

# WELCOME

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## PRESENTERS:

Mrs Tamsin Buckley

Mr Jason Claridge

Mrs Elizabeth Smith

Mrs Christine Griffin

- Deputy Principal
- HOD Senior Schooling
- Senior Guidance officer (Yr 11)
- Senior Guidance officer (Yr 12)



# OVERVIEW

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- 2023 Student Outcomes
- Key Features of the Senior System
- ATAR
- QCE
- Scheduling of Assessment
- QTAC (Queensland Tertiary Administration Centre)
- AARA (Previously Special Provisions)
- University Entry 2025 & beyond
- Alternative Pathways & Courses

# OUTCOMES

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2023 STUDENT RESULTS

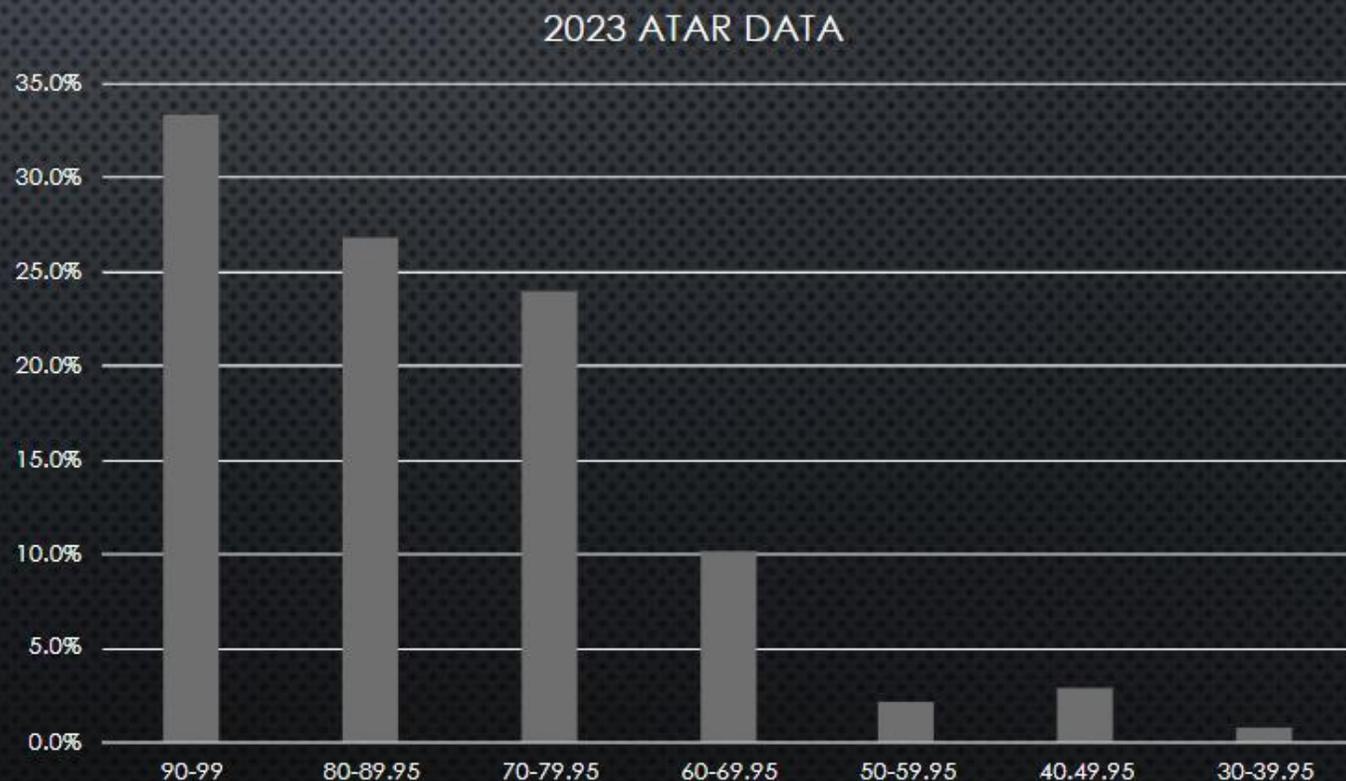
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# 2023 COHORT – YEAR 12 OUTCOMES

2023 COHORT – **236 students** (138 ATAR Eligible)

## ATAR DISTRIBUTION:

- Highest (DUX) – **99.70** (Susew Sugathadasa)
- Lowest – **30.00**
- 99.95 to 90.00 = **33.3%**
- 89.95 to 80.00 = **26.8%**
- 79.95 to 70.00 = **23.9%**
- 69.95 to 60.00 = **10.1%**
- 59.95 to 50.00 = **2.2%**
- 49.95 to 40.00 = **2.9%**
- 39.95 to 30.00 = **0.7%**



