

Syllabuses, assessment and certification in the senior phase of learning

A comparison between Queensland and Australian and selected international jurisdictions and curriculums

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Glossary

Abbreviations, acronyms and initialisms

Term	Explanation
A-level	Advanced Level Qualification* for the General Certificate of Education (UK). *A grade of education that is offered by educational institutions such as schools and colleges and is an accepted form of qualification
AC	Australian Curriculum
ACER	Australian Council for Educational Research
ACT	Australian Capital Territory
ACACA	Australasian Curriculum, Assessment and Certification Authorities
ACT BSSS	Australian Capital Territory Board of Senior Secondary Studies
ACT SSC	Australian Capital Territory Senior Secondary Certificate
AHL	Advanced Higher Level (subject for the International Baccalaureate Diploma)
AQA	AQA is an independent education charity and provider of academic qualifications taught in United Kingdom schools and colleges
AQF	Australian Qualifications Framework
AQTF	Australian Quality Training Framework
ASBA	Australian School Based Apprenticeship
ASQA	Australian Skills Quality Authority
AS-level	Advanced Subsidiary — the level being obtained within the first year of the Advanced Level Qualification for the General Certificate of Education (UK)
ATAR	Australian Tertiary Admissions Rank
BOSTES	Board of Studies, Teaching and Educational Standards (NSW)
BSSS T Courses	Courses been deemed by the ACT Board of Senior Secondary Schools as suitable for the preparation of students for higher education
CCAFL	Collaborative Curriculum and Assessment Framework for Languages
CDC	Curriculum Development Council (Hong Kong)
GCE	General Certificate of Education (UK)
CIE	Cambridge International Examinations
Edexcel	Edexcel is an International British (UK) education, training, qualifications and examination board
Eduqas	Eduqas is an organisation providing assessment, training and educational resources in England, Wales, Northern Ireland and elsewhere.
FE	Further education
GCSE	General Certificate of Secondary Education (qualification taken prior to A-levels in the UK)

Term	Explanation
HKEAA	Hong Kong Examinations and Assessment Authority
HKDSE	Hong Kong Diploma of Secondary Education
HL	Higher Level for the International Baccalaureate Diploma
HSC	Higher School Certificate (NSW)
IES	Independent Enquiry Study (Hong Kong Assessment Technique)
IB	International Baccalaureate®
MOE	Ministry of Education (Singapore)
The ministry	Ontario Ministry of Education
NSW	New South Wales
NT	Northern Territory
NTBOS	Northern Territory Board of Studies
NTCET	Northern Territory Certificate of Education and Training
NTCE	Northern Territory Certificate of Education
OP	Overall Position (Qld)
QCAA	Queensland Curriculum and Assessment Authority
QCE	Queensland Certificate of Education
OCR	Oxford, Cambridge and RSA is a not-for-profit awarding body and provider of academic qualifications taught in United Kingdom schools and colleges
Ofqual	The Office of Qualifications and Examinations Regulation
OSSD	Ontario Secondary School Diploma
RTO	Registered Training Organisation (Australia)
SBA	School-based assessment
SL	Standard Level for the International Baccalaureate Diploma
SS	Secondary school
QLD	Queensland
TAS	Tasmania
TCE	Tasmanian Certificate of Education
TQA	Tasmanian Qualifications Authority
SA	South Australia
SACE	South Australian Certificate of Education
SACE Board	South Australian Certificate of Education Board of South Australia
SAS	Subject Area Syllabus (Qld)

Term	Explanation
Singapore–Cambridge GCE A-Level examination	The Singapore–Cambridge General Certificate of Education (Advanced Level) Examination
VCAA	Victorian Curriculum and Assessment Authority
VCAL	Victorian Certificate of Applied Learning
VCE	Victorian Certificate of Education
VET	Vocational Education and Training
VIC	Victoria
WA	Western Australia
WACE	Western Australian Certificate of Education
WA SCSA	Western Australian School Curriculum and Standards Authority

Terms

Term	Explanation
Australian Tertiary Admissions Rank (ATAR)	The ATAR is a percentile rank of a student's overall achievement within the whole tertiary eligible proportion of their jurisdiction. The ATAR is calculated differently by each jurisdiction. It is not an Australia-wide standardised procedure. The first step in calculating an ATAR is to determine the rank of the student within the subpopulation of students who have an overall achievement score calculated. This rank is then adjusted to account for those in the tertiary eligible population who cannot have such a score estimated.
External assessment	Common assessments across a jurisdiction that are set and marked by a body independent to the school.
School-based assessment	Assessment that is developed, administered and marked by a school. This assessment is developed in the context of a syllabus and may reflect techniques and conditions outlined by the syllabus.
Syllabus	For the purposes of this paper, a syllabus is a document that outlines content, standards of achievement and assessment processes. It is a framework outlining the intended curriculum and is used to construct teaching, learning and assessment programs for students. Synonyms are 'study designs' and 'courses'.
Subject Area Syllabuses	Subject Area Syllabuses are Authority-registered subjects and replace Study Area Specifications.

Introduction

This paper provides a snapshot of the senior secondary landscape, providing key information and points of comparison on syllabuses, assessment and certification in the senior phase of learning. It examines the ways in which Australian, selected international educational jurisdictions (Hong Kong, Singapore, England and Ontario) and a prominent curriculum provider, the International Baccalaureate (IB) Diploma Programme, shape syllabuses and stipulate certification requirements.

Making comparisons and decisions about syllabuses and curriculum enactment across jurisdictions has been difficult. Differences between jurisdictions are substantial. Where possible, and when websites did not provide enough clarity, explanation was sought from personnel within jurisdictions. Consequently, this point-in-time snapshot should be considered an insight into the senior phase across these jurisdictions, and current at the time of collation, rather than a definitive work.

Background

In a paper commissioned by the Queensland Studies Authority (QSA) to guide the development of a set of principles for a P–12 syllabus framework, Luke, Weir and Woods (2008, p.14) define a syllabus as:

... a defensible map of core skills, knowledges, competences, capacities to be covered, with affiliated statements of standards. These, in turn, need to be visibly aligned with systemic, school and classroom-level assessment practices.

... there has been some confusion between the syllabus and the curriculum. In current terms, Westbury (2008) defines the syllabus as a 'guide' to the curriculum while Schwartz (2006) describes the syllabus as a 'written curriculum' that acts as an action-oriented 'guide' or 'tool' for teachers.

The syllabuses examined in this review were developed by jurisdictions and are used by schools in the two or three years prior to tertiary education.

Queensland has:

- 56 Authority subjects that contribute to the Queensland Certificate of Education (QCE) and the Overall Position (OP). In addition to these 56 syllabuses, an Aboriginal and Torres Strait Islander Languages syllabus exists as a draft syllabus, which has not yet proceeded to trial
- 25 Authority-registered subjects (23 subject area syllabuses plus Prevocational Mathematics and English Communication) that contribute to the QCE only
- three short courses — Literacy: A short course senior syllabus, Numeracy: A short course senior syllabus and Career Development: A short course senior syllabus — that contribute to the QCE only
- two other subjects — Functional Mathematics and Functional English — that do not contribute to the QCE or OP
- 21 senior external syllabuses — modified versions of the parent senior syllabus that may or may not contribute towards the QCE and OP depending on the age of the candidate.

Queensland has a regular and planned syllabus review cycle of six years; however, 15 senior syllabuses are on hold awaiting developments in the Australian Curriculum and Queensland Government decisions on implementation. These syllabuses are Mathematics A, B and C (2008), Prevocational Mathematics (2004), Biology (2004), Chemistry (2007), Physics (2007), Earth Science (2000), English (2010), English Extension (2011), English for English as a Second Language Learners (2007 extended trial), English Communication (2004), Geography (2007), Modern History (2004) and Ancient History (2004).

Since 2010, the Queensland Curriculum and Assessment Authority (QCAA) has revised 26 Authority subjects to reflect recent policies and updated syllabus structures. By mid-2015, 23 Authority-registered subjects will be redeveloped as subject area syllabuses.

Syllabuses not considered in this review

Since 2009, vocational education and training (VET) qualifications have been gradually removed from Authority and Authority-registered syllabuses. With the completion of the second group of subject area syllabuses (SASs) in 2015, VET will no longer be part of Queensland syllabuses. VET qualifications will still be offered by school Registered Training Organisations (RTOs) or in partnership with external RTOs as stand-alone learning.

Across Australia, other jurisdictions (e.g. New South Wales VET courses) include VET qualifications in their syllabuses. These syllabuses restate VET certificate requirements and include policy advice applicable to VET. They are rebadged VET qualifications rather than

documents developed by jurisdictions. Accordingly, VET syllabuses are not included in this review.

Also not included in this review are:

- syllabuses written specifically for external examinations, which are separate and different to mainstream syllabuses (e.g. Queensland’s senior external syllabuses)
- instances where other organisations develop curriculums or produce syllabuses that are recognised by jurisdictions and are offered in schools
- instances where jurisdictions badge courses developed by universities for accelerated university pathway entrance (e.g. Ontario).

Language syllabuses

In Australia, it is difficult to ascertain whether language syllabuses are developed by the jurisdiction or are part of the shared syllabus agreement with Australasian Curriculum, Assessment and Certification Authorities (ACACA) that is the Collaborative Curriculum and Assessment Framework for Languages (CCAFL). New South Wales (NSW) and Western Australia (WA) clearly indicate the contribution of CCAFL or the states from which they have borrowed syllabuses. In other jurisdictions, it is not as clear.

Most Australian jurisdictions offer a broad range of languages to cater for variance in language acquisition. For instance, in NSW, 64 of the 127 syllabuses offered are language syllabuses. Many Australian jurisdictions offer multiple levels for language courses (e.g. NSW — Background speakers, Beginners, Continuers, Extension). Queensland does not offer multiple-level language syllabuses. In 2009, Crown Law advice was sought about whether Queensland could develop languages syllabuses to cater separately for background and non-background speakers, as identified by eligibility criteria (i.e. the practice of Victoria and NSW). The advice received indicated that the Queensland Studies Authority (now QCAA) does not have the power to set eligibility criteria because eligibility rules are not included in the definition of a syllabus as described in the legislation. If the function to set eligibility criteria were gained, then the criteria should apply to language proficiency only and not to other aspects such as residency. It can be stated in a syllabus that a course is not intended for background speakers but current legislation does not allow the setting of binding eligibility criteria.

Number of syllabuses

Based on the conditions stated for inclusion in this paper, the following tables summarise the number of syllabuses offered by Australian jurisdictions.

It needs to be noted that precise data is impossible to generate, as the differences between jurisdictions are too great. As indicated by [Table 2](#), by far the largest group of syllabuses offered are languages.

Table 1: Total number of syllabuses listed by Australian jurisdictions

	ACT ¹	NSW	NT	QLD	SA	TAS ²	VIC	WA ³
No. of syllabuses	105	127	114	84	114	135	112	125

1. Australian Capital Territory (ACT) has developed 15 courses to correspond to the Australian Curriculum senior courses developed by Australian Curriculum Assessment and Reporting Authority (ACARA). All courses are listed as subjects schools can offer. This inflates the number of syllabuses. It needs to be noted that most syllabuses are developed by teachers from the 31 frameworks provided by the ACT Board of Senior Secondary Studies (ACT BSS).
2. Tasmania develops three levels of syllabuses with only 50 Tasmanian Qualification Authority (TQA) Level 3 courses contributing to the calculation of the Australian Tertiary Admissions Rank (ATAR). The comparable number of syllabuses produced by Tasmania to that of other Australian jurisdictions is approximate due to significant variances in both syllabus size and structure, and syllabus pathways.
3. WA develops a syllabus for each year level. In an attempt to align the number of syllabuses to other jurisdictions, both Year 11 and Year 12 syllabuses have been counted as one syllabus. In addition, in addition to the 125 syllabuses that WA develops, it offers a further 38 language syllabuses borrowed from NSW and Victoria.

Table 2: Number of syllabuses minus languages

	ACT	NSW	NT	QLD	SA	TAS	VIC	WA
No. of syllabuses	80	63	65	70	65	122	61	108

It is clear that the size of the student population does not influence the number of syllabuses that a jurisdiction produces. [Table 3](#) provides an insight into the size of the student population undertaking senior studies in Australia.

Table 3: Number of full-time and part-time Year 12 students in states and territories¹

	ACT	NSW	NT	QLD	SA	TAS	VIC	WA
2013	4413	67 813	1766	51 501	19 175	5303	56 542	24 186
2014	4578	69 197	1791	52 685	19 525	5338	57 432	16 246

¹ Source: Australian Bureau of Statistics (updated 14 February, 2015)
www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/4221.02014?OpenDocument

Section 1. Senior secondary syllabuses

The *Education (Queensland Curriculum and Assessment Authority) Act 2014* describes a syllabus as including a statement of content, standards of achievement and assessment processes. While most jurisdictions produce syllabuses that exhibit these qualities, no common nomenclature exists to describe syllabuses. Various terms are used to describe the way learning is grouped or categorised, including 'subjects', 'courses', 'units', 'stages', 'strands' and 'levels'.

In Queensland, a syllabus is generally written for a two-year course of study in a subject. Queensland also has some year-long extension subjects (e.g. Extension Music) and semester-long short courses (e.g. Short Course in Literacy).

