

A guide for students preparing for Stage 2 of the SACE

achieve

Next level learning:
The Research Project

**Getting into
TAFE or university**

**Subjects
you can
study at
Stage 2**



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The SACE

What's next?

So, you're about halfway through Stage 1 of your SACE — so far, so good!

At the beginning of your SACE, you received the *Achieve* Stage 1 handbook. This introduced the SACE, explained how it works, and included information about the Personal Learning Plan and other Stage 1 subjects.

Now it's time to plan for Year 12. The *Achieve* Stage 2 handbook is designed to guide you through your last year of secondary school and prepare you for future study or work.

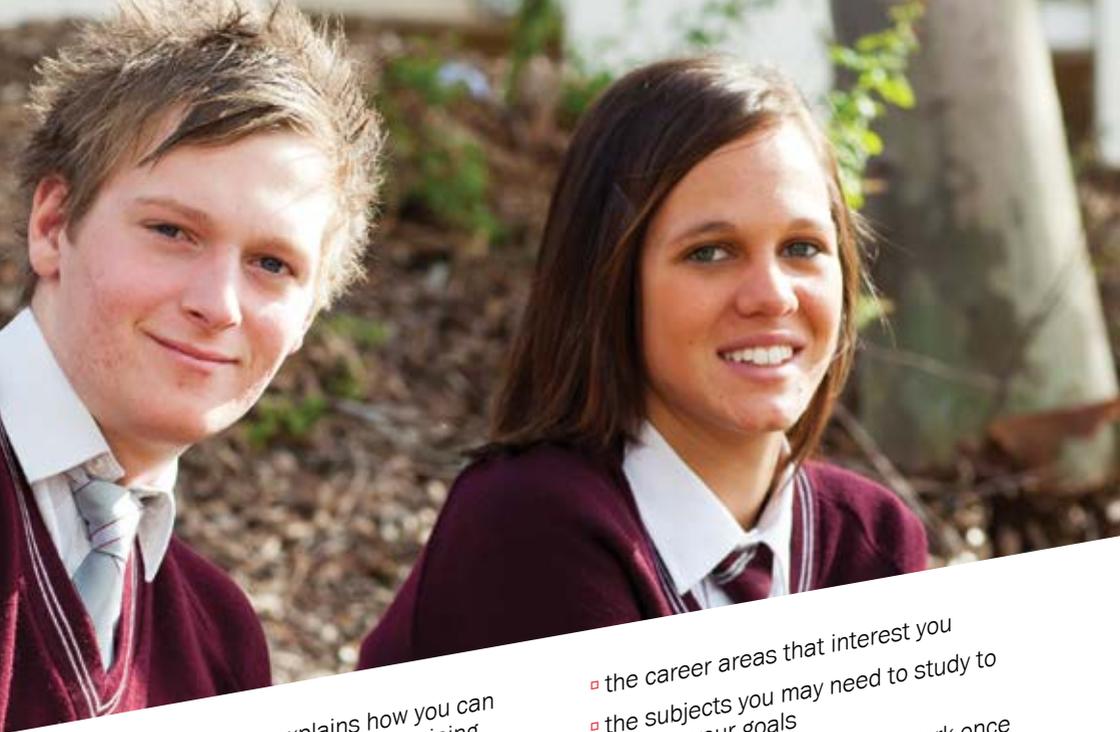
This Stage 2 edition of *Achieve* will help you plan the best way to complete your SACE.

We'll look at information you might need to make decisions about Year 12, such as:

- the range of SACE subjects, vocational courses, and other study options that are available
- how Stage 2 exams and assessment work
- what to expect when it comes to results time.

We take a close look at the Research Project — explaining what it is, how it works, and how it's different from other SACE subjects.

To help inspire you, some former students tell their stories about how and why they chose their particular research topic.



This *Achieve* also explains how you can use vocational education and training (VET) to join the workforce, as well as how to use your SACE to access university or TAFE courses.

Use this handbook when you chat to your friends, teachers, parents, or your school's SACE coordinator about the many different ways to complete your SACE.

You can also look at the information on the SACE website.

Check out the 'Students' section sace.sa.edu.au/students and the 'Learning' section sace.sa.edu.au/learning

So far ...

At this point, most SACE students have completed their Personal Learning Plan (PLP). Your PLP will have helped you to consider:

- your interests and strengths, and the areas you would like to develop

- the career areas that interest you
- the subjects you may need to study to achieve your goals
- options for further study and work once you finish high school.

At the moment you are studying SACE Stage 1 subjects which are assessed by your school.

By the time most SACE students finish Stage 1, they have satisfied the literacy and numeracy requirements of the SACE. To meet those requirements, you need to gain a C grade or higher in two semesters of an English subject and a semester of a mathematics subject.

The skills and capabilities developed in Years 10 and 11 will prepare you for planning what to study in Year 12.

Your final school year gives you the opportunity to build on all those skills, demonstrate your learning, and achieve a SACE result that sets you up for the next stage of your life.

Choosing what to study

Choosing subjects for Year 12 may at first seem overwhelming, because there are so many options available.

All SACE students need to complete the compulsory requirements, but your other subject choices are up to you. By asking the right questions and using the right resources, you will be able to choose the subjects that take you where you want to go.

Review your Personal Learning Plan

In the Personal Learning Plan, you considered your strengths and interests, and areas needing further development. Take another look at the personal and learning goals you established then, and see if they are still right for you. You might have changed your mind about the direction you want to take after high school. Review your choices and let your interests and strengths guide your decisions.

Talk to teachers, parents, and friends

SACE subjects are divided into nine learning areas. Think about the learning areas in which you're interested and talk to your teachers about the subjects offered at your school.

