

**A guide for students** starting Stage 1 of the SACE

# achieve



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South Australian  
Certificate of Education





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**achieve** is published by  
the SACE Board of South Australia.  
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Photos and stories in this edition courtesy of:  
Seaview High School, Hope Christian College,  
Pulteney Grammar School, Parafield Gardens  
High School, and Marcellin Technical College.

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2016 Edition



# Welcome to the SACE

You are about to undertake your  
final years of secondary school.

During this time, you'll learn about yourself, think about your future, and make some important decisions. You'll learn a lot of new information and build on skills and capabilities that you'll use all your life.

The South Australian Certificate of Education (SACE) gives you many options to choose from — dozens of subjects, and hundreds of vocational courses. Make the most of your choices, and use the coming

years to prepare yourself for work, life, and further learning beyond secondary school.

This booklet is a good place to start — it gives an outline of what the SACE is and how it works. When it's time to make choices about Year 12, you'll get a second Achieve booklet to help you prepare.

If you have any SACE-related questions, talk to your school's SACE coordinator or visit [sace.sa.edu.au](https://sace.sa.edu.au)



# The SACE

## *How do I get it?*

There are two stages of the SACE – Stage 1 and Stage 2. Most students start Stage 1 in Year 10, and finish it in Year 11. Stage 2 is usually studied in Year 12.

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Most students will start their SACE in Year 10 with the Personal Learning Plan (PLP).

The PLP is a 10-credit Stage 1 subject. Studying the PLP at the beginning of the SACE gives you a good foundation for Year 11 and Year 12 studies, and can guide you later with subject choices. It's

a way of looking at your options for the future and thinking about how the SACE can help you achieve your goals.

You will need to achieve a C grade or better in the PLP as part of getting your SACE.

Read more about the Personal Learning Plan on pages 16 to 19.

Year 11 is when most students begin a full year of SACE study. You can choose from a range of Stage 1 subjects offered at your school, as well as vocational education and training (VET) courses and other options.

In Stage 1, all your assessment tasks (reports, presentations, performances etc.) will be marked by teachers at your school.

Your assessments in these subjects are then checked by moderators outside the school. This ensures that grades across different schools are consistent.

It is important for students to complete their schooling with literacy and numeracy skills, so there are two compulsory requirements for the SACE that students usually complete at Stage 1 — an English subject, and at least one semester of a mathematics subject. You will need to get a C grade or better in both subjects.

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As in Year 11, in Year 12 you can choose from a range of subjects offered at your school, as well as VET courses and other options.

At Stage 2, 70% of your assessment tasks (reports, presentations, performances, etc.) will be marked by teachers at your school and checked

by moderators outside the school. This ensures that marking is consistent across schools.

The remaining 30% will be assessed outside your school. These assessments vary according to the subject and can take the form of examinations, performances, or investigations.

There is one compulsory subject in Year 12 — the Research Project. It is a one-semester (10-credit) subject that allows you to research in depth a topic that really interests you.



# Credits

To get the SACE, you need to achieve 200 credits.

The compulsory subjects make up **50 credits**:

- 10 credits for the Personal Learning Plan at Stage 1
- 20 credits chosen from a range of English subjects at Stage 1 or Stage 2 (literacy requirement)
- 10 credits chosen from a range of mathematics subjects at Stage 1 or Stage 2 (numeracy requirement)
- 10 credits for the Research Project at Stage 2.

You will also need to successfully complete at least **60 credits** from Stage 2 subjects. You can choose these subjects, but they have to be worth at least 60 credits in total.

The remaining **90 credits** can be gained through additional Stage 1 or Stage 2 subjects or Board-recognised courses, including VET or community learning courses. You can choose the subjects or courses that you study to gain the remaining 90 credits.

The table on the opposite page shows the SACE requirements. Remember that 10 credits equate to one semester of study in a subject, and 20 credits equate to a full-year subject.

# Grades

In the SACE, your achievement in each subject is reported using grades. At Stage 1, the highest grade is A and the lowest is E. At Stage 2, the highest grade is A+ and the lowest is E-.