Syllabus comparability rationale

Time allocations for senior courses for each jurisdiction were investigated to assist in making comparability decisions. The shortest syllabuses were the Tasmanian (TQA) Level 1 courses, with some appearing to run for one term. The longest was a double major subject in the ACT, which could run for 400 hours.

To establish comparability with QCAA subjects, it was necessary in some instances to consider multiple documents, as some jurisdictions produce a course or subject document (with the subject organisation and content) and a separate assessment document, while others produce a single document that includes the subject organisation and content, assessment design and subject result processes in year-long syllabuses. Some jurisdictions produce syllabuses for short courses that might vary from one term to one semester duration (e.g. TQA Level 1 courses in Tasmania) and have several syllabuses in a subject. Some jurisdictions have prerequisites for the study of some units within courses, e.g. a student must have completed Unit 3 before being able to undertake Unit 4 in Chemistry in Victoria; in Ontario, any number of Geography courses completed at either a Year 10 or Year 11 level will allow entry to Year 12 Geography.

Most jurisdictions organise curriculum under learning areas, but classification is not consistent. Some syllabuses fell outside of learning areas (e.g. Cross-disciplinary Studies in South Australia, Interdisciplinary Studies in Ontario and Liberal Studies in Hong Kong) and so it was not possible to link them to a specific learning area.

Syllabus structure

There is not a common construct or organisational structure for syllabuses across the jurisdictions examined. Most often in Australia, a senior subject is considered as four semester units, with a syllabus produced for units one and two (typically Year 11) and a syllabus produced for units three and four (typically Year 12), e.g. NSW Preliminary and HSC courses. Generally, these are combined in one document. Some jurisdictions (e.g. Ontario) combine a number of subjects from a learning area in a single syllabus.

In some instances, the syllabus construct is not consistent between subjects or learning area groups within a jurisdiction, e.g. Hong Kong. This is due to many reasons, including when syllabuses were last reviewed or the perceived differences between subjects.

In the IB, syllabuses from six subject groups have similar structures and formats, within an overarching format for all IB syllabuses.

Syllabus commonalities

Common syllabus components across all jurisdictions and curriculums include:

- a rationale or explanation of the subject
- educational aims or objectives — written to describe unit, year-level or whole-course outcomes, sometimes including aims for the course as well as unit objectives, and sometimes expressing the objectives as assessment objectives, e.g. the IB
- advice on course organisation — often expressed as unit descriptions with a particular delivery order
- description of valued learning — described using different constructs (such as learning outcomes, subject matter, key skills, themes, topics, types of texts, content lists) and often expressed within a unit
- advice on assessment — frequently listing techniques with weightings, and sometimes with more detailed and prescribed descriptions.

Many syllabuses included:

- reference to policy advice that schools would need to consider in the development of their teaching and learning programs
- a description for making decisions about student achievement. (These standards ranged from letter grades to mark ranges, a mixture of both marks and descriptors, to written descriptors in matrixes/rubrics).

All syllabuses for senior secondary subjects across jurisdictions describe content and assessment to be undertaken throughout the senior phase of learning. Analysis of senior secondary syllabuses shows that content and assessment are:

- conceptualised using different frameworks
- described in varying degrees of detail
- prescribed to different degrees of direction and information.

While all jurisdictions provide instructions, guidelines and advice about teaching, learning and assessment in their syllabuses for Years 11 and 12, they use different constructs to organise this information. Many syllabuses direct readers to companion assessment documents that outline in greater detail the 'rules' for assessment.

[Table 4](#) provides an overview of syllabus structure across jurisdictions.

Table 4: Syllabus structure across jurisdictions

	Rationale	Content	Assessment	Other information in syllabus
ACT	<ul style="list-style-type: none"> Nature of the discipline and school subject and the benefits to learners Nature of the learning in the subject Overall curriculum goals Nature of learners 	<ul style="list-style-type: none"> Course length and composition Available course patterns Implementation guidelines: <ul style="list-style-type: none"> compulsory units and Prerequisites suggested implementation patterns or sequencing of units Core and elective content and topics 	<ul style="list-style-type: none"> Assessment tasks and criteria Student capabilities Unit grades Unit grade descriptors rubrics Moderation processes 	<ul style="list-style-type: none"> Student capabilities Subject accreditation/adoption form and supporting statement Course name, classification, framework and developers Evaluation of previous course Teaching and learning strategies Bibliography (books, audio visual material, CD-ROMs, websites) Resources Proposed evaluation procedures and forms Appendixes including examples of assessment tasks and assignments
NSW	<ul style="list-style-type: none"> Focus for the discipline/ learning area Focus of the Stage 6 subject <ul style="list-style-type: none"> significant concepts and other knowledge significant skills, with reference to employability Relevance of learning in the subject 	<p><i>Courses (Preliminary and HSC)</i></p> <p>Objectives and outcomes (for each course):</p> <ul style="list-style-type: none"> knowledge and understanding values and attitudes <p>Parts (for each course):</p> <ul style="list-style-type: none"> focus outcomes skills knowledge and understanding outlines of possible examples for the part of the course 	<ul style="list-style-type: none"> Syllabus refers teachers to Assessment and reporting in [Subject] Stage 6 (the senior phase of learning) 	<ul style="list-style-type: none"> Background (before rationale): purpose of the HSC program of study Continuum of learning (after Rationale): K–Stage 6 curriculum in the subject/learning area and connections with work, training and further education Syllabus supplemented by additional documents and websites for assessment and reporting

	Rationale	Content	Assessment	Other information in syllabus
NT	<ul style="list-style-type: none"> • Same as SA 			
QLD Syllabuses rewritten since 2010 have the following qualities. A number of syllabuses are on hold awaiting decisions regarding the AC. These syllabuses are in different and earlier template versions.	<ul style="list-style-type: none"> • Nature of the discipline and school subject • Nature of the learning in the subject • Pathways beyond Year 12 	<ul style="list-style-type: none"> • Dimensions and objectives • Core and elective content • Advice about course organisation and units where appropriate • Teaching and learning resources available online 	<ul style="list-style-type: none"> • Principles of exit assessment • Assessment techniques, including conditions • Authority subjects: Verification folio requirements and post-verification assessment • Authority-registered subjects: Information about folios for external moderation and requirements for exit folios • Standards 	<ul style="list-style-type: none"> • Glossary
SA and NT	<p>'Introduction' includes:</p> <ul style="list-style-type: none"> • purposes of the SACE • subject description and credits contributing to SACE • capabilities developed through the subject: <ul style="list-style-type: none"> – communication – citizenship – personal development – work – learning • literacy in the subject • numeracy in the subject • other subject-specific considerations, e.g. 	<p><i>Stage 1 and Stage 2 courses:</i> <i>Learning scope and requirements:</i></p> <ul style="list-style-type: none"> • learning requirements — knowledge, skills and understandings to be demonstrated • knowledge, skills and understandings are described for some subjects, e.g. <ul style="list-style-type: none"> – Modern History: Skills of historical inquiry; Historical studies – Chemistry: Chemistry investigation skills (Practical investigations; Issues investigations; Communication); Skills (Key 	<p><i>Assessment scope and requirements:</i></p> <ul style="list-style-type: none"> • evidence of learning — assessment types, number of assessments and weightings • assessment design criteria for the subject • school-based assessment — detailed descriptions of each assessment type and weighting • performance standards • assessment integrity policy (directs teachers to the SACE website) • External assessment and weighting (Stage 2 only) 	<ul style="list-style-type: none"> • Support materials (directs teachers to the SACE website)

	Rationale	Content	Assessment	Other information in syllabus
SA and NT (continued)	<p>ethical study and research; occupational health and safety</p> <ul style="list-style-type: none"> Aboriginal and Torres Strait Islander knowledge, cultures and perspectives 	<p>ideas students understand and Intended student learning that is demonstrated)</p> <ul style="list-style-type: none"> content is also included in some subjects, e.g. <ul style="list-style-type: none"> Chemistry: Areas of study and Topics Drama: Group analysis and creative interpretation; Review and reflection; Interpretive study; Presentation of dramatic works content subsections may be different for Stage 1 and Stage 2 in the same subject. 		
TAS	<ul style="list-style-type: none"> Nature of the discipline and school subject Nature of the learning in the subject How the learning contributes to students life beyond school 	<ul style="list-style-type: none"> Learning outcomes, listing specific knowledge, understanding and skills students will be able to demonstrate upon completion of the course Pathways Resources Course size and complexity Course delivery and design time, including suggestions for allocating percentage of design time to different topics within some subjects Course description Course requirements Course content for each sequential unit. (All subjects structure their courses in units 	<ul style="list-style-type: none"> Explanation of criterion-based, formative and summative assessment Achievement ratings — A, B, or C' Explanation of notation, e.g. T and Z Explanation of quality assurance processes which include: <ul style="list-style-type: none"> learner attendance records course delivery plans assessment instruments and rubrics class records of assessment examples of student work that demonstrates the use of the marking guide samples of current student work, including that related to 	<ul style="list-style-type: none"> Access for learners Course evaluation and process for review Accreditation period Syllabus version history

	Rationale	Content	Assessment	Other information in syllabus
TAS (continued)		<p>and all units within each subject are compulsory.)</p> <ul style="list-style-type: none"> Some subjects list specific content areas and proficiency strands, e.g. Mathematics Applied; Understanding, Fluency, Problem Solving, and Reasoning, as well as using general topics, e.g. Bivariate data analysis, Growth and decay in sequences, Finance, Trigonometry, Networks and decision mathematics 	<p>any work requirements articulated in the course document</p> <ul style="list-style-type: none"> Criteria used for the specific subject level Standards matrix for each criterion rating for A–C with explanatory footnotes for some key terms Qualifications available Award requirements 	
VIC	<ul style="list-style-type: none"> Explanation of the subject and its scope Conceptual framework, and associated understanding and skills Relevance of learning in the subject and student pathways 	<p><i>Units 1 and 2 (Year 11)</i> Area of study:</p> <ul style="list-style-type: none"> outcome/s: knowledge and skills Assessment For each of Units 1 and 2: Advice for teachers <ul style="list-style-type: none"> developing a course use of ICTs learning activities for each area of study and outcome/s: broad examples and a detailed description of one broad example resources <p><i>Units 3 and 4 (Year 12)</i> Area of study:</p> <ul style="list-style-type: none"> outcome/s: knowledge and skills Assessment <ul style="list-style-type: none"> assessment levels of achievement: contribution of 	<ul style="list-style-type: none"> Assessments and reporting for Units 1 and 2, and Units 3 and 4 is provided before content for each unit 	<ul style="list-style-type: none"> Subject aims (following the rationale) Overview of structure, entry requirements, duration, changes to the study design, monitoring for quality, safety, use of ICTs, key competencies and employability skills, legislative compliance, and VCE subject clusters and examples

	Rationale	Content	Assessment	Other information in syllabus
VIC (continued)		<p>final assessment and coursework</p> <ul style="list-style-type: none"> For pair of Units 3 and 4: Advice for teachers <ul style="list-style-type: none"> developing a course use of ICTs learning activities for each area of study and outcome/s: broad examples and a detailed description of one broad example school-assessed coursework: assessment tasks and weightings for each outcome resources 		
<p>WA</p> <p>WA has just rewritten all senior syllabuses and now all level courses follow a close structure. There are four course levels possible.</p> <p>The four course levels possible are (ATAR, General, Foundation, Preliminary). The four levels do not exist for each subject.</p>	<ul style="list-style-type: none"> Nature of the discipline and subject Description of the knowledge, understandings and skills developed across the course of study Content students learn in the course How the learning contributes to students' life beyond school 	<ul style="list-style-type: none"> Aims Organisation and structure of the course Explanation of units Explanation of important knowledges and skills Relationship between the general capabilities and cross-curriculum priorities from the AC where applicable Detailed information for each unit: <ul style="list-style-type: none"> unit description suggested learning contexts unit content Time and completion requirements Resources available online 	<ul style="list-style-type: none"> School-based assessment — types of assessment and weightings for each unit in each stage Grades A–E Overview of WACE examination information and indication to go to online resources Standards guides and indication to go to online resources Externally set and marked examination (ATAR courses) or externally set assessment (General, and Foundation) design briefs as relevant to the subject: <ul style="list-style-type: none"> time allowed permissible items additional information for the 	<ul style="list-style-type: none"> Glossary

