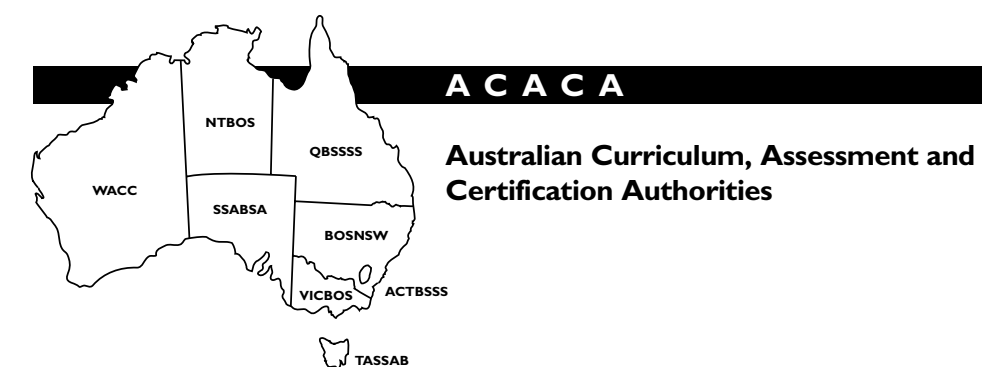




LEAVING SCHOOL 1998

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



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1998

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

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Assessment and Certification
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by

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FOREWORD

Among school students across Australia who will be completing their secondary studies in 1998, there will be those who will be moving interstate, either to undertake further study, to work, or, as is often the case, to do both. The certificates and records of achievement, which these students will have been awarded, will differ depending on the state in which the secondary education was completed.

This book is designed to explain the similarities and differences among the certificates and other records of achievement issued by the appropriate authorities of the eight 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 be of use to those students who move interstate between the end of Year 10 and 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.

This edition of *Leaving School* has been updated by the Office of the Board of Studies New South Wales on behalf of ACACA and incorporates changes applying to all states and territories for Year 12, 1998.

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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.

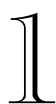
Special conditions may apply for mature-age students, repeating students and part-time students. *Consult the appropriate authority for details.*

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 advantageous 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, that is the time to approach a particular state or territory authority for more details, particularly for requirements beyond 1998.



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
- show results
- 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
with the relevant
authority

Accurate for end of 1998, beginning of 1999 only

Table 1: Certificates and Other Records of Achievement

	New South Wales	Victoria	Queensland	Western Australia
Documents listing subjects studied in Year 11 and/or Year 12. (You may not be required to complete a whole course/ program.)	1. Result Notice 2. Record of Achievement	1. Statement of Results cumulative record 2. Summary statement of CAT grades 3. GAT results	1. Senior Certificate 2. Exit Statement (mandatory on application from students leaving school after semester one Year 11) 3. School Certificate (non-mandatory)	Statement of Results for Years 11 and 12. This includes Tertiary Entrance Examination results
Who issues these documents?	Board of Studies	Board of Studies	1. Queensland Board of Senior Secondary School Studies (QBSSSS) 2. Local school 3. Local school	Curriculum Council
Documents issued on successful completion of a set course or program of study in Years 11 and/or Year 12.	1. Higher School Certificate (HSC) 2. Certificate in Industry Studies 3. Certificate in Board Developed Vocational CEC	Victorian Certificate of Education (VCE)		Western Australian Certificate of Education (WACE)
Who issues these certificates?	Board of Studies	Board of Studies		Curriculum Council
Documents providing information relevant to selection for tertiary entrance.	Universities Admission Index Advice	Documentation provided by Victorian Tertiary Admissions Centre (VTAC), which includes Equivalent National Tertiary Entrance Rank (ENTER) Statement based on Board of Studies VCE Study Scores	Tertiary Entrance Statement	University Admission Advice Letter
Who issues these documents?	Universities Admissions Centre (UAC)	VTAC	Tertiary Entrance Procedures Authority (TEPA)	Tertiary Institutions Service Centre (TISC)
Where to get more information? See Section 6 (page 56) for full address list.	Board of Studies Telephone: (02) 9367 8111 Universities Admissions Centre Telephone: (02) 9330 7200	Board of Studies Telephone: (03) 9651 4300 Victorian Tertiary Admissions Centre Telephone: (03) 9690 7977	Queensland Board of Senior Secondary School Studies Telephone: (07) 3864 0299 Tertiary Entrance Procedures Authority Telephone: (07) 3234 1498	Curriculum Council Telephone: (08) 9273 6300 Facsimile: (08) 9273 6301 Tertiary Institutions Service Centre Telephone: (08) 9347 8000 Facsimile: (08) 9386 6589

South Australia	Tasmania	Australian Capital Territory	Northern Territory
<p>1. Record of Achievement [for Stage 1 (Year 11) and Stage 2 level (Year 12) results]</p> <p>2. Statement of Results (transcript of all results)</p>	<p>1. Tasmanian Certificate of Education</p> <p>2. Statement of Results</p> <p>3. Criterion profiles and external ratings statement</p>	<p>ACT Secondary College Record</p>	<p>1. Record of Achievement [for Stage 1 (Year 11) and Stage 2 (Year 12) results]</p> <p>2. Statement of Results (transcript of all results)</p> <p>3. Employment & Further Education Information (Work-related studies and courses that may be recognised for credit transfer by VET public providers)</p>
Senior Secondary Assessment Board of South Australia (SSABSA)	Tasmanian Secondary Assessment Board	ACT Board of Senior Secondary Studies	NT Board of Studies
South Australian Certificate of Education (SACE)		<p>1. ACT Year 12 Certificate</p> <p>2. Employment Course Certificate</p> <p>3. Certificate I, II and/or Statement of Attainment (Australian Qualifications Framework)</p>	The Northern Territory Certificate of Education (NTCE) , has been issued since January, 1997. The NTCE replaces the South Australian Certificate of Education (Northern Territory) (SACE(NT)).
Senior Secondary Assessment Board of South Australia		ACT Board of Senior Secondary Studies	Northern Territory Board of Studies
Tertiary Entrance Statement (on Record of Achievement)	Tertiary Entrance Advice provided by the Tasmanian Secondary Assessment Board (TASSAB)	ACT Tertiary Entrance Statement	Higher Education Information Statement
Senior Secondary Assessment Board of South Australia	Tasmanian Secondary Assessment Board	ACT Board of Senior Secondary Studies	NT Board of Studies
Senior Secondary Assessment Board of South Australia Telephone: (08) 8372 7400	Tasmanian Secondary Assessment Board Telephone: (03) 6233 6364 or University of Tasmania Telephone: (03) 6226 2101	ACT Board of Senior Secondary Studies Telephone: (02) 6205 7181	NT Board of Studies Telephone: (08) 8999 6383

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 with the
relevant authority.