To gain your SACE, you must achieve a C- grade or better in the 10 credits for the Research Project and the 60 credits of your Stage 2 subjects, or the equivalent of 'satisfactory achievement' in Board-recognised courses at Stage 2 level. More information about options for your Stage 2 subjects and Board-recognised courses can be found at [sace.sa.edu.au/learning](http://sace.sa.edu.au/learning).

# Putting it another way

The table below shows how many credits you need at each stage of the SACE to meet the 200-credit requirement.

Students Online has a useful tool that helps you plan your SACE ([www.sace.sa.edu.au/students-online](http://www.sace.sa.edu.au/students-online)).

You can find out more about Students Online on page 14.

If you need more help in understanding how the SACE works, talk to your teachers or your school’s SACE coordinator.

You can also find relevant information on the SACE website — just click on the link for ‘Students’ on the homepage.

Requirements	Credits
Year 10 (Stage 1)	
Personal Learning Plan	10
Year 11 (Stage 1) or Year 12 (Stage 2)	
Literacy (from a range of English subjects and courses)	20
Numeracy (from a range of mathematics subjects and courses)	10
Year 12 (Stage 2)	
Research Project	10
Other Stage 2 subjects and courses*	60 or more
Year 11 or 12 (Stages 1 or 2)	
Other subjects and courses of your choice	up to 90
Total	200

- Stage 1 compulsory requirements
- Stage 1 or Stage 2 compulsory
- Stage 2 compulsory
- Other subjects and courses

\*Many students will complete subjects or courses worth more than 70 credits at Stage 2.



# Understanding Performance Standards

How does your teacher assess your work? How do they decide between awarding an A and a B?

Your work in every subject needs to meet a certain standard to achieve a particular grade. These are known as 'performance standards'.

Each Stage 1 and Stage 2 SACE subject has performance standards that describe five levels of achievement from A to E.

The standards describe how well you have demonstrated what you know, understand, and can do. They can also help you to set goals for improvement.

Whenever you receive a grade (A to E) for an assessment, you can use the performance standards to check on your progress.

Performance standards for each subject can be found on its subject minisite. The minisites can be found in the 'Learning' section on the SACE website.



# Subjects

Whether you want to go to university, study a trade, or go straight into the workforce, the SACE can be tailored to suit your needs.

All SACE students need to complete the compulsory requirements, but you are then free to choose your remaining subjects.

It is important to check the subjects your school offers with the school's SACE coordinator, because not every subject is offered at every school.

SACE subjects that are worth 10 credits are usually one-semester subjects, while 20-credit subjects usually involve a full year of study.

A complete list of SACE subjects at both Stage 1 and Stage 2 can be found on the SACE website, under 'Learning'.

When choosing subjects for Year 11 and Year 12, remember to check if your preferred university or further education and training courses have required subjects for entry. It may be best to study Stage 1 of a subject to be successful in the Stage 2 subject the following year.

Apart from studying SACE subjects, you can also get credits towards the SACE by studying in other areas, such as VET or community learning.

For more about VET and community learning, see pages 22 and 23.

# SACE

When you study for your SACE you continue to develop capabilities to live, learn, work, and participate successfully in an ever-changing society.

The following seven general capabilities underpin the SACE:

## **Literacy**

You will extend your literacy capability by, for example, choosing and using language, engaging with a variety of texts, and communicating with a range of people in different situations.

## **Numeracy**

You will extend your numeracy capability by, for example, interpreting information in diagrams, maps, graphs, and tables.

## **Information and Communication Technology Capability**

You will further extend this capability by using current and emerging technologies and understanding their impact on society and the workplace.

## **Critical and Creative Thinking**

Identifying and exploring different topics, posing and investigating questions, and organising information are some of the skills you will use to improve your critical and creative thinking capability.

# capabilities

## 5 **Personal and Social Capability**

Developing confidence, self-discipline, independence, resilience, initiative, and adaptability while working in teams and dealing with challenging situations in a constructive way are some of the skills to be developed through the personal and social capability.

## 6 **Ethical Understanding**

Through this capability you will gain a deeper understanding of how ethical issues are managed successfully.