	Rationale	Content	Assessment	Other information in syllabus
WA (continued)		<ul style="list-style-type: none"> • VET information if applicable 	<ul style="list-style-type: none"> • examination • supporting information for each section of the examination • grade descriptions 	
England	<ul style="list-style-type: none"> • Varies by exam board; generally outlines: <ul style="list-style-type: none"> – how the specification prepares students for university – the progression from GCSEs – the major educational goals of the subject • Broad structure, content and concepts of subject 	<ul style="list-style-type: none"> • Subject content • Topics, units, components, outcome statements (varies based on subject and exam board) • Detailed and prescriptive content (with some optional topics, projects or choices of texts) 	<ul style="list-style-type: none"> • Varies by exam board • Highly specified — specifications detail examination and other assessment content, techniques and weightings 	<ul style="list-style-type: none"> • Support materials, past examination papers and examples of school-assessed coursework available from exam board websites
Hong Kong	<ul style="list-style-type: none"> • Nature of the discipline and school subject and the benefits to learners • Nature of the learning in the subject • Overall curriculum aims 	<ul style="list-style-type: none"> • Interface with the Junior Secondary Curriculum and Post-secondary Pathways and cross-curricular links • Curriculum framework (key knowledge, skills, values and attitudes) • Curriculum structure and organisation including core (compulsory) and elective (extended) content, topics, objectives and organisation • Student learning targets • Curriculum time allocation (number of hours) 	<ul style="list-style-type: none"> • Details about the different assessment components, weighting and duration • The role of assessment in the learning and teaching of each subject • Explanation of the purpose of formative and summative assessment • Assessment objectives • Guiding principles of internal and public assessment • Assessment design • Standards and reporting of results 	<ul style="list-style-type: none"> • Contents page • Preamble explaining the three-year academic structure, the role of the HKEAA and the CDC, the function and purpose of the <i>Curriculum and Assessment Guide</i> and other official documents related to curriculum and assessment • Acronyms • Curriculum planning guidelines and strategies to assist schools and teachers • Subject pathways • Guidelines for effective learning and teaching • Learning and teaching resources

	Rationale	Content	Assessment	Other information in syllabus
Hong Kong (continued)				including useful websites and membership of curriculum committees <ul style="list-style-type: none"> • Appendixes • Glossary • References
IB Recent IB syllabus formats differ slightly from older syllabuses. The information provided reflects the most recent IB syllabus format.	<ul style="list-style-type: none"> • Introduction with generic information about the IB and the types of learners • Nature of the subject • Subject relationship to the IB core • Prior learning • Links to earlier IB courses 	<ul style="list-style-type: none"> • Aims of the subject group, e.g. Individuals and societies • Aims of the subject, e.g. Philosophy • Specific pedagogical advice about the subject • Assessment objectives (3–5 categories similar to dimensions with multiple objectives under each) • Syllabus outline and course and assessment time allocations • Syllabus content: <ul style="list-style-type: none"> – core (organised differently depending on the subject group and the individual subject, e.g. in Philosophy, key concept, ideas for topics of study, ideas for discussion questions) – Options/electives and any rules associated (organised as above) • Prescribed texts • Information about extension learning if applicable 	<ul style="list-style-type: none"> • Generic IB assessment information • Information about internal and external assessment, including assessment techniques, weightings and conditions • Marking schemes for each assessment which includes marks and the comparable level descriptor • Advice on internal assessment, including marking schemes for each assessment which includes marks and the comparable level descriptor 	<ul style="list-style-type: none"> • Glossary • Bibliography for the subject

	Rationale	Content	Assessment	Other information in syllabus
Ontario	<ul style="list-style-type: none"> Introduction section outlines: <ul style="list-style-type: none"> – goals for Ontario secondary schools – importance and purpose of the learning area – nature of the learning area, key aspects and concepts Roles and responsibilities of students, parents, teachers and principals 	<ul style="list-style-type: none"> Organised as strands and content, with each content area having: <ul style="list-style-type: none"> – ‘overall expectations’ – ‘specific expectations’ 	<ul style="list-style-type: none"> For many courses the weighting of ongoing in-class assessment is 70% and the end of course final evaluation is 30% All courses use achievement charts (rubrics) with the dimensions: <ul style="list-style-type: none"> – Knowledge and understanding – Thinking (and Investigation in Science) – Communication – Application 	<ul style="list-style-type: none"> Very similar curriculum documents across all learning areas/subjects, using the same framework No stated processes for moderation or comparability
Singapore	<ul style="list-style-type: none"> None within syllabus documents (begins with ‘Aims and assessment objectives’) The Singapore Ministry of Education describes the ‘A-Level Experience’ as: <ul style="list-style-type: none"> – more breadth, more options – more focus on thinking and communication skills – holistic education 	<ul style="list-style-type: none"> Aims and assessment objectives Content outlined in modules, sections, or areas of study etc. 	<ul style="list-style-type: none"> Scheme of assessment Outlines number, duration, mode and weightings of assessments 	<ul style="list-style-type: none"> Some documents provide further subject-specific information, e.g. mathematical requirements (Physics) and list of literature (poems and short prose) that will be selected for examination purposes (Literature in English H2)

Levels and pathways

Across Australia and most sampled international jurisdictions, different curriculum is written for different types of learners in the senior phase of learning. Most jurisdictions offer three or four levels of subjects to suit the diversity of learners and the potential pathways that students may take post-school, e.g. Western Australia offers ATAR, General, Foundation and Preliminary courses.

While the primary pathway for students undertaking the IB Diploma Programme is tertiary education, the program offers different levels of courses, e.g. Higher Level (HL) 240-hour courses and Standard Level (SL) 150-hour courses. Students must undertake a selection from both levels with not more than four HL courses. SL courses are also modified by reducing the number and size of assessments. Interestingly, since 2012 the IB has offered an alternative program for 16–19-year olds, which focuses directly on preparation and transition to work, called the ‘Career-related Program’.

Table 5: Examples of pathways and courses across selected Australian jurisdictions

	NSW (BOSTES)	QLD (QCAA)	VIC (VCAA)	WA (SCSA)
Tertiary pathway and certification	Stage 6 courses: Preliminary and HSC	Authority subjects	Study designs: Stage 1 and 2	ATAR courses
Certification	Stage 6 courses: Preliminary and HSC	Authority subjects and Authority-registered	Study designs: Stage 1 and 2	General courses
Courses that support literacy and numeracy development	English Life Skills Mathematics Life Skills	Functional Mathematics Functional English	Victorian Certificate of Applied Learning	Foundation courses
Courses for students with special needs	Life Skills	Guideline for Individual Learning (GIL)*	Victorian Certificate of Applied Learning — Foundation level courses	Preliminary courses

* While other jurisdictions produce syllabuses for students with special needs, the GIL does not fit the definition of syllabus used in the Queensland legislation. It is designed for students working towards the Queensland Certificate of Individual Achievement (QCIA).

Syllabus contribution to certification and tertiary entrance

Australian and sampled international jurisdiction syllabuses are generally categorised according to their contribution to certification and/or tertiary entrance.

Most jurisdictions allow students to undertake a mixture of subjects and units from a variety of levels and pathways. All jurisdictions construct rules for certification. Australian jurisdictions provide mechanisms for students to enter tertiary studies based on determined scaled scores (e.g. OP in Queensland, ATAR scores in Victoria).

Jurisdictions often indicate whether the learning and assessment is best suited to Year 11 or Year 12. Most often it is only Year 12 that contributes to certification and tertiary entrance.

[Table 6](#) provides an overview of the indicative way jurisdictions organise senior secondary courses.

Table 6: Overview of senior secondary course organisation

	Preparatory studies (usually studied in Year 11)	Contributing to tertiary entrance (usually studied in Year 12)
ACT (BSSS)	Units 1 and 2	Units 3 and 4
NSW (BOSTES)	Stage 6: Preliminary — Units 1 and 2	Stage 6: Higher School Certificate (HSC) — Units 3 and 4
NT (NTBOS)	Stage 1 NT Certificate of Education and Training subjects	Stage 2 NT Certificate of Education and Training subjects
QLD (QCAA)	Year 11	Year 12
SA (SACE Board)	Stage 1	Stage 2
TA (TQA)	TQA Levels 1 and 2	TQA Level 3
VIC (VCAA)	Victorian Certificate of Education (VCE) — Units 1 and 2	Victorian Certificate of Education (VCE) — Units 3 and 4
WA (SCSA)	ATAR Course — Units 1 and 2	ATAR Course — Units 3 and 4
England (Ofqual)	AS-level and A-level (Year 12)	A-level (Year 13)
Hong Kong (HKEAA & CDC)	HKDSE (Secondary 4 and 5)	HKDSE (Secondary 6)
IB (International)	Full 2-year course comprising Standard Level diploma and Higher Level diploma. Each level is a co-requisite of the other.	
Ontario (Ministry of Education)	Ontario Secondary School Diploma (OSSD): <ul style="list-style-type: none"> • Grade 9 academic or applied courses • Grade 10 academic courses • Grade 11 university preparation courses 	Ontario Secondary School Diploma (OSSD): <ul style="list-style-type: none"> • Grade 12 University preparation courses
Singapore (MOE)	A-level	A-level (examined in Year 12)

Some observations

Observations that can be made from the examination of Australian and selected international jurisdictions include:

- Queensland offers fewer syllabuses than other Australian jurisdictions when language syllabuses are included in the tally, but moves to midway when language syllabuses are removed
- International jurisdictions offer fewer language syllabuses than Australian jurisdictions

- The IB and the sampled international jurisdictions, apart from Ontario, offer fewer syllabuses than Australian jurisdictions.
- Some Australian jurisdictions (South Australia, Northern Territory, Tasmania and ACT) and one of the sampled international jurisdictions (Ontario) offer flexible transdisciplinary subject syllabuses, where the school or student chooses the combination of disciplines or subjects. Note: Queensland does have transdisciplinary syllabuses, but develops them into 'subjects' by stipulating disciplines (e.g. Aerospace, Philosophy and Reason, Study of Society). The IB offers several transdisciplinary syllabuses.
- Some subjects are represented in each jurisdiction and have a great level of comparability, e.g. Chemistry, Physics.
- Syllabus time allocations vary considerably.

Section 2. Assessment

Assessment aims to improve teaching, help students achieve the highest standards they can within their own capabilities and provide meaningful reports to parents/carers on students' achievements.

Assessment in the senior phase of learning is often referred to as 'high stakes' as it plays an important role in students' future pathways. Across jurisdictions to varying degrees, both school-based assessment and external assessment are used to make decisions about student achievement in the senior phase of learning.

School-based and external assessment

School-based assessment

School-based assessment (also referred to as school or internal assessment) is set and marked by schools. Some jurisdictions, for example Queensland and the ACT, have formalised processes, including peer moderation and general skills/knowledge tests, to moderate school-based assessment.

External assessment

External assessment is set and marked by jurisdictions or groups separate and independent from schools.

Although external assessments might be used in Year 11, they are more often used in Year 12. These external assessments are often written examinations that occur in the latter part of Year 12 and assess only the Year 12 course, stage or units.

In each jurisdiction examined:

- the responsibility for the development and administration of external assessment and the prescription of assessment worth or weighting is with the jurisdiction or educational authority that developed the curriculum, e.g. BOSTES, VCAA
- information and resources are provided to support teacher and student preparation for external assessment and examinations, including design briefs or specifications, weighting of each part of the examination, and past examination papers, e.g. NSW HSC
- external assessment is used to identify anomalies and/or scale results.

All Australian jurisdictions include school-based or internal assessment in Years 11 and 12, with Year 11 being wholly school-based. Queensland and the ACT are the only jurisdictions to use exclusively externally moderated school-based assessment in the senior secondary phase. Other Australian jurisdictions use external assessment as well as school-based assessment to determine student achievement at the end of the course of study. The weighting of school-based assessment to external assessment varies across jurisdictions and in some instances across subjects within jurisdictions. External assessment ranged from 25% to 100%. Even when external assessment was 100% of the grade awarded, jurisdictions still expected internal assessment to occur.

The sample international jurisdictions/curriculums vary in their use of school and external assessment, for example:

- Ontario extensively uses school-based assessment but has the facility for students to undertake external assessment in subjects if they wish to transition to tertiary education.

There is also the provision of external examinations separate to the curriculum offered by schools and many universities have entrance exams for particular courses.

- England has examinations at the end of each year. Some universities also require candidates to sit entrance exams for particular courses.
- Hong Kong is transitioning from a wholly externally assessed system to one incorporating school-based assessment.
- The IB uses both school and external assessment.

While there is some variety in the ways school-based assessment is described in syllabuses, all jurisdictions specify the weighting of school-based assessment. These weightings differ from jurisdiction to jurisdiction, state to state and in some cases from subject to subject within a jurisdiction.

Table 7 shows the percentage of school and external assessment implemented across jurisdictions.

Table 7: School-based and external assessment across jurisdictions

Jurisdiction	% of school-based assessment	% of external assessment
ACT	100	0
NSW	50	50
NT	70	30
QLD	100	0
SA	70	30
TAS	40–60	40–60
VIC	25–75	25–75
WA	50	50
England	Minimal	Predominantly external, with some school depending on subject and exam board
Hong Kong (system in transition from full external to some school-based assessment)	Minimal	Predominantly external, with some school depending on subject
IB	20–40	80–60
Ontario	100	0
Singapore	Minimal	Predominantly external, with some school depending on subject and exam board

Assessment techniques

Jurisdictions vary in their approach to providing advice for teachers about assessment, assessment techniques and conditions. It appears that where external examinations occur, more detail and greater prescription is provided.

Consistency in both teacher and student understanding of assessment techniques and requirements is also developed through the provision of past examination papers, examination protocols, manuals and assessment breakdowns or 'schedules' and supplementary advice to the syllabus. Some advice is distributed through newsletters and other web-based postings.

Although the length of written examinations, whether school or external, varies significantly between jurisdictions, 1–3 hours seems common. The types of items in examinations have great consistency and include multiple-choice and single-word responses, short-answer and essay questions.