Accurate for end of 1998, beginning of 1999 only

Table 2: Purpose of Certificates and Records of Achievement

Purpose of Document	New South Wales	Victoria	Queensland
<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>Record of Achievement</p> <ul style="list-style-type: none"> Records results for all courses that have been satisfactorily completed. Issued at end of each year during which Preliminary or HSC courses are satisfactorily completed. <p>Result Notice</p> <ul style="list-style-type: none"> Records courses for students who sit for external exams after studying by self-tuition and therefore do not meet the requirements for the award of the full HSC. 	<p>Statement of Results</p> <ul style="list-style-type: none"> Issued for Units 1 & 2 (Year 11) unit results only, and Units 3 & 4 (Year 12). States if student is eligible for the award of the VCE and lists: <ul style="list-style-type: none"> Unit Results CAT Grades VCE Study Scores GAT Statement of Attendance – past results recognised university subjects recognised VET units. Summary statements of grades obtained on common Assessment Tasks for Units 3 & 4 current year only. Statement of GAT Results confidential to the student. 	<p>Senior Certificate</p> <ul style="list-style-type: none"> Achievement in one or more subjects studied during Years 11 and 12. <p>Exit Statement</p> <ul style="list-style-type: none"> Achievement in one or more subjects studied during Years 11 and 12. <p>School Certificate</p> <ul style="list-style-type: none"> Expands on official Board Senior Certificate or Exit Statement.
<p>Documents issued on successful completion of a set course or program of study in Year 11 and/or Year 12.</p>	<p>Higher School Certificate</p> <ul style="list-style-type: none"> 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. <p>Certificate in Industry Studies and Vocational CECs</p> <ul style="list-style-type: none"> Certifies satisfactory completion of core and elective modules for a 240 hour dual-accredited course. 	<p>Victorian Certificate of Education (VCE)</p> <ul style="list-style-type: none"> Indicates the satisfactory completion of the VCE. 	<p>There is no set course of study to be completed before being awarded the Senior Certificate, an Exit Statement, or School Certificate. They are awarded as above.</p>
<p>Documents providing information relevant to selection for tertiary entrance.</p>	<p>The Universities calculate the Universities Admission Index, which UAC releases and uses to offer places at universities in NSW and the ACT.</p>	<ul style="list-style-type: none"> VTAC calculates Equivalent National Tertiary Entrance Ranks (ENTER). VTAC sends out ENTER to all students who meet the requirements. Students apply for tertiary entrance through VTAC. 	<p>Tertiary Entrance Statement</p> <p>Queensland 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>

Western Australia	South Australia	Tasmania	Australian Capital Territory	Northern Territory
<p>Statement of Results</p> <ul style="list-style-type: none"> A cumulative record of all results for approved studies undertaken in Year 11 and Year 12. 	<p>Record of Achievement</p> <ul style="list-style-type: none"> Records subject results for Stage 1 and Stage 2 of the SACE. Records progress towards completing requirements for the award of the SACE. <p>Statement of Results</p> <ul style="list-style-type: none"> A cumulative record of all results for all studies undertaken. 	<p>Tasmanian Certificate of Education</p> <ul style="list-style-type: none"> Successful achievement of one or more syllabuses studied in Years 9 to 12. 	<p>ACT Secondary College Record</p> <ul style="list-style-type: none"> Achievement in one or more units studied in Years 11 and 12. 	<p>Record of Achievement</p> <ul style="list-style-type: none"> Records subject results that count towards Stage 1 and Stage 2 of the NTCE. Records progress towards completing requirements for the award of the NTCE. <p>Employment & Further Education Information</p> <ul style="list-style-type: none"> Records work-related studies. Lists courses that may be recognised for credit transfer by VET public providers. <p>Statement of Results</p> <ul style="list-style-type: none"> A cumulative record of all results for all NTCE Studies (issued on request only).
<p>Western Australian Certificate of Secondary Education (WACE)</p> <p>Issued to students who meet Secondary Graduation requirements. To achieve Secondary Graduation, a student must:</p> <ul style="list-style-type: none"> complete at least ten full year (or equivalent) Curriculum Council subjects; obtain an average grade of C or better in at least eight full year (or equivalent) Curriculum Council subjects, with at least four full year (or equivalent) subjects at Year 12 level; and achieve English language competence. 	<p>The South Australian Certificate of Education (SACE)</p>	<p>There is no set course of study to be completed before being awarded the Tasmanian Certificate of Education. Entry to the University of Tasmania requires:</p> <ul style="list-style-type: none"> 2 years in post Year 10 full-time study (1200 hours). 4 or 5 approved pre-tertiary syllabuses with a minimum Satisfactory Achievement award in TCE. 3 of the above must be syllabuses studied in Year 12. 	<p>ACT Year 12 Certificate</p> <ul style="list-style-type: none"> Completion of an approved program of study in Years 11 and 12 that accrues at least 100 points. <p>Employment Course Certificate</p> <ul style="list-style-type: none"> Successful completion of an E Course program of study in Years 11 and/or 12. <p>Certificate I and/or II</p> <ul style="list-style-type: none"> Successful completion of all the requirements for the completion of the vocational course in Year 11 and/or Year 12. <p>Statement of Attainment</p> <ul style="list-style-type: none"> Partial completion of a vocational course in Year 11 and/or Year 12. 	<p>Northern Territory Certificate of Education (NTCE)</p> <p>There is a set pattern of study required for the NTCE.</p>
<p>University Admission Advice Letter</p> <ul style="list-style-type: none"> TISC calculates and prints Tertiary Entrance Ranks (TERs) and eligibility for four public universities. The universities use TERs to offer places at their institutions. 	<p>Tertiary entrance points, the university aggregate, the tertiary entrance rank (TER), and the TAFE selection score are provided on the tertiary entrance statement. SATAC, and the Northern Territory University as appropriate, use the TER to offer places at university. The TAFE selection score is used for entry to some TAFE courses.</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 TASSAB, 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>ACT Tertiary Entrance Statement</p> <p>ACT Board of Senior Secondary Studies calculates and lists Aggregate Score and Universities Admission Index. NSW UAC uses the Universities Admission Index to offer places at universities in NSW and the ACT.</p>	<p>Higher Education Entrance Scores for entry to South Australian and Northern Territory universities provided on Higher Education Entrance Information Statement. The Northern Territory University and SATAC use scores to offer places at institutions of higher education.</p>

