gives their names, briefly describes them, and indicates the type of study program for which they may be used.

## Elements of study programs

The building block of a study program in a particular field of knowledge (eg Chemistry) is nearly always called a **unit**. Units may vary in length – a term, a semester, a year.

The terms **subject** and **course** are used quite differently in different parts of Australia.

Some States (Qld, SA, Tas & NT) use the word **subject** to describe a collection of **units** which make up part of the study program in a particular field of knowledge. The subject Chemistry, for example, consists of a number of Chemistry units. Some States (NSW, WA & ACT) use the word **course** (rather than subject) to describe this collection of **units**.

When making interstate comparisons confusion may occur unless these differences are understood (see Section 5, *Glossary*).

## Overview

Table 4: *Subjects and Courses* shows how the study programs in particular areas of knowledge (whether they are called ‘subjects’ or ‘courses’) offered by the different States and Territories are related. It shows that:

- subjects/courses are offered in different categories in each State and Territory
- not all subjects/courses may be used for determining eligibility for entry into higher education
- students moving interstate during the last two years of schooling need to know what subjects/courses are approximately equivalent to the ones currently studied.

**Table 4 is only a general comparison.  
For further information check carefully with the relevant  
authority.**

**Accurate for end of 1995, beginning of 1996 only**

## Acceptable for Higher Education Entrance

It is difficult to say definitely which subjects or courses are acceptable to which institutions. Different conditions which must be considered include:

1. Some institutions require English; others do not.
2. Most courses at higher education institutions have prerequisites which may vary from those for a similar course at a similar institution in another State or Territory.

More details are provided in Section 4 on *Tertiary Entrance Information*.

**TABLE 4: SUBJECTS AND COURSES**

<b>Types of Subjects/Courses</b>	<b>New South Wales</b>	<b>Victoria</b>	<b>Queensland</b>	<b>Western Australia</b>
Duration of subjects/courses.	<b>Courses</b> are generally in units of 60 hours indicative duration per unit.	Students undertake Studies made up of semester units. Generally Units 1 and 2 undertaken at Year 11, Units 3 and 4 in Year 12 and undertaken as a sequence over one year.	Students study <b>subjects</b> made up of <b>semester units</b> .	Students study <b>courses</b> which are full-year or half-year subjects
Subjects/courses which determine eligibility for entrance into higher education institutions in Australia.	All Board-developed courses.	All Studies accepted.	All Board Subjects.	Accredited Courses.  Tertiary Entrance Examination Subjects.
Subjects which may be used to determine eligibility for entrance into SOME higher education institutions (generally only in that State).				
Appropriate for completing a secondary education but usually NOT used for determining eligibility for entrance to higher education.	<b>Board-endorsed Courses:</b> Other Endorsed Studies (OES) Content Endorsed Courses	Recognised TAFE units contribute to the VCE. If a program of units is completed, the student receives bonus points for the TER.	<b>Board-registered Subjects</b>	<b>Accredited Courses</b> • (non TESS)  <b>Registered Courses</b>
Appropriate for developing special skills, possibly in cooperation with another educational institution.  MAY contain subjects/courses that could be used to determine eligibility for entrance to higher education.	<b>Other Endorsed Studies (OES):</b>  Joint Secondary School/TAFE Courses (JSST) Dual Accredited Content Endorsed Courses.  Board-endorsed JSST Courses	Articulation arrangements from TAFE into VCE and VCE into TAFE.  • Recognised University studies in an approved program contributes as a sixth study for a student's TER	<b>Recorded Subjects—</b> • TAFE units • AMEB subjects • TCM subjects • RAD subjects (Royal Academy of Dance) • AGMS Subjects • ACM (The Australian College of Music) • subjects studied in other institutions as approved by the Board.	<b>TAFE subjects—</b> satisfactory completion of some TAFE subjects before 1995 will earn students Credit Points towards Secondary Graduation  • National Training Modules • Structured Work-based Learning.
Appropriate for: • developing recreational and personal development skills • special needs of students.	<b>Other Endorsed Studies (OES)</b>			<b>Registered Courses and Accredited Courses (non-TESS)</b>

South Australia	Tasmania	Australian Capital Territory	Northern Territory
<p>Students study:</p> <ul style="list-style-type: none"> <li>• <b>subjects</b> which are 2 units (full-year) or 1 unit semester (half-year) subjects</li> <li>• Stage 1 subjects</li> <li>• Stage 2 PES and SAS year long subjects—2 units. Some SAS subjects are also half year—1 unit.</li> </ul>	<p>Students study: TCE syllabuses</p> <ul style="list-style-type: none"> <li>• Group 'C' syllabuses designed for 150 hours</li> <li>• Group 'B' syllabuses designed for 100 hours</li> <li>• Group 'A' syllabuses designed for 50 hours.</li> </ul>	<p>Students study <b>courses</b> made up of <b>units</b>. The length of units and courses varies.</p>	<p>Students study:</p> <ul style="list-style-type: none"> <li>• Stage 1 (normally Year 11) subjects which are semester length</li> <li>• Stage 2 (normally Year 12) subjects which may be semester or year length.</li> </ul>
<p>SSABSA Accredited Publicly Examined Subjects (PES) and School-Assessed Subjects (SAS); Aggregates that are based on a minimum of four PES subjects and a maximum of one SAS subject are acceptable for entry into all higher education institutions.</p> <p>Note: the minimum entrance requirement for all South Australian institutions are:</p> <ul style="list-style-type: none"> <li>• the satisfactory completion of the SACE including the satisfactory completion of the writing-based literacy assessment.</li> </ul>	<p>Group 'C' TCE syllabuses approved by the University of Tasmania.</p>	<p><b>T Course (T units)</b></p> <p>All T Courses.</p>	<p><b>SSABSA Accredited Publicly Examined Subjects (PES) and School Assessed Subjects (SAS).</b></p> <p>(Refer to SA section for further details)</p>
<p>Aggregates that are based on more than one SAS subject are acceptable for entrance into courses at some higher education institutions.</p>			<p><b>Aggregates that are based on more than one SSABSA Accredited School Assessed Subject (SAS)</b></p>
<p>Community Studies subjects.</p>		<p><b>A Courses (A units)</b></p>	<p><b>NT Board of Studies Accredited Courses</b></p> <p><b>SSABSA Community Studies Subjects</b></p>
<p>Some PES and SAS subjects have credit-transfer arrangements into TAFE awards.</p>	<p>Certain TCE syllabuses provide standard credit into TAFE and other training modules (AHRP and ATTRP), subject to specific requirements being met.</p>	<p><b>E Courses</b></p> <ul style="list-style-type: none"> <li>• T/E units and E units</li> </ul>	<p><b>Some subjects have credit-transfer arrangements into VET awards</b></p>
<p>Community Studies subjects</p>	<p>All TCE syllabuses</p>	<p><b>R Courses (R units)</b></p>	<p><b>SSABSA Community Studies Subjects</b></p> <p><b>VET courses</b></p> <p><b>NT Board Endorsed Courses</b></p>



# State and Territory Information

## Labelling and Packaging Subjects

Subjects are often labelled and packaged quite differently in different States or Territories.

### Read the following notes carefully!

1. Some subjects (or courses) are studied in Years 11 and 12, others in Year 11 or Year 12. This will be indicated on the issued certificates and records of achievement when students leave school.
2. Some States and Territories have a specific program of study or package of subjects which **MUST** be studied for eligibility for a certificate, for example:  
NSW - Higher School Certificate  
VIC - Victorian Certificate of Education  
ACT - Year 12 Certificate  
NT - SACE (NT)

See Table 2: *Purpose of Certificates and Records of Achievement*, and the pages for each State and Territory in this section, for more detail.

3. Some States do **NOT** allow certain combinations of subjects or courses to be studied for eligibility for a certificate.

Similarly, higher education institutions will **NOT** accept certain combinations of subjects or courses for tertiary entrance purposes.

## Time Required

Subjects and courses can be measured by the number of hours of timetabled school time allotted for study. For example, in NSW a **1-unit course** consists of approximately 60 hours school time, over one year.

Subjects, courses and units must **NOT** be compared using only the number of hours of school time. You must also consider syllabus content, teaching techniques and assessment methods.

## Assessment Methods

For more details and a summary of assessment methods, see Section 3 *Assessing and Reporting Student Achievement*.

**Tables 5-12 are only a general comparison.**

**For further information check carefully with the relevant authority.**

**Accurate for end of 1995, beginning of 1996 only**

## New South Wales — Courses

In NSW students study **Preliminary and HSC courses** over one or two years. Courses consist generally of two **units** per year. Each **unit** requires 60 hours indicative school time per year, for example:

- 2 UNIT ENGLISH Course
- 2 UNIT MODERN HISTORY Course
- 2 UNIT MATHEMATICS Course

Courses which may be studied at a greater depth have more **units** in them, for example:

- 3 UNIT ENGLISH Course
- 3 UNIT MODERN HISTORY Course
- 3 UNIT MATHEMATICS Course
- 4 UNIT MATHEMATICS Course

A **subject** is the general name given to an area of study which may have several different courses. For example, within the subject English, there are four different courses which can be studied for the HSC:

- |                      |                |
|----------------------|----------------|
| English              | 3 Unit         |
|                      | 2 Unit         |
|                      | 2 Unit General |
| Contemporary English | 2 Unit         |

### Types of Courses

There are two types of Preliminary and HSC courses studied:

- Board-developed courses (often called simply Board courses)
- Board-endorsed courses:
  - Other Endorsed Studies (OES):
  - Content Endorsed Courses (CEC)
  - Joint Secondary School/TAFE courses (JSST) — both Content Endorsed and Other Endorsed Studies.