# 2023– VOCATIONAL DATA (YEAR12 ONLY)

## VET SUMMARY 2023

Cert I	-	13
Cert II	-	89
Cert III	-	24
Cert IV	-	1
SATs	-	21
Diploma	-	2
Uni Subject	-	9

Students awarded 1 or more VET Qualification = 100

## QCE & QCIA SUMMARY

NUMBER OF STUDENTS WHO RECEIVED A <b>SENIOR EDUCATION PROFILE</b>	<b>236</b>
NUMBER OF STUDENTS AWARDED <b>QCE</b>	<b>232</b>
NUMBER OF STUDENTS AWARDED <b>QCIA</b>	<b>2</b>

**% QCE ATTAINMENT = 99%**

# SENIOR QCE SYSTEM

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TERMINOLOGY & OVERVIEW

# UNITS of STUDY

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## Unit 1 & Unit 2:

- Represent the formative phase of learning
- Developmentally less complex than Units 3 & 4
- The results in Units 1 & 2 will not be provided to QTAC
- Will **not** be included in the calculation of ATAR.

# UNITS of STUDY

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## **Unit 3 & Unit 4:**

- Represents the Summative phase of learning.
- Students will undertake the 3 internal and 1 external assessments in Units 3 & 4.
- This will lead to the overall raw subject result to be provided to QTAC, from which the ATAR will be calculated.



# Instrument-specific marking guides (ISMGs)

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An **ISMG** aligns with the assessment objectives and describes the qualities of student work for each internal assessment.

The combination of marks from each of the internal assessments, along with the mark on the external assessment, will produce a maximum subject result of 100.

# Instrument-specific marking guide (ISMG)

## Criterion: Knowledge application

### Assessment objectives

3. create perspectives and representations of concepts, identities, times and places
4. make use of the ways cultural assumptions, attitudes, values and beliefs underpin different texts and invite audiences to take up positions
5. use of aesthetic features and stylistic devices to achieve persuasive purposes

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"><li>• discerning creation of perspectives and representations of concepts, identities, times and places in a persuasive text</li><li>• discerning use of the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions</li><li>• discerning use of aesthetic features and stylistic devices to achieve persuasive purposes.</li></ul>	7-8
<ul style="list-style-type: none"><li>• effective creation of perspectives and representations of concepts, identities, times and places in a persuasive text</li><li>• effective use of the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions</li><li>• effective use of aesthetic features and stylistic devices to achieve persuasive purposes.</li></ul>	5-6
<ul style="list-style-type: none"><li>• appropriate creation of perspectives and representations of concepts, identities, times and places in a persuasive text</li><li>• appropriate use of the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions</li><li>• appropriate use of aesthetic features and stylistic devices to achieve persuasive purposes.</li></ul>	3-4
<ul style="list-style-type: none"><li>• superficial creation of perspectives and representations of concepts, identities, times and places in a persuasive text</li><li>• superficial use of the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions</li><li>• use of aspects of aesthetic features and stylistic devices that vary in suitability.</li></ul>	2
<ul style="list-style-type: none"><li>• creation of fragmented perspectives and representations of concepts, identities, times and places</li><li>• fragmented use of some ways ideas underpin texts</li><li>• fragmented use of persuasive language features.</li></ul>	1
• does not satisfy any of the descriptors above.	0

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# ATAR

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## OVERVIEW

# What is the ATAR

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- **Australian Tertiary Admission Rank (ATAR)**
  - Standard measure of students overall academic achievement
  - 2000 point scale from 99.95 down to 0.00 in steps of 0.05.
  - Highest possible ATAR is 99.95, then 99.90 etc
  - The ATAR is a percentile rank, not a mark
  - It indicates a student's position relative to other students in any given year.
  - An ATAR of 80.00 does not mean the student got 80%.
  - It indicates that the student was placed in the top 20% of students in QLD in their Year 12 cohort.

