



Year 12 2018 Curriculum Information Evening

Kimberly Eyre - Acting Dean of Studies



Program Tonight

- Understanding the WACE, standardisation of results and scaling of Courses – Mrs Kimberly Eyre – Acting Dean of Studies
- Introducing Mrs Bronwyn McCue – Senior Secondary Mentor
- Important General Information for Year 12 – Mrs Diana Kelly – Acting Secondary Curriculum Manager

Resources tonight

- Acting Dean of Studies Presentation – College website
- Acting Secondary Curriculum Manager Presentation – College website
- Senior Secondary Assessment Policy

WACE Certification statistics recap 2017

- 97.80% – 134 out of 137 students received WACE Certification
- Ranked at 41 on the official SCSA WACE achievement list
- OLNA can be a trip point – direct support offered in 2018

Points for consideration – University Entry Year 12 2017

Cohort size was 137 students

Enrolments in an ATAR Pathway – 92 students

85 students applied for university entrance through TISC using an ATAR

Our students predominantly favoured Edith Cowan University focusing on the disciplines of Health, Medical Science, Engineering and Computer Science/Engineering. One student was offered a place in Veterinary Science at Murdoch University.

Median ATAR of LJBC students who applied for university 82.60

19 students above 70 percentile (ATAR) – This is the cut off for university entrance

28 students above 80 percentile (ATAR)

23 students above 90 percentile (ATAR)

Highest ATAR of 98.75

Portfolio Entry to University 2017 cohort

- 57 students completed a Certificate IV pathway with a view to entering university via portfolio entry
- Portfolio entry to university is available for high achieving Certificate IV students
- Students usually enroll in ATAR English or work to achieve an A grade in the General pathway
- For 2018 we have 32 Students enrolled into a Cert IV

Achieving entry into Tertiary Education – some observations

- Aim high but be realistic
- Can't predict scaling so just go for it!
- LJBC students are extremely ambitious in terms of their future plans
- For many students, direct entry pathways are desirable, but end up getting their second choice such as Biomedical Science and preparation for Veterinary Science
- Students heading for a low ATAR are better off attending TAFE first and then entering university a year later in terms of undergraduate graduation rates or completing a Certificate IV leading to either direct entry or university preparation courses

Graduation 2018

- Western Australian Certificate of Education (WACE)
- All School results are part of criteria for WACE
- Participation in the WACE examinations is for entry into university and also used to validate and moderate the school generated results
- All students enrolled in ATAR Courses will sit the external WACE examinations in 2018

ATAR Courses and WACE Examinations

- Important to note particularly that there are **no exemptions from WACE examinations for students enrolled in ATAR Courses**
- Do not take an ATAR Course if you are not prepared to sit the exam and give it your absolute best. These courses are designed to prepare you for direct entry into university and to form part of an ATAR score. The universities have had a direct say in the content of the Courses.
- If you are in a General pathway then you need to consider carefully if proceeding in an ATAR Course is going to work for you or be in your best interests for achieving high grades on your final WACE report. **Entry into TAFE is based on an accumulation of all your final grades in Year 12.**

Qualifying for a Western Australian Certificate of Education from 2016 onwards

1. General requirements
2. Breadth and Depth requirement
3. Achievement Standard requirement
4. Literacy and Numeracy requirement

General requirements

- Demonstrate a minimum standard of literacy and a minimum standard of numeracy based on the skills regarded as essential to meet the demands of everyday life
- Complete a minimum of 20 units or the equivalent over Year 11 and 12 combined
- Complete four or more Year 12 ATAR courses or complete a Certificate II or higher (student must achieve competency in the Cert)

Breadth and Depth requirement

Complete a minimum of 20 course units, or the equivalent, over Years 11 and 12

The 20 course units must include at least:

- A minimum of ten Year 12 units or the equivalent
- Two completed Year 11 English units and two Year 12 English units

One pair of course units completed in Year 12 from each of:

- List A
(Arts, Languages, Social Sciences – including English)
- List B
(Mathematics, Science, Technology)

Achievement Standard requirement

Achieve 14 'C' grades (or equivalents) in Year 11 and Year 12, including at least six 'C' grades in Year 12 units – **No longer any grade averaging**