Table 3: Information on Documents

	New South Wales	Victoria	Queensland	Western Australia
Documents listing subjects studied in Year 11 and/or Year 12. (You may not be required to complete a whole course/ program.)	<p>Record of Achievement</p> <ul style="list-style-type: none"> school attended year enrolled in course courses studied assessment of Board Developed Courses: <ul style="list-style-type: none"> – scaled exam mark – moderated assessment – percentile band (based on composite scores) assessment of Board Endorsed Courses: <ul style="list-style-type: none"> – assessment marks explanatory notes date of issue <p>Result Notice</p> <ul style="list-style-type: none"> the year the student sat for the examinations courses studied assessment of Board Developed Courses: <ul style="list-style-type: none"> – scaled exam mark – percentile band explanatory notes 	<p>Statement of Results (Units 1–4)</p> <ul style="list-style-type: none"> units attempted and result (Satisfactory/ Not Satisfactory) year each unit attempted any previous years' results credit for study undertaken interstate or overseas CAT grades VCE study scores (maximum score 50) GAT Statement of Attendance recognised VET units recognised university studies advises whether student has satisfactorily completed his/her VCE explanatory notes <p>Summary Statement of Grades (Units 3 and 4 only)</p> <ul style="list-style-type: none"> Units 3 and 4 attempted grade for each common assessment task explanatory notes. <p>GAT Result Statement</p> <ul style="list-style-type: none"> GAT Result for three components State mean for each component (Please note that GAT results are confidential to the student) current year only 	<p>1. Senior Certificate</p> <ul style="list-style-type: none"> school attended year student completed Year 12 subjects and units studied in Years 11 and 12 assessment: descriptive core skills test result explanatory notes <p>2. Exit Statement (mandatory upon application by student)</p> <ul style="list-style-type: none"> school attended year and semester student left school subjects and units studied in Year 11 and/or Year 12 assessment: descriptive explanatory notes <p>3. School Certificate (non-mandatory)</p> <ul style="list-style-type: none"> school subjects extracurricular activities character reference 	<p>Statement of Results</p> <ul style="list-style-type: none"> Grades in Curriculum Council subjects Achievement of Secondary Graduation Curriculum Council English Language Competence Structured Work-based Learning programs completed National Training Modules completed Tertiary Entrance Examination results Curriculum Council Exhibitions and Awards
Documents issued on successful completion of a set course or program of study in Year 11 and/or Year 12	<p>Higher School Certificate</p> <ul style="list-style-type: none"> school attended explanatory notes date of issue of testamur <p>Certificate in Industry Studies and Vocational CECs</p> <ul style="list-style-type: none"> modules completed in dual-accredited vocational courses explanatory notes 	<p>Victorian Certificate of Education</p> <ul style="list-style-type: none"> indicates the satisfactory completion of the VCE 		<p>Western Australian Certificate of Education (WACE)</p> <ul style="list-style-type: none"> indicates that a student has satisfied the requirements for Secondary Graduation
Documents providing information relevant to selection for tertiary entrance	<p>Universities Admission Index Advice</p> <ul style="list-style-type: none"> Universities Admission Index explanatory notes year student completed HSC examinations 	<ul style="list-style-type: none"> Equivalent National Tertiary Entrance Rank provided by VTAC Apply directly to VTAC 	<p>Tertiary Entrance Statement</p> <ul style="list-style-type: none"> Overall Position (OP) Field Positions (FPs) explanatory notes 	<p>University Admission Advice Letter</p> <ul style="list-style-type: none"> Tertiary Entrance Ranks and eligibility for four public universities indicates: <ul style="list-style-type: none"> – Secondary Graduation – competence in English
Date of issue of Year 12 results	4 January 1999	14 December 1998	18 December 1998	30 December 1998

South Australia	Tasmania	Australian Capital Territory	Northern Territory
<p>Record of Achievement</p> <ul style="list-style-type: none"> year in which subjects were studied subjects successfully undertaken at Stage 1 level (satisfactory achievement/ recorded achievement) subjects successfully undertaken at Stage 2 level (grade, score, description) status for study undertaken interstate/overseas/TAFE records progress towards completion of SACE records satisfactory completion of writing-based literacy assessment details of any approved work-related studies <p>Statement of Results A cumulative record of all results for all studies undertaken</p>	<p>Tasmanian Certificate of Education</p> <ul style="list-style-type: none"> syllabuses successfully studied in Years 9 to 12 year of design, course length and classification of the syllabuses award descriptions of syllabuses studied <p>Statement of Results</p> <ul style="list-style-type: none"> year in which syllabuses were studied syllabus code, name, order of difficulty, award Vocational Education and Training results 	<p>ACT Secondary College Record</p> <ul style="list-style-type: none"> school attended period of enrolment units studied and their classification in Years 11/12 number of points each unit is worth assessment: unit grades explanatory notes 	<p>Record of Achievement</p> <ul style="list-style-type: none"> year in which subjects were studied subjects successfully undertaken at Stage 1 level (grade /score) subjects successfully undertaken at Stage 2 level (grade/score) credit for study undertaken interstate/overseas/VET records progress towards completion of NTCE records satisfactory completion of writing-based literacy assessment explanatory notes <p>Employment & Further Education Information</p> <ul style="list-style-type: none"> records work-related studies lists courses that may be recognised for credit transfer by VET public providers <p>Statement of Results A cumulative record of all results for all studies undertaken (issued on request)</p>
<p>South Australian Certificate of Education</p> <ul style="list-style-type: none"> indicates the satisfactory completion of the requirements of the SACE no units or assessment listed 		<p>ACT Year 12 Certificate</p> <ul style="list-style-type: none"> school attended period of enrolment all units and courses completed in Years 11 and 12 points value of each unit assessment: unit grades explanatory notes <p>Employment Course Certificate</p> <ul style="list-style-type: none"> school attended period of enrolment course course and units studied course length assessments explanatory notes <p>Certificate I and/or II (Australian Qualifications Framework)</p> <ul style="list-style-type: none"> “Nationally Recognised Training” logo Certificate Level Course completed Units of Competence and Modules completed <p>Statement of Attainment (Australian Qualifications Framework)</p> <ul style="list-style-type: none"> “Nationally Recognised Training” logo Course attempted Modules completed 	<p>Northern Territory Certificate of Education</p> <ul style="list-style-type: none"> indicates the satisfactory completion of the requirements of the NTCE no units or assessment listed
<p>Tertiary Entrance Statement (on Record of Achievement)</p> <ul style="list-style-type: none"> tertiary entrance points for Stage 2 subjects university aggregate tertiary entrance rank (TER) TAFE selection score subjects for which credit-transfer with TAFE are in place 	<p>Tertiary Admission Advice</p> <ul style="list-style-type: none"> 20 point scores on pre-tertiary syllabuses Tertiary Entrance Score percentile rank issued by TASSAB 	<p>ACT Tertiary Entrance Statement</p> <ul style="list-style-type: none"> school attended period of enrolment courses studied course length scaled scores for T courses explanatory notes Aggregate Score Universities Admission Index 	<p>University Entrance Points on Higher Education Information Statement</p> <ul style="list-style-type: none"> scaled scores for four Stage 2 subjects and half of the Subject Achievement score of a fifth aggregate scores explanatory notes and a Northern Territory aggregate
<p>Week commencing 4 January 1999</p>	<p>21 December 1998</p>	<p>17 December 1998</p>	<p>Week commencing 4 January 1999</p>

2 SUBJECTS AND COURSES

In Australia it is accepted that Years 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, WA, Tas & NT) use the word **subject** to describe a collection of **units** that 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 and 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*).