# ATAR Eligibility

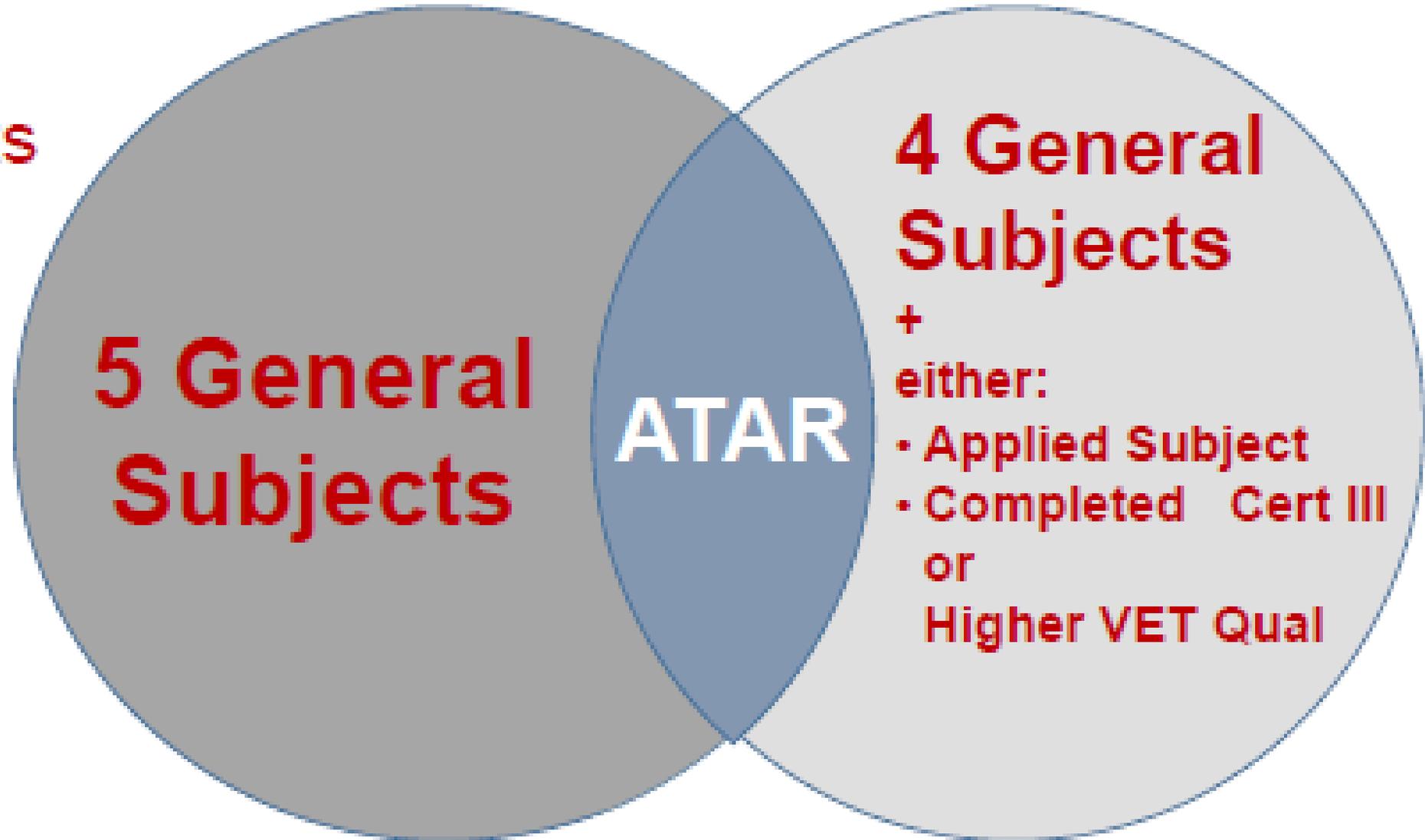
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To be eligible for an ATAR in QLD, a student must:

- Satisfactorily (**C Grade or better**) complete an English subject at Units 3 and 4 (one of English, English as an additional Language, English and Literature Extension, Literature or Essential English); **and**
- Complete five General subjects (at Units 3 & 4) or complete four General subjects (at Units 3 and 4) plus one Applied subject (at Units 3 and 4) or a completed VET qualification at AQF Certificate III level or higher; **and**
- Accumulate their results within a five-year period.

# ATAR Overview

**ATAR -  
Requirements**



# ATAR Overview

## Examples of Study Patterns for ATAR



- English
- Mathematical Methods
- Specialist Mathematics
- Physics
- Chemistry



- Essential English
- Accounting
- Modern History
- Japanese
- Music



- English
- Dance
- Visual Art
- Study of Religion
- AQF Certificate III in Business

# University Subjects & ATAR

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Can university subjects count towards the ATAR?

- **No.** Institutions (where applicable) choose to recognise university subjects through adjustment factors rather than through the ATAR.

# Adjustment Factors

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Adjustment Factors (previously referred to as 'bonus RANK points') are additional points that may be added to an applicant's ATAR (or other rank) to derive an adjusted selection rank for a particular course at a particular institution. These do not change the ATAR.

Each institution has its own criteria for when adjustment factors can apply. They may not be applicable for all courses or all applicants. All institutions limit the maximum number of adjustments that will apply to your selection rank (for example some may cap the increase to your selection rank to 5 points).