### The required program of study

The Higher School Certificate is issued to students who:

- study a pattern of Preliminary and HSC courses. Both the Preliminary and HSC patterns must include 11 units of study of which:
  - at least 2 units must be from an English course
  - at least 6 units must be Board-developed
  - at least 1 unit must be from the Key Learning Area Group 1—see p.6
  - at least 1 unit must be from the Key Learning Area Group 2—see p.6
  - at least three courses must be of 2 unit value or greater
- apply themselves with diligence and sustained effort
- complete individual course requirements; and
- sit for the HSC examinations.

A one-year intensive program for the HSC is available through TAFE and some private providers.

**For more information contact:**

**Office of the Board of Studies New South Wales  
Telephone (02) 9925 8111**

**Table 5: New South Wales — Courses**  
**Courses accredited or approved by the Board of Studies**

<p><b>SUBJECTS</b> Duration</p> <p>Accepted for Tertiary Entrance?</p> <p>No. of Units/Length of study time</p> <p>Assessment Methods</p> <p>Developed by</p>	<p><b>BOARD-DEVELOPED COURSES</b> 1 or 2 years</p> <p>Yes</p> <p>1, 2, 3 or 4 units/1 unit = 60 hours per year</p> <p>External exam at the end of the HSC course and moderated school-based assessment (for courses other than dual-accredited vocational courses)</p> <p>Board of Studies</p>
<p><b>SUBJECTS</b> Duration</p> <p>Accepted for Tertiary Entrance?</p> <p>No. of Units/Length of study time</p> <p>Assessment Methods</p> <p>Developed by</p>	<p><b>BOARD-DEVELOPED JOINT SEC. SCHOOLS/TAFE (JSST) COURSES</b> 1 or 2 years</p> <p>Yes</p> <p>Varies</p> <p>Assessed by TAFE, results accredited towards both HSC and TAFE studies</p> <p>Board of Studies/TAFE</p>
<p><b>SUBJECTS</b> Duration</p> <p>Accepted for Tertiary Entrance?</p> <p>No. of Units/Length of study time</p> <p>Assessment Methods</p> <p>Developed by</p>	<p><b>BOARD-ENDORSED COURSES — Other Endorsed Studies (OES)</b> 1 or 2 years</p> <p>No</p> <p>1 or 2 units/1 unit = 60 hours per year</p> <p>School-based assessment</p> <p>Individual schools or groups of schools, endorsed by the Board of Studies</p>
<p><b>SUBJECTS</b> Duration</p> <p>Accepted for Tertiary Entrance?</p> <p>No. of Units/Length of study time</p> <p>Assessment Methods</p> <p>Developed by</p>	<p><b>BOARD-ENDORSED COURSES — Content Endorsed Courses</b> 1 or 2 years</p> <p>No</p> <p>1 or 2 units/1 unit = 60 hours per year</p> <p>School-based assessment</p> <p>Board of Studies, based on examples of successful school-developed courses</p>
<p><b>SUBJECTS</b> Duration</p> <p>Accepted for Tertiary Entrance?</p> <p>No. of Units/Length of study time</p> <p>Assessment Methods</p> <p>Developed by</p>	<p><b>OTHER ENDORSED STUDIES (OES AND CEC) — Joint Secondary Schools/ TAFE Courses</b> 1 or 2 years</p> <p>No</p> <p>Varies</p> <p>Assessed by TAFE, results accredited to both HSC and TAFE studies</p> <p>TAFE, endorsed by the Board of Studies</p>

## Victoria — Subjects

In Victoria a student may undertake a course of study, leading to the Victorian Certificate of Education (VCE). A course consists of a collection of **studies** of the required type and duration.

### The Victorian Certificate of Education

The VCE is based on student achievement in both Years 11 and 12.

VCE Studies are made up of 4 semester units.

The Victorian Certificate of Education is issued to students who successfully complete a minimum of 16 units including:

- 3 units of English
- 6 units made up of 3 pairs of semester 3 and 4 units of particular studies, other than English
- any other 7 units studied during Years 11 and 12, other than English
- 2 units from group A: Arts and Humanities, and group B: Mathematics, Science and Technology.

**For more information,  
contact:  
Board of Studies**

**Telephone (03) 9651 4300**

## Table 6: Victoria — Subjects

### Courses and subjects registered with the Victorian Board of Studies

<p><b>SUBJECTS</b> Duration</p> <p>Accepted for Tertiary Entrance?</p> <p>No. of Units/Length of study time</p> <p>Assessment Methods</p> <p>Developed by</p>	<p>VCE Studies (Years 11 and 12)</p> <p>Yes.</p> <p>2 semester units per year. Each unit of 100 hours 50–60 hours of formal class time. Units 3 and 4 (Year 12) are designed as a sequence over one year.</p> <ul style="list-style-type: none"> <li>• Units 1 and 2: Satisfactory/Not Satisfactory (S/N) Result provided by the school.</li> <li>• Units 3 and 4: S/N result provided by the school.</li> <li>• Common Assessment Tasks (CATs) (Apply to Units 3 and 4 only) <ul style="list-style-type: none"> <li>- CATs taken under exam conditions.</li> <li>- CATs initially assessed by the school. The GAT is used to monitor school assessment. Where a school's results for its students in a school-assessed CAT do not match the range of results for the same group of students in the GAT, the students' work is externally reviewed.</li> </ul> </li> <li>• VCE Study Scores (relative position) <ul style="list-style-type: none"> <li>- maximum score is 50, mean 30, standard deviation 7.</li> <li>- score provided for each unit 3 and 4 sequence studied from 1994 onwards.</li> </ul> </li> </ul> <p>Board of Studies</p>
<p><b>SUBJECTS</b> Duration</p> <p>Accepted for Tertiary Entrance</p> <p>No. of Units</p> <p>Assessment methods</p> <p>Developed by</p>	<p><b>RECOGNISED TAFE UNITS</b></p> <p>Year 11</p> <p>Yes: when an approved program of units is completed.</p> <p>Assessed by TAFE</p> <p>TAFE developed and accredited; recognised by Board and contributes to certificate.</p>
<p><b>SUBJECTS</b> Duration</p> <p>Accepted for Tertiary Entrance</p> <p>Assessment method</p> <p>Developed by</p>	<p><b>RECOGNISED UNIVERSITY STUDIES</b></p> <p>Year 12</p> <p>Yes: successful completion of a university study contributes to the student's TER as a 6th study.</p> <p>Assessed by university</p> <p>University accredited; recognised by the Board, reported on statement of results but does not contribute to satisfactory completion for the award of the VCE.</p>

## Queensland — Subjects

In Queensland students study **Subjects** made up of semester (half-year) units.

### Types of Courses

Three groups of Subjects are studied in Years 11 and 12:

- Board Subjects
- Board-registered Subjects
- Recorded Subjects
  - TAFE Subjects
  - ACM Subjects
  - AMEB Subjects
  - TCM Subjects
  - RAD Subject
  - AGMS Subjects
  - Subjects studied in other institutions as approved by the Board.

### Required program of study

The Senior Certificate is issued to students who have:

- completed one or more semesters in Years 11 and 12
- remained at school until the date nominated by the Board of Senior Secondary School Studies.

**For more information contact:**

**Board of Senior Secondary School Studies  
Telephone (07) 3864 0299**

## Table 7: Queensland — Subjects

### Subjects accredited or approved by the Board of Senior Secondary School Studies (BSSSS)

<p><b>SUBJECTS</b></p> <p>Duration</p> <p>Accepted for Tertiary Entrance?</p> <p>No. of Units/Length of study time</p> <p>Assessment Methods</p> <p>Developed by</p>	<p><b>BOARD SUBJECTS</b></p> <p>Years 11 and 12</p> <p>Yes</p> <p>Semester units/1 semester unit = 55 hours per half year</p> <p>Moderated school-based assessment to produce a level of achievement on a 5 point scale using descriptive phrases</p> <p>Board of Senior Secondary School Studies</p>
<p><b>SUBJECTS</b></p> <p>Duration</p> <p>Accepted for Tertiary Entrance?</p> <p>No. of Units/Length of study time</p> <p>Assessment Methods</p> <p>Developed by</p>	<p><b>BOARD-REGISTERED SUBJECTS</b></p> <p>Years 11 and 12</p> <p>No</p> <p>Semester units/1 semester unit = 40 hours per half year</p> <p>School-based assessment</p> <p>Individual schools, accredited by the Board</p>
<p><b>SUBJECTS</b></p> <p>Duration</p> <p>Accepted for Tertiary Entrance?</p> <p>No. of Units/Length of study time</p> <p>Assessment Methods</p> <p>Developed by</p>	<p><b>RECORDED SUBJECTS – TAFE units</b></p> <p>Years 11 and 12</p> <p>No</p> <p>Units/1 unit = 40 hours</p> <p>Assessed by TAFE</p> <p>TAFE developed and accredited; Board approved for inclusion on Senior Certificate</p>
<p><b>SUBJECTS</b></p> <p>Duration</p> <p>Accepted for Tertiary Entrance?</p> <p>No. of Units/Length of study time</p> <p>Assessment Methods</p> <p>Developed by</p>	<p><b>RECORDED SUBJECTS – AMEB and TCM SUBJECTS</b></p> <p>Years 11 and 12</p> <p>No</p> <p>4th Grade to 8th Grade Results/undertaken during Years 11 and 12 (Clarify with AMEB or TCM)</p> <p>Assessed by Australian Music Examination Board (AMEB) and/or Trinity College of Music (TCM)</p> <p>AMEB and/or TCM developed and accredited; Board approved for inclusion on Senior Certificate</p>
<p><b>SUBJECTS</b></p> <p>Duration</p> <p>Accepted for Tertiary Entrance?</p> <p>No. of Units/Length of study time</p> <p>Assessment Methods</p> <p>Developed by</p>	<p><b>RECORDED SUBJECTS – RAD SUBJECTS</b></p> <p>Years 11 and 12</p> <p>No</p> <p>Intermediate to Advanced Ballet (Clarify with RAD)</p> <p>Assessed by Royal Academy of Dance (RAD)</p> <p>RAD developed and accredited; Board approved for inclusion on the Senior Certificate.</p>
<p><b>SUBJECTS</b></p> <p>Duration</p> <p>Accepted for Tertiary Entrance?</p> <p>No. of Units/Length of study time</p> <p>Assessment Methods</p> <p>Developed by</p>	<p><b>RECORDED SUBJECTS – AGMS and ACM Subjects</b></p> <p>Years 11 and 12</p> <p>No</p> <p>4th Grade to Licentiate Diploma (Clarify with ACM)</p> <p>Assessed by Australian Guild of Music and Speech and/or The Australian College of Music</p> <p>AGMS and/or ACM developed and accredited; Board approved for inclusion on the Senior Certificate</p>

# Western Australia — Courses (or Subjects)

In Western Australia students study **courses** which are one year long. The term *subject* is used to define an area of study; for example, Mathematics is referred to as a subject, whereas a course within the subject of Mathematics is Modelling With Mathematics.