In sampled external examination papers, word lengths for short-answer questions ranged from 50–400 words. In some instances, the requirement was described as 'a paragraph'. Essays commonly ranged from 600–1000 words. However, when the duration of exams increased beyond two hours, word lengths also increased. In one such instance, no maximum word length was provided. Examinations are by far the most common assessment technique in both New South Wales and Victoria and in many subjects constitute 25% to 50% of school-based assessment.

Apart from examinations, the most common assessment types were research assessments (including techniques such as research reports, scientific investigations, seminar presentations and journals) and extended written assessments.

Across Australian jurisdictions, the number and type of assessments seemed comparable. Three to five assessment instruments for a year-long course was common. Extension subjects often required fewer but much larger assessments, e.g. Extension English in Queensland has a word length of 2500–3000 for a written theoretical analysis of a text. Extended written responses in English are 1500 words.

In international jurisdictions, a larger written research assessment was often included and word lengths were increased, e.g. the independent, self-directed extended essay in the IB being 4000 words.

The mode of presentation for student responses to assessment was often left to the discretion of the school. Oral presentations and those requiring technology were also evident, but not as frequent as written responses.

There is not enough consistency between jurisdictions to establish normative practices across assessment techniques or conditions; however, there is enough information to affirm an acceptable range.

Table 8 provides selected detail on assessment specifications and examples across jurisdictions.

Table 8: Assessment specifications and examples across jurisdictions

	Pre-university secondary course assessment specifications	Subject examples
ACT	<p>100% School-based assessment Years 11 and 12 Course Frameworks and BSSS T Courses</p> <p><i>Mandatory</i> Course frameworks specify the:</p> <ul style="list-style-type: none"> • assessment criteria, and assessment tasks and types • weightings for assessment criteria and tasks types • number (as a range) of assessment items per unit/half unit • grading using rubrics that use the assessment criteria <p><i>Flexible</i></p> <ul style="list-style-type: none"> • a range of weightings for assessment types is allowed • the number of assessment items (a choice from a mandated range) • the task types from which schools can choose <p>Sources: www.bsss.act.edu.au/curriculum/Frameworks www.bsss.act.edu.au/curriculum/courses</p>	<p>Physics <i>100% School-based assessment</i></p> <ul style="list-style-type: none"> • Suggested task type 1: 40–60% <ul style="list-style-type: none"> – log book – practical report – research assignment – presentations – investigative project – essay – models • Suggested task type 2: 40–60% <ul style="list-style-type: none"> – test/quizzes – practical skills test <p>Three to five assessment items for a standard 1.0 unit; two to three for a half standard 0.5 unit. Include at least two different types of tasks, with no assessment items carrying a weighting of less than 10% or greater than 45% of the unit assessment. At least one open-ended investigation to be undertaken.</p> <p>English <i>100% School-based assessment</i></p> <ul style="list-style-type: none"> • Responding: 40–60% <ul style="list-style-type: none"> – Respond to fiction, nonfiction and/or multimodal texts – Students may respond in analytical forms such as short response, essay, review, close textual analysis, multimodal, oral presentation • Creating: 20–30% <ul style="list-style-type: none"> – Students may create imaginative, entertaining, persuasive, interpretative or informative texts – Students may create in oral, written or non-written forms

	Pre-university secondary course assessment specifications	Subject examples
ACT (continued)		<ul style="list-style-type: none"> – All creative tasks must include an explanation of creative choices • Investigating: 20–30% <ul style="list-style-type: none"> – Plan, enquire into and draw conclusions about texts and/or key unit concepts – Students may respond in forms such as reports, interviews, film making, oral presentation, independent research, writing for publication, appraisal of critical perspectives <p>Three to five assessment items for a standard 1.0 unit; two to three for a half standard 0.5 unit. Students must complete at least one of each task type in any unit, and a minimum of one oral response each year.</p>

Pre-university secondary course assessment specifications	Subject examples
<p style="text-align: center;">NSW</p> <p>50% External assessment and 50% School-based assessment HSC Year 12 Stage 6 Preliminary (usually Year 11) and HSC (usually Year 12) courses</p> <p><i>Mandatory</i></p> <ul style="list-style-type: none"> • Preliminary course: Each outcome in each unit studied must be assessed • HSC course — assessment components and weightings: Students complete school-based assessments as part of their HSC, which together contribute 50% of their final HSC mark for a course. The HSC mark is the average of the internal assessment mark and the external examination mark. Typically these are a total of 100 marks each <p><i>Flexible</i></p> <ul style="list-style-type: none"> • Preliminary course: <ul style="list-style-type: none"> – Selection of subject matter for each assessment type – Assessment components and weightings • HSC course: <ul style="list-style-type: none"> – Number of assessment tasks implemented, within a set range – Some flexibility with conditions for implementing assessment <p>NSW BOS website provides advice on planning and implementing assessment, and information about the HSC. External assessment is used to statistically moderate school-based assessment.</p> <p>Sources: www.boardofstudies.nsw.edu.au/hsc_assessment_policies www.boardofstudies.nsw.edu.au/syllabus_hsc http://ace.bos.nsw.edu.au/</p>	<p>HSC Physics <i>50% External assessment and 50% School-based assessment</i></p> <p><i>External assessment</i></p> <ul style="list-style-type: none"> • External examination: <ul style="list-style-type: none"> – Section I — Core <ul style="list-style-type: none"> ▪ 10% — Part A: Objective-response questions ▪ 27.5% — Part B: Short-answer questions – 12.5 % — Section II — Options <p><i>School-based assessment</i></p> <ul style="list-style-type: none"> • 20% — Knowledge and understanding • 15% — Skills (in planning and conducting, gathering and processing first-hand investigations and data, and gathering and processing from secondary sources) • 15% — Skills (in communicating, developing scientific thinking and problem-solving techniques, and working individually and in teams) <p>HSC Mathematics <i>50% External assessment and 50% School-based assessment</i></p> <p><i>External assessment</i></p> <ul style="list-style-type: none"> • External examination: <ul style="list-style-type: none"> – 5% — Section I — Objective–response questions – 45% — Section II — Short answer questions <p><i>School-based assessment</i></p> <ul style="list-style-type: none"> • Internal assessment: <ul style="list-style-type: none"> – 25% — Concepts, skills and techniques – 25% — Reasoning and communication

	Pre-university secondary course assessment specifications	Subject examples
NSW (continued)		<p>HSC Design and Technology <i>50% External assessment and 50% School-based assessment</i></p> <p><i>External assessment</i></p> <ul style="list-style-type: none"> • External examination: <ul style="list-style-type: none"> – Written examination <ul style="list-style-type: none"> ▪ 5% — Section I — Objective–response questions ▪ 7.5% — Section II — Short answer questions ▪ 7.5% — Section III — One structured extended response question – 30% — Major design project <p><i>School-based assessment</i></p> <ul style="list-style-type: none"> • Internal assessment: <ul style="list-style-type: none"> – Innovation and emerging technologies: <ul style="list-style-type: none"> ▪ 10% — case study of an innovation ▪ 10% — other tasks – 30% — Designing and producing

	Pre-university secondary course assessment specifications	Subject examples
NT	Same as SA.	Same as SA.

	Pre-university secondary course assessment specifications	Subject examples
QLD	<p>100% School-based assessment (School-based, standards-based, externally moderated)</p> <p>QCE Years 11 and 12 Authority subjects</p> <p><i>Mandatory</i></p> <ul style="list-style-type: none"> • Assessment techniques • No weighting of dimensions or assessment instruments • Standards to be used in Year 11 and Year 12 • Year 12 verification folio requirements and post-verification assessment: <ul style="list-style-type: none"> – generally 4–6 assessment items in an externally moderated folio – folios should have an appropriate range and balance <p><i>Flexible</i></p> <ul style="list-style-type: none"> • Selection and number (usually 4–6) of assessment techniques, such as: <ul style="list-style-type: none"> – Supervised written – Research – Extended response – Performance and product • Selection of assessment techniques to assess particular dimensions and objectives • Some assessment techniques include different types of tasks from which schools can choose • More flexibility in assessment program design in Year 11 than in Year 12 <p>Source: www.qcaa.qld.edu.au/575.html</p>	<p>Physics <i>100% School-based assessment</i></p> <ul style="list-style-type: none"> • Assessment techniques include: <ul style="list-style-type: none"> – Extended experimental investigations – Supervised assessments – Extended response tasks • Verification folio requirements: <ul style="list-style-type: none"> – a minimum of four and a maximum of six summative assessment instruments – assessment instruments, demonstrating a range of techniques, that include: <ul style="list-style-type: none"> ▪ at least one, but no more than two extended experimental investigations ▪ at least one supervised assessment ▪ at least one assessment instrument that is derived from the Year 12 contextualised unit of work <p>English <i>100% School-based assessment</i></p> <ul style="list-style-type: none"> • Assessment techniques include: <ul style="list-style-type: none"> – Extended responses – Supervised written • Verification folio requirements: <ul style="list-style-type: none"> – responses to five assessment instruments, of which three are written spoken/signed – evidence that across the five instruments all aspects of the dimensions and objectives have been demonstrated at least once – the three written tasks in the verification folio must include these text categories: <ul style="list-style-type: none"> ▪ one expository text ▪ one imaginative text ▪ one persuasive or reflective text suitable for a public audience

Pre-university secondary course assessment specifications	Subject examples
<p>30% External assessment and 70% School-based assessment SACE Stage 2 — Year 12</p> <p><i>Mandatory</i></p> <ul style="list-style-type: none"> • Stage 1: <ul style="list-style-type: none"> – Assessment types and assessment design criteria for each type – Number of assessments for 10-credit and 20-credit subjects, within a set range – Performance standards • Stage 2: <ul style="list-style-type: none"> – 30% external assessment for all subjects – Form of external assessment (depends on subject and can be an examination (either oral or written), investigation or performance) – Weighting of school-based assessment types – Assessment types and assessment design criteria for each type – Number of assessments for 10-credit and 20-credit subjects, within a set range – Performance standards for school-based/internal assessment <p><i>Flexible</i></p> <ul style="list-style-type: none"> • Stage 1: <ul style="list-style-type: none"> – Weighting for each assessment type is proposed – Selection of subject matter for each assessment type – Sequencing of assessment tasks • Stage 2: <ul style="list-style-type: none"> – Selection of subject matter for each assessment type – Sequencing of assessment tasks – Format and/or mode and/or genre of response for school-based assessment 	<p>Physics <i>30% External assessment and 70% School-based assessment</i></p> <p><i>External assessment</i></p> <ul style="list-style-type: none"> • Assessment type 3: External examination 30% <ul style="list-style-type: none"> – Students undertake a 3-hour external examination consisting of questions of different types, such as those that require short answers, paragraph answers, extended responses, mathematical calculations, graphical interpretation, and data and practical skills. Questions cover all topics, including applications and skills, and some may require students to integrate their knowledge from a number of topics <p><i>School-based assessment</i></p> <ul style="list-style-type: none"> • Assessment type 1: Investigations folio 40% <ul style="list-style-type: none"> – Students undertake at least three practical investigations and one issues investigation to include in the folio • Assessment type 2: Skills and application tasks 30% <ul style="list-style-type: none"> – Students undertake at least three skills and applications tasks <p>Physical Education <i>30% External assessment and 70% School-based assessment</i></p> <p><i>External assessment</i></p> <ul style="list-style-type: none"> • Assessment type 3: External examination 30% <ul style="list-style-type: none"> – Students undertake a 2-hour external examination, which is divided into two parts: <ul style="list-style-type: none"> ▪ Part 1: Short-answer questions ▪ Part 2: Extended-response questions <p><i>School-based assessment</i></p> <ul style="list-style-type: none"> • Assessment type 1: Practical 50% <ul style="list-style-type: none"> – Students undertake three practicals of equal importance: <ul style="list-style-type: none"> ▪ minimum of two practicals from the SACE Board's register of centrally developed practicals ▪ schools can develop one class-negotiated practical

	Pre-university secondary course assessment specifications	Subject examples
SA (continued)	<p>Sources:</p> <p>www.sace.sa.edu.au</p> <p>www.sace.sa.edu.au/learning</p>	<ul style="list-style-type: none"> • Assessment type 2: Folio 20% <ul style="list-style-type: none"> – Students undertake three to six folio assessments. Two or three assessments should be integrated tasks, and one assessment should be an issues analysis – Integrated tasks and the issues analysis may be presented in written, oral, or multimodal form – Folio assessments could include: <ul style="list-style-type: none"> ▪ multimodal presentations ▪ case studies ▪ essays ▪ laboratory explorations and reports ▪ oral presentations ▪ tests ▪ written and/or research assignments ▪ other individual or group activities <p>Accounting</p> <p><i>30% External assessment and 70% School-based assessment</i></p> <p><i>External assessment</i></p> <ul style="list-style-type: none"> • Assessment type 3: External examination 30% <ul style="list-style-type: none"> – Students undertake a 2-hour external examination that consists of a range of problem questions, including short-answer and extended-response questions. Problem questions integrate knowledge, skills, and understanding from all sections of the content, with a focus on the knowledge, skills, applications, analysis, and interpretation involved in accounting practice <p><i>School-based assessment</i></p> <ul style="list-style-type: none"> • Assessment type 1: Skills and applications tasks 50% <ul style="list-style-type: none"> – Students undertake five to eight skills and applications tasks – Each skills and applications task should be based on unseen data and undertaken under timed, supervised conditions, to a maximum of 1 hour