Common types of adjustment factors that may apply include:

- **Equity adjustment:** if applicants have experienced difficult circumstances or disadvantage this adjustment may apply.
- **Subject adjustment:** if a current Year 12 applicant has undertaken specific secondary subjects or university enrichment courses.
- **Location adjustment:** if an applicant has resided in a certain area.
- **Elite athlete adjustment:** if an applicant is an elite athlete.



a university for  
the real world

# Year 12 Subject Scheme

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ATAR subjects completed	International Baccalaureate subject equivalent	Maximum selection rank adjustment
Specialist Mathematics (Units 3 & 4, C)	Mathematics - HL	2.00
Physics (Units 3 & 4, C)	Physics - SL or HL	2.00
Languages other than English (LOTE) (Units 3 & 4, C)	Any LOTE SL or HL subject	2.00 (maximum of 2 regardless of number of languages studied)
Aerospace Systems or Engineering	None	2.00 (for Bachelor of Engineering (Honours) single and double degrees, and the Diploma in Engineering)
University units (e.g. through <a href="#">START QUT</a> )		2.00 (1.00 per unit successfully completed)



# Subject Initiative Scheme

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The number of adjustments you're eligible for will depend on the courses you've completed.  
You can receive:

- **2 adjustments** for achieving a grade of C or higher in Units 3 and 4 of an [approved language other than English subject](#) (or an equivalent subject from another approved senior program)
- **2 adjustments** for achieving a grade of C or higher in Units 3 and 4 of Queensland Specialist Mathematics (or [equivalent](#))
- **1 adjustment** for successfully completing a university-level enrichment course concurrently with your senior program (e.g. our [Enhanced Studies Program](#)).

You can receive a maximum of **5 adjustments**.

If you're eligible for adjustments, your entry score will be converted to a selection rank. Any adjustments will be added to this rank. Each adjustment is equivalent to 1 rank.



The Subject Incentive Scheme doesn't apply to scholarships.

# QCE

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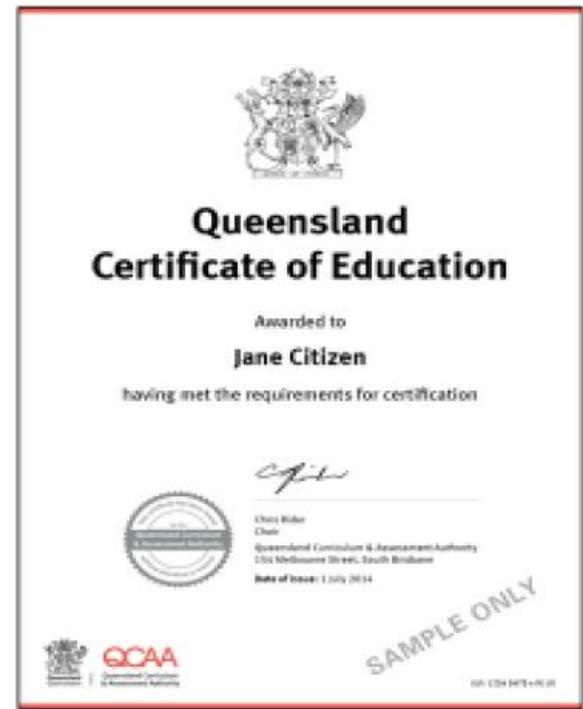
QLD CERTIFICATE OF EDUCATION

# Eligibility for a QCE

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A student must complete learning:

- to the set amount - **Accrue 20 Credits**
- at the set standard – **Grade of C or better / or qualification complete**
- in a set pattern - **12 credits from completed core**
  - **Maximum of 4 from cert I courses (Preparatory courses)**
- that meets the **literacy** and **numeracy** requirements.



## QCE credit allocation for Core courses: General and Applied subjects

General and Applied subjects	Set standard	QCE credits
Unit 1	Satisfactory	1



## QCE credit allocation for Core courses: General and Applied subjects

General and Applied subjects	Set standard	QCE credits
Unit 1	Satisfactory	1
Unit 2	Satisfactory	1



## QCE credit allocation for Core courses: General and Applied subjects

General and Applied subjects	Set standard	QCE credits
Unit 1	Satisfactory	1
Unit 2	Satisfactory	1
Units 3 and 4	Grade of C or better	2
<b>Maximum credit available</b>		<b>4</b>



## QCE credit allocation for Core courses: General and Applied subjects

General and Applied subjects	Set standard	QCE credits
Unit 1	Satisfactory	1
Unit 2	Satisfactory	1
Units 3 and 4	Grade of C or better	2
<b>Maximum credit available</b>		<b>4</b>



Extension subjects	Set standard	QCE credits
Units 3 and 4	Grade of C or better	2
<b>Maximum credit available</b>		<b>2</b>

# QCE Example – Student NOT achieving a QCE

Student J enrolled in five General subjects (Core category). The student chose to change two subjects after Unit 1. Automatic relaxation of the completed Core requirement applied for the change to Mathematics.