Acceptable for Higher Education Entrance

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

1. Some institutions require English; others do not.
2. Most courses at higher education institutions have prerequisites that 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*.

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 with the
relevant authority.

Accurate for end of 1998, beginning of 1999 only

Table 4: Subjects and Courses

Types of Subjects/Courses	New South Wales	Victoria	Queensland	Western Australia
Duration of subjects/courses.	Courses 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 are undertaken as a sequence over one year.	Students study subjects made up of semester units . One semester of study equals one unit of credit in Board and Board-registered subjects.	Students study subjects. These subjects are full year or half year subjects.
Subjects/courses that determine eligibility for entrance into higher education institutions in Australia.	All Board Developed Courses.	All studies accepted.	All Board subjects (some of which contain accredited vocational education modules).	Tertiary Entrance Examination Subjects.
Subjects that 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.	Board Endorsed Courses: School Designed Courses Content Endorsed Courses.	Recognised VET units contribute to the VCE. If a program of units is completed leading to a VET qualification, the student receives bonus points for the ENTER.	Board-registered subjects (some of which contain accredited vocational education modules).	Wholly School-assessed Subjects.
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.	Board Endorsed Courses: Joint Secondary Schools/TAFE Courses (JSST) Dual-Accredited Content Endorsed Courses. Content Endorsed JSST Courses.	<ul style="list-style-type: none"> • Articulation arrangements from VET into VCE and VCE into VET. • Recognised University studies in an approved program contribute as a sixth study for a student's ENTER. 	Recorded Subjects: <ul style="list-style-type: none"> • TAFE units (Technical and Further Education) • AMEB subjects (Australian Music Examinations Board) • TCL subjects (Trinity College London) • RAD subjects (Royal Academy of Dance) • AGMS Subjects (Australian Guild of Music and Speech) • ACM (The Australian College of Music) • ANZCAL subjects (Australian and New Zealand Cultural Arts Limited) • Cecchetti Society of Australia (CSA) subjects • Comdance (Commonwealth Society of Teachers of Dance) subjects • subjects studied in other institutions approved by the Board. 	Some Wholly School-assessed Subjects provide standard credit into TAFE (including Structured Work-based Learning Subjects). Some subjects may be used by a school to embed National Training Modules.
Appropriate for: <ul style="list-style-type: none"> • developing recreational and personal development skills • special needs of students. 	Board Endorsed Courses		Board-registered subjects.	Wholly School-assessed Subjects.

South Australia	Tasmania	Australian Capital Territory	Northern Territory
<p>Students study:</p> <ul style="list-style-type: none"> • subjects that are 2 units (full year) or 1 unit semester (half-year) subjects • Stage 1 subjects • Stage 2 PES, PAS and SAS year-long subjects—2 units. Some SAS subjects are also half-year—1 unit. 	<p>Students study TCE syllabuses:</p> <ul style="list-style-type: none"> • Group 'C' syllabuses designed for 150 hours • Group 'B' syllabuses designed for 100 hours • Group 'A' syllabuses designed for 50 hours. 	<p>Students study courses made up of units. The length of units and courses varies.</p>	<p>Students study:</p> <ul style="list-style-type: none"> • Stage 1 (normally Year 11) subjects, which are semester length • Stage 2 (normally Year 12) subjects, which may be semester or year length.
<p>SSABSA Accredited Publicly Examined Subjects (PES), Publicly Assessed Subjects (PAS) and School Assessed Subjects (SAS). Students must meet the Higher Education Selection Subject (HESS) requirements of the different universities.</p>	<p>Group 'C' TCE syllabuses approved by the University of Tasmania.</p>	<p>T Course (T units) All T Courses. T & V Courses.</p>	<p>SSABSA Accredited Publicly Examined Subjects (PES), School Assessed Subjects (SAS) and Publicly Assessed Subjects (PAS)</p> <p>(Refer to SA section for further details) Note: minimum entry requirement for NTU.</p> <ul style="list-style-type: none"> • Satisfactory completion of NTCE with 10 units at Stage 2 and an NTU aggregate of at least 59.
<p>A university aggregate based on more than one SAS subject is acceptable for entrance into courses at some higher education institutions.</p>			<p>Aggregates that are based on more than one SSABSA Accredited School Assessed Subject (SAS), eg Northern Territory University.</p>
<p>Community Studies subjects.</p>		<p>A Courses (A units) V Courses.</p>	<p>NT Board of Studies Endorsed Courses and SSABSA Community Studies Subjects.</p>
<p>Some PES, PAS and SAS subjects have credit-transfer arrangements into TAFE awards.</p>	<p>Recorded Study:</p> <ul style="list-style-type: none"> • Vocational education and training modules • Completion of a VET certificate. 	<p>E Courses T/E units and E units V Courses T & V units and V units.</p>	<p>Some subjects have credit-transfer arrangements into VET awards.</p>
<p>Community Studies subjects.</p>	<p>All TCE Syllabuses.</p>	<p>R Courses (R units).</p>	<p>SSABSA Community Studies Subjects VET courses NT Board Endorsed Courses NT Board Accredited Courses.</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 that **MUST** be studied for eligibility for a certificate, for example:

NSW	–	Higher School Certificate
VIC	–	Victorian Certificate of Education
ACT	–	Year 12 Certificate
NT	–	Northern Territory Certificate of Education

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 with the relevant authority.

Accurate for end of 1998, beginning of 1999 only

NEW SOUTH WALES — COURSES

In NSW students normally study **Preliminary and HSC courses** over one or two years. They may accumulate HSC courses over a period of up to five years. Courses generally consist of two **units** per year. Each **unit** requires 60 hours indicative school time per year, for example:

ENGLISH 2 UNIT
MODERN HISTORY 2 UNIT
MATHEMATICS 2 UNIT

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

ENGLISH 3 UNIT
MATHEMATICS 3 UNIT
MATHEMATICS 4 UNIT

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

English	3 Unit
	2 Unit Related
	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:
 - School Designed Courses
 - Content Endorsed Courses (CECs)
 - Joint Secondary School/TAFE courses (JSST)

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 comprising:
 - at least 2 units of a Board Developed Course in English
 - at least 6 units of Board Developed Courses
 - at least 1 unit from the Key Learning Area Group 1—see p 12
 - at least 1 unit from the Key Learning Area Group 2—see p 12
 - at least three courses 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) 9367 8111

Table 5: New South Wales — Courses

Courses accredited or approved by the Board of Studies

<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>BOARD DEVELOPED COURSES</p> <p>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>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>BOARD DEVELOPED JOINT SECONDARY SCHOOLS/TAFE (JSST) COURSES</p> <p>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>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>BOARD ENDORSED COURSES — School Designed Courses</p> <p>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>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>BOARD ENDORSED COURSES — Content Endorsed Courses</p> <p>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-designed courses</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>BOARD ENDORSED COURSES — Joint Secondary Schools/TAFE Courses</p> <p>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 units.