## 7 **Intercultural Understanding**

Learning about and developing respect for other people's social and cultural backgrounds, to work and live together, is a key aspect of intercultural understanding. You will also explore global citizenship, and learn about the social, cultural, linguistic, and religious diversity of a nation.

These seven capabilities are gradually replacing the five SACE capabilities of communication, citizenship, personal development, work, and learning.

This means that some subjects still have five capabilities, while others already include the seven general capabilities.

Both sets of capabilities are similar. What's important is that they help to build skills that are useful now and for the future.

# The **SACE** at your fingertips

With recent upgrades to the SACE website, you can get better, more user-friendly access through mobile devices such as smartphones and tablets.

## LEARNING

Under 'Learning' on the website you will find links to all SACE subjects, as well as courses and other study options.

### Subject minisites

Each SACE subject has its own minisite, which includes all the important information about the subject. For Stage 1 subjects, you'll find subject outlines that explain what you will learn, and give information about how subjects are graded.

### Other recognised learning

This is where you can find information about other courses, programs, and qualifications that count towards the SACE.

### Community learning

If you are involved in a community program, such as the Duke of Edinburgh's Award or SA Country Fire Service training, you could gain SACE credits for your learning. You can also gain SACE credits through self-directed learning — that is, activities you do within your community, such as caregiving or volunteering.

This section gives you information about recognised community programs and shows how to apply for SACE credits.

### Vocational education and training (VET)

If you are interested in following a training pathway, this is where you can find information about the different VET courses you can do, and for which you can receive SACE credits.

All the information you need about the SACE at the click of a button:

**sace.sa.edu.au**



## STUDENTS

The 'Students' section is where you will probably spend most of your time on the SACE website. The information in this section has been written to help you and your family understand the SACE.

## SACE overview

Here you will find information about getting your SACE, assessment at Stage 1 and Stage 2, the SACE capabilities, and performance standards. There is also a link to the special provisions minisites for students affected by illness, impairment, learning difficulty, or unforeseen incidents.

### Studying the SACE

This section provides all the general information you need to know about achieving the SACE. You will also find information about literacy and numeracy requirements, and vocational education and training.

### Aboriginal students

Visit the 'Aboriginal students' section for information on the SACE Aboriginal Education Strategy, the Aboriginal Student Pathways Conference, and to read student stories of success.

### Assessment and results

This is where you will find the examination timetables for the written and oral examinations, as well as research advice, and tips for studying and managing your workload.

### Interstate, overseas and adult students

This section contains information about how the SACE can work for interstate, overseas, and adult students.

### SACE events

This section will link you to information on SACE events such as the Research Project Student Expo, the SACE Art Show, and the SACE Merit Ceremony.

### Student news

Under this section, you'll find a range of student stories as well as the latest editions of the Achieve magazine.



If you forget your PIN, there is a link underneath the login box to reset your PIN. You will need to fill in an online form, and then the SACE Board will reset your PIN.

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**Students Online**

Psychology - A20001  
Name: Grant, Sam  
Current School: SACE High School

## SACE Planner

The SACE Planner allows you to:

- explore options for your subjects, units and VET and community learning.
- ensure you fulfil needs for SACE requirements.

Please note this tool is meant as a guide only. The subjects that you nominate here are not intended as a commitment to the SACE Board. Please talk to your school's SACE coordinator or your PUP teacher.

**Use note:** This tool does not take in to account the cost of subjects for university or other tertiary institutions requirements. Please talk to your school's SACE coordinator or your PUP teacher to ensure that the subjects you have selected will allow you to pursue the tertiary course of your choice.

Search by:  or select from:

### Nominated subjects

Year	Units	Stage Subjects	Credits
2017	10/20	1 English	20
2017	10/20	1 English	20
2017	10/20	1 Mathematical Applications	10
2017	10/20	1 Outdoor Education	10
2017	10/20	1 Physics	20