## Types of Courses

Two groups of courses are studied in Years 11 and 12:

- Accredited Courses which include Tertiary Entrance Score Subjects (TESS)
- Registered Courses (Year 12 only in 1995).

## Required program of study

The Certificate of Secondary Education (CSE) is issued to students who:

- have completed one or more Year 12 courses, or
- have completed studies in Year 11 and do not return to a Western Australian secondary school in the following year.

Credit Points are earned on the following basis:

- a grade of A, B, C or D in an Accredited Course will earn 6 credit points
- a student may earn up to 36 credit points in a calendar year
- satisfactory completion of some approved TAFE subjects before 1995 may gain credit points
- satisfactory completion of equivalent overseas or interstate studies.

## Secondary Graduation (CSE)

To qualify for Secondary Graduation, a student must:

- gain 60 credit points in Year 11 and 12 accredited courses within a 6 year period (ie the credit points are cumulative)
- earn at least 18 of the 60 credit points from Year 12 courses
- obtain a grade of D or better in one of the following Year 12 courses:
  - English
  - English Literature
  - Senior English
  - English for ESL Students.

If a student has met the requirements for Secondary Graduation, this will be recorded on the CSE.

Otherwise, the number of credit points earned is shown on the CSE.

A new certification procedure began trialling in Western Australian schools in 1993 and the certification for 1995 will be as follows:

- all Year 12 students who have completed at least one SEA Accredited course will receive a CSE.
- all Year 12 students who have completed at least one SEA Accredited course will receive a Statement of Results.
- students will receive a Western Australian certificate of Education (WACE) on completion of the requirements for that certificate.

**For more information contact:**

**Secondary Education Authority  
Telephone (09) 273 6300**

**Table 8: Western Australia — Courses (or Subjects)**  
**Courses accredited and registered by the Secondary Education Authority**

<p>SUBJECTS</p> <p>Duration</p> <p>Accepted for Tertiary Entrance?</p> <p>No. of Units/Length of study time</p> <p>Assessment Methods</p> <p>Developed by</p>	<p>ACCREDITED COURSES — Tertiary Entrance Examination Subjects</p> <p>Year 12 only</p> <p>Yes</p> <p>Year-long courses/110 hours per year</p> <p>1. moderated school-based assessment for grades A, B, C, D, F and  2. 50% external examination (Tertiary Entrance Examination Mark) and  50% moderated, school-based assessment for Tertiary Entrance Score</p> <p>Secondary Education Authority</p>
<p>SUBJECTS</p> <p>Duration</p> <p>Accepted for Tertiary Entrance?</p> <p>No. of Units/Length of study time</p> <p>Assessment Methods</p> <p>Developed by</p>	<p>ACCREDITED COURSES — (non TES)</p> <p>Years 11 and 12</p> <p>Not for calculating the Tertiary Entrance Score</p> <p>Year-long courses:  Year 11—120 hours per year  Year 12—110 hours per year</p> <p>Moderated school-based assessment for grades A, B, C, D, F</p> <p>Secondary Education Authority</p>
<p>SUBJECTS</p> <p>Duration</p> <p>Accepted for Tertiary Entrance?</p> <p>No. of Units/Length of study time</p> <p>Assessment Methods</p> <p>Developed by</p>	<p>REGISTERED COURSES</p> <p>Year 12</p> <p>Not for calculating the Tertiary Entrance Score</p> <p>Year-long courses—60 hours per year</p> <p>School-based assessment for grades A, B, C, D, F</p> <p>Individual schools, registered with the Authority</p>

# South Australia — Subjects

In South Australia students study **subjects** which are 2 units for a full-year or 1 unit for a semester (half-year).

## Types of Courses

Three groups of subjects are studied:

- Accredited Publicly Examined Subjects (PES) at Stage 2 level of the SACE
- Accredited School Assessed Subjects (SAS) at Stage 2 level of the SACE
- Accredited subjects based on the Extended Subject Frameworks at Stage 1 level of the SACE.

The SACE is based on student achievement at both Stage 1 level subjects (usually taken at Year 11), and Stage 2 level subjects (usually taken at Year 12).

To qualify for the SACE, students must:

- reach at least a level of 'recorded achievement' in 22 approved units of study. At least 6 of these must be Stage 2 units, taken as full-year subjects;
- among the 22 units include subjects that are within the curriculum pattern;
- reach a level of 'successful achievement' in at least 16 of the 22 units. At least 6 of these 16 must be Stage 2 units, taken as full-year subjects;
- satisfy the writing-based literacy assessment.

Of the required 22 units, 14 must be selected according to the following curriculum pattern:

### At Stage 1

English or English as a second language	2 units
Australian Studies	1 unit
Additional arts/humanities/ social and cultural studies	2 units
Mathematics	1 unit
Additional mathematics/ Science/technology	2 units

### At Stage 2

Language-rich	2 units (in sequence)
Quantitative/experimental	2 units (in sequence)
Free choice	2 units (in sequence)

Students must achieve at least a level of 'recorded achievement' in these 14 units.

**For more information contact:**

**Senior Secondary Assessment Board of SA  
Telephone (08) 372 7400**

## Table 9: South Australia — Subjects

Subjects accredited or registered by the Senior Secondary Assessment Board of South Australia

<p>SUBJECTS</p> <p>Duration</p> <p>Accepted for Tertiary Entrance?</p> <p>No. of Units/Length of study time</p> <p>Assessment Methods</p> <p>Developed by</p>	<p>ACCREDITED PUBLICLY EXAMINED SUBJECTS (PES)</p> <p>Year 12 (Stage 2 level)</p> <p>Yes. Quantitative Methods and Nutrition can be included in the aggregate for some South Australian Universities</p> <p>2 units (full-year)/2 units = 100/120 hours per subject</p> <p>Subject Achievement Score calculated using 50% external examination and 50% moderated, school-based assessment</p> <p>Senior Secondary Assessment Board of South Australia</p>
<p>SUBJECTS</p> <p>Duration</p> <p>Accepted for Tertiary Entrance?</p> <p>No. of Units/Length of study time</p> <p>Assessment Methods</p> <p>Developed by</p>	<p>ACCREDITED SCHOOL ASSESSED SUBJECTS (SAS) excluding Community Studies</p> <p>Year 12 (Stage 2 level)</p> <p>Accepted for entrance into some institutions. Three Higher Education Entrance Scores are calculated. Scores allow for a SAS subject to be included. A maximum of one SAS subject can be counted towards the first aggregate which is acceptable to all institutions. Two or more SAS subjects can be included in the second aggregate, which allow entry into some courses.</p> <p>1 unit (half-year) subjects—50/60 hours per subject 2 unit (full-year) subjects—100/120 hours per subject</p> <p>Subject Achievement Score is 100% moderated school-based assessment</p> <p>Senior Secondary Assessment Board of South Australia</p>
<p>SUBJECTS</p> <p>Duration</p> <p>Accepted for Tertiary Entrance?</p> <p>No. of Units/Length of study time</p> <p>Assessment Methods</p> <p>Developed by</p>	<p>ACCREDITED SUBJECTS BASED ON EXTENDED SUBJECT FRAMEWORKS</p> <p>Year 11 (Stage 1 level)</p> <p>No</p> <p>1 unit (half-year) subjects—50/60 hours per subject 2 unit (full-year) subjects—100/120 hours per subject</p> <p>School-based assessment</p> <p>Senior Secondary Assessment Board of South Australia</p>

## Tasmania — Syllabuses

### Tasmanian Certificate of Education (TCE)

Three groups of syllabuses are available:

- Group A — Syllabuses of 50 hours
- Group B — Syllabuses of 100 hours
- Group C — Syllabuses of 150 hours.

There is no required course of study for the TCE.