SA (continued)	Pre-university secondary course assessment specifications	Subject examples
		<ul style="list-style-type: none"> – In setting skills and applications tasks, teachers may provide students with information in written form or in the form of numerical data or tables – It is recommended that teachers integrate appropriate accounting software packages into some of these assessments <ul style="list-style-type: none"> • Assessment type 2: Report 20% <ul style="list-style-type: none"> – Students undertake an analytical response to unseen data, such as financial statements, under timed, supervised conditions of no more than 1 hour in length

Pre-university secondary course assessment specifications	Subject examples
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">TAS (continued)</p> <p>Usually 40–60% External assessment and 40–60% School-based assessment TQA Level 3 — Year 12</p> <p>School-based assessment and external assessment contributes to a number of ‘ratings’ and each subject varies with the allocation of ratings for school-based assessments and external assessments. Based on a syllabus scan this is estimated to be between 40–60% external assessment.</p> <p><i>Mandatory</i> TQA Level 3 (contributes to the calculation of ATAR)</p> <ul style="list-style-type: none"> • External assessment (types include): <ul style="list-style-type: none"> – written examinations – orals – practical (performances) – interviews or displays – folios • Allocation of ratings • Standards • Criteria, including criteria to be externally assessed • Course sections, e.g. Modern History • Course modules, e.g. English Literature • Prescribed text list for some subjects, e.g. English Literature • Minimum work requirements for modules <p><i>Flexible</i></p> <ul style="list-style-type: none"> • Choice of topics and content within course sections, e.g. Modern History • Some assessment types • Selection of specific texts from the prescribed text list for some subjects, e.g. English Literature 	<p>Physics, TQA Level 3 — Year 12 <i>33.3% External assessment and 66.6% School-based assessment</i></p> <ul style="list-style-type: none"> • A total of 12 ratings: <ul style="list-style-type: none"> – Internal (school-based assessment) 8 ratings – External assessment (3-hour written examination) 4 ratings <p>The assessment for Physics, TQA Level 3, will be based on the degree to which the student can:</p> <ol style="list-style-type: none"> 1. demonstrate personal skills to plan, organise and complete activities 2. develop, interpret and evaluate physics experiments 3. collect, process and communicate information 4. demonstrate understanding of the application and impact of physics in society 5. *identify and apply principles of Newtonian mechanics including gravitational fields 6. *identify and apply principles and theories of electricity and magnetism 7. *identify and apply general principles of wave motion 8. *identify and apply principles of the wave-particle nature <p>* = externally assessed criteria</p> <p>Modern History, TQA Level 3 — Year 12 <i>43% External assessment and 57% School-based assessment</i></p> <ul style="list-style-type: none"> • A total of 14 ratings: <ul style="list-style-type: none"> – Internal (school-based assessment) 8 ratings – External assessment (3-hour written examination) 6 ratings <p>The assessment for Modern History, TQA level 3, will be based on the degree to which the learner can:</p> <ol style="list-style-type: none"> 1. Undertake research about modern history issues 2. *Communicate historical ideas and information 3. *Assess differing historical interpretations and representations of others 4. *Use evidence to support own interpretation and historical argument

	Pre-university secondary course assessment specifications	Subject examples
TAS (continued)	<ul style="list-style-type: none"> • Sequencing of modules • Allocation of hours <p>Source: www.tqa.tas.gov.au</p>	<p>5. *Assess significance of political systems, ideologies and nationalism in modern history</p> <p>6. *Assess drivers of social, economic and political change, and nature and impact of changes in modern history</p> <p>7. *Describe and assess cause and effect in issues affecting the modern world</p> <p>8. Apply time management, planning and negotiation skills to historical inquiry</p> <p>* = externally assessed criteria</p>

Pre-university secondary course assessment specifications	Subject examples
<p>25% to 75% External assessment VCE Year 12 VCE study designs: Units 1 and 2 (Year 11) and Units 3 and 4 (Year 12)</p> <p><i>Mandatory</i></p> <ul style="list-style-type: none"> • Units 1 and 2: <ul style="list-style-type: none"> – Assessment in Units 1 and 2 are school-based, and the study design mandates: <ul style="list-style-type: none"> ▪ assessment techniques assess achievement against the outcomes for each unit ▪ tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program ▪ tasks must be completed mainly in class and within a limited timeframe • Units 3 and 4: <ul style="list-style-type: none"> – Assessment in Units 3 and 4 are supervised by the VCAA – Each Year 12 Study (Units 3 and 4) comprises: <ul style="list-style-type: none"> ▪ three graded assessments — school-assessed coursework and/or school-assessed tasks ▪ examinations — end of year for all studies including performance exams for Performing Arts <p><i>Flexible</i></p> <ul style="list-style-type: none"> • Units 1 and 2: <ul style="list-style-type: none"> – a selection of tasks, such as a folio, an investigative report, a test, an essay, a case study, an oral and/or a multimodal presentation, a practical investigation – selection of subject matter for each assessment type 	<p>VCE Physics <i>60% External assessment and 40% School-based assessment</i></p> <p><i>External assessment</i></p> <ul style="list-style-type: none"> • End-of-year examination: 60% <p><i>School-based assessment</i></p> <ul style="list-style-type: none"> • Unit 3 School-assessed coursework: 16% <ul style="list-style-type: none"> – At least two different tasks selected from the following: <ul style="list-style-type: none"> ▪ a student-designed extended practical investigation ▪ a summary report of selected practical activities from the student's log book ▪ a multimedia presentation ▪ a data analysis ▪ a report (written, oral, annotated visual) ▪ a test (short answer and extended response) ▪ a response to a media article • Unit 4 School-assessed coursework: 24% <ul style="list-style-type: none"> – At least two different tasks selected from the following: <ul style="list-style-type: none"> ▪ a student-designed extended practical investigation ▪ a summary report of selected practical activities from the student's log book ▪ a multimedia presentation ▪ a data analysis ▪ a report (written, oral, annotated visual) ▪ a test (short answer and extended response) ▪ a response to a media article <p>Note: Across the assessment tasks selected in Unit 3 and 4, at least one of the assessment tasks must be an extended practical investigation and at least one of the assessment tasks must be a summary report of selected practical activities. The detailed study can be chosen in Unit 3 or Unit 4, but is weighted in Unit 4.</p>

	Pre-university secondary course assessment specifications	Subject examples
VIC (continued)	<ul style="list-style-type: none"> • Units 3 and 4: <ul style="list-style-type: none"> – School-assessed coursework: <ul style="list-style-type: none"> ▪ selection of subject matter for each assessment type ▪ some selection of tasks ▪ teachers may choose the order of the assessment tasks <p>External assessment is used to statistically moderate school-based assessment.</p> <p>Source: www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx</p>	<p>VCE Dance <i>75% External assessment and 25% School-based assessment</i></p> <p><i>External assessment</i></p> <ul style="list-style-type: none"> • Performance examination: 50% <ul style="list-style-type: none"> – Students perform two dance works that they have individually choreographed in Units 3 and 4, Outcome 2 • Written examination: 25% <ul style="list-style-type: none"> – Students answer a series of questions focusing on Unit 3, Outcomes 1, 2 and 3, and Unit 4, Outcomes 1 and 2 <p><i>School-based assessment</i></p> <ul style="list-style-type: none"> • School-assessed coursework: <ul style="list-style-type: none"> – Unit 3: 15% <ul style="list-style-type: none"> ▪ Analysis of two works selected from the prescribed list of dance works for Unit 3 in any one of the following formats: a written report, responses to structured questions, or a multimedia report ▪ Analysis of the processes and practices used in the choreography, rehearsal and performance of a solo dance work choreographed by the student in one of the following formats: a written report, responses to structured questions or a multimedia report ▪ Performance of a learnt group dance work created by another choreographer – Unit 4: 10% <ul style="list-style-type: none"> ▪ Analysis of a work selected from the prescribed list of works for Unit 4 in any one of the following formats: a written report, responses to structured questions, or a multimedia report ▪ Analysis of the processes used in the choreography, rehearsal and performance of a solo dance work choreographed by the student presented in one of the following formats: a written report, responses to structured questions or a multimedia report

	Pre-university secondary course assessment specifications	Subject examples
WA	<p>50% External assessment and 50% School-based assessment ATAR Course, Units 3 and 4</p> <p>ATAR course examination results contribute to a score that is used to rank students for university entry — for school candidates this score is based on a 50:50 combination of the examination mark and the moderated school mark; for private candidates, this score is based solely on the examination mark.</p> <p><i>Mandatory</i></p> <ul style="list-style-type: none"> • Types of assessment • Weighting range for each type. • Grade categories and descriptions <p><i>Flexible</i></p> <ul style="list-style-type: none"> • Assessment tasks • Development of a marking key for each assessment task • Sequencing of assessment tasks <p>General courses are not externally examined. However, they each have an externally set task (EST) which is set by the Authority.</p> <p>ATAR, General and Foundation courses are offered at two year levels — Year 11, comprising Units 1 and 2; and Year 12, comprising Units 3 and 4.</p> <p>For ATAR, General and Foundation courses:</p> <ul style="list-style-type: none"> • the two Year 11 units are typically studied and reported to the Authority as a pair, but may be studied and reported separately • the two Year 12 units must be studied and reported to the Authority as a pair 	<p>ATAR Physics — Year 12 <i>50% External assessment and 50% School-based assessment</i></p> <p><i>External assessment</i></p> <ul style="list-style-type: none"> • WACE examination (3 hours) <ul style="list-style-type: none"> – Section One: Short response 15% – Section Two: Problem-solving 25% – Section Three: Comprehension 10% <p><i>School-based assessment</i></p> <ul style="list-style-type: none"> • Investigation: At least one experiment, one investigation and one evaluation and analysis 10% • Test: Short answers, extended answers and problem-solving 15% • Examination: End of semester/unit 25% <p>ATAR Drama — Year 12 <i>50% External assessment and 50% School-based assessment</i></p> <p><i>External assessment</i></p> <ul style="list-style-type: none"> • WACE examination <ul style="list-style-type: none"> – Practical (performance) examination (20 mins) <ul style="list-style-type: none"> ▪ Part 1: Original solo performance 10% ▪ Part 2: Scripted monologue 7.5% ▪ Part 3: Spontaneous improvisation 5% ▪ Part 4: Interview 2.5% – Written examination (2.5 hours) <ul style="list-style-type: none"> ▪ Section One: Analysis and interpretation of a drama text 15% ▪ Section Two: Australian drama and world drama 10%

	Pre-university secondary course assessment specifications	Subject examples
WA (continued)	<p>A student's school-based achievement in ATAR courses is recorded in grades (A, B, C, D or E) and marks out of 100.</p> <p>Source: http://wace1516.scsa.wa.edu.au/</p>	<p><i>School-based assessment</i></p> <ul style="list-style-type: none"> • Practical component <ul style="list-style-type: none"> – Performance/production 15% – Practical (performance) examination 10% • Written component <ul style="list-style-type: none"> – Response 15% – Written examination 10%

	Pre-university secondary course assessment specifications	Subject examples
England	<p>Predominantly external, with some internal (depending on subject and exam board)</p> <p><i>Mandatory</i> AS-level (Year 12) and A-level (Year 12 and 13)</p> <ul style="list-style-type: none"> • Exam boards provide specifications that detail examination and other assessment content, techniques and weightings • Assessment is mainly by exam, with other types of assessment used only where they are needed to test essential skills. • Assessed at the end of the course • AS assessments will typically take place after 1 year's study and A levels after 2 <p>Where school-assessed coursework is counted towards the A-level final grade, a sample of coursework is externally moderated (re-marked) by the exam board.</p> <p><i>Flexible</i></p> <ul style="list-style-type: none"> • A-level specifications are administered through examination boards. Assessment techniques and weightings can vary between the same subject across different exam boards. Schools and A-level colleges choose the specification they use. • Some scope for internal assessment with some A-level subjects • Highly specified content with some optional topics, projects or choices of texts <p>Source: www.gov.uk/government/organisations/ofqual</p>	<p>Physics</p> <p><i>100% External assessment</i></p> <ul style="list-style-type: none"> • AQA <ul style="list-style-type: none"> – Written examinations <ul style="list-style-type: none"> ▪ Paper 1: short and long answer, and multiple choice 34% ▪ Paper 2: short and long answer, and multiple choice 34% ▪ Paper 3: short and long answer questions on practical experiments and data analysis and an optional topic 32% – Practical endorsement (assessed/reported separately) 0% • OCR (Physics B) <ul style="list-style-type: none"> – Written examinations <ul style="list-style-type: none"> ▪ Paper 1: Fundamentals of physics 41% ▪ Paper 2: Scientific literacy in physics 37% ▪ Paper 3: Practical skills in physics 22% – Practical endorsement (assessed/reported separately) 0% • Edexcel <ul style="list-style-type: none"> – Written examination <ul style="list-style-type: none"> ▪ Paper 1 30% ▪ Paper 2 30% ▪ Paper 3 40% – Practical endorsement* (assessed/reported separately) 0% • Eduqas <ul style="list-style-type: none"> – Written examinations (a mix of short-answer and extended-answer questions with some set in a practical context) <ul style="list-style-type: none"> ▪ Paper 1 Newtonian physics 31.25% ▪ Paper 2: Electricity and the universe 31.25% ▪ Paper 3: Light, nuclei and options 37.5% – Practical endorsement* (assessed/reported separately) 0%