Subject	Units studied			Category of learning	QCE credits
	Unit 1	Unit 2	Units 3 & 4		
English	S	S	B	Core	4*
Mathematical Methods	U			Core	0
General Mathematics		S	C	Core	3*
Physics	U			Core	0
Chemistry		S	C	Core	3
Modern History	S	S	B	Core	4*
Music	S	S	B	Core	4*
				<b>Total QCE credits</b>	<b>18</b>

\*Credits meet criteria to contribute to the completed Core requirement of the QCE.

# SCHEDULE

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FOR SENIOR ASSESSMENT YRS 11 & 12

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ASSIGNMENT

EXAM

# ASSESSMENT SCHEDULE



## Term 1

		Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8			Wk 1®
ARTS	ART	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	FIA1	Wk 10	Wk 1®
	DRAMA	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	FIA1	Wk 9	Wk 10	Wk 1®
	FILM & T.V	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	FIA1	Wk 10	Wk 1®
	MUSIC	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	FIA1	Wk 1®
BUS	ACCOUNTING	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	FIA1	Wk 9	Wk 10	Wk 1®
	BUSINESS	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	FIA1	Wk 9	Wk 10	Wk 1®
	DIGITAL SOLUTIONS	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	FIA1	Wk 10	Wk 1®
ENG	EALD	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	FIA1	Wk 9	Wk 10	Wk 1®
	ENGLISH	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	FIA1	Wk 10	Wk 1®
	LITERATURE	Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	FIA1	Wk 10	Wk 1®

# QTAC

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QUEENSLAND TERTIARY ADMINISTRATION CENTRE

# QTAC

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## WHEN & HOW:

- Term 3, Yr 12 students will have focused Kedcare lessons on QTAC and Transition planning
- Any student planning on a University pathway will have completed their QTAC application by the end of Term 3
- Events such as Tertiary Expo and University open days are encouraged to assist students making final preference decisions.