**For more information contact:**

**Tasmanian Secondary Assessment Board  
Telephone (002) 33 6364**

## Table 10: Tasmania — Syllabuses

### Syllabuses accredited by the Tasmanian Secondary Assessment Board

<p>SUBJECTS</p> <p>Duration</p> <p>Accepted for Tertiary Entrance?</p> <p>No. of Units/ Length of study time</p> <p>Assessment Methods</p> <p>Developed by</p>	<p>TCE Group C</p> <p>Years 11 and 12</p> <p>A list of Year 12 syllabuses approved for tertiary entrance and three Years 11/12 syllabuses</p> <p>One year 150 hours</p> <p>Combined moderated school-based and external</p> <p>The Tasmanian Secondary Assessment Board</p>
<p>SUBJECTS</p> <p>Duration</p> <p>Accepted for Tertiary Entrance?</p> <p>No. of Units/ Length of study time</p> <p>Assessment Methods</p> <p>Developed by</p>	<p>TCE Group B</p> <p>Years 9 to 12</p> <p>Only as evidence of time studied</p> <p>One year 100 hours</p> <p>Moderated, school-based</p> <p>The Tasmanian Secondary Assessment Board</p>
<p>SUBJECTS</p> <p>Duration</p> <p>Accepted for Tertiary Entrance?</p> <p>No. of units/ Length of study time</p> <p>Assessment Methods</p> <p>Developed by</p>	<p>TCE Group A</p> <p>Years 9 to 12</p> <p>Only as evidence of time studied</p> <p>25 hours in Years 9/10 and 50 hours in Years 11/12</p> <p>School-based</p> <p>The Tasmanian Secondary Assessment Board or individual schools or colleges</p>

# Australian Capital Territory — Courses

In the ACT students study **courses** made up of **units**.

## Types of Courses

All courses at the Years 11 and 12 level are developed by individual secondary colleges or by groups of colleges and accredited or registered by the ACT Board of Senior Secondary Studies.

*Four groups of courses are studied in Years 11 and 12:*

- T Courses composed of T units
- A Courses composed of A units
- R Courses composed of R units
- E Courses composed of T&E units or E units

Points signifying approximately 11 hours of timetabled class time are used to give value to a unit, eg a one-year full unit is generally worth 12 points, a semester (half-year unit) is worth 6 points and a trimester unit is worth 4 points (assuming 4 hours/week class time).

A **unit** is a section of a course which has its:

- **length** determined by each secondary college, eg:
  - term units (4 terms per year),
  - semester units (2 semesters per year)
  - trimester units (3 trimesters per year).
- **value** indicated in ‘points’, eg:
  - one term @ 4 hrs/week = 3 points
  - one trimester @ 4 hrs/week = 4 points
  - one semester @ 4 hrs/week = 6 points
  - one year @ 4 hrs/week = 12 points.

## Structure of courses

Courses are structured as follows:

minor course	=	12-19 points
major course	=	20-31 points
major/minor course	=	32-39 points
double major	=	40 or more points

## The Required Program of Study

The ACT Year 12 Certificate is issued to students who complete an approved program of study in Years 11 & 12 usually over four consecutive semesters.

An approved program of studies includes:

- a coherent pattern of study made up of units which accrue to at least 100 points.

### Note:

1. Accelerated programs over fewer semesters are available. Specific conditions apply. Contact Senior Secondary Studies Section for details.
2. Provision is made for part-time students to study for the ACT Year 12 Certificate. They must meet the same requirements as full-time students.

## E Course

An E Course is an accredited Years 11/12 program of study designed to provide knowledge and skills relevant to a particular area of employment.

*An Employment Course Certificate* is issued to students who successfully complete the set program of study for the E course.

Note: The Employment Course Certificate is issued in addition to the ACT Year 12 Certificate, ie the E course is undertaken as part of the Years 11/12 program of study.

**For more information contact:  
ACT Board of Senior Secondary Studies  
Telephone (06) 205 7173**

**Table 11: Australian Capital Territory — Courses**  
**Courses accredited and registered by the ACT Board of Senior Secondary Studies**

<p><b>SUBJECTS</b></p> <p>Duration</p> <p>Accepted for Tertiary Entrance?</p> <p>No. of Units/Length of study time</p> <p>Assessment Methods</p> <p>Developed by</p>	<p><b>T COURSES</b></p> <p>Years 11 and 12</p> <p>Yes</p> <p>Usually 1 semester unit = 66 hours and is worth 6 points  minor course = 12-19 points; major/minor course = 32-39 points;  major course = 20-31 points; double major = 40 or more points</p> <p>Moderated school-based assessment</p> <p>Individual schools, or groups of schools accredited by the Board</p>
<p><b>SUBJECTS</b></p> <p>Duration</p> <p>Accepted for Tertiary Entrance?</p> <p>No. of Units/Length of study time</p> <p>Assessment Methods</p> <p>Developed by</p>	<p><b>A COURSES</b></p> <p>Years 11 and 12</p> <p>No</p> <p>as for T units</p> <p>School-based assessment</p> <p>Individual schools, or groups of schools accredited by the Board</p>
<p><b>SUBJECTS</b></p> <p>Duration</p> <p>Accepted for Tertiary Entrance?</p> <p>No. of Units/Length of study time</p> <p>Assessment Methods</p> <p>Developed by</p>	<p><b>T/E COURSES and E COURSES</b></p> <p>Years 11 and 12</p> <p>T&amp;E Units only</p> <p>as for T Units</p> <p>E units as for A units and T&amp;E units as for T units</p> <p>as for Accredited T and A courses</p>
<p><b>SUBJECTS</b></p> <p>Duration</p> <p>Accepted for Tertiary Entrance?</p> <p>No. of Units/Length of study time</p> <p>Assessment Methods</p> <p>Developed by</p>	<p><b>R COURSES</b></p> <p>Years 11 and 12</p> <p>No</p> <p>Usually 1 semester half-unit = 33 hours = 3 points</p> <p>School-based assessment</p> <p>Individual schools, registered with the Board</p>

# Northern Territory — Courses, subjects and units

## Types of Courses

In order to complete their secondary education, Northern Territory students study subjects and courses leading to the award of the South Australian Certificate of Education (Northern Territory). Subjects or courses which require a full year's study (approximately 120 hours) count as 2 units, whilst subjects or courses which require a half year or semester of study (approximately 60 hours) count as 1 unit.

Studies are divided into two stages. Students will take a minimum of two years to complete these studies. Stage 1 courses are offered by the NT Board of Studies and Stage 2 subjects are offered under contract with the Senior Secondary Assessment Board of South Australia. Two kinds of courses are available at Stage 1:

- NT Board of Studies Accredited Courses
- NT Board of Studies Endorsed Courses.

Two kinds of subjects are available at Stage 2:

- SSABSA Accredited Publicly Examined Subjects
- SSABSA Accredited School Assessed Subjects (See South Australian section for details).

## Required program of study

The South Australian Certificate of Education (NT) is issued to students who:

- complete 22 units of work
- meet certain curriculum pattern requirements
- reach satisfactory achievement in at least 16 of the 22 units, including three 2 unit sequences at Stage 2
- satisfy the writing-based literacy assessment.

The Senior Secondary Studies Certificate is issued to students who have satisfactorily completed at least one semester of a Northern Territory Board of Studies accredited course.

Note: The SACE (NT) will be replaced by the Northern Territory Certificate of Education (NTCE) in January 1997. Students commencing their Stage 1 studies in 1995 will be working towards the NTCE. Requirements for the NTCE will be the same as for the SACE (NT). Students will still complete Stage 1 units prepared by the NTBOS and Stage 2 units prepared by the Senior Secondary Assessment Board of South Australia (SSABSA). They will still have their higher education entrance score calculated by SSABSA for entry into all Australian universities.

**For more information contact:**

**NT Board of Studies  
Telephone (089) 99 6383**

**Senior Secondary Assessment Board of SA  
Telephone (08) 372 7400**

## Table 12: Northern Territory — Courses, subjects and units

**Stage 1 courses are accredited by the Northern Territory Board of Studies.**

**Stage 2 subjects are accredited by the Senior Secondary Assessment Board of South Australia (see South Australian section for details on Stage 2 subjects).**

<p><b>SUBJECTS</b></p> <p>Duration</p> <p>Accepted for Tertiary Entrance?</p> <p>No. of Units/Length of study time</p> <p>Assessment Methods</p> <p>Developed by</p>	<p><b>ACCREDITED COURSES</b></p> <p>Year 11 (Stage 1)</p> <p>No</p> <p>1 semester (approximately 60 hours)</p> <p>School-based according to approved schemes with moderation in all subjects</p> <p>Subject area committees of NT Board of Studies, accredited by Northern Territory Board of Studies</p>
<p><b>SUBJECTS</b></p> <p>Duration</p> <p>Accepted for Tertiary Entrance?</p> <p>No. of Units/Length of study time</p> <p>Assessment Methods</p> <p>Developed by</p>	<p><b>ENDORSED COURSES (a special category of accredited course which may include VET APPROVED COURSES)</b></p> <p>Year 11 (Stage 1)</p> <p>No</p> <p>1 semester (approximately 60 hours)</p> <p>Varies depending on nature and source of the course. Endorsed VET courses are assessed using competency-based outcomes and methods</p> <p>Varies, eg TAFE, interstate Boards of Studies or recognised industry groups</p>

# 3 ASSESSING AND REPORTING STUDENT ACHIEVEMENT

While many aspects of assessing and reporting student achievement in any Year 12 subject are similar throughout Australia, there are also many differences.

This section describes the methods of assessing student achievement in the various subjects studied in Australian schools and how these assessments are reported on **Year 12 certificates** and related documents.

**This section does not refer to calculation of tertiary entrance scores or rankings.**

(See Section 4, *Tertiary Entrance Information*.)

## Assessments

Assessments are judgments of student achievement or progress in a program of study.

The judgments indicate:

- the level of knowledge and skills achieved by the student and
- student potential for success in employment or further education.

These judgments may be reported, for example, as:

Marks	out of 50 per unit	(NSW)
Grades	A, B, C, etc	(Vic) (WA) (ACT)
Grades & Marks	A, B, C etc marks out of 20	(SA/NT)
Descriptive	Very High Achievement	(Qld)
	Outstanding Achievement, High Achievement, Satisfactory Achievement	(Tas)

## Methods of Assessing Student Achievement

There are four methods of assessing student academic achievement:

- external examination
- moderated school-based assessment
- school-based assessment (not moderated) and
- external scaling test.