### Potential SACE completion

14/10/2017

**Literacy requirement (at least 20 credits)**

Choose from a range of English/English as a Second Language subjects or courses

English - 10/20-20 2017

Assigned 0

20

**Mathematical requirement (at least 10 credits)**

Choose from a range of Mathematics subjects or courses

Mathematical Applications - 10/20-20 2017

Assigned 0

10

SUBTOTAL

30

0

30/30

### 200 credits at Stage 1 and 2

**Personal Learning Plan (10 credits)**

Personal Learning Plan - 10/20-20 2017

Result

Potential

Credits

Target

Assigned 0

10

SUBTOTAL

10

0

10/10

**Stage 1 or Stage 2 subjects (at least 120 credits)**

Other: 10/20-20 2017

Assigned 0

20

English - 10/20-20 2017

Assigned 0

20

Physics - 10/20-20 2017

Assigned 0

10

Mathematical Applications - 10/20-20 2017

Assigned 0

10

Outdoor Education - 10/20-20 2017

Assigned 0

10

SUBTOTAL

60

0

60/120

- Stage 1 or Stage 2 subjects needs a further 60 credits

**Stage 2 subjects (at least 60 credits)**

Assigned 0

0

Research Project (10 credits)

Assigned 0

10

SUBTOTAL

0

0

0/60

- Stage 2 subjects needs a further 60 credits

- Research Project needs a further 10 credits

SUBTOTAL

10

0

10/70

- Stage 1 total = 12 credits

## Plan your SACE

By using the SACE Planner in Students Online, you can check different subject combinations – as well as VET and community learning options – to see how they will affect your SACE requirements.

Experimenting with the planner will not enrol you in the subjects or courses you select, but it will show how different combinations can count towards your SACE. When designing your SACE, the subjects you choose in the planner will be displayed in italics under Potential SACE Completion (see the example on the opposite page).

Before using the SACE Planner, it is important that you talk to your school's SACE coordinator to find out which subjects and courses your school offers. Not all schools offer the same subjects. You will also need to check that your chosen subjects will help you access your

preferred university or further education and training course.

Work with your school's SACE coordinator to plan and make your choices, and enrol in your chosen subjects.

## Check your progress

Once you have enrolled in your Stage 1 or Stage 2 subjects, you can monitor your progress using the SACE Progress Checker in Students Online.

The SACE Progress Checker will give you a breakdown of the SACE requirements, and show whether your current enrolments meet them.

The Checker lists how many credits you have been awarded for each subject or course. It also shows how many credits you still need at each stage of the SACE – or to meet the literacy and numeracy requirements – to achieve the required 200 credits.

### SACE Progress Checker

This table shows a summary of the SACE requirements and whether you are on track to meet them with your current enrolments. You can choose to see a detailed breakdown of all your subjects, and which requirements they satisfy, by clicking [Show enrolment details](#).

[Show enrolment details](#)

#### SACE completion

	Potential	Credits	Target
Literacy requirement (at least 20 credits)	0	0	0 / 20
Numeracy requirement (at least 10 credits)	0	0	0 / 10
Personal Learning Plan (10 credits)	0	10	10 / 10
Stage 1 or Stage 2 subjects (at least 120 credits)	0	0	0 / 120
Stage 2 subjects (at least 60 credits)	0	0	0 / 60
Research Project (10 credits)	0	0	0 / 10

\* Note: 1 unit = 10 credits

Legend:

Row colouring:

Stage 1	Stage 1 subjects or VET
Stage 2	Stage 2 subjects or VET
Stage 1 or Stage 2	Either Stage 1 or Stage 2 subjects or VET

# Personal Learning Plan

There is a subject in the SACE that is dedicated to putting you on the path to success. It helps you to explore your interests, focus on your strengths, and realise your ambitions.

The Personal Learning Plan (PLP) is a Stage 1 subject, usually studied in Year 10. It is worth 10 credits, and you need to achieve a C grade or better in the subject as part of getting your SACE.

## What's the plan?

The Personal Learning Plan gives you the chance to work out your plans and goals for the future, and helps you make informed decisions about your personal development, education, and training.

If you have a career already in mind, the PLP offers an opportunity to explore your options for university, TAFE, and apprenticeship or traineeship courses.

If you don't know what you want to do yet, you can explore the careers that might interest you. This is your opportunity to think about the kinds of subjects you might study to give you the most choices in the future.

## The capabilities

The Personal Learning Plan will help you to work out what capabilities you need for the future and how to develop and improve them. Find out more about capabilities on pages 10 to 11.