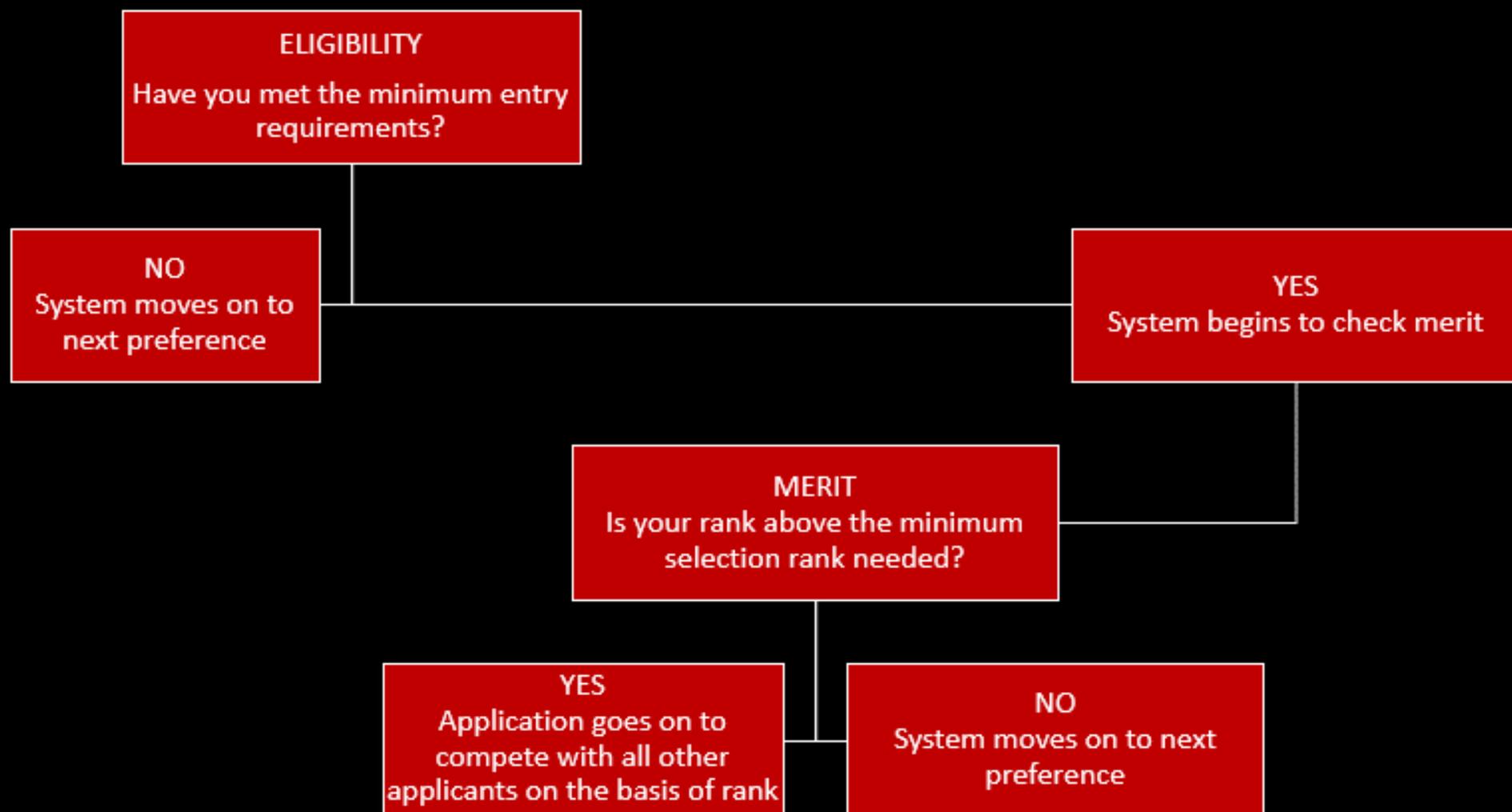
# Eligibility & Merit

The unbreakable pair



QTAC<sup>®</sup> | CHOOSE  
THE FUTURE

# Breaking it down:



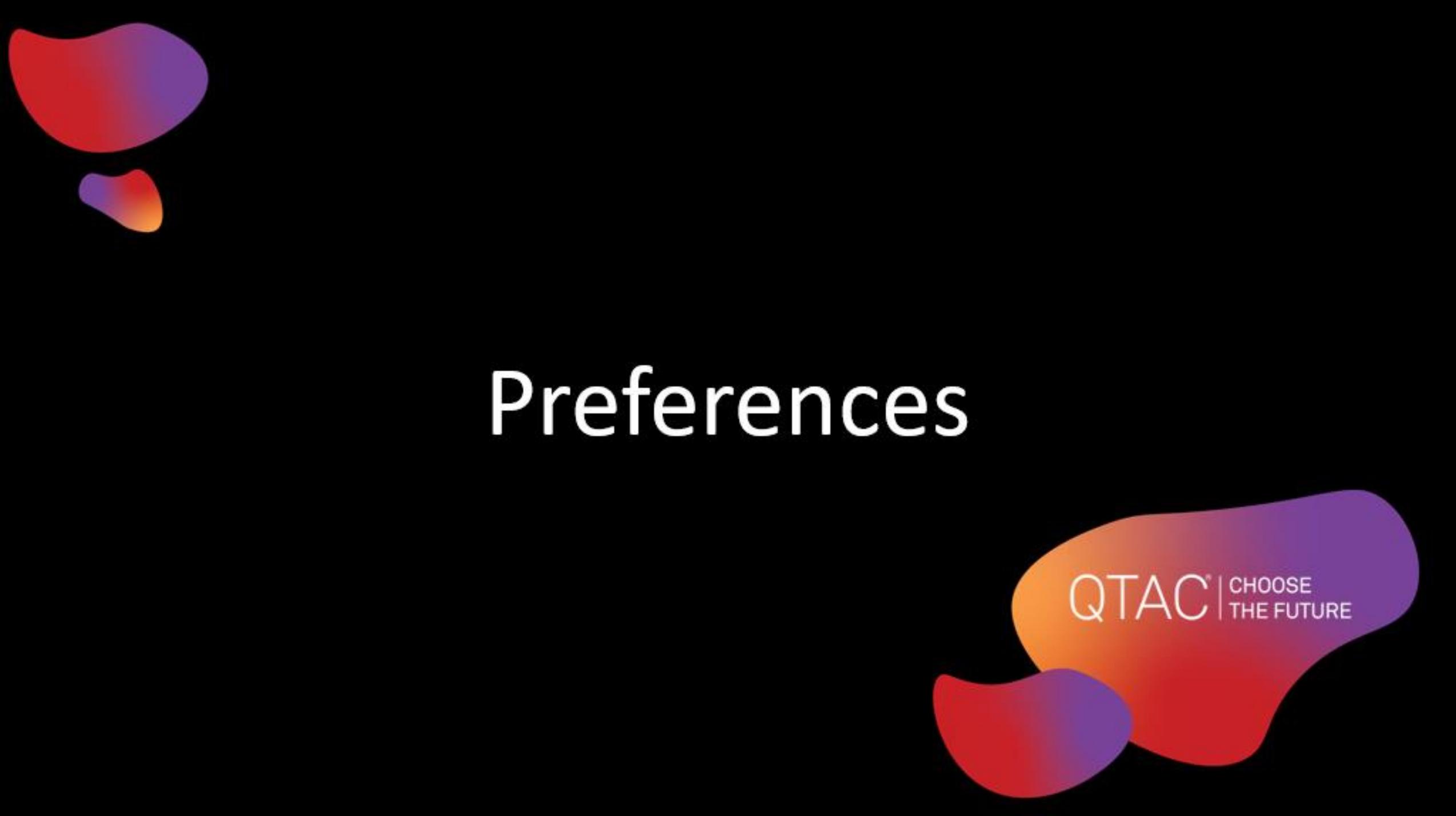
# Know your eligibility requirements:

- Age requirements
- Subject prerequisites
- Portfolio, audition or interviews
- Essays or personal statements
- Questionnaires or exam (medicine and dentistry may require UCAT)

Some of these requirements might need to be submitted by a deadline.

While researching your courses, make a note of early closing dates:

[qtac.edu.au/fixed-closing-dates/](http://qtac.edu.au/fixed-closing-dates/)

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# Preferences

QTAC<sup>®</sup> | CHOOSE  
THE FUTURE

# What is preferencing?

- Preferencing is an important part of the application process as only **one offer is received at a time**, based on your **highest eligible preference**
- Each application has up to **6 preferences**

# Ordering your preferences

**1<sup>st</sup>**

## **Desired Courses**

**2<sup>nd</sup>**

Courses you want to study the most

**3<sup>rd</sup>**

## **Back-up Courses**

**4<sup>th</sup>**

Courses you would be happy to study

**5<sup>th</sup>**

## **Pathway Courses**

**6<sup>th</sup>**

Courses that will help to upgrade you into the course you really want

# What are Pathway courses?

## **Other Tertiary Study**

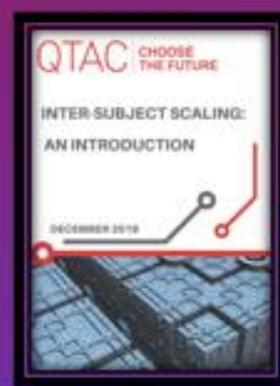
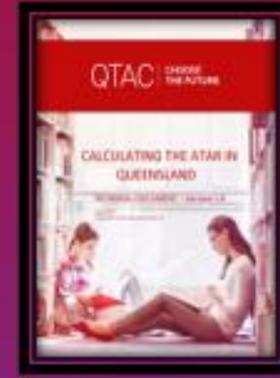
- Less competitive degrees
- Different campuses
- Regional institutions
- Bridging and tertiary preparatory courses

## **Combined Diplomas/Degrees**

- Apply for entry into a Diploma
- Guaranteed entry into the Bachelor course if the course is passed
- Get credit for study done so far and graduate with two qualifications

# QTAC Factsheets & Publications

We keep a range of resources available for students, teachers and parents at [qtac.edu.au/publications](http://qtac.edu.au/publications)



# AARA

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ACCESS ARRANGEMENTS & RESPONSIBLE ADJUSTMENTS





# Rationale

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To ensure that students with a disability, medical condition and/or other circumstance can apply for AARA to ensure that they have equal opportunity to demonstrate their knowledge and skills. This will be done in a way that ensures equity and fairness to all students.



# Access Arrangements

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Action/s taken by the school so that a student with eligible impairment that may not be covered by the definition of disability can access assessment



# Reasonable Adjustments

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Action/s taken by the school so that an eligible student with impairment as a result of disability and/or medical conditions or experiencing other circumstances creating a barrier to the completion of assessment can be accessed



# AARA Categories and Conditions

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## Physical

Examples – Cerebral Palsy, Epilepsy, Asthma

## Cognitive

Examples – Dyslexia, Downs Syndrome, ADD/ADHD

## Sensory

Examples – Hearing Impairment, Vision Impairment

## Social/Emotional

Examples – Anxiety, Autism Spectrum Disorder, Depression

## Illness and Misadventure (unexpected or out of your control)

Examples – Vomiting bug, car accident, funeral, natural disaster, school sport

Can be permanent, temporary, intermittent



# Possible AARA

<input type="checkbox"/> Alternative format papers	<input type="checkbox"/> Assistance (teacher aide/supervisor)	<input type="checkbox"/> Assistive technology
<input type="checkbox"/> Bite-sized food	<input type="checkbox"/> Comparable assessment	<input type="checkbox"/> Computer
<input type="checkbox"/> Drink	<input type="checkbox"/> Diabetes management	<input type="checkbox"/> Extension
<input type="checkbox"/> Extra time	<input type="checkbox"/> Hand towel	<input type="checkbox"/> Heat or cold pack
<input type="checkbox"/> Instructions (Hearing impairment)	<input type="checkbox"/> Lighting	<input type="checkbox"/> Medication
<input type="checkbox"/> Physical equipment	<input type="checkbox"/> Reader	<input type="checkbox"/> Rest breaks
<input type="checkbox"/> Scribe	<input type="checkbox"/> Varied seating	<input type="checkbox"/> Ventilation
<input type="checkbox"/> Venue	<input type="checkbox"/> Vision aids	<input type="checkbox"/> Other-Type:

Principal-approved AARA (Units 1 and 2 only)

Principal-reported AARA (Units 3 and 4 only)

QCAA-approved AARA (Units 3 and 4 only)

- approved by Principal

– approved by Principal and reported to QCAA

– submitted to and approved by QCAA



# Applying for AARA

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1. Identify if you have a disability, medical condition and/or circumstance based on the table provided in the school policy.
2. Meet with or contact GO, DP Senior School or HOD Senior School to discuss eligibility and needs. Finalise application if evidence available. Parent may be present at this meeting.
3. Parent/ Carer to collect evidence from GP, Medical Specialist, Psychologist or other professional/independent third party, if required.
4. Send completed medical report to DP/GO for processing.
5. You will receive confirmation via email regarding the outcome of your application.
6. If approved, your teacher/s and HOD/s will be advised.



# Evidence

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## **Long-term conditions**

- no earlier than 1 January of Year 10

## **Short-term conditions or temporary injuries**

- no earlier than 6 months prior to the assessment event
- for external assessment no earlier than 1 April of Year 12
- Mental illnesses are usually classed as short term.

## **Illness and Misadventure**

- must cover the date of the assessment



# Timelines

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## Year 11

- ASAP and no later than 1 week prior to assessment event

## Year 12 internal assessments

- long – term conditions – by end of unit 2
- other conditions – ASAP and no later than 1 week prior to assessment event

## Year 12 external assessments

- long-term conditions – by end of term 1 of year 12
- other conditions – by the end of Week 5 Term 3 of Year 12

## Year 12 external assessments – Alternative format papers

- by the end of February of Year 12

## Illness and Misadventure

- Can be submitted 14 days before and up to 7 days after assessment

# UNIVERSITY

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ENTRY 2025 & BEYOND

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# How do I get into UNI from 2025?

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Generally, going direct from School to University, you **must have** an ATAR or a completed International Baccalaureate (IB) Diploma as the minimum entry requirement.

- \*\*\*Some Universities will allow Vocational qualifications (stand alone) as meeting entry requirements

You also need to meet course thresholds, subject requirements (pre-requisites) and any additional entry requirements of the tertiary institution.

# I completed a VET qualification while I was at school

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A VET qualification such as a Certificate III, Certificate IV or Diploma can be included as one of your five subjects for calculation of your ATAR. Qld Universities will recognise your ATAR regardless of what study pattern is used to achieve it.

Generally, you can also use a completed Certificate IV or Diploma completed at school as a separate pathway for entry , as long as you also have an ATAR or completed IB Diploma.

- In this case, you will be assigned a selection rank for your completed VET qualification, and you will be assessed for entry on your selection rank, ATAR or IB Diploma, whichever is stronger.

(for QUT) - If you didn't achieve an ATAR or complete an IB Diploma, you cannot use your VET qualification completed at school for entry to QUT until two years have passed after Year 12, unless you've undertaken other study or paid employment. (One year for UQ)

- **QUT** - VET studies must be Certificate IV or above. Certificates I, II and III will not be accepted as a separate qualification for entry.

# What are the selection ranks for completed VET qualifications?

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The [current QUT schedules of selection ranks](#) allocated to completed Certificate IV, Diploma, and Advanced Diploma or Associate Degree qualifications will continue to be used for 2024 and onwards.

VET qualifications completed in school will have the same selection ranks as those completed after school. The selection rank will be decimalised in 2021 just a like an ATAR. For example, the current selection rank 87 will become selection rank 87.00 in 2021.

Current Selection Ranks for VET qualifications are:

Certificate III - 68 (ATAR 68.00)

Certificate IV - 74 (ATAR 74.00)

Diploma - 87 (ATAR 83.00 - 87.00)

\*\*\* Selection ranks can be increased by sitting the Special Tertiary Administration Test (STAT)

**NOTE:** Selection ranks may vary from institution to institution. Contact directly for specific details.

# PATHWAYS

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COURSES & OPPORTUNITIES

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# PATHWAY OPTIONS

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- Structured Work Placement and Work Experience
- One Off courses (First Aid, Barista, Trade Taster)
- Internal VET Courses (Onsite)
- TAFE and RTO's (Offsite)
- School – Based Apprenticeships (SBA) and Traineeships (SBT's)
- RTO Partnerships (Onsite)

# QUESTIONS

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