No education system in Australia uses a single method of assessing student achievement. Methods include:

- external examination plus moderated school-based assessment used in NSW, SA (and NT) and Tas

- moderated school-based assessment and a scaling test used in Qld and the ACT
- external examination, plus moderated school-based assessment and scaled by a scaling test used in WA (for TEE courses only)
- school-based assessment (non-moderated) used throughout Australia for some subjects or courses.

### External Examination

All students studying a subject sit the same examination at the end of the one or two year study period. Its major purpose is to rank all the students in the State on a single specified scale.

### Moderated School-based Assessment

School-based assessment is made by teachers in the school using examinations, assignments, essays, reports, projects and observations of performance.

**Moderation** is a process of placing assessments of student achievement by different schools for the one subject on the same scale.

It provides comparability of standards within one subject across the State or Territory, and removes variations in marks, grades or scores which are NOT due to differences in student achievement.

### School-based Assessment (non-moderated)

School-based assessment is made by teachers in the school using examinations, assignments, essays, reports, projects and observations of performance.

In some States, the results of subjects with non-moderated assessments are recorded on certificates and other documents.

Policies and procedures aim to ensure that the standards and procedures for student assessment are carried out as stated in the syllabus or course documents.

The assessments may be subjected to some form of moderation within the school, but there is no system-wide moderation. However, courses and assessment procedures may be accredited by the central assessment and certification authority.

In Victoria, school-assessed CATs are reviewed if the GAT/CAT comparison is not satisfactory.

## The Queensland Core Skills (QCS) Test

The QCS Test is a common statewide test for Queensland Year 12 students. The test is grounded in the Queensland senior curriculum and it tests the 49 common curriculum elements that are the threads of the Queensland senior curriculum. It is an achievement test, not an intelligence nor an aptitude test.

The Board of Senior Secondary Schools Studies develops and administers the test. It is accessible to all Year 12 students regardless of individual differences in subject patterns.

Students who are eligible for an Overall Position (OP) **must** sit the QCS Test. Students who are not eligible for an OP **may** sit the QCS Test.

The test consists of four papers. There are three modes of assessment: extended writing, multiple-choice and short response.

The QCS Test provides individual results reported on a five-point scale, A to E, with A being the highest. This result is recorded on a student's Senior Certificate. The QCS Test also provides group results for calculating OPs which are independent of subjects studied or school attended and group results for calculating Field Positions (FPs), up to five per student, depending on subject choice.

## Australian Scaling Test (AST)

The Australian Scaling Test is an assessment of general scholastic ability.

AST questions are set by the Australian Council for Educational Research (ACER), an independent research and testing organisation. AST is used in Western Australia and the Australian Capital Territory.

In the ACT and Western Australia, AST is referred to as a 'Scaling Test'.

AST consists of a three-hour paper (in one or two sittings) with 100 multiple choice items.

In the ACT, students also undertake an extended writing task.

The multiple choice questions are not based on any particular syllabus or course of study, but measure skills in comprehension, interpretation and reasoning. They are drawn from the Humanities, Sciences, Social Sciences and Mathematics.

In the ACT students are required to sit for the AST if they wish to obtain a tertiary entrance rank.

In WA students who sit four or more TEE subjects are required to sit the AST.

## Reporting Student Achievement

Student achievement may be reported by using numbers (marks, scores or percentages), grades, or descriptive statements.

### Marks

Marks usually indicate a student's relative standing with other members of the group.

- Marks can be totalled or averaged for comparison of achievement levels.
- Raw marks are rarely used – the marks are usually subjected to scaling or standardisation to put them on a common scale.

### Percentile Ranking

Percentile ranking compares a student's achievement relative to the achievement of the other members of the group, eg:

Percentile Band: 91-100 means that the candidate is in the top 10% of the course candidature (NSW).

### Grades

Grades may represent:

- a specific range of marks, eg  
A = 17-20 marks (SA)
- a shorthand way of describing a level of achievement, eg  
A = students who have very high achievement in all aspects of the unit of study (ACT).

### Descriptive Statements

Queensland and Tasmania use short **descriptive statements** on certificates to describe a student's performance in achieving defined objectives and standards, eg Very High Achievement, Satisfactory Achievement.

Table 13 *Assessment and Reporting Methods* summarises the various ways student achievement is assessed and reported throughout Australia.

**Table 13 is only a general comparison. For further information check carefully with the relevant authority.**

**TABLE 13: ASSESSMENT AND REPORTING METHODS**

METHOD	NEW SOUTH WALES	VICTORIA	QUEENSLAND
<p>External tests and verified school assessment.</p> <p>Reported as _____</p> <p>on the document _____</p>		<p>Applies to all VCE Units at 3 and 4 level</p> <p>Grades and VCE Study Score reported on Statement of Results</p> <p>Summary Statement of Grades obtained on Common Assessment Tasks for Units 3 and 4</p> <p>Grade descriptions</p>	
<p>External subject examination and school-based assessment moderated by an external examination (school-based assessment within Victoria is not moderated by an external examination).</p> <p>Reported as _____</p> <p>on the document _____</p>	<p>Board-developed courses</p> <p>Exam mark and assessment mark (out of 100) and percentile band</p> <p>Higher School Certificate Record of Achievement</p>	<p>All VCE Studies at Units 3 and 4 level</p> <ul style="list-style-type: none"> <li>• Grades reported as A+ — E UG (Ungraded) and NA (not assessed)</li> <li>• VCE Study Score (maximum score is 50)</li> </ul> <p>Statement of Results and Summary Statements of Grades and Statements of Results—Units 3 and 4</p>	
<p>Moderated school-based assessment only. (Not moderated in Vic).</p> <p>Moderated by</p> <p>Reported as _____</p> <p>on the document _____</p>		<p>School makes an initial assessment for school-assessed CATs. All students must sit the General Achievement Test (GAT). The GAT results are used to <b>monitor</b> school-assessed CATs. The GAT results are compared to the school group's CAT results. If the GAT/CAT correlation is comparable the school's CAT grades are confirmed. If not, the CATs are then reviewed by two independent assessors who are remote from the school. No statistical moderation of these grades occurs. The CAT scores contribute to the VCE Study Scores (maximum 50).</p>	<p>Board Subjects</p> <p>Expert panel</p> <p>Levels of Achievement</p> <p>Senior Certificate</p>
<p>School-based assessment (not moderated).</p> <p>Reported as _____</p>	<p>Other Endorsed Studies courses</p> <p>Assessment mark (out of 100)</p>		<p>Board-registered Subjects</p> <p>Levels of Achievement</p>

<b>WESTERN AUSTRALIA</b>	<b>SOUTH AUSTRALIA</b>	<b>TASMANIA</b>	<b>AUSTRALIAN CAPITAL TERRITORY</b>	<b>NORTHERN TERRITORY</b>
		<p>Year 12 Group C syllabuses and three Years 11/12 Group C syllabuses</p> <p>Summary awards (OA, HA, SA)</p> <p>Tasmanian Certificate of Education and Statement of Results</p>		
<p>Tertiary Entrance Score Subjects (TESS)</p> <p>Grades (A, B, C, D, F) and scaled marks</p> <ul style="list-style-type: none"> <li>• Certificate of Secondary Education – grades reported</li> <li>• Statement of Results – grades and scaled marks reported</li> </ul>	<p>Accredited Publicly Examined Subjects (PES)</p> <p>Some subjects have components non-statistically moderated.</p> <p>Marks (out of 20), Grades (A–E), and verbal description</p> <p>Record of Achievement that accompanies the SACE</p>			<p>South Australian Accredited Publicly Examined Subjects (PES) (Refer to SA section)</p> <p>Marks (out of 20) and Grades (A–E) and description</p> <p>Record of Achievement that accompanies the SACE (NT)</p>
<p>Accredited Courses</p> <p>various methods</p> <p>Grades (A, B, C, D, F)</p> <p>Certificate of Secondary Education</p>	<p>Accredited School Assessed Subjects (SAS)</p> <p>various methods</p> <p>Marks (out of 20), Grades (A–E), and verbal description</p> <p>Record of Achievement that accompanies the SACE</p>	<p>Non externally assessed Group B and C syllabuses</p> <p>various methods</p> <p>TCE Awards (OA, HA, SA)</p> <p>Tasmanian Certificate of Education and Statement of Results</p>	<p>T Courses T&amp;E Courses</p> <p>external scaling test</p> <p>Unit Grades (A–E)</p> <p>Year 12 Certificate</p>	<p>SSABSA Accredited School Assessed Subjects (SAS) and NT BOS Accredited Courses</p> <p>various methods</p> <p>Marks (out of 20) and Grades (A–E) and verbal description</p> <p>Record of Achievement that accompanies the SACE (NT)</p>
<p>Registered Courses</p> <p>Grades (A, B, C, D, F)</p>	<p>Stage 1 Extended Subject Frameworks</p> <p>Satisfactory Achievement Recorded Achievement Requirements Not Met</p>	<p>Group A syllabuses</p> <p>TCE Awards (OA, HA, SA)</p>	<p>A Courses E Courses Unit Grades (A–E)</p> <p>R Courses Grades (P or U)</p>	<p>NT Accredited Courses</p>

# 4 TERTIARY ENTRANCE INFORMATION

To gain entrance to any particular university faculty students must satisfy three requirements, through attaining:

- the appropriate subject package, including any prerequisite subjects
- the required marks or grades in **key** subjects specified by the faculty
- a tertiary entrance score (or equivalent indicator of overall academic achievement) higher than the quota cut-off mark for that faculty.

The tertiary entrance subjects for all States are similar in that:

- in content most major subjects (eg English, Maths) are quite similar; and
- only a particular type of subject, often specified on a list, may count for tertiary entrance.