1 Unit per semester, ie

- unit 1 – Semester 1
- unit 3 – Semester 1
- unit 2 – Semester 2
- unit 4 – Semester 2

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

- any 3 units of English; and
- a sequence of Units 3 and 4 in three studies, apart from English.

You must also satisfactorily complete at least two units from both:

- Group A
VCE studies in The Arts, Languages Other Than English, Health & Physical Education, Studies of Society & Environment, and Literature; and
- Group B
VCE studies in 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>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>VCE STUDIES</p> <p>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"> • Units 1 and 2: Satisfactory/Not Satisfactory (S/N) Result provided by the school • Units 3 and 4: S/N result provided by the school • Common Assessment Tasks (CATs) (Apply to Units 3 and 4 only) <ul style="list-style-type: none"> – CATs taken under exam conditions – CATs initially assessed by the school <p>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</p> • VCE Study Scores (relative position) <ul style="list-style-type: none"> – maximum score is 50, mean 30, standard deviation 7 – score provided for each unit 3 and 4 sequence studied from 1994 onwards <p>Board of Studies</p>
<p>SUBJECTS</p> <p>Duration</p> <p>Accepted for Tertiary Entrance</p> <p>No of Units</p> <p>Assessment Methods</p> <p>Developed by</p>	<p>RECOGNISED VET UNITS</p> <p>Year 11</p> <p>Yes: when an approved program of units is completed for a VET qualification and contributes to a student's ENTER</p> <p>Assessed by VET</p> <p>TAFE developed and accredited; recognised by Board and contributes to certificate</p>
<p>SUBJECTS</p> <p>Duration</p> <p>Accepted for Tertiary Entrance</p> <p>Assessment Methods</p> <p>Developed by</p>	<p>RECOGNISED UNIVERSITY STUDIES</p> <p>Year 12</p> <p>Yes: successful completion of a university study contributes to the student's ENTER 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
 - TCL subjects
 - RAD subjects
 - AGMS subjects
 - ANZCA subjects
 - CSA subjects
 - Comdance 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.

The Exit Statement is issued to students who:

- leave school after semester one, Year 11
- complete and lodge the required application form.

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>SUBJECTS</p> <p>Duration Accepted for Tertiary Entrance? No of Units/Length of study time Assessment Methods Developed by</p>	<p>BOARD SUBJECTS</p> <p>Years 11 and 12 Yes Semester units/1 semester unit = 55 hours per half year Moderated school-based assessment to produce a level of achievement on a 5 point scale using descriptive phrases Board of Senior Secondary School Studies</p>
<p>SUBJECTS</p> <p>Duration Accepted for Tertiary Entrance? No of Units/Length of study time Assessment Methods Developed by</p>	<p>BOARD-REGISTERED SUBJECTS</p> <p>Years 11 and 12 No Semester units/1 semester unit = 40 hours per half year/55 hours per half year School-based assessment to produce a level of achievement on a 5 point scale using descriptive phrases Individual schools, accredited by the Board, or by the Board to include accredited VET modules</p>
<p>SUBJECTS</p> <p>Duration Accepted for Tertiary Entrance? No of Units/Length of study time Assessment Methods Developed by</p>	<p>RECORDED SUBJECTS — TAFE UNITS</p> <p>Years 11 and 12 No Units/1 unit = 40 hours Assessed by TAFE TAFE developed and accredited; Board approved for inclusion on Senior Certificate or Exit Statement</p>
<p>SUBJECTS</p> <p>Duration Accepted for Tertiary Entrance? No of Units/Length of study time Assessment Methods Developed by</p>	<p>RECORDED SUBJECTS — AMEB and TCL SUBJECTS</p> <p>Years 11 and 12 No 4th Grade to Licentiate Diploma (clarify with AMEB or TCL) Assessed by AMEB or TCL AMEB and TCL developed and accredited; Board approved for inclusion on Senior Certificate or Exit Statement</p>
<p>SUBJECTS</p> <p>Duration Accepted for Tertiary Entrance? No of Units/Length of study time Assessment Methods Developed by</p>	<p>RECORDED SUBJECTS — RAD SUBJECTS</p> <p>Years 11 and 12 No Intermediate to Advanced Ballet (clarify with RAD) Assessed by Royal Academy of Dancing (RAD) RAD developed and accredited; Board approved for inclusion on the Senior Certificate or Exit Statement</p>
<p>SUBJECTS</p> <p>Duration Accepted for Tertiary Entrance? No of Units/Length of study time Assessment Methods Developed by</p>	<p>RECORDED SUBJECTS — AGMS, ACM and ANZCA</p> <p>Years 11 and 12 No 4th Grade to Licentiate Diploma (clarify with AGMS, ACM or ANZCA) Assessed by AGMS, ACM and ANZCA AGMS, ACM and ANZCA developed and accredited; Board approved for inclusion on the Senior Certificate or Exit Statement</p>

Table 7: Queensland — Subjects (cont)

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

<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>RECORDED SUBJECTS — CSA</p> <p>Years 11 and 12</p> <p>No</p> <p>Ballet Intermediate and Advanced (clarify with CSA)</p> <p>Assessed by CSA</p> <p>CSA developed and accredited; Board approved for inclusion on the Senior Certificate or Exit Statement</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>RECORDED SUBJECTS — COMDANCE</p> <p>Years 11 and 12</p> <p>No</p> <p>Ballet Intermediate, Intermediate - Student Diploma; Dance - Theatrical Student Diploma; Dance - Tap Student Diploma</p> <p>Assessed by COMDANCE</p> <p>COMDANCE developed and accredited; Board approved for inclusion on the Senior Certificate or Exit Statement</p>

WESTERN AUSTRALIA — COURSES (OR SUBJECTS)

In Western Australia students study subjects. Most subjects are year-long; however, a number of Year 11 semesterised subjects have been implemented.

Types of Subjects

Years 11 and 12 Curriculum Council subjects, which include Tertiary Entrance Examination Subjects.

Required program of study

The Western Australian Certificate of Education (WACE) is issued to students who meet Secondary Graduation requirements. All Year 11 and Year 12 students who have completed at least one Curriculum Council subject will receive a Statement of Results.

Secondary Graduation

To achieve Secondary Graduation, a student must:

- complete at least ten full year (or equivalent) Curriculum Council subjects
- obtain an average grade of C or better in at least eight full year (or equivalent) Curriculum Council subjects, with at least four full year (or equivalent) subjects at Year 12 level
- achieve English language competence.