Endorsed programs and/or VET credit transfer **can reduce the required number of course units by up to four Year 11 units and four Year 12 units**

Note: Certificate II is equivalent to two Year 11 units and two Year 12 units

Literacy and numeracy requirement

- Complete a pair of Year 11 English units and a pair of Year 12 English units (a scaled 'C' grade is required in the Year 12 ATAR English or Literature course for entry into university)
- Meet the minimum standard for literacy and numeracy through either the Online Literacy and Numeracy test (OLNA) or demonstrate Band 8 or higher in your Year 9 NAPLAN

English Language competence

Achieve a 'C' grade or better in any General or English ATAR, Literature ATAR and/or English as an Additional Language/Dialect

For students who have not achieved a 'C' grade in one of their English or Literature course units, schools will need to compare a selection of the student's work with the work samples

A special note regarding English ATAR and English Literature Courses ...

- Please do study for your English and Literature as intensively as all your other courses
- Nothing is quite as distressing as achieving the correct or a high ATAR and then not passing English with a scaled 'C' grade. The universities will not accept your application if this happens even if your ATAR is high and you have met the minimum ATAR for the undergraduate course for which you are applying.
- General pathway and Cert IV students should be aiming for an 'A' grade in General English at the very least if considering university

Changing courses 2018 WACE

Students are unable to change courses after Week 6, Term 1 2018 as the content is a full year program and cannot be reported as separate units.

Australian Tertiary Admission Rank (ATAR)

- ATAR ranges between 99.95 and zero
- Reports the rank position relative to all other students
- It takes into account the number of students who sit the WACE exams in any year and also the number of people of Year 12 school leaving age in the total population
- ATAR of 70.00 indicates that you are equal to or better than 70% of the Year 12 school leaver age population

University entrance 2018 – using an ATAR

- Must **achieve WACE** Graduation
- Achieve **competence in English**
- Sit the external WACE exams for ATAR courses
- Generate an ATAR (Australian Tertiary Admissions Rank) based on top four marks
- **Generally students at LJBC take five ATAR courses in Year 12 to support University entry**
- Scaled mark of 50 in specific courses including English – check TISC website for prerequisites for entrance to university courses
- Tertiary Entrance Aggregate (TEA) from **summing best four scaled results** – (doesn't have to include English or Maths – just four highest)
- TEA from any combination of ATAR courses to create an ATAR (Australian Tertiary Admission Rank)
- Some unacceptable pairs of courses
- UWA and Curtin – LOTE bonus of 10% extra on the scaled course score
- Also Bonus offered for Mathematics Methods and Mathematics Specialist