The tertiary entrance subjects for all States are different in that:

- the lists of tertiary entrance subjects for each State are not identical (see Table 14 for types); and
- while subject content may be similar, the packaging and labelling of subjects may be quite different.

Table 14: *Minimum Subject Package Requirements for Tertiary Entrance* and Table 15: *Marks and Grades in Tertiary Entrance Subjects* provide a summary of relevant information.

**Consult the relevant university handbook or Tertiary Entrance Guide for precise up-to-date information.**

**Table 14: Minimum Subject Package Requirements for Tertiary Entrance**

	<b>New South Wales</b>	<b>Victoria</b>	<b>Queensland</b>	<b>Western Australia</b>
Duration	Preliminary and HSC courses	Years 11 and 12	Years 11 and 12	Year 12
Minimum Subject Requirement	10 units of Board-developed courses including at least one unit of a Board-developed English course and at least 1 unit from each of Key Learning Area Groups 1 and 2. Only two units of Category B subjects may be included in the best 10 units.	16 units including: <ul style="list-style-type: none"> <li>• three units of English (from Units 1, 2, 3/4)</li> <li>• three sequences of Units 3 and 4 in studies other than English</li> <li>• two units of Group A and two units of Group B</li> </ul>	20 units (equivalent of 5 Board subjects) including 4 units in at least 3 subjects  Must sit QCS Test	6 courses, including: <ul style="list-style-type: none"> <li>• 5 Accredited Year 12 Courses of which at least 4 are Tertiary Entrance Scoring Subjects (TESS) including 1 subject from each of List 1 and List 2</li> </ul> Satisfactory performance (a C average across the 6 courses)  Secondary Graduation  Competence in English
	<div style="border: 1px solid black; border-radius: 15px; padding: 5px; display: inline-block;"> <p><b>Note:</b> In this section the term 'subject' refers also to 'courses'.</p> </div>			
		<p><b>Note:</b> All students must satisfactorily complete Units 3 and 4 of English in addition to the above requirements.</p>		

Tables 14 & 15 are only a general comparison.

For further information  
check carefully with the  
relevant authority

Accurate for end of 1995, beginning of 1996 only

<b>South Australia/ Northern Territory</b>	<b>Tasmania</b>	<b>Australian Capital Territory</b>
<p>Year 12</p> <p>To be eligible for entry to any university, a student must:</p> <ul style="list-style-type: none"> <li>• qualify for the SACE/SACE (NT)</li> <li>• record achievement in five Stage 2 subjects (ie a total of 10 units)</li> <li>• include at least four Higher Education Selection Subjects (HESS) (ie 8 units) in their five Stage 2 subjects.</li> </ul> <p>For the Northern Territory University, Higher Education Entrance subjects include both publicly examined and school-assessed subjects.</p>	<p>Years 11 and 12</p> <ul style="list-style-type: none"> <li>• 2 years full-time study</li> <li>• SA award on a total of 4 approved pretertiary Group C syllabuses</li> <li>• At least 3 of these syllabuses must be completed in Year 12</li> </ul>	<p>Years 11 and 12</p> <p>Units must total 120 points</p> <ul style="list-style-type: none"> <li>• 108 points must come from T or A units</li> <li>• 72 points of these must come from T units</li> <li>• All units should make up at least 3 majors and 3 minors or 4 majors and 1 minor</li> <li>• T units should make up at least 3 majors and 1 minor</li> </ul> <p>Must sit AST</p>

**TABLE 15: MARKS AND GRADES IN TERTIARY ENTRANCE SUBJECTS**

	<b>New South Wales</b>	<b>Victoria</b>	<b>Queensland</b>
DOCUMENT that contains this information	RECORD OF ACHIEVEMENT or RESULT NOTICE	<ul style="list-style-type: none"> <li>SUMMARY STATEMENT OF GRADES</li> <li>STATEMENT OF RESULTS</li> <li>UNITS 3 AND 4</li> </ul>	SENIOR CERTIFICATE
NAME OF SUBJECT	BOARD-DEVELOPED COURSE	VCE STUDIES	BOARD SUBJECTS
ASSESSMENT METHOD	<p>External Examination Mark: 0–50 per unit</p> <p>3 Unit Science, 4 Unit Science and AMEB are recorded differently</p> <p>School Assessment Mark: 0–50 per unit (not required for dual-accredited Board-developed vocational courses)</p> <p>Percentile Ranking: in bands of 10%</p>	<p>CAT Grades</p> <p>A<sup>+</sup> A B<sup>+</sup> B C<sup>+</sup> C D<sup>+</sup> D E<sup>+</sup> E UG (Ungraded) NA (Not Assessed)</p> <p>VCE Study Scores (maximum 50)</p>	<p>Levels of Achievement:</p> <ul style="list-style-type: none"> <li>Very High Achievement (VHA)</li> <li>High Achievement (HA)</li> <li>Sound Achievement (SA)</li> <li>Limited Achievement (LA)</li> <li>Very Limited Achievement (VLA)</li> </ul>
ASSESSMENT REPORTED AS	Scaled Examination Mark, Moderated Assessment Mark and Percentile Band rank	<p>Grades: A<sup>+</sup>–E</p> <p>Level of achievement for each CAT undertaken at unit 3/4 level.</p> <p>VCE Study Scores reported for each 3 and 4 sequence</p>	Exit level of achievement for the whole subject as studied in Years 11 and/or 12.
BASIS OF TE SCORES (See also Section 3, <i>Assessing &amp; Reporting Student Achievement</i> )	UAC determines Tertiary Entrance Rank based on best 10 units of Board-developed courses after subsequent scaling conducted by University of Sydney. Reported as a figure out of 100 in intervals of 0.05.	<p>VCE Study Score provided for each VCE Study.</p> <p>Tertiary Entrance Rank obtained by using English, then next best three studies together with increments for two additional studies.</p>	<p>The Overall Position (OP) uses the results of the best 20 semester units in Board subjects</p> <ul style="list-style-type: none"> <li>reported as one of 25 Bands from 1 (highest) to 25 (lowest)</li> <li>the field positions are calculated only when students are eligible for an OP</li> <li>up to 5 field positions reported in Bands 1 (highest) to 10 (lowest) for each field position.</li> </ul>

<b>Western Australia</b>	<b>South Australia/ Northern Territory</b>	<b>Tasmania</b>	<b>Australian Capital Territory</b>
STATEMENT OF RESULTS	RECORD OF ACHIEVEMENT	TASMANIAN CERTIFICATE OF EDUCATION and STATEMENT OF RESULTS	ACT YEAR 12 CERTIFICATE & TERTIARY ENTRANCE STATEMENT
TERTIARY ENTRANCE SCORE SUBJECTS	ACCREDITED SUBJECTS <ul style="list-style-type: none"> <li>Publicly Examined</li> <li>School Assessed</li> </ul>	TCE YEAR 12 GROUP 'C' SYLLABUSES	T COURSES T&E COURSES
Scaled Mark: 0–100  A = Excellent Achievement B = High Achievement C = Sound Achievement D = Limited Achievement F = Inadequate Achievement	Scaled scores out of 20 (to nearest 0.5)  Subject Achievement Score and Grade Description: 20 A Outstanding Achievement 17-19 A Very High Achievement 14-16 B High Achievement 11-13 C Competent Achievement 8-10 D Marginal Achievement 3-7 E Low Achievement 0-2 Requirements Not Met	TCE Awards: OA = Outstanding Achievement HA = High Achievement SA = Satisfactory Achievement	ACT YEAR 12 CERTIFICATE Awards Achievement* A = Very High B = High C = Clearly Satisfactory D = Limited but Satisfactory E = Very Limited (*summary only)  TERTIARY ENTRANCE STATEMENT Scaled scores – usually in the range 100–200
Exit level of achievement for the whole subject as studied in Year 12.	Exit level of achievement for each subject (full-year or half-year subjects).	Exit level of achievement for the whole syllabus as studied in Years 11 and/or 12.	Grades: Level of achievement for each unit of a course studied in Years 11 and 12.  Scaled Scores: Exit level of achievement for the whole course as studied in Years 11 and 12.
The Tertiary Entrance Score is 5 times the average of the highest combination of the TES subject scores (4 or 5 subjects) depending on which gives the highest average, plus 10% of AST score.  At least 1 subject must come from List 1 and 1 subject from List 2.	Higher Education Entrance Scores are based on aggregate scores from a student's best three Higher Education Selection Subjects. These scores have been adjusted by processes devised by the universities and augmented by bonus points for the fourth and fifth subjects.  The Higher Education Entrance Scores are reported out of 70 (to nearest 0.5).  The Higher Education Entrance score for the NT University is out of 100. This is the sum of 5 subjects using the better of the subject achievement or scaled score for each subject.	A Tertiary Entrance Score is the sum of the 20 point scores for the best 3 approved syllabuses studied in Year 12 plus the best other 2 approved syllabuses studied in either Year 11 or Year 12.  A percentile ranking of students within the age-cohort by percentile groups will be calculated on the basis of the Tertiary Entrance Scores.	The Aggregate Score is <ul style="list-style-type: none"> <li>the sum of the 3 highest major T course scaled scores plus</li> <li>60% of the 4th highest T course scaled score.</li> </ul> The Tertiary Entrance Rank is derived from the Aggregate Score, and is reported as a figure out of 100 in intervals of 0.05.