Remember that apart from studying SACE subjects, you can also gain credits towards your SACE through vocational education and training (VET), or community learning. You can read more about these options on pages 18–21.

Talk to your parents and friends as well. They may be able to offer other perspectives, and give you the confidence and support to choose the subjects that are right for you.

Think about future career requirements

Consider the type of career or work you may want to get into after secondary school, and the pathways that will take you there.

If you want to study at university, you can use the SACE to gain an Australian Tertiary Admission Rank (ATAR) for entry into courses locally, nationally, or internationally.

Some university courses have prerequisite subjects, so ask your SACE coordinator or teachers about these. Many SACE students choose to study at overseas universities – you will need to consider their entry requirements if this is of interest.

If you want to study at TAFE SA, you will need to get a TAFE SA Selection Score. Make sure that you talk to your SACE coordinator about meeting any special requirements.

Use the SACE website

The 'Learning' section of the SACE website has detailed information about the subjects available, and the topics that are covered in each subject. This will help you to decide if a particular subject interests you.

Use the information on the subject minisites and the 'Students Online' tool to help plan your SACE. Students Online sace.sa.edu.au/students-online can provide an overview of how you are tracking in your SACE.

Subjects you can study at Stage 2

Some SACE subjects may not be offered at your school – talk to your SACE coordinator or teacher to confirm that those subjects that interest you are available.

Arts includes subjects such as Creative Arts, Dance, Drama, and Music

Business, Enterprise and Technology includes subjects such as Accounting, Information Processing and Publishing, and Design and Technology

Cross-disciplinary includes subjects such as Community Studies, Integrated Learning, and the Research Project

English includes subjects such as English Pathways, English Studies, English as a Second Language, and English Communications

Health and Physical Education includes subjects such as Child Studies, Food and Hospitality, and Physical Education

Humanities and Social Sciences includes subjects such as Australian and International Politics, Economics, Geography, and Tourism

Languages can be studied at different levels. Languages offered include Chinese, Japanese, Korean, French, Modern Greek, and Spanish, to name just a few. For a full list of language subjects, see the SACE website

Mathematics includes subjects such as Mathematical Studies, Mathematical Applications, Specialist Mathematics, and Mathematical Methods

Sciences includes subjects such as Agriculture and Horticulture, Chemistry, Geology, and Physics

Next level learning:

the RESEARCH PROJECT



When it comes to deciding how your SACE studies will look in Year 12, one of the areas where you have the biggest choice is in the Research Project.

You can choose from a world of possible topics, and earn credits by learning more about something you're interested in.

A different sort of subject

As well as the challenge of picking a topic, the way the Research Project works is different to other subjects, and this can take students out of their comfort zones.

In the Research Project, there aren't a set of facts you need to know, or a book of information you need to understand. You'll probably be studying something different to the other people in your class, and your teacher may not be an expert in your topic area.

All these factors can make it a challenging subject. But that's exactly why it's so important.

The work you do in the SACE represents an important step towards life in the world outside school.

After high school you'll be moving towards university, or into training or the workforce. For

many SACE graduates, it's not until they enter these new environments that they realise the value the Research Project had in helping them to prepare.

For some students, their Project sparks an interest that will carry them on a path into a new career. For others, it's an opportunity to contribute to the community or pursue a dream or idea.

But for all students, the Research Project is a chance to build skills such as planning and project management, problem-solving, initiative, and communication. These are all highly valued by employers, universities and the broader community, and are critical to success in the wider world.

Self-directed learning

Choosing your own Research Project question allows you to drive your own learning. You will still be guided and supported by your teachers, but ultimately you are responsible for the shape and content of your Research Project.

You'll decide the research question, and plan how to find information to answer it. You can investigate online, conduct a survey, conduct an experiment, interview experts in the field — or a combination of these. You will then need to assess and analyse your findings, and work out the best way to communicate what you've learnt.

Most SACE graduates go on to university or further training — if that's your plan, this experience will help you to prepare for tertiary study. If you want to move straight into the workforce, this will help you pick up skills on-the-job, and give you flexibility for learning new tasks and responsibilities.

Information skills

As a Year 12 student in the twenty-first century, you are surrounded by information. This can include material that you're learning at school, information that you gain from friends, family, and the community, and all the information available on the internet.

The ability to distinguish between different sources of information, and independently using that information to construct something new,

requires skills that are increasingly valued in an information-rich world. You will develop these skills when doing the Research Project.

All about the Research Project

The Research Project is a 10-credit Stage 2 subject, and you'll need a C- grade or higher to gain your SACE. Most students complete the subject in Year 12, but many begin to consider a research question, and plan their research, during Year 11.

Information on the Research Project is available on the SACE website under the 'Students' section.

The subject outlines for Research Project A and Research Project B are available on the Research Project minisite.

Research Project A or B?

There are a number of differences between Research Project A and Research Project B. The main difference is that Research Project B can count towards your Australian Tertiary Admission Rank (ATAR), but Research Project A cannot. Both count toward SACE completion.

In both subject options, you will need to frame your research as a question.

Assessment

If you study Research Project A, you may present a Review in written format (1500 words) or through a 10-minute presentation. You may work with your teacher to choose the best form in which to present your Review. It may be in written, oral or other form. If you study Research Project B, you must present an Evaluation in written format (1500 words).

The Research Project is split into three sections, and each is worth a different percentage of your final grade. The percentages are as follows.