English language competence is achieved by:

A grade of C or better in one of the following Year 12 Curriculum Council subjects:

- English;
- English as a Second Language;
- English Literature;
- Senior English, or
- Vocational English.

Alternatively, eligible students may sit the Curriculum Council English Language Competence Test. A pass satisfies the English language competence requirement.

Results towards Secondary Graduation can be accumulated for up to six years.

A subject can only be counted once towards Secondary Graduation.

Students who complete the equivalent of Year 11 overseas, interstate or through TAFE, can have this study recognised for Secondary Graduation. Prior learning at Year 11 level may also count towards Secondary Graduation.

For more information contact:

Curriculum Council
Telephone (08) 9273 6300

Table 8: Western Australia — Courses (or Subjects)

Subjects approved by the Curriculum Council

<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>Tertiary Entrance Examination Subjects</p> <p>Year 12 only</p> <p>Yes</p> <p>Year-long subjects/110 hours per year</p> <p>1. Moderated school-based assessment for grades A, B, C, D, E and 2. 50% standardised external examination (Tertiary Entrance Examination Mark) and 50% standardised moderated school-based assessment</p> <p>Curriculum Council</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>Wholly School-assessed Subjects</p> <p>Years 11 and 12</p> <p>Not for calculating the Tertiary Entrance Score</p> <p>Year-long subjects: Year 11—120 hours per year Year 12—110 hours per year</p> <p>Moderated school-based assessment for grades A, B, C, D, E</p> <p>Curriculum Council</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

Four groups of subjects are studied:

- Accredited Publicly Examined Subjects (PES) at Stage 2 level of the SACE
- Accredited Publicly Assessed Subjects (PAS) 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 sequence	2 units
Quantitative/ experimental sequence	2 units
Any other sequence	2 units

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, Nutrition and Information Technology Studies are accepted for full Higher Education Selection Subject (HESS) status by 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 PUBLICLY ASSESSED SUBJECTS (PAS)</p> <p>Year 12 (Stage 2 level)</p> <p>Accepted for entrance into some courses. Flinders University and the University of South Australia accept PAS for full Higher Education Selection Subject (HESS) status</p> <p>2 units (full-year)/2 units = 100/120 hours per subject</p> <p>Subject Achievement Score calculated using a 30% common assessment task and 70% 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 courses. One SAS can be included by students wishing to enter courses at all three South Australian universities</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 25 or 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 (03) 6233 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 Syllabuses</p> <p>Year 11 or 12</p> <p>A list of Year 12 syllabuses approved for tertiary entrance and three Year 11/12 syllabuses</p> <p>One year/150 hours</p> <p>C syllabuses approved for tertiary entrance, combined moderated school-based and external</p> <p>Other syllabuses moderated, school-based</p> <p>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 Syllabuses</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>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 Syllabuses</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>Tasmanian Secondary Assessment Board or individual schools or college</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.

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

- **A courses** – an accredited course which is educationally sound and appropriate for Year 11 and 12 students, composed of A units
- **T courses** – an A course which prepares students for higher education, composed of T units
- **V courses** – an A course based on industry endorsed competency standards that delivers a nationally recognised vocational qualification, composed of V units
- **E courses** – an A course designed to provide knowledge directly related to employment, composed of E units
- **R courses** – a unit or course appropriate to students in Years 11 and 12 designed to provide personal development, recreational or community service activities, composed of R 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 that 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 educational program approved by their college as having provided a coherent pattern of study and which includes units accruing at least one hundred (100) points.

An approved program of studies includes:

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

Note:

1. Accelerated programs over fewer semesters are available. Specific conditions apply. Contact the Board of Senior Secondary Studies 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 CT Year 12 Certificate, ie the E course is undertaken as part of the Years 11/12 program of study.

V Course

A V course is an A or T course that delivers a nationally recognised vocational certificate. These courses are based on industry endorsed competency standards and delivered to industry standard.

For more information contact:

ACT Board of Senior Secondary Studies

Telephone (02) 6205 7173

Table 11: Australian Capital Territory — Courses

Courses accredited and registered by the ACT Board of Senior Secondary Studies

<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>T COURSES</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>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>A COURSES</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>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>T/E COURSES and E COURSES</p> <p>Years 11 and 12</p> <p>T&E Units only</p> <p>as for T units</p> <p>E units as for A units and T&E units as for T units</p> <p>as for Accredited T and A courses</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>R COURSES</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>
<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>T&V and V COURSES</p> <p>Years 11 and 12</p> <p>T&V Units only</p> <p>as for T units</p> <p>V as for A units, T&V as for T units</p> <p>as for T and A courses</p>

NORTHERN TERRITORY — COURSES, SUBJECTS AND UNITS

Types of Courses

In order to complete their secondary education, Northern Territory students study courses leading to the award of the Northern Territory Certificate of Education (NTCE). Courses that require a full year's study (approximately 120 hours) count as 2 units, whilst courses that 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 and some Stage 2 courses are offered by the NT Board of Studies; most Stage 2 courses 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.

Five kinds of courses are available at Stage 2:

- SSABSA Accredited Publicly Examined Subjects
- SSABSA Accredited School Assessed Subjects
- SSABSA Accredited Publicly Assessed Subjects (See South Australian section for details)
- NT Board of Studies Accredited Courses
- NT Board of Studies Endorsed Courses
- credit can be granted for courses offered by other recognised bodies.

Required Program of Study

The Northern Territory Certificate of Education is issued to students who:

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

Note: The Northern Territory Certificate of Education (NTCE) has been issued since January 1997. The NTCE replaces the South Australian Certificate of Education (Northern Territory) (SACE(NT)). Students 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 (08) 8999 6383

Senior Secondary Assessment Board of SA
Telephone (08) 8372 7400

Table 12: Northern Territory — Courses, Subjects and Units

Stage 1 and some Stage 2 courses are accredited or endorsed 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>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</p> <p>Year 11 (Stage 1)</p> <p>No</p> <p>1 unit (1 semester) courses = approximately 60 hours</p> <p>School-based according to approved schemes with moderation in all subjects</p> <p>Subject area committees of the NT Board of Studies, accredited by the Northern Territory Board of Studies</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>ENDORSED COURSES (a special category of accredited courses that may include VET APPROVED MODULES OR COMBINATIONS OF MODULES)</p> <p>Year 11 (Stage 1), Year 12 (Stage 2)</p> <p>No</p> <p>1 unit (1 semester) courses = approximately 60 hours 2 unit (2 semester sequential) courses = approximately 120 hours</p> <p>Varies depending on nature and source of the course</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 judgements of student achievement or progress in a program of study.

The judgements indicate:

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

These judgements 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 (Qld, TAS) High Achievement (Qld, TAS) Satisfactory Achievement (Qld, 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 in WA (for TEE subjects 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 that 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 that 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 the Australian Capital Territory.

In the ACT, 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.