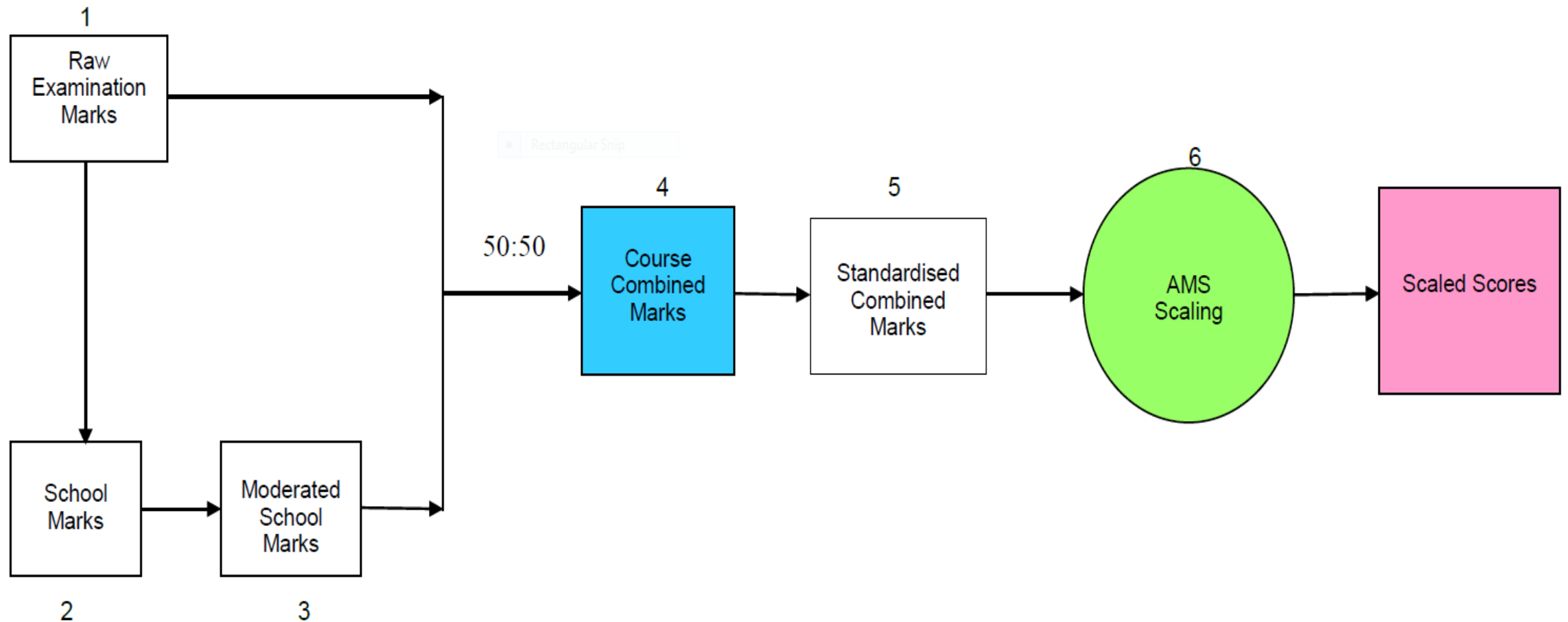
External Marks Adjustment Process

To make fair comparisons of student performances in different schools and different subjects by creating a common measurement scale

Moderation and Scaling – Applied to ATAR Courses only

- Moderation and scaling are both part of the marks adjustment process that is used by the Tertiary Institutions Service Centre (TISC) as students are ranked for university entry
- A student's raw score achieved in the external examination will be used to adjust the school mark that is sent up from the school to the School Curriculum and Standards Authority after the Trial Examinations
- If a student performs lower than expected in the examination it will generally mean a movement downwards in the students final combined score
- The external examination is the yardstick used to ensure that the school mark for a student that is sent up is accurate in comparison to the performance of the rest of the students in the state

The marks adjustment process



Observations on Scaling

- Students should not attempt an ATAR Course unless they are 100% sure that they can attempt the exam confidently and with success – Year 11 examination results are a good indicator of this
- Teachers have to be very accurate with their send up mark for each student as the higher the number of students where this does not match the examination mark the worse the scaling will be – **they must also ensure the correct ranking of students**
- The College examinations should match the rigour of the external examinations – examinations are almost at undergraduate level by the end of the academic year
- Many students do not change their examination performance in Year 12 from that of Year 11 – **Its all about the external EXAM!**

Do I need to worry about scaling?

- Understand the process and that your marks will be adjusted
- Try your best as you really have no control over what happens with scaling
- Make sure that you aim for the highest mark that you can!