Research Project A

- Folio (30%)
- Research Outcome (40%)
- Review (30%)

Research Project B

- Folio (30%)
- Research Outcome (40%)
- Evaluation (30%)

Choice and capabilities

Take time to consider what you want to research. Your question should focus on an issue that you are interested in or passionate about. You may be inspired by your activities or interests outside school, your current or future studies, or future work options. Your research question should be challenging but achievable.

The capabilities for the Research Project are Literacy, Numeracy, Information and Communication Technology Capability, Critical and Creative Thinking, Personal and Social Capability, Ethical Understanding, and Intercultural Understanding.



Professor Steve Wesselingh
Executive Director,
South Australian Health and
Medical Research Institute
(SAHMRI)

The South Australian Health and Medical Research Institute (SAHMRI) is all about problem solving.

We identify the critical health problems facing our community and then develop 'projects' to provide solutions. Our research generates the evidence that the clinicians and the health system need to be able to deliver better care.

The research topics that I saw first hand at the SACE Merit Ceremony this year were fantastic, and certainly indicated that the students had learnt how to identify the critical questions and how to design research to provide evidence to support the solutions.

These are skills that will be extremely valuable for the rest of your life — regardless of what you decide to do.

Research Project capabilities

You will need to choose one or more of these capabilities to develop throughout your Research Project. Here are some examples.

Literacy

This capability can include exploring how language is used for different purposes and audiences.

Research Project: How do you write a book that appeals to children?

Numeracy

This capability can include developing skills in interpreting information in numerical form and identifying patterns and relationships.

Research Project: How is the Fibonacci sequence illustrated in nature?

Information and Communication Technology

This capability can include investigating how contemporary technologies influence communication.

Research Project: How do males and females use Facebook differently?

Critical and Creative Thinking

This capability can include identifying and exploring information, generating ideas, reflecting on processes, and evaluating information.

Research Project: How do you stage a successful music festival?

Personal and Social Capability

This capability can include developing personal and social understanding and participating actively in community life.

Research Project: What opportunities are there for young people to volunteer in the local community?

Ethical Understanding

This capability can include exploring an ethical question, or looking at ethical practices in the workplace or community.

Research Project: How can more people be encouraged to become organ donors?

Intercultural Understanding

This capability can include exploring a cultural issue and building intercultural understanding.

Research Project: How has Australia's ethnic diversity increased since 1945?

Research Project FAQs and other useful information can be found on the SACE website at: sace.sa.edu.au/web/research-project

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7

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21st Century Skills with the Research Project

Since 2011, when the Research Project was introduced in the SACE, many thousands of students have successfully completed the subject.

The Research Project helps students to develop skills for work, life, and learning in today's world – including thinking, planning, research, and problem-solving skills.

Students' research topics are wide and varied – depending on their interests and passions. *Achieve* caught up with three students to find out what they learnt from their projects.

Shooting for the stars

Motivated by the brilliance of Sir Isaac Newton, Tajwar Tahabub chose to investigate the mystery of black holes as part of his Research Project.

Tajwar said that to get the most out of the subject, it was important to select a topic you are interested in and passionate about.

"I'm a physics guy, I love physics, and black holes are at the centre of physics," he said.

Tajwar said that he enjoyed the freedom the subject offered.

"When choosing a topic, the universe is literally the limit. It is the one subject where you call the shots and design your own course."

He said his Research Project also opened a number of new doorways.

"I would have never gone to the Barr Smith Library – maybe not until university – and

never accessed the National Library of Australia, if I hadn't done the Research Project. I gained access to so much more knowledge that I was able to put into my other work. It was amazing."

Tajwar, who is now studying a Bachelor of Science in High Performance Computational Physics (Honours) and a Bachelor of Mathematical Sciences (Advanced), said the subject helped prepare him for university and beyond.

"I've developed skills like in-text referencing, evaluating sources, evaluating myself, proper time management, how to critically analyse sources, improving my academic tone, communication and literacy skills," he added.



Revved up research

While attaining his motorcycle licence, Jay Dyer was instilled with the importance of rider safety.

For his Research Project topic, he investigated how motorcycle protective gear should be improved in South Australia.

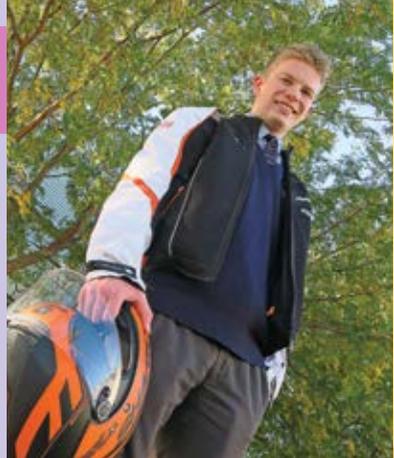
“Motorcycles have been a personal interest of mine since I was very young. Getting my license has made this grow significantly,” he said.

“When first starting the Research Project I was a bit negative about it but, as I progressed, I realised the subject gave me the chance to explore my passion.” Jay advises other students to

choose a topic they enjoy but are not expert in, as this will help push their learning boundaries. He also says it is important to be disciplined when addressing your chosen topic.

“Keeping the research focused can be difficult. Sometimes my research was on topic, but not necessarily relevant to the question. It can be very challenging,” Jay said.

Jay said it was also important to remain adaptable and flexible. “There were times where I had to change my approach. Mostly, the way I thought about information and substantiating findings with more than one source.”



After completing school, Jay is planning on studying at university and pursuing a career in teaching.

“I believe the Research Project is preparing me for university as it has shown me how to improve my report writing skills as well as how to evaluate sources,” he added.

On the scent of serious sources



As a dog-owner, Laura Pemberton has quickly developed a nose for gathering and analysing information.