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 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>Common Assessment Task Grades and VCE Study Score reported on Statement of Results Summary Statement of Grades obtained on Common Assessment Tasks for Units 3 and 4</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"> Grades reported as A+ — E UG (Ungraded) and NA (not assessed) VCE Study Score (maximum score is 50) <p>Statement of Results and Summary Statements of Grades</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 monitor 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 from the Board. 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 (Senior Certificate) Descriptive Statements (Exit Statement)</p> <p>Senior Certificate or Exit Statement</p>
<p>School-based assessment (not moderated)</p> <p>Reported as _____</p>	<p>Board Endorsed Courses</p> <p>Assessment mark (out of 50 per unit)</p>		<p>Board-registered Subjects</p> <p>Levels of Achievement</p>

Western Australia	South Australia	Tasmania	Australian Capital Territory	Northern Territory
		<p>Year 12 Group C syllabuses and three Year 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 Examination Subjects</p> <p>Grades, School Assessment, Raw Examination Mark, Scaled Mark and Decile Place</p> <p>Statement of Results</p>	<p>Accredited Publicly Examined Subjects (PES) 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) and Publicly Assessed Subjects (PAS) (Refer to SA section)</p> <p>Marks (out of 20) and Grades (A–E) and description</p> <p>Record of Achievement that accompanies the NTCE</p>
<p>Wholly School-assessed Subjects Moderated by provision of assessment support and exemplar materials, school visits and consensus meeting programs</p> <p>Grades A, B, C, D and E</p> <p>Statement of Results</p>	<p>Accredited Publicly Assessed Subjects (PAS) and 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&E Courses T&V Courses</p> <p>external scaling test</p> <p>Scaled score</p> <p>Tertiary Entrance Statement</p>	<p>SSABSA Accredited School Assessed Subjects (SAS) and NTBOS Accredited and Endorsed 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 NTCE</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 T Courses Unit Grades (A–E)</p> <p>R Courses Grades (P or U)</p> <p>ACT Year 12 Certificate</p>	<p>NT Stage 1 Accredited Courses</p> <p>Marks (out of 20) and Grades (A–E) and description (Increasingly some form of moderation is being introduced)</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

	New South Wales	Victoria	Queensland	Western Australia
Duration	Preliminary and HSC courses	Years 11 and 12	Years 11 and 12	Years 11 and 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	Students must complete satisfactorily 16 units including: <ul style="list-style-type: none"> • three units of English (from Units 1, 2, 3/4) • three sequences of Units 3 and 4 in studies other than English • two units of Group A and two units of Group B 	20 units (equivalent of 5 Board subjects) including 4 units in at least 3 subjects Must sit QCS Test	10 subjects from Years 11 and 12 to meet Secondary Graduation requirements 4 Tertiary Entrance Scoring Subjects including at least one subject from each of List 1 and List 2 Competence in English
	<div style="border: 1px solid black; border-radius: 15px; padding: 5px; display: inline-block;"> <p>Note: In this section the term 'subject' refers also to 'courses'.</p> </div>			
		<p>Note: All students must satisfactorily complete Units 3 and 4 of English in addition to the above requirements for the calculation of an ENTER.</p>		

Tables 14 & 15 are only a general comparison.
For further information check with the relevant authority

Accurate for end of 1998, beginning of 1999 only

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

Table 15: Marks and Grades in Universities Admission Subjects

	New South Wales	Victoria	Queensland
DOCUMENT that contains this information	RECORD OF ACHIEVEMENT or RESULT NOTICE	<ul style="list-style-type: none"> STATEMENT OF RESULTS SUMMARY STATEMENT OF GRADES 	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+ A B+ B C+ C D+ D E+ 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"> Very High Achievement (VHA) High Achievement (HA) Sound Achievement (SA) Limited Achievement (LA) Very Limited Achievement (VLA)
ASSESSMENT REPORTED AS	Scaled Examination Mark, Moderated Assessment Mark and Percentile Band rank	<p>Grades: A+ – E, UG, NA</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 THE SCORES (See also Section 3, <i>Assessing & Reporting Student Achievement</i>)	UAC determines Universities Admission Index based on best 10 units of Board Developed Courses after subsequent scaling conducted by the Universities. Reported as a figure out of 100 in intervals of 0.05	<p>VCE Study Score provided for each VCE Study</p> <p>Equivalent National Tertiary Entrance Rank obtained by using English, then next best three studies together with increments for up to 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"> reported as one of 25 Bands from 1 (highest) to 25 (lowest) the Field Positions (FPs) are calculated only when students are eligible for an OP up to 5 FPs reported in Bands 1 (highest) to 10 (lowest) for each field

Western Australia	South Australia/ Northern Territory	Tasmania	Australian Capital Territory
UNIVERSITIES ADMISSION ADVICE LETTER and STATEMENT OF RESULTS	RECORD OF ACHIEVEMENT/ TERTIARY ENTRANCE STATEMENT	TASMANIAN CERTIFICATE OF EDUCATION and STATEMENT OF RESULTS	ACT YEAR 12 CERTIFICATE & TERTIARY ENTRANCE STATEMENT
TERTIARY ENTRANCE EXAMINATION SUBJECTS	ACCREDITED SUBJECTS <ul style="list-style-type: none"> Publicly Examined Publicly Assessed School Assessed 	TCE YEAR 12 GROUP 'C' SYLLABUSES	T COURSES T&E COURSES
Scaled Mark: 0–100 Grades A = Excellent Achievement B = High Achievement C = Sound Achievement D = Limited Achievement F = Inadequate Achievement	Tertiary entrance points 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 Year 11 or Year 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 5.1 times the average of the highest combination of the TES subject scores (4 or 5 subjects) depending on which gives the highest average At least one subject must come from List 1 and one subject from List 2 The Tertiary Entrance Rank (TER) is derived from the Tertiary Entrance Score (TES) and reported on a scale of 0 to 99.95 in intervals of 0.05	The university aggregate is calculated by totalling the tertiary entrance points for the best four subjects and adding half the tertiary entrance points for the fifth best subject. These points have been adjusted by processes devised by the universities The university aggregate is reported out of 90. The tertiary entrance rank (TER) is derived from the university aggregate. The TAFE selection score is calculated by totalling the tertiary entrance points for the best three subjects The university aggregate 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 is calculated on the basis of the Tertiary Entrance Scores	The Aggregate Score is <ul style="list-style-type: none"> the sum of the 3 highest major T course scaled scores plus 60% of the 4th highest T course scaled score The Universities Admission Index 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 Universities Admission Level Subjects

New South Wales

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

VCE

Applies to Units 3/4 level

COMMON ASSESSMENT TASKS (CATs)

1. CATs (External and School Assessed) are weighted.
2. Three CATs per study.
3. Maximum Score for a VCE study is 50. VCE Study Scores (Relative Position) is based on CAT scores, indicating how the student performed in relation to others who took the study.
4. Equivalent National 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

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 Achievement reported on the SENIOR CERTIFICATE.
3. The LEVELS OF ACHIEVEMENT describe 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 (for large groups). 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

TERTIARY ENTRANCE EXAMINATION SUBJECTS (TEES) REPORTED on the 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 to form a SCALED MARK.
5. In addition to the numerical school assessment, the TEES teachers submit a letter GRADE.
6. The STATEMENT OF RESULTS records the subject Grade, School Assessment, Raw TEE mark, Scaled Mark and Decile Place.