# Marks and Grades in Each State/Territory for Tertiary Entrance Level Subjects

## New South Wales

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### BOARD-DEVELOPED COURSES REPORTED on the HIGHER SCHOOL CERTIFICATE AND RECORD OF ACHIEVEMENT

1. External EXAMINATION MARKS out of 50 per unit are scaled.  
Scaled EXAMINATION MARK appears on the HSC Record of Achievement.
2. School ASSESSMENT MARKS out of 50 per unit are statistically moderated against the examination marks. Moderated SCHOOL ASSESSMENT MARK appears on the Record of Achievement.
3. 50% of scaled EXAMINATION MARK  
plus  
50% of moderated SCHOOL ASSESSMENT MARK = COMBINED MARK.
4. The COMBINED MARKS for all students for each subject are placed in rank order. The student's place in the rank order is reported as a PERCENTILE BAND position:  
8 percentile bands of 10% each and one band for the lowest 20%.

#### Note:

- The above method refers to 2 UNIT COURSES with 200+ candidates. Variations of this method are used with
- (a) 3 UNIT COURSES and 4 UNIT COURSES
  - (b) courses with fewer than 200 candidates.

## Victoria

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### VCE

Applies to units 3/4 level  
COMMON ASSESSMENT TASKS (CATs)

1. CATs (External and School Assessed) are weighted.
2. Three or four CATs per study.
3. Maximum Score for a VCE study is 50. VCE Study Scores (Relative Position) are based on CAT scores' indicating how the student performed in relation to others who took the study.
4. Tertiary Entrance Rank developed by VTAC for tertiary institutions. VCE Study Scores are scaled and the rank includes results in English, then next three studies with increments for two additional studies.

## Queensland

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### **BOARD SUBJECTS REPORTED on the SENIOR CERTIFICATE**

1. School-based assessment in Board Subjects means that schools have the responsibility for designing and administering the assessment procedures.
2. The following structures and practices ensure that student levels of achievement are comparable with standards throughout the State:
  - Board syllabuses
  - Accreditation of School Work Programs
  - Review of student achievement — moderation by consensus through District and State Review panels. The panels meet regularly to make recommendations on the Levels of Achievements reported on the SENIOR CERTIFICATE.
3. The LEVELS OF ACHIEVEMENT assess the students' performance in achieving clearly defined objectives and standards set out in the syllabus. They are:
  - Very High Achievement (VHA)
  - High Achievement (HA)
  - Sound Achievement (SA)
  - Limited Achievement (LA)
  - Very Limited Achievement (VLA)

#### **Not Reported:**

4. SUBJECT ACHIEVEMENT INDICATOR (SAI) is a ranking of each student in each Board subject group within each school expressed on a 400–200 scale. It is not reported but is used for calculating the Overall Position and Field Positions.
5. SAIs are scaled using the results of the Queensland Core Skills Test.

## Western Australia

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### **TERTIARY ENTRANCE SCORE SUBJECTS (TESS) REPORTED on the CERTIFICATE OF SECONDARY EDUCATION and STATEMENT OF RESULTS**

1. TERTIARY ENTRANCE EXAMINATION (TEE) marks out of 100 are standardised.
2. SCHOOL ASSESSMENT marks out of 100 are statistically moderated against the standardised TEE marks, then standardised.
3. 50% of standardised TERTIARY ENTRANCE EXAMINATION plus 50% of standardised moderated SCHOOL ASSESSMENT = COMBINED MARK
4. The combined marks are scaled against the standardised AST marks to form a SCALED MARK.
5. In addition to the numerical school assessment, the TESS teachers submit a letter GRADE which appears on the CERTIFICATE OF SECONDARY EDUCATION.
6. The STATEMENT OF RESULTS records the course Grade, School Assessment, Raw TEE, Scaled Mark and Decile Place.

## South Australia/Northern Territory

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### ACCREDITED PUBLICLY EXAMINED SUBJECTS (PES)

and

### ACCREDITED SCHOOL ASSESSED SUBJECTS (SAS)

REPORTED on the

### RECORD OF ACHIEVEMENT

#### PES

1. Public EXAMINATION MARKS are placed in rank order in school subject groups.
2. SCHOOL ASSESSMENT MARKS are placed in rank order in school subject groups and moderated statistically against the public examination marks.
3. Some school assessment components (eg, practical) are moderated non-statistically.
4. 50% of EXAMINATION MARK plus  
50% of moderated SCHOOL ASSESSMENT MARK  
= RAW SCORE
5. RAW SCORES are placed in rank order and divided into letter GRADES, after a Grade Determination Process. Grades are assigned MARKS on a 20 point scale. Grades, corresponding marks and statements about achievement are reported as SUBJECT ACHIEVEMENT SCORES on the RECORD OF ACHIEVEMENT.
6. Raw scores used in cross-subject scaling process.

#### SAS

1. Teachers award scores in the range 0–20.
2. Moderators make adjustments as needed.
3. Scores/Grades are reported on certificates as for PES.
4. Raw scores used in cross-subject scaling process.

Subject Achievement Scores are reported for both PES and SAS subjects in the following way.

Subject Achievement Score	Grade	Description
20	A	Outstanding achievement
17–19	A	Very high achievement
14–16	B	High achievement
11–13	C	Competent achievement
8–10	D	Marginal achievement
3–7	E	Low achievement
0–2		Requirements not met

## Tasmania

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### GROUP 'C' SYLLABUSES

REPORTED on the

### TASMANIAN CERTIFICATE OF EDUCATION

1. External assessment gives ratings (A, B, C, or D) on a number of criteria listed in the syllabus.
2. Moderated SCHOOL ASSESSMENT gives ratings on all the criteria in the syllabus.
3. An algorithm published in the syllabus derives an award from all these ratings.
4. Within each award a 20-point score is calculated on the basis of the ratings received, within the following ranges:

OA	17–20
HA	9–16
SA	1–8
5. The awards are reported on the TASMANIAN CERTIFICATE OF EDUCATION and THE STATEMENT OF RESULTS.

## Australian Capital Territory

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### **T COURSES and T&E COURSES**

- School-based assessment in T courses means that schools have responsibility for designing and administering assessment procedures.
- The following structures and practices ensure that student grades are comparable within the Territory:
  - Course Frameworks
    - all courses will be accredited under Course Frameworks
  - Moderation activities:
    - statistical moderation by AST
    - subject-based moderation meetings

### REPORTED on the **ACT YEAR 12 CERTIFICATE**

The GRADES (A-E) assess the student's performance in all aspects of the unit of study including:

- understanding and comprehension of ideas
- demonstration of initiative
- identification and solution of problems
- communication of ideas.

### REPORTED on the **TERTIARY ENTRANCE STATEMENT**

SCHOOL ASSESSMENT marks in each school subject group are scaled and statistically moderated using the AST, and achievement in other subject groups.



# 5 GLOSSARY

This glossary contains only general explanations of the various terms. **Be aware that some words have different meanings in different States and Territories.**

More specific information should be obtained from the appropriate board, authority or agency in your State or Territory.

## ACCREDITED

- Refers to subjects, units or programs of study that are centrally approved. Each State and Territory has an authority responsible for preparing and/or approving the curriculum and assessment methods of Year 11 and 12 subjects.
- Refers to specific groups of subjects or courses. For example:
  - SA — Accredited Publicly Examined subjects (PES)
  - Accredited School Assessed Subjects (SAS)
  - WA — Accredited Courses
  - NSW — HSC/VETAB Dual-Accredited Courses

## ACHIEVEMENT

The level of knowledge or skill reached by students as the result of learning:

- in an individual subject/course
- in a required program of study
- and attaining a certain result, eg gaining 60 credit points to be awarded Secondary Graduation (WA)
- and being eligible for the awarding of a certificate.

## APPROVED OR ENDORSED

- Refers to courses or subjects which have received official permission from the appropriate board or authority to be taught in schools. Generally, these courses and subjects are not developed by the board itself but by individual schools or outside agencies such as TAFE or AMEB.
- Part of the official title given to courses or subjects taught in schools, for example:
  - NT Board Endorsed Courses (NT)
  - Content Endorsed Courses (NSW).

## ASSESSMENT

A judgment about the quality of learning, made in relation to examinations, assignments, essays, practical work, or observation of performance. Students can be assessed in relation to the performance of other students or in comparison with defined levels of knowledge and skill as set out in a syllabus or similar document.

## CERTIFICATE

A formal statement documenting a student's achievements in a program of study. **Certification:** The act of compiling and issuing a certificate.

## COURSE

- A field of knowledge organised for study. Can be used interchangeably with SUBJECT, eg a 2 Unit Economics COURSE (NSW).

- Refers to a GROUP OF SUBJECTS within a field of study, eg STUDY is another word with similar meaning.
- Refers to a set of units or subjects leading to a specific certificate.
  - eg Employment Course in Tourism and Hospitality (ACT).

See also SUBJECTS and UNITS.

CREDIT – see STATUS

## CREDIT POINTS

- WA— Students earn 6 CREDIT POINTS for every Accredited Course in which they get an A, B, C or D. 60 CREDIT POINTS gained over Years 11 and 12 is part of the requirements for Secondary Graduation.
- ACT — See POINTS

## DECILE PLACE (WA)

The decile place of a student's combined mark is indicated by a number from 1 to 10 and gives an indication of how well the student performed in comparison to all students in the subject. For example:

- 1 indicates the student is in the TOP 10% of students in the subject
- 2 indicates the student is in the SECOND 10% of students in the subject
- 3 indicates the student is in the THIRD 10% of students in the subject, etc.

## GENERAL ACHIEVEMENT TEST (GAT) VIC

The GAT is a general test which measures the level of general achievement of students across three areas:

- written communication
- mathematics, science, technology
- humanities, arts, social sciences.

The GAT ensures that all schools are marking in a fair and uniform fashion across Victoria. Students receive results for each of the three areas. The maximum score obtainable is 50. GAT results are confidential to the student, and are not used for tertiary entry purposes.