Her Research Project related to the ethics of puppy farming. “This was of personal interest to me because I own Labrador Retrievers and enter them in shows,” she said.

Laura said one of the benefits of the Research Project is that students can advance their knowledge in an area of personal interest.

“You can take your project further and it can open up new opportunities. I sent my report to Ministers responsible for legislative reforms in animal welfare. They have since asked if I would be interested in writing an article regarding breeding practices.

“For me, the Research Project teaches you to think outside the box

and extend yourself beyond your comfort zone.”

One of Laura’s key tips is to keep a detailed journal. “Record everything you do – ideas, communications, and analyse sources as you go. I also kept all the evidence of my chosen capability in one section.”

She also encouraged students to seek support from their teachers. “Problems inevitably arise, such as with methodology design. By asking for advice, I overcame problems such as primary source bias and ensuring random sampling.”

Laura is now weighing up a career with South Australia Police or further studies in justice or law.

“I now have a greater understanding of the importance of ethics. These skills will be invaluable to me, both personally and professionally.”



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Working towards your SACE involves completing different assessment tasks. But sometimes unforeseen things can happen – or you have a particular condition – or you have a particular condition – that may affect your ability to participate in, or comply with, the assessment conditions.

Special Provisions

Some students have impairments or disabilities that have an ongoing impact on their work. Others may suffer an illness, injury, or bereavement that may impact their ability to access assessments.

In such cases, students and families can apply for ‘Special Provisions’, which allow for appropriate, fair, and reasonable arrangements to be made so that affected students can demonstrate their learning.

For example, a student with vision impairment may be given special exam papers with enlarged print; a student with chronic fatigue may be granted rest breaks; or a student with dyslexia may be granted extra reading time.

Applications are considered on a case-by-case basis, either by schools or by the SACE Board.

For the school-assessed tasks, schools determine who is eligible and use Special Provisions within the framework of the SACE Board’s Special Provisions policy.

For externally assessed tasks, such as investigations and examinations, the SACE Board determines who is eligible and decides what provisions are suitable for each individual student.

If you believe your ability to participate in or comply with the assessment conditions has been, or will be, impacted, speak to your SACE coordinator about the process for accessing Special Provisions.

Further information is available on the Special Provisions minisite sace.sa.edu.au/special-provisions



Tell us what you think – Win an iPad.

The SACE Board produces two copies of *Achieve* magazine for each SACE student – one for students as they start their Personal Learning Plan, and another for students making subject choices for Year 12.

The SACE Board wants to hear from Year 11 students about how this edition of *Achieve* could be improved.

We want to hear which sections of the magazine you found helpful, and any areas where you'd like more information or detail. We're also keen to hear your ideas for the future of *Achieve*.

Visit sace.sa.edu.au/achieve and complete our short survey to go in the

running to win a new iPad valued at over \$600. We need to hear from you by Friday 14 August to be eligible for the prize. The winner will be chosen at random, and notified in August via email.

We look forward to hearing your views and wish you all the best with your Year 12 studies.

achieve



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Making VET work for you



Learn a trade and achieve your SACE

If you are thinking about becoming a carpenter or an electrician, or want to work in tourism or business management, then including vocational education and training (VET) in your SACE could be the right choice for you.

Studying VET as part of your SACE enables you to get a head-start in your career, as you develop hands-on skills in areas of work and industry that interest you.

The flexibility of the SACE means that you can still achieve the certificate even if you want to focus almost completely on VET.

The number of SACE credits you can gain is based on the amount of VET you include in your SACE. The VET units of competency gained through the industry qualification you are working towards will determine how many SACE credits you receive.

Whether you decide to study an individual VET course, or undertake a school-based apprenticeship or traineeship, choosing VET can help you to work towards a job-ready qualification.

VET in numbers

More than 5700 students who achieved their SACE in 2014 included a VET component in their certificate – that's about 41% of all students who completed the SACE.

In total, 413 VET qualifications were undertaken by those students, across 34 industry areas.

Students undertook training towards a range of qualifications such as Certificate II in Animal Studies, Certificate III in Carpentry, Certificate III in Allied Health Assistance, Certificate III in Agriculture, and Certificate II in Engineering.

Last year more than 1200 students had a completed VET Certificate III qualification verified within their SACE. Many of those students counted the qualification as part of their Australian Tertiary Admission Rank (ATAR).

The number of students completing a Certificate III or higher training qualification within their SACE shows how schools and students are valuing VET as a pathway into employment and further education and training.

Top five industry areas
These are the top five most popular industry areas for students who completed their SACE in 2014.

- 1 Hospitality
- 2 Retail Services
- 3 Sport and Recreation
- 4 Community Services
- 5 Construction

How do I get SACE credits for my VET?

The number of SACE credits you can achieve is based on the amount of VET you successfully complete as part of your SACE, and on the units of competency that make up each qualification you undertake.

An indication of how many SACE credits you may be able to achieve for completion of a qualification is provided in the VET Recognition Register on the SACE website. Each qualification has different compulsory and elective options, so the SACE credits you achieve may vary depending on the VET qualification you are working towards. Your school's VET coordinator can help you to work out the number of SACE credits you are likely to achieve.

You can earn up to 150 out of 200 SACE credits using VET. You can even focus your Personal Learning Plan, English and mathematics subjects, and Research Project on your chosen industry area.

What is the VET Recognition Register?

The VET Recognition Register is a useful tool on the SACE website which lists more than 200 of the most popular VET qualifications. The register can tell you the SACE level (Stage 1 or Stage 2), and the maximum and minimum SACE credits you could earn.

It also outlines which courses can be taken in conjunction with apprenticeships and traineeships, and it lists each course by industry area.