	Pre-university secondary course assessment specifications	Subject examples
England (continued)	<ul style="list-style-type: none"> • Exam boards: <ul style="list-style-type: none"> – AQA: www.aqa.org.uk – OCR: www.ocr.org.uk/qualifications/by-type/as-a-level-gce – Edexcel: http://qualifications.pearson.com/en/qualifications/edexcel-a-levels.html – Eduqas: www.eduqas.co.uk/qualifications 	<p>*Practical endorsement: The assessment of practical skills is a compulsory requirement of the course of study for A-level qualifications in Physics. It will appear on all learners' certificates as a separately reported result, alongside the overall grade for the qualification. The arrangements for the assessment of practical skills will be common to all awarding organisations. Practical skills are assessed in the written examinations.</p> <p>English language and literature <i>80% External assessment and 20% School-based assessment</i></p> <ul style="list-style-type: none"> • AQA <ul style="list-style-type: none"> – Coursework (non-exam, internally assessed, externally moderated assessment) 20% – Written examination (two papers, 40% each) 80% • OCR <ul style="list-style-type: none"> – Coursework (non-examined assessment) 20% – Written examination (three papers, 16%, 32%, 32%) 80% • Edexcel <ul style="list-style-type: none"> – Coursework 20% – Written examination (two 40% sections) 80% • WJEC Eduqas <ul style="list-style-type: none"> – Coursework (non-exam assessment) 20% – Written examination (three exams, 30%, 30%, 20%) 80%

Pre-university secondary course assessment specifications	Subject examples
<p>Hong Kong</p> <p>Predominantly external examinations</p> <p>A typical student will take the assessment and examinations for HKDSE at the end of their third year of SS education.</p> <p>Core subjects: English, Liberal Studies</p> <p>Each core subject consists of a public examination component and a school-based assessment component. School-based assessment is different for each subject. Monitored school-based assessments in most subjects (less than 40%).</p> <p><i>Mandatory</i></p> <ul style="list-style-type: none"> • Core subjects: Chinese Language, English Language, Mathematics and Liberal Studies • Compulsory parts of core subjects • External assessment (public examination) • School-based assessment (specified in each subject) • The new system will be 'standards-referenced', i.e. students' performance will be compared to a pre-defined standard • There will be five levels and each level will be accompanied by descriptors that make it clear what a typical student at a given level is able to do <p><i>Flexible</i></p> <ul style="list-style-type: none"> • Choice of elective modules in core subjects • Choice of Elective subjects, Applied Learning, Other Languages, and Other Learning Experiences (OLE) • Time allocation for delivery of different subjects • Flexible grouping in teaching the core subjects, as well as offering reasonable choices of elective subjects and diversified OLE for students 	<p>Physics</p> <p><i>80% External assessment and 20% School-based assessment</i></p> <p><i>External assessment</i></p> <ul style="list-style-type: none"> • Component: Public examination: <ul style="list-style-type: none"> – Paper 1 — Compulsory part: 2.5 hours 60% – Paper 2 — Elective part: 1 hour 20% <p><i>School-based assessment</i></p> <ul style="list-style-type: none"> • Component: School-based assessment: <ul style="list-style-type: none"> – Assessment techniques for Physics school-based assessments include assignments, practical work and scientific investigations, and oral questioning <p>English Language</p> <p><i>85% External assessment and 15% School-based assessment</i></p> <p><i>External assessment</i></p> <ul style="list-style-type: none"> • Component: Public examination: <ul style="list-style-type: none"> – Paper 1: Reading 1.5 hours 20% – Paper 2: Writing 2 hours 25% – Paper 3: Listening and Integrated Skills (approx.) 2 hours 30% – Paper 4: Speaking (approx.) 20 minutes 10% <p><i>School-based assessment</i></p> <ul style="list-style-type: none"> • Component: School-based assessment: <ul style="list-style-type: none"> – Assessment techniques for English Language school-based assessments include oral text-types, individual presentations, group interactions

Hong Kong (continued)	Pre-university secondary course assessment specifications	Subject examples
	<p>Sources:</p> <p>www.hkeaa.edu.hk/en/hkdse</p> <p>www.edb.gov.hk/en/curriculum-development/list-page.html</p>	<p>Liberal Studies <i>External assessment 80% and School-based assessment 20%</i></p> <p><i>External assessment</i></p> <ul style="list-style-type: none"> • Component: Public examination: <ul style="list-style-type: none"> – Paper 1: Data response questions 2 hours 50% – Paper 2: Extended-response questions 1 hour 15 minutes 30% <p><i>School-based assessment</i></p> <ul style="list-style-type: none"> • Component: School-based assessment: <ul style="list-style-type: none"> – The Independent Enquiry Study (IES) is adopted as the mode of school-based assessment in Liberal Studies <p>Mathematics <i>External assessment 100%</i></p> <ul style="list-style-type: none"> • Public examination <ul style="list-style-type: none"> – Paper 1: Conventional questions 2.25 hours 65% – Paper 2: Multiple-choice questions 1.25 hours 35%

	Pre-university secondary course assessment specifications	Subject examples
IB	<p>80%–60% External assessment and 20–40% School-based assessment</p> <p>The IB uses both external and school-based assessment in the Diploma Programme. External assessment is weighted more heavily than school-based assessment. The weighting of external and school-based assessment differs with each subject group. School-based assessment requirements at SL and at HL are the same. All extended essays are externally assessed by examiners appointed by the IB. They are marked on a scale from 0 to 36.</p> <p><i>Mandatory</i></p> <ul style="list-style-type: none"> • Prescribed content for core subjects • External examinations form the basis of the assessment for most courses. They include: <ul style="list-style-type: none"> – essays – structured problems – short-response questions – data-response questions – text-response questions – case-study questions – multiple-choice questions (rarely used) • Teachers must judge the internally assessed work at SL and at HL against the criteria (which are the same for both SL and HL) using the level descriptors 	<p>Physics (Higher Level) <i>80% External assessment and 20% School-based assessment</i></p> <p><i>External assessment</i></p> <ul style="list-style-type: none"> • Paper 1: 40 marks, 1 hour 20% <ul style="list-style-type: none"> – 40 multiple-choice questions on core, about 15 of which are common with SL • Paper 2: 95 marks, 2.25 hours 36% <ul style="list-style-type: none"> – Short-answer and extended-response questions on the core and AHL material • Paper 3: 45 marks, 1.25 hours 24% <ul style="list-style-type: none"> – Questions on core, AHL and option material <ul style="list-style-type: none"> ▪ Section A: one data-based question and several short-answer questions on experimental work ▪ Section B: short-answer and extended-response questions from one option <p><i>School-based assessment</i></p> <ul style="list-style-type: none"> • Individual investigation 10 hours 20%

	Pre-university secondary course assessment specifications	Subject examples
IB (continued)	<p><i>Flexible</i></p> <ul style="list-style-type: none"> • Teacher assessment is used for most courses. This includes: <ul style="list-style-type: none"> – oral work in languages – fieldwork in geography – laboratory work in the sciences – investigations in mathematics – artistic performances • Choice of course within each subject group and the sequencing of subjects • Allocation of teaching time for SL (out of the 20 allocated hours, 10 hours are recommended for teaching) • Group work for SL • Some flexibility with practical assessment tasks for the SL, e.g. Physics, Biology and Chemistry could include: <ul style="list-style-type: none"> – a hands-on laboratory investigation – using a spreadsheet for analysis and modeling – extracting data from a database and analysing it graphically – producing a hybrid of spreadsheet/database work with a traditional hands-on investigation – using a simulation, provided it is interactive and open-ended <p>An extended essay can also be undertaken in world studies, where students carry out an in-depth interdisciplinary study of an issue of contemporary global significance, across two IB diploma disciplines.</p> <p>Source: www.ibo.org/en/programmes/diploma-programme</p>	<p>History (Standard Level) 75% <i>External assessment</i> and 25% <i>School-based assessment</i></p> <p><i>External assessment</i></p> <ul style="list-style-type: none"> • Paper 1: 25 marks, 1 hour 30% <ul style="list-style-type: none"> – Four short-answer/structured questions • Paper 2: 40 marks, 1.5 hours 45% <ul style="list-style-type: none"> – Two extended-response questions <p><i>School-based assessment</i></p> <ul style="list-style-type: none"> • Historical investigation on any area of the syllabus: 25 marks, 20 hours 25%

	Pre-university secondary course assessment specifications	Subject examples
Ontario	<p>100% School-based assessment</p> <p>OSSD, Grade 12</p> <p><i>Mandatory</i></p> <ul style="list-style-type: none"> • The weighting of ongoing in class assessment is 70% and the end of course final evaluation is 30% for all courses • The ongoing in-class assessment grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement <p><i>Flexible</i></p> <ul style="list-style-type: none"> • Ongoing in-class assessment is completely school-based and teacher designed. Suggested assessments include tests, projects, and assignments • Final evaluation at the end of the course will be in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course <p>Source: www.edu.gov.on.ca/eng/curriculum/secondary/index.html</p>	<p>All subjects</p> <p><i>100% School-based assessment</i></p> <p>Most subjects</p> <p>A final grade is recorded for every course, and a credit is granted and recorded for every course in which the student's grade is 50% or higher. The final grade for each course in Grades 9–12 will be determined as follows:</p> <ul style="list-style-type: none"> • 70% of the grade will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement • 30% of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course <p>The Arts</p> <p>'... is based on assessment of learning that provides evidence of student achievement at strategic times throughout the course, often at the end of a period of learning.'</p>

	Pre-university secondary course assessment specifications	Subject examples
Singapore	<p>Predominantly external examinations</p> <p>GCE A-level (Year 13)</p> <p><i>Mandatory</i></p> <ul style="list-style-type: none"> • Singapore–Cambridge GCE A-Level examination is conducted in Singapore annually. MOE and CIE are the joint examining authorities for the examination • Subject content and assessment are highly prescriptive <p><i>Flexible</i></p> <ul style="list-style-type: none"> • Subjects can be examined at three levels, Higher 1 (H1), Higher 2 (H2) and Higher 3 (H3), e.g. <ul style="list-style-type: none"> – Biology: H1, H2 – Literature in English: H1, H2, H3 – Mathematics: H1, H2, H3 – Computing: H2 – Music: H2, H3 • Some subjects have elective papers and choice of content/texts <p>H1 is half of H2 in breadth but similar to H2 in depth. H2 is equivalent to the previous A-level subjects. H3 builds on H2 in knowledge and skills, and provides opportunity for in-depth study. Candidates offering H3 subjects must offer the corresponding subject at H2 level.</p> <p>Source: www.moe.gov.sg/education/pre-u/curriculum</p>	<p>Physics Higher 1 <i>100% External assessment</i></p> <ul style="list-style-type: none"> • Paper 1 (Multiple choice) 33% • Paper 2 (Structured questions) 67% <p>Physics Higher 2 <i>0–15% School-based assessment and 85%–100 External assessment</i></p> <ul style="list-style-type: none"> • Paper 1 (Multiple choice) 20% • Paper 2 (Structured questions) 25% • Paper 2 (Planning) 5% • Paper 3 (Long structured questions) 35% • Paper 4 (School-based Science practical assessment — for school candidates only) 15% • Paper 5 (Practical Paper — for private candidates only) 15% <p>Literature in English Higher 1 <i>100% External assessment</i></p> <ul style="list-style-type: none"> • 3-hour open book examination 100% <p>Literature in English Higher 2 <i>100% External assessment</i></p> <ul style="list-style-type: none"> • Open book examinations 100% <ul style="list-style-type: none"> – One compulsory written examination of 3 hours duration will be set – In addition, two elective papers, each comprising a written examination of 3 hours duration, will be set. Candidates will choose one elective paper <p>Literature in English Higher 3 <i>100% External Assessment</i></p> <ul style="list-style-type: none"> • 3000–3500-word essay with evaluative commentary of 800–1200 words 100%

Section 3. Certification requirements

Certification requirements across jurisdictions vary, but most require the following:

- a standard of literacy, and often a standard of numeracy
- a standard and amount of learning
- an amount of continuous learning in a subject/s across the senior phase.

Literacy and numeracy standards

Across both national and international jurisdictions, literacy or skill in the official language is an important aspect in certification. Students are able to demonstrate proficiency in literacy in a variety of ways, including:

- a sound (or equivalent) achievement in the official language of the jurisdiction, e.g. Chinese in Hong Kong. Often this achievement can be demonstrated in courses taken prior to Year 12 and 'banked'
- external online assessments (e.g. Ontario), available to students at any time through the senior phase of learning
- specialist literacy/language courses, delivered as either a core component of senior learning or as a separate and adjunct course, e.g. short courses in Queensland.

Some jurisdictions also value a standard of numeracy. Where this occurs, there are similar ways of demonstrating numeracy achievement.

A standard and amount of learning

For certification, most jurisdictions have rules about the amount of learning that must be undertaken. Singapore provides a statement that outlines the learning undertaken and the standard of that learning, more like the Senior Statement in Queensland. It appears that a portion of this learning must always be in the intended curriculum and that the student generally achieves this while attending school.