HIGHER EDUCATION ENTRANCE SCORE (SA) – see TERTIARY ENTRANCE SCORE

## MODERATION of Subject Scores

The process of placing assessments of student achievement by different schools for the one subject on the same scale of performance:

- provides comparability of standards within one subject across a system
- removes variations in marks or grades which are not due to differences in student achievement
- may be achieved by consensus, an expert panel or statistical adjustment.

## PERCENTILE

Means of reporting a student's position in a group by placing the students in rank order and dividing them into 100 equal groups.

## PERCENTILE BAND (NSW)

The Percentile Band provides candidates with an indication of their standing relative to other candidates presenting the particular course. The Percentile Bands are determined on the basis of the combination of the examination mark and the assessment mark. Nine Percentile Bands are used, for example:

- 91 - 100%: the candidate is in the top 10% of the course candidature
- 81 - 90%: the candidate is in the second 10% of the course candidature
- 71 - 80%: the candidate is in the eighth 10% of the course candidature
- 0 - 20%: the candidate is in the remaining 20% of the course candidature

## POINTS

In the ACT, value given to an amount of work associated with approximately 11 hours of class time. Units have a certain number of points, ie

- 100 points required for ACT Year 12 Certificate
- 120 points required to calculate Tertiary Entrance Score

- WA – see CREDIT POINTS

## PROGRAM (OR STUDY PACKAGE)

Describes the number and type of courses or subjects to be studied over a certain period of time. For example:  
NSW — HSC program of study.

A program may include other specific requirements.

## RANK

To place students in a line or queue using a common characteristic such as a scale from 400-200 (Qld SAIs).

## REGISTERED

- Refers to courses and subjects which have been entered on a list kept by the appropriate board or agency as suitable courses to be taught in schools. They have usually been developed by individual schools to meet the specific needs of students and are not subject to the assessment procedures of the board or agency.
- Part of the official name given to courses or subjects taught in schools, for example:  
Registered Courses (WA)  
Board-registered subjects (QLD)  
The use of the word 'registered' in the name does not necessarily imply the meaning as described above.

## SCALING

A mathematical process of putting different sets of marks on a common scale to adjust to the different characteristics of different groups.

STANDARDISING is another word with a similar meaning.

## SCHOOL-BASED ASSESSMENT

Systematic judgments about student performance reported by the school using the results of examinations, tests, assignments, essays, practical work, classroom and group activities.

## SEMESTER

A period of time of study. Usually half a year ie 2 SEMESTERS per year. May be used to describe a unit of study, for example:  
SEMESTER UNIT 03 (QLD)  
2 SEMESTERS OF ENGLISH (VIC)

STANDARDISING – see SCALING

## STATUS

Refers to the recognition of a previously completed and assessed course, subject or unit. The method of compiling aggregate marks, grades or scores when status has been granted varies in each system.

CREDIT is another word used with similar meaning.

## STUDY

A field of knowledge organised for study, consisting of sequential units, eg Japanese. COURSE and SUBJECT are other words used with similar meaning.

STUDY DESIGN – see SYLLABUS

## SUBJECT

- A field of knowledge for study, eg Accounting. SUBJECT used by QLD, SA, NT. COURSE and STUDY are other words often used with similar meaning.
- Used to refer to a GROUP OF COURSES in one field of study (NSW), for example:  
Subject: English — 2 Unit Contemporary  
English Course  
— 3 Unit English Course.

## SYLLABUS

A detailed outline of a course of study or subject. May also specify methods of assessment, hours of classroom study, teaching techniques and resource lists.

STUDY DESIGN is used in Victoria with similar meaning.

## SYSTEM

Refers to the education system or general educational environment in a State or Territory. May also refer to the State or Territory Department or Ministry of Education.

## TERM

The school year is now divided into four TERMS, except in Tasmania, which has a three-term school year. Two terms make up one SEMESTER.

## TERTIARY ENTRANCE SCORE

A method of ranking school leavers to enable institutions of higher or tertiary education to select which applicants will enter their courses. It is calculated by combining a number of course or subject marks or ranks to create one score. The method used to calculate the score varies in each State or Territory.

- In WA and TAS called a TERTIARY ENTRANCE SCORE
- In NSW VIC and ACT called a TERTIARY ENTRANCE RANK
- In SA and NT called a HIGHER EDUCATION ENTRANCE SCORE
- IN QLD called an OVERALL POSITION

## UNIT

A section of a COURSE, SUBJECT or STUDY. Varies in length— one term, one semester, one year. May be assigned a number or specific name.

## VCE STUDY SCORE

The main purpose of VCE study scores is to provide an index that gives a ready point of comparison between all of the students enrolled in a particular study.

The raw CAT grades of students in a study can be used to provide the same information **only if the distribution of grades across the study is known**. Without all of this information, it is easy to misinterpret the grades of individual students.

For example, four CAT grades of A, B+, B, and A+ might give a student one of the highest combined study scores in one study, but might place the student in the middle of the distribution of scores for another study. The advantage of the VCE study score is that it combines information about all CATs in a study and about the performance of the student relative to all other students in the study **in a single index**.

The index is based on the sum of the performances across the CATs of the study. The scores are adjusted in a way that maintains the rank order of students, but squeezes and stretches the distribution of scores to resemble a normal distribution. This results in a spread of global scores for each study that are clustered around the mean score of 30 and spread in such a way that about 68% of students will have scores in the range 23-37, and about 95% of students will have scores in the range 16-44.

## ACRONYMS

ACER	Australian Council for Educational Research
AMEB	Australian Music Examinations Board
ACM	Australian College of Music
AGMS	Australian Guild of Music and Speech
AST	Australian Scaling Test
BOS	Board of Studies (NSW, VIC)
BSSSS	Board of Senior Secondary School Studies (QLD)
BSSS	Board of Senior Secondary Studies (ACT)
CAT	Common Assessment Task (VIC)
GAT	General Achievement Test (VIC)
HSC	Higher School Certificate. Used in NSW (see Certificates and Documents)
JSST	Joint Secondary School/TAFE (NSW)
NTBOS	Northern Territory Board of Studies
OES	Other Endorsed Studies (NSW)
PES	Accredited Publicly Examined Subjects (SA) (NT)
QCST	Queensland Core Skills Test
QTAC	Queensland Tertiary Admissions Centre
RAD	Royal Academy of Dance
SACE	South Australian Certificate of Education
SACE (NT)	South Australian Certificate of Education (Northern Territory)
SAS	Accredited School Assessed Subjects (SA) (NT)
SATAC	South Australian Tertiary Admissions Centre
SEA	Secondary Education Authority (WA)
SBT	Schools Board of Tasmania (TAS)
SSABSA	Senior Secondary Assessment Board of South Australia
TAFE	Technical and Further Education
TASSAB	Tasmanian Secondary Assessment Board
TCE	Tasmanian Certificate of Education
TCM	Trinity College of Music
TEE	Tertiary Entrance Examination (WA)
TER	Tertiary Entrance Rank (NSW) (VIC) (ACT)
TESS	Tertiary Entrance Score Subject (WA)
TISC	Tertiary Institutions Service Centre (WA)
UAC	Universities Admission Centre (NSW)
VCE	Victorian Certificate of Education
VETAB	Vocational Education and Training Board (NSW)
VTAC	Victorian Tertiary Admissions Centre

# 6 WHERE TO GET MORE INFORMATION

## New South Wales

Board of Studies  
PO Box 460  
NORTH SYDNEY NSW 2059  
Telephone: (02) 9925 8111  
Facsimile: (02) 9955 3557

Universities Admissions Centre (UAC)  
Locked Bag 500  
LIDCOMBE NSW 2141  
Telephone: (02) 330 7200

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## Victoria

Board of Studies  
St Nicholas Place, 15 Pelham St  
CARLTON VIC 3053  
Telephone: (03) 9651 4300  
Facsimile: (03) 9651 4324

Victorian Tertiary Admissions Centre (VTAC)  
Suite B, 40 Park Street  
SOUTH MELBOURNE VIC 3205  
Telephone: (03) 690 7977

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## Queensland

Board of Senior Secondary School Studies  
PO Box 307  
SPRING HILL QLD 4004  
Telephone: (07) 3864 0299  
Facsimile: (07) 3832 1329

Queensland Tertiary Admissions Centre (QTAC)  
PO Box 1331  
MILTON QLD 4064  
Telephone: (07) 3368 1166

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## Western Australia

Secondary Education Authority (SEA)  
27 Walters Drive, Herdsman Business Park  
OSBORNE PARK WA 6017  
Telephone: (09) 273 6309  
Facsimile: (09) 273 6301

Tertiary Institutions Service Centre (TISC)  
39 FAIRWAY  
NEDLANDS WA 6009  
Telephone: (09) 389 1466

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## South Australia

Senior Secondary Assessment Board of South Australia  
(SSABSA)  
60 Greenhill Road  
WAYVILLE SA 5034  
Telephone: (08) 372 7400  
Facsimile: (08) 372 7590

South Australian Tertiary Admissions Centre (SATAC)  
PO Box 2  
Rundle Mall  
ADELAIDE SA 5000  
Telephone: (08) 223 5233

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## Tasmania

Tasmanian Secondary Assessment Board  
PO Box 147  
SANDY BAY TAS 7006  
Telephone: (002) 33 6364  
Facsimile: (002) 24 0175

Admissions Officer  
University of Tasmania  
PO Box 252C  
HOBART TAS 7001  
Telephone: (002) 20 2101

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## Northern Territory

NT Board of Studies  
GPO Box 4821  
DARWIN NT 0801  
Telephone: (089) 99 6383  
Facsimile: (089) 99 7378

## Australian Capital Territory

ACT Board of Senior Secondary Studies  
Senior Secondary Studies Section  
PO Box 1584  
TUGGERANONG ACT 2900  
Telephone: (06) 205 7181  
Facimile: (06) 205 7167