Courses are separated into two categories:

- Unshaded courses are suitable for providing an employment pathway for a student starting the course in high school.
- For courses shaded in grey, students and schools should consider factors including age-appropriateness, and career prospects.

How do I find out more about VET?

If you are considering studying VET, discuss your VET options with your school's VET coordinator before you make any decisions. This will ensure that you choose the right course for you.

You can find the VET Recognition Register on the SACE website.

VET is offered by registered training organisations (RTOs) such as TAFE SA, other private providers, and sometimes at your school. Visit the TAFE SA website tafesa.edu.au and search for registered training organisations on internet sites such as training.gov.au or training.com.au

Want more information?

Find everything you need on the SACE website by visiting the VET minisite sace.sa.edu.au/web/VET



Driven to succeed

Getting ahead with VET

Completing the SACE with a vocational education and training (VET) qualification is a practical choice if you want to head straight into the workforce, or if you are keen to transition to further education and training.

Here's how some students are including VET in their SACE to get a head-start on their careers.

Ben Hann's passion for fixing cars was fuelled during his childhood when he worked side-by-side with his uncle, a qualified motor mechanic, in his back shed.

In Year 8, Ben started working with his school's VET coordinator to map a study and career pathway into the automotive industry. He was advised to continue to learn as much as he could from his uncle, attain formal work experience, and undertake VET courses from Year 10.

"I am the sort of person that learns by doing hands-on — my favourite subjects through school involved working with wood, metal, and plastic," Ben said.

"Also, I wanted to complete Year 12, so I enquired about apprenticeships and found out I could do a school-based apprenticeship."

At the start of Year 10, Ben was accepted into a Certificate II in Automotive Mechanical before moving on to his Certificate III.

Ben said there were multiple advantages to choosing a school-based apprenticeship as part of his SACE.

"It has given me the capabilities to succeed in my future career because it has allowed me to complete my studies and mix with adults in the workforce, boosting my level of maturity," he said.

For his Research Project, Ben decided to choose a topic that related directly to his career choice — the workings of the rotary engine.

"Given that I'm currently working with Mazda and they make a car with a rotary engine, it gave me an opportunity to expand my knowledge in an area that would benefit me in real life," Ben said.

Ben is now completing his apprenticeship with Reynella Mazda and his dedication has been rewarded at the SA Training Awards where he finished among the top three school-based apprentices in both 2013 and 2014.

As for the future, Ben said: "I am still an apprentice mechanic, but later down the track I want to become a heavy vehicle mechanic".



Nursing ambition

Choosing midwifery as her career goal, Emmy Harris is undertaking a Certificate III in Allied Health Assistance, which has a focus on Nursing pathways, as part of her Year 12 studies.

“I like the idea of undertaking a certificate that will support my future academic studies, and studying a subject that I have become passionate about,” Emmy said.

“It is also a great opportunity to obtain work skills while still at school. My work placement at an aged care facility was an amazing experience.”

Emmy’s decision to pursue a VET course came late in her secondary schooling career.

“In Year 11, I spent a considerable amount of time in the careers office because I was not sure what I really wanted to do. I was initially interested in child studies, but after further discussions with the careers counsellor I was drawn towards the field of nursing and midwifery.

“The school’s VET coordinator also assisted me with course information and expectations.”

Emmy is combining her certificate with Workplace Practices, Classical Studies, Modern History, and Tourism. For her Research Project, she chose a topic related to the work of midwives in Aboriginal communities.

When she completes her certificate, Emmy is keen to undertake a Nursing and Midwifery degree and work in Aboriginal communities, as well as visiting developing countries to support their health needs.



Taking stock

Surrounded by animals while growing up in Streaky Bay on her parents’ farm, Bria Roe developed a deep connection with the land.

After arriving at her new school in Year 10, she spoke to other students about VET courses and approached the school’s careers office and VET office about pathways that met her interests.

Now in Year 12, Bria is undertaking a Certificate III in Rural Operations with a focus on Animal Care and Husbandry.

“The course has given me a lot of confidence and is helping me to achieve in my other areas of schooling as well,” she said.

“Some of the areas we have covered so far include responding to animal emergencies, nutrition, how to administer medication and microscopic examination and disease.”

Bria is combining her VET studies with Workplace Practices, Geography, Mathematical Applications, and English Communications.

Post school, Bria says she would like to study more about animals involved in agriculture and either run her own farm or work within the agriculture industry.

For other students thinking of pursuing VET, Bria advises them to speak to VET and career coordinators to develop the best study options for their future career pathways.

“I am so glad I’ve done my course, as it has set me up to follow the career I want,” she added.



Recognising other forms of learning

The SACE takes into account forms of learning that don't take place in the classroom. You can gain skills and knowledge in all sorts of ways — whether you're undertaking Country Fire Service training, climbing a mountain as part of the Duke of Edinburgh's Award scheme, or volunteering as a lifeguard for the Royal Life Saving Society.

When studying for your SACE, you can gain SACE credits for skills and knowledge you learn in a range of community programs.

The learning that students undertake through VET, community learning, and other recognised courses is called 'recognised learning'. This learning can count as SACE credits and contribute towards your certificate.

Community learning

Students can count up to 90 credits of community learning at Stage 1 or Stage 2. However, community learning does not count towards the '60 credits at a C- grade or better' that you need to complete at Stage 2.

You can gain credits for community service or activities in two ways: community-developed programs, and self-directed community learning. Last year the SACE Board granted almost 2000 students recognition towards their SACE for their involvement in community-developed programs;

357 students were granted recognition for self-directed community learning.