Many of the jurisdictions stipulate a minimum amount of learning expressed as the type and level of subject. For instance, in the IB students choose courses from the following subject groups: Studies in language and literature, Language acquisition, Individuals and societies, Sciences, Mathematics, and The arts. They may opt to study an additional subject from Sciences, Individuals and societies, or the Languages acquisition course, instead of a course in The Arts. Similarly, they may opt to study an additional subject from The Arts instead of a Sciences subject. They must take some subjects at higher level (HL) and some at standard level (SL). Each student takes at least three (but not more than four) subjects at HL, and the remaining at SL.

In the *WACE Manual 2015–16* (p. 3), Western Australia describes the breadth and depth of learning as follows:

Students must:

- complete a minimum of 20 units or the equivalent. This requirement must include at least:
 - a minimum of ten Year 12 units or the equivalent
 - two completed Year 11 units from an English course and one pair of completed Year 12 units from an English course

- one pair of Year 12 units from each of List A (arts/English/languages/social sciences) and List B (mathematics/ science/technology).

How the amount of learning is calculated across jurisdictions varies. It is often sourced from multiple places and in different ways including:

- banked credits for units of work
- credits for achievement in a course/unit
- vocational qualifications
- learning completed outside of the formal curriculum and recognised by the jurisdiction as being worthwhile and comparable to senior learning
- community-based projects and activities.

Most jurisdictions also describe the quality or standard of learning. A satisfactory achievement, pass or equivalent is generally required for a subject or unit to count towards certification.

For instance, *WACE Manual 2015–16* (p. 4) states:

Achievement standard

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

Unit equivalence

Unit equivalence can be obtained through VET qualifications and/or endorsed programs. The maximum unit equivalence available through these programs is eight units — four Year 11 units and four Year 12 units. Students may obtain unit equivalence as follows:

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

For VET qualifications:

- a Certificate I is equivalent to two Year 11 units
- a Certificate II is equivalent to two Year 11 and two Year 12 units
- a Certificate III or higher is equivalent to two Year 11 and four Year 12 units
- a partially completed Certificate III or higher is equivalent to two Year 11 and two Year 12 units (credit only allocated if the criteria for partial completion is met).

For endorsed programs, unit equivalence is identified on the Authority's approved list of endorsed programs.

Continuous learning

When considering learning in school subjects for certification, many of the jurisdictions accept learning from a semester of study, while a number value learning from one year or two years of continuous learning in the same subject.

Most often it is a combination with a minimal requirement for continuous learning, e.g. for the VCE, Units 3 and 4 of all studies must be undertaken as a sequence and count as a sequence for awarding the VCE.

[Table 9](#) provides selected detail to compare certification requirements across jurisdictions.

Table 9: Senior schooling certification requirements across jurisdictions in 2015

	Senior certification requirements
<p>ACT ACT Senior Secondary Certificate and Record of Achievement</p>	<p>The ACT SSC consists of:</p> <ul style="list-style-type: none"> • the Certificate — detailing a student’s years of attendance and the college they are graduating from • the Record of Achievement — detailing the student’s studies throughout college. <p>It is awarded to all senior secondary students who have:</p> <ol style="list-style-type: none"> 1. completed an educational program approved by a college as having a coherent pattern of study in Years 11 and 12 2. met the ACT BSSS requirements. <p>Structure</p> <p>The ACT SSC can be completed through either a <i>standard</i> package or an <i>abridged</i> package, if the student is commencing college studies after their original cohort has graduated.</p> <p>The ACT BSSS requirements for an ACT SSC <i>standard</i> package are:</p> <ul style="list-style-type: none"> • a minimum of four different A, T, M, H, C or E courses from at least three different course areas. These must include at least two A, T or M courses, and one of these must be in the English course area • completing at least 17 standard units • completing the package in no more than five years <p>The requirements for an <i>abridged</i> package are:</p> <ul style="list-style-type: none"> • three courses across three different course areas; a maximum of one C or E course can be used as one of these courses • completing a minimum of six points • completing the package in one or two years <p>A standard unit is the combination of lessons, assignments, excursions, tests, etc. for a subject over a specified period of time. A standard unit has a value of 1.0 and is delivered for a minimum of 55 hours, generally over one semester. Students may also be awarded 0.5 standard units; this means that unit was delivered for a minimum of 27.5 hours.</p> <p>A course is a combination of units with a coherence of purpose.</p> <p>Courses have differing types, indicating the duration of study in the course. The duration of study is indicated by the labels minor, major, major–minor and double major:</p> <ul style="list-style-type: none"> • minors require a minimum of 2 standard units • majors require a minimum of 3.5 standard units • major–minors require a minimum of 5.5 standard units • double majors require a minimum of 7.0 standard units

Senior certification requirements

ACT
(continued)

A, T and M courses

An **A** course is one which is accredited by the ACT BSSS as educationally sound and appropriate for students studying in Years 11 and 12.

A **T** course is accredited by the ACT BSSS as providing appropriate preparation for higher education.

An **M** course is accredited by the ACT BSSS as providing appropriate educational experiences for students who satisfy specific disability criteria.

V courses

A **V** course is a vocational education and training program combined with an **A**, **T** or **M** course. A **V** course leads to a vocational Certificate or Statement of Attainment, as defined by the AQF. The content of the learning program is based on the competencies defined in a training package and follows the requirements of the AQTF.

C courses

A **C** course is a vocational education and training program accredited by the ACT BSSS, which is delivered and assessed by an RTO, approved by the ACT BSSS, and registered by ASQA.

C courses are competency-assessed only and not reported using A–E grades.

E courses

An **E** course is the study of a nationally recognised vocational qualification delivered by an external RTO or through an Australian School-Based Apprenticeship (ASBA).

H courses

An **H** course is designed and accredited by an Australian higher education provider and successful completion of the course will be recognised towards an undergraduate degree with that provider and the ACT SSC. **H** courses may contribute to the student's ATAR calculation and if the **H** units do not form a course, they can be included with the associated college **T** course.

R units

An **R** unit is one that is registered by the ACT BSSS as appropriate for students in Years 11 and 12 and is usually designed to provide personal development, recreational or community service activities.

Senior certification requirements

ACT
(continued)

Unit grades

Student achievement in **A**, **T** and **M** courses is reported on the ACT SSC on a five point A–E scale, based on the A–E grade standards described in the course frameworks. Generic criteria that form the basis of unit grade decisions across all course frameworks include:

- the student's knowledge and understanding of the concepts and principles of the unit
- the student's cognitive and practical skills in a wide range of situations.

In general, across all course frameworks, as well as representing the course framework specific unit grade descriptions, the letters **A**, **B**, **C**, **D** and **E** may be understood to indicate:

A: Awarded to students who have demonstrated a very high level of knowledge and understanding of the full range of concepts and principles of the unit. They have shown evidence of a very high level of cognitive and practical skill in a wide range of assessment situations.

B: Awarded to students who have demonstrated a high level of knowledge and understanding of the concepts and principles of the unit. They have shown evidence of a high level of cognitive and practical skill in a range of assessment situations.

C: Awarded to students who have demonstrated a sound level of knowledge and understanding of the basic concepts and principles of the unit. They have shown evidence of a sound level of cognitive and practical skill in most assessment situations.

D: Awarded to students who have demonstrated a limited knowledge and understanding of the basic concepts and principles of the unit. They have shown evidence of a limited level of cognitive and practical skill in assessment situations.

E: Awarded to students who have demonstrated a very limited knowledge and understanding of the basic concepts and principles of the unit. They have shown evidence of a very limited level of cognitive and practical skill in assessment situations.

Other possible grades on an ACT SSC are **Pass**, **Participated**, **Status**, and **Recognition**.

A **Pass** grade is awarded in **R**, **E** and **C** units when a student has satisfactorily completed the unit and achieved at least some of the competencies (**C**, **E** units).

A **Participated** grade is awarded in **C** units when a student has met the attendance and assessment requirements but achieved none of the competencies.

A **Status** grade is awarded when a student has been unable to complete the unit through illness or misadventure and the college does not have enough evidence to award a grade.

A **Recognition** grade is awarded when a student has completed some Year 11/12 studies in other jurisdictions.

Unit grades for **H** units will be awarded by the university, using the descriptors from that university. These grades include **High Distinction**, **Distinction**, **Credit**, **Pass**, **Ungraded Pass**, and **Conceded Pass**.

Senior certification requirements

<p>NSW Higher School Certificate (HSC)</p>	<p>Requirements for the HSC</p> <ul style="list-style-type: none"> • Preliminary course, minimum 12 units • HSC course <p>Both the Preliminary and HSC courses must include:</p> <ul style="list-style-type: none"> • at least six units of Board Developed Courses, including at least two units of English • at least three courses of two units value or greater • at least four subjects, including English <p>At most, six units of courses in Science can count towards HSC eligibility.</p> <p>HSC course structure</p> <ul style="list-style-type: none"> • All courses in the HSC have a unit value • Most courses are two units • Two units = four hours of instruction per week, 120 hours per year • All two-unit HSC courses have equal status <p>The Board's Stage 6 syllabuses describe the Preliminary and HSC courses to be taught within each subject that may be undertaken as part of the HSC pattern of study. All schools are required to deliver programs of study that comply with the requirements of Board syllabuses, including coverage of all the essential content.</p>
<p>NT Northern Territory Certificate of Education and Training (NTCET)</p>	<p>The NTCET is based on the SACE</p> <p>Stage 1, typically in Year 11 Stage 2, typically in Year 12</p> <p>Each subject or course successfully completed earns 'credits'.</p> <p>A minimum of 200 credits is required.</p> <p>For compulsory requirements, to gain the NTCET students will need:</p> <ul style="list-style-type: none"> • a C grade or better at Stage 1 • a C grade or better at Stage 2 <p>The compulsory requirements are:</p> <ul style="list-style-type: none"> • Personal Learning Plan (10 credits at Stage 1) • Literacy — at least 20 credits from a range of English subjects or courses (Stage 1 or Stage 2) • Numeracy — at least 10 credits from a range of Mathematics subjects or courses (Stage 1 or Stage 2)

Senior certification requirements

<p>NT (continued)</p>	<p>Every subject that students successfully complete will earn credits. Students need to gain 200 credits in the right mix of subjects and courses. A full semester in one subject = 10 credits.</p> <p>Students must receive a C grade or higher for the compulsory subjects in Stages 1 and 2. Students must achieve an A, B, or C in 140 credits.</p>
<p>QLD Queensland Certificate of Education (QCE)</p>	<p>Requirements for the QCE</p> <p>To be eligible for a QCE, students must achieve at least 20 credits of learning. A minimum of 12 credits must come from completed Core courses of study. At least 12 credits must come from core studies completed while enrolled at a school.</p> <p>The remaining eight credits can come from a combination of core, preparatory, enrichment or advanced courses, with preparatory studies contributing a maximum of six credits.</p> <p>Partial completion of a Core course of study may also contribute some credit.</p> <p>Students must achieve a standard, i.e. a Sound Level of Achievement (SA) or higher, Pass or equivalent in the subjects/learning to be awarded credit.</p> <p>Students must also meet the QCE literacy and numeracy requirements.</p> <p>Students working towards a QCE have a wide range of learning options. These can include:</p> <ul style="list-style-type: none"> • senior school subjects, such as Authority subjects (which can contribute towards the OP, Queensland 's tertiary entrance rank) • Authority-registered subjects (which are more vocationally based) • vocational education and training (VET) studies, such as certificates and school-based apprenticeships and traineeships • workplace and community learning • a range of recognised studies in areas such as music, dance, the performing arts, etc., • advanced studies such as modules within Diplomas or Advanced Diplomas, or university subjects.
<p>SA South Australian Certificate of Education (SACE)</p>	<p>Requirements for the SACE</p> <p>Stage 1, typically in Year 11 Stage 2, typically in Year 12</p> <p>Each subject or course successfully completed earns 'credits'.</p> <p>A minimum of 200 credits is required.</p> <p>For compulsory requirements, to gain their SACE they will need:</p> <ul style="list-style-type: none"> • a C grade or better at Stage 1 • a C grade or better at Stage 2

Senior certification requirements

<p>SA (Continued)</p>	<p>The compulsory requirements are:</p> <ul style="list-style-type: none"> • Personal Learning Plan (10 credits at Stage 1) • Literacy — at least 20 credits from a range of English subjects or courses (Stage 1 or Stage 2) • Numeracy — at least 10 credits from a range of mathematics subjects or courses (Stage 1 or Stage 2) • Research Project — an in-depth major project (10 credits at Stage 2) <p>Other Stage 2 subjects totalling at least 60 credits.</p> <p>The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or Board-recognised courses (such as VET or community learning) of a student's choice.</p>
<p>TAS Tasmanian Certificate of Education (TCE)</p>	<p>Requirements for the TCE</p> <p>To get the TCE qualification students must, or do better than, requirements for standards in:</p> <ul style="list-style-type: none"> • everyday adult reading, writing and communication • everyday adult mathematics • everyday adult use of computers and the internet • the amount and level of participation and achievement in education and training • pathway planning <p>Examples of ways that students can meet the five standards include:</p> <ul style="list-style-type: none"> • undertaking a reasonably challenging two-year program of study at senior secondary level with at least 1200 hours of study • doing a full program leading to a VET qualification • using combinations of senior secondary studies, VET units and other qualifications the TQA recognises • completing an Australian apprenticeship or traineeship including a school-based apprenticeship or traineeship <p>Students need to have 120 credit points in education and training (TQA Level 1, 2, 3 or 4) with at least 80 of these credit points in courses rated at TQA Level 2 or higher.</p> <p>For credit points to be awarded, a person must achieve at least a Preliminary Achievement (PA) or Pass for a TQA-accredited course, a VET qualification or unit of competency.</p> <p>These requirements can be met in different ways, in different settings and over different periods of time, e.g. through a school or college program, through an apprenticeship, at the Polytechnic, and through a mix of part-time study and training. Some employers may offer a program of work and training that will allow someone to meet the standards for attaining the Tasmanian Certificate of Education.</p>

Senior certification requirements

VIC

Victorian Certificate of Education (VCE)

The **VCE** is a senior secondary certificate of education recognised within the Australian Qualifications Framework (AQF). The VCE is designed to be completed over a minimum of two years, usually in Years 11 and 12 but can be started in Year 10.