South Australia/Northern Territory

ACCREDITED PUBLICLY EXAMINED SUBJECTS (PES) and ACCREDITED SCHOOL ASSESSED SUBJECTS (SAS) and ACCREDITED PUBLICLY ASSESSED SUBJECTS (PAS)

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.

PAS

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 and SAS.
4. Raw scores used in cross-subject scaling process.

Subject Achievement Scores are reported for PES, PAS 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

GROUP 'C' SYLLABUSES

REPORTED on the

TASMANIAN CERTIFICATE OF EDUCATION and the STATEMENT OF RESULTS

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

Australian Capital Territory

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 relative to the unit objectives outlined in the relevant course.

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.

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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)
 - 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 being eligible for the awarding of a certificate.

Approved or Endorsed

- Refers to courses or subjects that 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 judgement 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

- 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 that 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.

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 that 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
- 61 - 70%: the candidate is in the seventh 10% of the course candidature
- 51 - 60%: the candidate is in the sixth 10% of the course candidature
- 41 - 50%: the candidate is in the fifth 10% of the course candidature
- 31 - 40%: the candidate is in the fourth 10% of the course candidature
- 21 - 30%: 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.

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 that 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:

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 judgements 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 and SA 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 / Universities Admission

A method of ranking school leavers to enable institutions of higher or tertiary education to select which applicants will enter their courses is in place in each state. 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 TAS called a TERTIARY ENTRANCE SCORE
- In NSW and ACT called a UNIVERSITIES ADMISSION INDEX
- In VIC called an EQUIVALENT NATIONAL TERTIARY ENTRANCE RANK
- In WA, SA and NT called a TERTIARY ENTRANCE RANK
- 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, three CAT grades of A, B+ and B 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
ANZCA	Australian and New Zealand Cultural Arts Limited
AST	Australian Scaling Test
BOS	Board of Studies (NSW, VIC)
BSSS	Board of Senior Secondary Studies (ACT)
CAT	Common Assessment Task (VIC)
COMDANCE	Commonwealth Society of Teachers of Dance
CSA	Cecchetti Society of Australia
ENTER	Equivalent National Tertiary Entrance Ranks (VIC)
FP	Field Position
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
NTCE	Northern Territory Certificate of Education
OP	Overall Position
PAS	Accredited Publicly Assessed Subjects (SA) (NT)
PES	Accredited Publicly Examined Subjects (SA) (NT)
QBSSSS	Queensland Board of Senior Secondary School Studies (QLD)
QCST	Queensland Core Skills Test
QTAC	Queensland Tertiary Admissions Centre
RAD	Royal Academy of Dancing
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
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
TCL	Trinity College London
TEE	Tertiary Entrance Examination (WA)
TER	Tertiary Entrance Rank (VIC) (SA) (NT) (WA)
TES	Tertiary Entrance Score (TAS)
TEES	Tertiary Entrance Examination Subject (WA)
TISC	Tertiary Institutions Service Centre (WA)
UAC	Universities Admission Centre (NSW)
UAI	Universities Admission Index (NSW) (ACT)
VCE	Victorian Certificate of Education
VETAB	Vocational Education and Training Board (NSW)
VTAC	Victorian Tertiary Admissions Centre
WACE	Western Australia Certificate of Education (WA)

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WHERE TO GET MORE INFORMATION

New South Wales

Board of Studies NSW
GPO Box 5300
SYDNEY NSW 2001
Telephone: (02) 9367 8111
Facsimile: (02) 9367 8484
Website: <http://www.boardofstudies.nsw.edu.au>
e-mail: syllabus@ozemail.com.au

University Admissions Centre (UAC)
Locked Bag 500
LIDCOMBE NSW 2141
Telephone: (02) 9330 7200
Website: <http://www.uac.edu.au>

Victoria

Board of Studies
St Nicholas Place, 15 Pelham St
CARLTON VIC 3053
Telephone: (03) 9651 4300
Facsimile: (03) 9651 4324
Website: <http://www.bos.vic.edu.au>
e-mail: bosinfo@dse.vic.gov.au

Victorian Tertiary Admission Centre (VTAC)
Suite B, 40 Park Street
SOUTH MELBOURNE VIC 3205
Telephone: (03) 9690 7977
Website: <http://www.vtac.edu.au>

Queensland

Board of Senior Secondary School Studies
PO Box 307
SPRING HILL QLD 4004
Telephone: (07) 3864 0299
Facsimile: (07) 3221 2553
Website: <http://www.bsسسq.edu.au>
e-mail: office@bsسسq.edu.au

Queensland Tertiary Admissions Centre (QTAC)
PO Box 1331
MILTON QLD 4064
Telephone: (07) 3368 1166
Website: <http://www.qtac.edu.au>

Western Australia

Curriculum Council
27 Walters Drive,
OSBORNE PARK WA 6017
Telephone: (08) 9273 6300
Facsimile: (08) 9273 6301
Website: <http://www.curriculum.wa.edu.au>
e-mail: info@curriculum.wa.edu.au

Tertiary Institutions Service Centre (TISC)
39 Fairway
NEDLANDS WA 6009
Telephone: (08) 9347 8000
Facsimile: (08) 9386 6589
Website: <http://www.tisc.edu.au>

South Australia

Senior Secondary Assessment Board of South Australia (SSABSA)
60 Greenhill Road
WAYVILLE SA 5034
Telephone: (08) 8372 7400
Facsimile: (08) 8372 7590
Website: <http://www.ssabsa.nexus.edu.au>

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

Tasmania

Tasmanian Secondary Assessment Board
PO Box 147
SANDY BAY TAS 7006
Telephone: (03) 6233 6364
Facsimile: (03) 6224 0175
Website: <http://www.tassab.tased.edu.au>

Admissions Officer
University of Tasmania
PO Box 252C
HOBART TAS 7001
Telephone: (03) 6226 2101

Northern Territory

NT Board of Studies
GPO Box 4821
DARWIN NT 0801
Telephone: (08) 8999 6383
Facsimile: (08) 8999 7378
e-mail: barbara.littler@nt.gov.au

Australian Capital Territory

ACT Board of Senior Secondary Studies
PO Box 1584
TUGGERANONG ACT 2901
Telephone: (02) 6205 7181
Facsimile: (02) 6205 7167
Website: <http://www.decs.act.gov.au/home/bsss>
e-mail: board_sss@dpa.act.gov.au