Community-developed programs

Many community organisations offer learning programs that students can undertake and count towards their SACE at Stage 1 or Stage 2.

These include programs such as:

- Duke of Edinburgh's Award — Bronze, Silver or Gold Award
- Royal Life Saving Society — Bronze Medallion plus Senior First Aid
- SA Country Fire Service — Basic Firefighting 1
- Scouts SA — Queen's Scout Award
- Australian Music Examinations Board — Practical Music (Grades 5–8)
- Australian Army Cadets — Junior Leaders Course (Corporal)
- Royal Academy of Dance, classical ballet
- SANFL Level 2 umpiring

A full list of SACE-recognised, community-developed programs can be found on the SACE website sace.sa.edu.au/learning

Self-directed community learning

You might be part of a program or course outside school that is not formally accredited, but for which you could still be eligible to receive SACE credits. A wide variety of learning is recognised such as:

- participating in sport at an elite level

- acting as a carer for an elderly or invalid person
- teaching others a specialised skill (such as dance)
- gaining a pilot's licence
- creating films or websites outside school
- planning and coordinating community or recreational events
- taking a leadership role in community theatre, landcare or conservation, or volunteer organisations
- developing a career path by undertaking a variety of work skills.

You need to demonstrate evidence of your learning when applying for SACE credits for self-directed community learning.

To check if you can apply for SACE credits for learning outside school, talk to your school's SACE coordinator.

Other recognised learning

SACE credits can be granted for appropriate qualifications, subjects, courses, or learning experiences gained by local, interstate, or overseas students.

This includes recognition of:

- university studies
- educational exchange programs
- interstate and overseas senior secondary school qualifications
- language courses (School of Languages, Department for Education and Child Development)

This type of learning is 'granted' as a number of SACE credits and is not accompanied by a grade.

Information on other recognised learning is available on the SACE website sace.sa.edu.au/learning

Reach for **the sky**

Tenae Kear has gained a flying start to her Stage 2 studies by achieving 20 credits in Work Skills and Career Development — a form of Community Learning recognised as part of the SACE.

Tenae has a Private Pilot Licence after amassing 150 hours in the air, and currently pilots an aerobatic-rated aircraft.

Tenae says she was inspired by flight as a child while visiting a flying school in Aldinga.

The Year 12 student recommended other students undertake recognised learning pathways that related to their future career goals and aspirations.

"Flying is like a whole other set of school subjects and so I thought that if I could get it to go towards my SACE, then it would be a great way to use it for something school-based."

Tenae says that after carrying out some research on the SACE website, she worked



with her school's SACE coordinator to complete the appropriate forms.

"I was contacted by the SACE Board and an interview was arranged where I was asked a number of questions about my flying and community recognition. They were then able to make a decision about awarding credits."

Tenae is combining her love of flying with more traditional SACE subjects, including Modern History, Physics, Mathematical Studies, and English Communications.

"In the long term I hope to obtain a commercial pilot license and work in the aviation industry. My ultimate goal is to be a pilot for the Royal Flying Doctor Service."

Keeping up good study habits



Now that you are in the midst of your senior schooling, it's important to maintain some good study habits. A structured study routine will help to make the best of the time you have available for learning.

Striking the right balance between your studies, social life, family, work, and sporting commitments – as well as the need to get some sleep – can be challenging. But establishing a regular study routine will help you to use your time wisely and maximise your learning.

Remember that in Year 12, 70% of the work assessed for your SACE will take place during the school year, and will be marked by teachers at your school. The remaining 30% of your work – such as exams and investigations – will be assessed outside your school.

So it's important to establish some good study habits early on and to work consistently throughout the school year to achieve your best.

The right environment

It will be easier to focus on your studies with as few distractions around you as possible. Think about where you study best; whether it's in the school library, your bedroom, or elsewhere. Being in a quiet environment will ensure that you make the most of your time.

Simple things – like a comfortable chair, good lighting, and ready access to your study materials – will help you to focus.

Switching off your phone and avoiding social networking websites will also help to minimise disruption and maximise achievement.

Planning

Think about the structure of your day and week, and work out what assignments you have and when they are due. By making a list of priorities, you will be able to manage your time more effectively.

As you work out your study schedule, remember to make time for catching up with friends, playing sport, or just watching a bit of TV and relaxing. If you find it easier to concentrate in the morning, make sure that you timetable more difficult study tasks earlier in the day.

Looking after yourself

Exercise and a healthy diet can help to improve your concentration, reduce stress levels, and improve general wellbeing. Sometimes simply taking a walk in the fresh air will help you return to your studies reinvigorated.

Getting a good night's sleep is also important to help you concentrate and feel more alert as you prepare to study, particularly during the exam period.

Ask for help

Remember that help is always available if you are feeling overwhelmed or particularly stressed about your studies and exams. Family members and friends can help to test your knowledge, and teachers can provide advice on the areas of study on which you need to concentrate.

Family and friends can also provide support and advice if you feel overly anxious or concerned, particularly during the examination period.

More examination and study advice can be found on the 'Students' section of the SACE website sace.sa.edu.au/students/study-tips

Student information on the SACE website

sace.sa.edu.au



Starting Stage 2 of the SACE can be an exciting and challenging time.

To help students successfully make their way through this important stage of their schooling career, a range of detailed information is available on the SACE website.

The dedicated 'Students' section, which can be accessed via the website's 'mega menu', includes pages about preparing for the SACE, assessments and exams, SACE events, such as the Research Project Student Expo, research advice and student stories.

Support materials

To help you prepare for examinations, you'll find past years' exams under the 'Support Materials' section. Answering previous exam questions is good practice for the end-of-year exam. The SACE Board also provides the assessment report from that year.