The VCE includes general education curriculum components (VCE studies) and programs from Vocational Education and Training (VET) qualifications.

Each VCE study is designed to provide a two-year program. Units at 1 and 2 level are nationally and internationally benchmarked to a Year 11 standard. Similarly, Units at Levels 3 and 4 are benchmarked to a Year 12 standard.

The minimum requirement is satisfactory completion of 16 units which must include:

- three units from the English group, with at least one unit at Units 3 and 4 level
- at least three sequences of Units 3 and 4 studies other than English, which may include any number of English sequences, once the English requirement has been met. These sequences can be from VCE studies and/or VCE VET programs

'Outcomes' are the basis for satisfactory completion of a VCE unit. Each VCE unit includes a set of two to four outcomes. Satisfactory completion of units is determined by the school, in accordance with Victorian Curriculum and Assessment Authority (VCAA) requirements.

The Victorian Certificate of Applied Learning (VCAL) is a senior secondary certificate of education recognised within the Australian Qualifications Framework (AQF). The VCAL can include components of accredited Vocational Education and Training (VET) qualifications from within the AQF.

VET and Further Education (FE) form an integral part of the VCAL. VET training is a compulsory requirement for completion of VCAL certificates at Intermediate and Senior level.

To be awarded the VCAL, students must successfully complete a learning program that contains a minimum of ten credits.

The VCAL program must include:

- curriculum components to the value of at least one credit, each of which can be justified against the purpose statement for each of the four VCAL curriculum strands
- a minimum of two VCAL units
- one credit for numeracy
- curriculum components to the value of six credits at the level of the VCAL award (or above), of which one credit must be for literacy and one for a VCAL Personal Development Skills unit

The following components of training are recommended at Senior level:

- VCAL Senior units
- VCE Units 3 and 4
- VET Certificate II and above
- FE Certificate III and above

Senior certification requirements

<p>WA West Australian Certificate of Education (WACE)</p>	<p>Achieving a WACE signifies that a student has successfully met the breadth and depth requirements, the achievement standard, and the English language competence requirements in their senior secondary schooling.</p> <p>Breadth and depth Complete a minimum of 20 course units, or the equivalent.</p> <p>This requirement must include at least:</p> <ul style="list-style-type: none"> • four different course units from English, Literature and/or English as an Additional Language or Dialect, studied during Year 11 and Year 12; at least two of these units must be completed in Year 12 • one pair of course units from each of List A (arts/languages/social sciences) and List B (mathematics/science/technology) completed in Year 12 <p>Achievement standard Achieve a C grade average or better across the best 16 course units, of which at least eight must be completed in Year 12.</p> <p>Preliminary Stage units, endorsed programs and/or VET credit transfer can reduce the required number of course units by up to six units.</p> <p>English language competence Achieve a C grade or better in any Stage 1 or higher course unit from English, Literature and/or English as an Additional Language or Dialect (except 1A and 1B for English as Additional Language or Dialect).</p> <p>For students who have not achieved a C grade in one of their English, Literature and/or English as an Additional Language or Dialect units, schools will need to compare a selection of the student's work with the work samples provided by the School Curriculum and Standards Authority to verify the student has demonstrated the required standard.</p> <p>Nationally recognised training completed during Year 10, 11 or 12 may contribute towards WACE. VET is achieved independently of a WACE.</p>
<p>England General Certificate of Education Advanced Level (GCE A-level)</p>	<p>The GCE is a secondary qualification awarded in the United Kingdom.</p> <p>The GCE program comprises 6 units, with the first year consisting of 3 units of AS-level subjects, and the second year consisting of 3 units of A2 subjects. AS-levels can be taken as a stand-alone qualification, or as the first part of an A-level course.</p> <p>Most students take four subjects in Year 12. After AS-level exams, they drop one subject, and continue the other three through Year 13 to complete A-levels. Upon successful completion of the two-year program, students are issued with the award of GCE A-Level.</p> <p>The Office of Qualifications and Examinations Regulation (Ofqual) regulates qualifications, examinations and assessments in England and vocational qualifications in Northern Ireland. There are five awarding bodies for the GCE A-Level in England:</p> <ul style="list-style-type: none"> • AQA (Assessment and Qualifications Alliance) • CCEA (Council for the Curriculum, Examinations and Assessment)

Senior certification requirements

<p>England (continued)</p>	<ul style="list-style-type: none"> • Edexcel (Pearson) • OCR (Oxford, Cambridge and RSA Examinations) • WJEC (Welsh Joint Education Committee)
<p>Hong Kong Hong Kong Diploma of Secondary Education (HKDSE)</p>	<p>HKDSE is the qualification to be awarded to students after completing the three-year senior secondary curriculum and subsequently taking the public assessment, which is referred to as the Hong Kong Diploma of Secondary Education Examination (HKDSEE).</p> <p>Components of the Senior Secondary Student Programme</p> <p>The SS curriculum is made up of three components:</p> <ul style="list-style-type: none"> • 45–55% Core subjects — Chinese Language, English Language, Mathematics and Liberal Studies as core subjects for all students • 20–30% Elective subjects — 2 or 3 subjects chosen from 20 elective subjects, a range of Applied (ApL) courses and other languages • 15–35% Other Learning Experiences (OLE) — Moral and civic education, Community service, Aesthetic development, Physical development, Career-related experiences <p>Qualifications</p> <p>A typical student will take the assessment and examinations for HKDSE at the end of their third year of SS education. The new system will be ‘standards-referenced’, i.e. students’ performance will be compared to a pre-defined standard. There will be five levels and each level will be accompanied by descriptors that make it clear what a typical student at a given level is able to do.</p> <p>The HKDSE certificate states that the candidate sat the HKDSEE and states the results achieved as follows:</p> <ul style="list-style-type: none"> • Each Category A (Core Subject) subject is reported on a five-point scale. • Each Category B (Elective Subject) subject is reported on a level of attainment, e.g. ‘Attained with Distinction.’ • Each Category C (OLE) subject is reported on an A–E scale <p>Category A</p> <p>In the HKDSEE, candidates’ performances are reported with reference to a set of standards. The performance is reported in five levels (Level 1 to 5), with 5 being the highest (and a * indicating performance within a level). The Level 5 candidates with the best performance are awarded a 5**, and the next top group of candidates are awarded a 5*. Performance below level 1 is designated as ‘Unclassified’. This is not reported on the certificate.</p>

Senior certification requirements

<p>Hong Kong (continued)</p>	<p>Category B</p> <p>The assessment of Category B (ApL) subjects is undertaken by course providers. After moderation by the HKEAA, the final results are recorded on the HKDSE certificate. The results are reported as 'Attained' and 'Attained with Distinction'. Performance below 'Attained' is designated as 'Unattained'. This is not reported on the certificate. Candidates awarded 'Attained with Distinction' are deemed to have performed at a level comparable to level 3 or above for Category A subjects.</p> <p>Category C</p> <p>For Category C subjects, marking and grading are conducted by Cambridge International Examinations (CIE). Results are reported in five grades (A–E) on the HKDSE certificate, with grade 'E' being the lowest and grade 'A' being the highest. Achievement below 'E' is designated as 'Ungraded'. This is not reported on the certificate.</p>
<p>IB</p>	<p>The IB is a full two-year course composed of a Standard Level Diploma and a Higher Level Diploma.</p> <ul style="list-style-type: none"> • Specific requirements for certification: <ul style="list-style-type: none"> – Minimum study of three higher level subjects (150 hours) and three standard level subjects (240 hours) , with one subject from each of the six compulsory subject groups: <ul style="list-style-type: none"> ▪ Studies in language and literature ▪ Language acquisition ▪ Individuals and societies ▪ Sciences ▪ Mathematics ▪ The Arts – Three core elements: <ul style="list-style-type: none"> ▪ Theory of knowledge (TOK): assessed through an oral presentation and a 1600-word essay ▪ The extended essay: an independent, self-directed piece of research, finishing with a 4000-word paper ▪ Creativity, action, service: students to take part in a range of activities and projects • Students may opt to study an additional sciences, individuals and societies, or languages course, instead of a course in The Arts. Similarly, they may opt to study an additional subject from The Arts instead of a Sciences subject

Senior certification requirements

Ontario

Ontario Secondary School Diploma

Students must earn the following compulsory credits to obtain the **Ontario Secondary School Diploma**:

- 4 credits in English (from Grade 9–12)
- 3 credits in Mathematics (at least one in Grade 11 or Grade 12)
- 2 credits in Science (Grade 9 and 10)
- 1 credit in Canadian History
- 1 credit in Canadian Geography
- 1 credit in The arts
- 1 credit in Health and Physical Education,
- 1 credit in French as a Second Language
- 0.5 credits Career Studies
- 0.5 credits 10 Civics

Students must also earn 1 credit from each of the following three areas:

- Group 1:
 - English or French as a second language
 - a Native language
 - a classical or international language
 - social sciences and the humanities
 - Canadian and world studies
 - guidance and career education
 - cooperative education
- Group 2:
 - health and physical education
 - the arts
 - business studies
 - French as a second language
 - cooperative education
- Group 3:
 - science (Grade 11 or 12)
 - technological education

Senior certification requirements

<p>Ontario (continued)</p>	<ul style="list-style-type: none"> – French as a second language – computer studies – cooperative education <p>In addition, students must also have completed:</p> <ul style="list-style-type: none"> • 12 optional credits • 40 hours of community involvement activities • the provincial literacy requirement
<p>Singapore Singapore–Cambridge General Certificate of Education Advanced Level (GCE A-Level)</p>	<p>The A-Level curriculum and examinations are for Pre-University (Year 11–12) students in Singapore. The Singapore–Cambridge GCE A-Level is issued for every examination sitting if the candidate obtains at least one pass grade.</p> <p>Subjects can be examined at three levels, Higher 1 (H1), Higher 2 (H2) and Higher 3 (H3). H1 is half of H2 in breadth but similar to H2 in depth. H3 builds on H2 in knowledge and skills and provides opportunity for in-depth study. Candidates offering H3 subjects must offer the corresponding subject at H2 level.</p> <p>School candidates are required to offer three H2 and one H1 content-based subjects, at least one of which must be a <i>contrasting subject</i> which is outside their area of specialisation. In addition, candidates offer Mother Tongue Language, General Paper and Project Work at H1 Levels.</p> <p>Able candidates may offer an additional H1 or H2 subject, or further specialise by offering up to two H3 subjects.</p>

References

ACT

ACT Board of Senior Secondary Studies
www.bsss.act.edu.au/curriculum/Frameworks
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NSW

Board of Studies, Teaching, and Educational Standards, New South Wales
www.boardofstudies.nsw.edu.au/hsc_assessment_policies
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<http://ace.bos.nsw.edu.au>

NT

The Northern Territory Certificate of Education and Training
www.education.nt.gov.au/students/curriculum-ntbos/ntcet

QLD

Queensland Curriculum and Assessment Authority
www.qcaa.qld.edu.au/575.html

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www.qcaa.qld.edu.au/downloads/publications/qsa_p-12_principles_dev_ppr.pdf

SA

South Australian Certificate of Education
www.sace.sa.edu.au
www.sace.sa.edu.au/learning

TAS

Office of Tasmanian Assessment, Standards and Certification
www.tqa.tas.gov.au

VIC

Victorian Curriculum and Assessment Authority
www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx

WA

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<http://wace1516.scsa.wa.edu.au>

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England

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AQA: www.aqa.org.uk

OCR: www.ocr.org.uk/qualifications/by-type/as-a-level-gce

Edexcel: <http://qualifications.pearson.com/en/qualifications/edexcel-a-levels.html>

Eduqas: www.eduqas.co.uk/qualifications

Hong Kong

Hong Kong Examinations and Assessment Authority

www.hkeaa.edu.hk/en/hkdse

Education Bureau: The Government of the Hong Kong Special Administrative Region

www.edb.gov.hk/en/curriculum-development/list-page.html

International Baccalaureate

International Baccalaureate® Diploma Programme

www.ibo.org/en/programmes/diploma-programme

Ontario

Ontario Ministry of Education

www.edu.gov.on.ca/eng

Singapore

Ministry of Education, Singapore

www.moe.gov.sg/education/pre-u/curriculum