Externally Set Task – Moderation for the General Courses

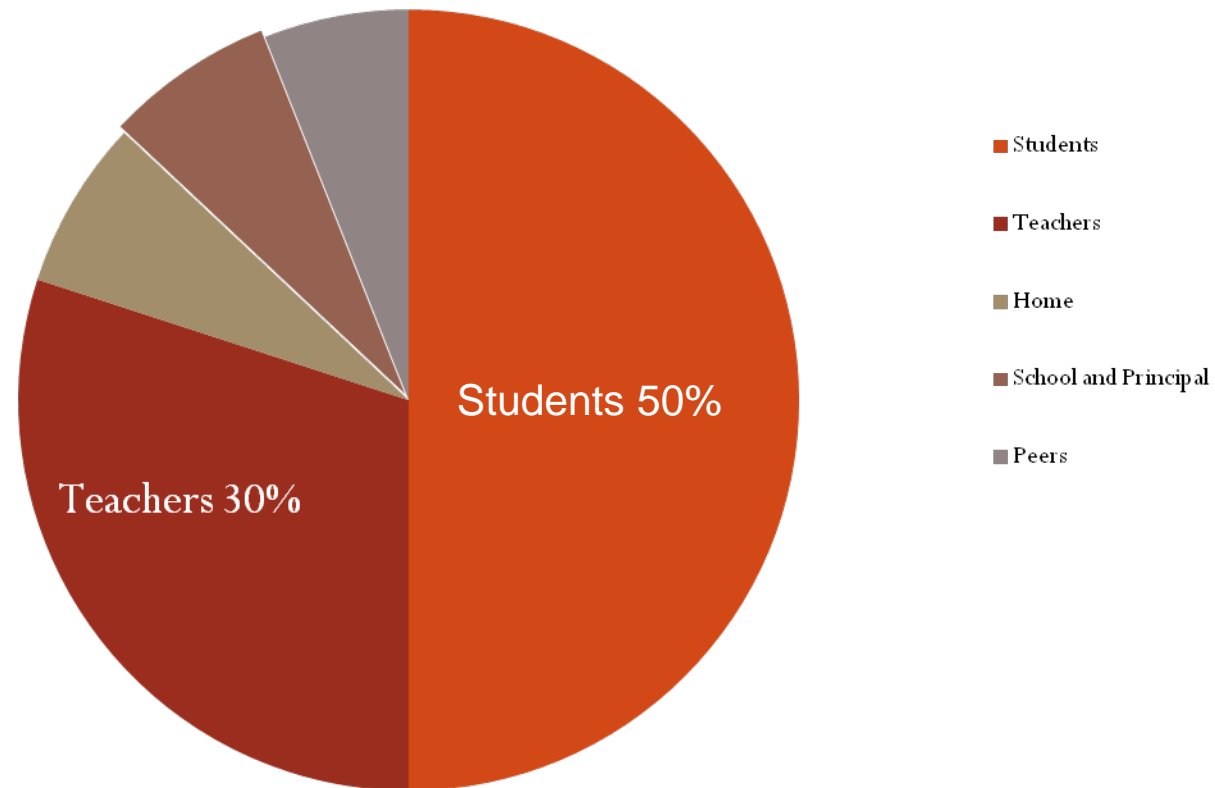
- All students enrolled in a General Course will sit the **Externally Set Task** for that subject in May 2018 – Exact dates to be confirmed
- The Externally Set Task is not an examination
- The Externally Set Task will be used to moderate the results sent up from the College to the authority at the end of 2018
- Students should ensure that they take the task very seriously in every course

How do we ensure comparability at the College? (College assessment policy)

- Internal cross mark comparability exercises in our teaching teams
- Engaging external markers
- Double marking a paper if there is a disputed result
- Setting our grade cutoff points in accordance with the grade samples provided by the Schools Curriculum and Standards Authority
- Partnered in small group moderation with other schools where the cohort in the subject is particularly small

Proportions of Student Achievement Variance

Adapted from Hattie, 2003



Devices

- This is an important tool for your learning
- Devices brought in by Year 12's are given access to the College's network and all students will be able to login to **SEQTA Learn**, the LJBC Learning Platform
- It is expected that Year 12 students will make use of **SEQTA Learn** to contact teachers, access important course information and upload assessments

Feedback online from teachers and student reflection

- In 2018 teachers in all year groups will be required to present feedback from assessments to students in an online format – SEQTA Learning Platform. Students will also be encouraged to reflect on their assessment progress in a response posted on SEQTA Learn.
- Parents and guardians are encouraged to follow this feedback closely as it will be designed to move learning and understanding forward. Teachers have had specific training in this and families are encouraged to engage with the feedback in order to track student progress in the Course.

Further inquiries for Technology

Please contact

Mr Limpie van Aswegen

Secondary Learning Technologies Manager

through College Reception
on 9300 7444

Senior Secondary Mentor

Mrs Bronwyn McCue

Academic Support

Study Skills

Individual Meetings

Open Communication