You will also find exemplars with student responses in this section. By reading these examples, you will get a better understanding of the type of learning needed to achieve particular grade levels.

Subject minisites

Subject-specific content can be found within each subject minisite. The 'Learning' section of the website provides the full subject list. Alternatively, you can access your subject minisite through the Subject A-Z search bar or via the learning areas.

Each minisite provides information to help you choose your subjects and achieve your best in them..

Mobile-friendly

The SACE Board has significantly upgraded its website to better meet the online needs of students and families.

Among the improvements it is now more responsive to mobile devices featuring touch-friendly menus and layouts to make it accessible anywhere, anytime.

The upgrade keeps pace with current and future demand in smartphone and tablet usage.

Making the grade: Stage 2

What are 'performance standards'?

Your work in every subject needs to meet a certain standard to achieve a particular grade. The performance standards define the five levels of achievement in the SACE, ranging from A to E.

Each level of achievement describes the knowledge, skills and understanding that are needed to demonstrate that level of learning.

All SACE teachers and assessors mark with reference to the performance standards, so students across the state receive comparable grades.

Using the standards

As a student, you can use performance standards to monitor your progress through each subject, set goals, and understand what you need to achieve at each grade level.

Every subject has certain criteria that you need to meet. Each grade (A to E) describes how well you

demonstrated what you know, what you can do, and how much you understand, in relation to these criteria.

The performance standards are a useful tool to help you improve your grades.

The performance standards can be found in the subject outline of each SACE subject. These are available on the subject minisites on the SACE website.

assessment

In Stage 2, you will be awarded grades from A+ to E- in your assessments, and for your final grade. Your teachers will assess 70% of your work from your school assessment throughout Year 12, while 30% will be assessed by SACE Board markers.

This means your final result in each Stage 2 subject will be based largely on your school assessments throughout Year 12.

School assessment: 70%

School assessment

These are the tasks set and assessed by your school, as part of each subject you are studying. Teachers undertake training to assess students' work in line with the performance standards.

Validating school assessment

A sample of student work, representing a range of grades across every Stage 2 subject from your school, will be sent to the SACE Board. Assessment experts will check to confirm that the grades are accurate, fair, and comparable with those of other students across the state.

Confirming or adjusting grades

Teachers across the state mark with reference to the performance standards. At the end of the year, there is a process that looks at grades across the state to make sure that the standard of grades given at one school is comparable to the standard of those given in another school. The process of confirming or adjusting school assessment grades is referred to as 'moderation'.

External assessment: 30%

Examinations

Some Stage 2 subjects have written examinations, which are produced and assessed by the SACE Board. The majority of these take place in Term 4, during October and November.

The exam timetable is available on the SACE website from the first semester of each year.

Investigations

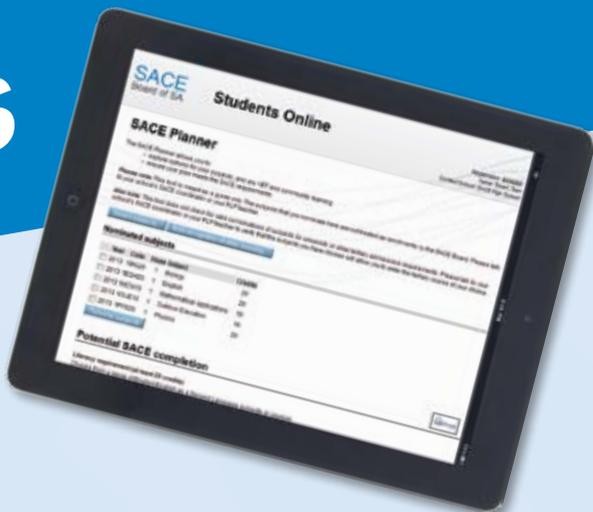
Many Stage 2 subjects have externally assessed investigations. These are first assessed by your teacher, and then sent to the SACE Board for external assessment.

Performances

Some Stage 2 subjects (Drama, Dance, and some music subjects) have externally assessed performances.

They are marked independently by subject teachers and SACE Board assessors at the time of the performance.

Results



You'll be able to access your SACE results through the SACE website a few days before Christmas.

Your results will be accessible in 'Students Online' on the morning they are released. Most students check their results as soon as they are available electronically and then wait to receive a hard copy in the post.

The day you receive them can be an emotional one. Here's a quick guide to understanding your results, and the information you will receive.

On the screen

The vast majority of students access their results through the SACE website on the day that results are released.

If you have your PIN and SACE registration number, you can access your results on the morning they are released, through the Students Online system.

If you can't remember your PIN, you can request a PIN reset. For further information visit the Students Online page on the SACE website sace.sa.edu.au/students-online

On the day that results are released, resetting PINs may take a few hours, so it pays to check that you can log in at least a week beforehand.

Once you log in to Students Online on the day of results release, you will have access to a range of information about your results.

Access your SACE results

Go to sace.sa.edu.au/students-online to access the Students Online system, where you will find a list of the subjects you completed and the results. Click on the name of each subject to bring up your Student Subject Record for that subject.

The subject record shows the grades you received for individual assessments (both school and external) and the weighting of each assessment. It also has a graph that highlights where your final grade sits in comparison with all students studying the subject.

About the SACE results

For information to help you understand your online SACE results visit 'My Results' in the 'Students' section of the website. The way your results appear online is similar to the Record of Achievement that you will receive in the mail.

The SACE subjects you studied and completed at Stage 2 (usually in Year 12)

You can count vocational education and training (VET) towards your Stage 2 (Year 12) SACE studies, including Certificate III

The SACE subjects you studied and completed at Stage 1 (usually in Year 11)

Indicates whether you have completed the SACE

Record of Achievement

SACE Registration Number: **123456X**
Date Issued: **December 2015**

Sam Smart

has achieved the following results towards the South Australian Certificate of Education (SACE):

Stage 2	SACE Subjects	Credit Value	Result
2015	English Communications	20 credits	B-
2015	German (continuers)	20 credits	B+
2015	Mathematical Applications	20 credits	B-
2015	Physical Education	20 credits	B-
2015	Research Project B: Reunification of Germany	10 credits	B

Stage 2	Recognised Courses	Credit Value	Result
2015	Vocational Education and Training Units of Competency towards: Certificate III in Business	20 credits	Granted

Stage 1	SACE Subjects	Credit Value	Result
2014	English	20 credits	A
2014	German (continuers)	10 credits	A
2014	History	10 credits	B
2014	Mathematical Applications	20 credits	A
2014	Physics	10 credits	B
2013	Personal Learning Plan	10 credits	A

Stage 1	Recognised Courses	Credit Value	Result
2014	Community Learning Duke of Edinburgh's Award	10 credits	Granted

This student has completed all the requirements of the South Australian Certificate of Education


Neil McGoran
Chief Executive



SACE
Board of SA

The number of credits each subject is worth. You will need a minimum of 200 credits to complete your SACE

Your final grade in most SACE Stage 2 subjects is from A+ to E- and A to E at Stage 1

Courses for which you have been awarded SACE credits (e.g. vocational education and training, university studies, community learning). The results of these courses are listed as 'Granted'.

If you have qualified for a **Tertiary Entrance Statement**, you will receive results information from the South Australian Tertiary Admissions Centre (SATAC) — satac.edu.au. Your Tertiary Entrance Statement will list your Australian Tertiary Admission Rank (ATAR) and/or your TAFE SA Selection Score, which you need to get into university and TAFE respectively.

Achieving your SACE is important if you want to study at TAFE.

Completing the SACE meets the Course Admission Requirements for most of TAFE SA's courses, and these are reviewed each year.

For entry to TAFE, in general, you will need to meet the following requirements:

- For non-competitive Certificate I, II, and III level courses, there are no Course Admission Requirements.
- For non-competitive Certificate IV level courses and higher, you must achieve the SACE.
- For competitive Certificate I level courses and higher, you must achieve the SACE and gain a TAFE SA Selection Score.

To gain a TAFE SA Selection Score, you must:

- have completed 60 credits of Stage 2. Of the 60, at least 40 credits must be from Tertiary Admissions Subjects (TAS) and a maximum of 20 credits from other recognised studies
- comply with rules regarding subject combinations.

There are other ways to meet Course Admissions Requirements.

For full details and for the most up-to-date information on Course Admission Requirements, go to: tafesa.edu.au

Applications for TAFE SA courses are processed by the South Australian Tertiary Admissions Centre (SATAC). See the SATAC tertiary entrance booklet for further details.



Rules for university and TAFE SA entry in 2017, along with more details about subject combinations and Recognised Studies, are published in the SATAC booklet *Tertiary Entrance 2015, 2016, 2017*, which will be available through your school from August this year.

Getting into UNI 2017



There are some things you need to know if you're planning to use your SACE to apply in 2016 to enter university in 2017.

As well as gaining the SACE, your study has to meet certain requirements.

Here's how it works for students applying for university entry in 2017 and beyond. You must:

- complete the SACE
- complete at least 90 credits of SACE Stage 2. Of the 90 credits, at least 60 must be from 20-credit Tertiary Admissions Subjects (TAS) and the other 30 credits from TAS and up to 20 credits of Recognised Studies
- complete any prerequisite requirements for your chosen university courses
- comply with rules regarding subject combinations
- obtain an Australian Tertiary Admission Rank (ATAR).

Applications for university courses are handled by the South Australian Tertiary Admissions Centre (SATAC). See the SATAC tertiary entrance booklet or website for further details.

Tertiary Admissions Subjects

A Tertiary Admissions Subject (TAS) is a SACE Stage 2 subject which is recognised by universities as providing appropriate preparation for tertiary studies. Students are required to study a minimum number of credits of TAS to be eligible to receive an ATAR.

While most subjects in the SACE are recognised as TAS, there are some that won't be recognised by universities for the purposes of calculating your ATAR. These non-TAS subjects include Community Studies, Modified Subjects, local programs, and Research Project A.

Are all subject combinations allowed?

Some combinations of subjects are not allowed to count towards the SACE and university entrance; generally, because the subjects are similar. These are called 'precluded combinations'. There are also limits on how many subjects in the same discipline can count towards university entrance, even if the subjects aren't precluded combinations. These are called 'counting restrictions'. Precluded combinations and counting restrictions are listed each year in the SATAC tertiary entrance booklet.

The Australian Tertiary Admission Rank (ATAR)

You will need an ATAR if you want to use your SACE to apply for university courses.

The ATAR is:

- used as a measure of your academic achievement compared with other students
- used by universities in the selection of students who have completed the SACE
- reported to students on a range from 0 to 99.95 (students receiving an ATAR of 99.95 are the highest ranked).

The SATAC website also has some useful information about university entry — satac.edu.au

RESEARCH PROJECT STUDENT EXPO

Get ideas for topics

Chat with successful students
about their strategies

Hear from universities, Government
agencies, research institutions,
sporting bodies & arts organisations

august 12-13, 2015
adelaide showground

sace.sa.edu.au/expo2015



Government
of South Australia

SACE
Board of SA