## Assessment

As part of the PLP, you will identify your strengths and areas for development, investigate potential pathways, and figure out how you are going to get there. You will keep a record of your learning in a folio, and review your goals.

## Choosing your subjects

The PLP is particularly useful when it comes to subject selection for Year 11 and Year 12. Some university courses require you to study particular subjects at school, so it is helpful to know which Year 11 subjects lead into various Year 12 subjects.

You can also look at the benefits of including VET in your SACE. More information about VET can be found on page 22.

As a result of the PLP, many students have a road map to their study, training, or career destination.



## PLP hits the right note

When it came to clarifying her career options, Sally McLoughlin found that the Personal Learning Plan struck the right chord.

“The PLP was very useful and left me with a clear idea of the two possible career paths that I could pursue — music instrumental teaching or interior design,” Sally said.

Sally also found the PLP helpful in narrowing down the specific university courses, skills, and prerequisite subjects she would need.

“I didn’t know much about the specific occupations I wanted to do or the further study required to get there, but the research task cleared up any confusion.

“The SACE, through the PLP, has helped me imagine my future dream career.

“It has also helped me gain more motivation as I now have a better idea about the direction I am heading and what I need to study to get there.”

Sally said another benefit of the PLP process was that it not only provided her with the know-how to research employment opportunities but also helped her to gain job application skills, including drafting a resume and taking part in the interview process.

On completion of her SACE, Sally plans to audition for the Elder Conservatorium of Music at the University of Adelaide where she hopes to either study Music Performance or Music Education and Pedagogy.

“These courses will hopefully guide me to a career in private instrumental tuition or classroom music teaching.”

In choosing her career path, Sally says her cello teacher was also a factor.

“I’m inspired by the way she motivates me and empowers me to not only be a good musician but a good person to others.

“Importantly, she loves her job and I hope also to have a happy future. I feel that I could also inspire younger children as she has done for me,” she said.

For students about to undertake the PLP, Sally advises them to not get stressed if they do not have firm ideas about their future.

“Knowing your ideal future career isn’t completely necessary as the PLP teaches you about the things you need to consider and the way to prepare for any career path you choose.”

Reflecting on her SACE experience to date, Sally said: “As well as career skills, the SACE is teaching me how to set goals for myself and achieve them while reflecting on my process and making improvements along the way”.

Sally said the favourite part of her SACE studies so far has been the greater freedom in subject choice and the opportunity to study what she feels is relevant and enjoyable.



# Wired for success

Fascinated by technical challenges as a child and drawn towards design projects at school, Reece Jongenelis found VET subjects to be a natural fit with his career aspirations.

“My father and I are very similarly minded in terms of technical aptitude and interests,” Reece said.

“Over the years I would watch him build things and this persuaded me to start my own projects with his guidance.

“My first large project was for my Year 10 PLP. For my personal project, with the accompanying skills I developed through my Certificate II in Engineering, I created a downhill go-cart.”

Reece said his teachers, impressed by his creation, offered him more access to the school’s technical studies workshop and greater freedoms with his school project design work.

“In turn, I developed a sense of achievement, decided to push myself further and started taking bigger steps towards my future career in the technical industries,” he said.

Reece’s decision to pursue a Certificate II in Electrotechnology led to him securing

a school-based apprenticeship as an electrician. He is currently completing his Certificate III while employed with P-One Electrical.

During his SACE, he combined his VET subjects with Mathematics Pathways and English Pathways, as well as undertaking the Research Project A, which focused on designing a winch for wake boarders.

Reece’s commitment to his training and work and interest in innovation has seen him named the 2015 School-based Apprentice of the Year at the South Australian Training Awards.

Reflecting on the PLP process, Reece says: “The PLP was structured in such a way to allow me to open my perspective towards what is possible.

“This also goes for the career-building aspects of PLP. Through the program I was able to actively visualise where my future was heading and what I needed to change in order to shape my future to match my aspirations.”

As to his future goals, Reece says: “The greatest pleasure to me in life is the ability to influence others and make a positive impact in society. As the electrical industry is growing so rapidly, opportunities arise for world-changing innovation.

“Ultimately, the SACE has offered me a pathway to the future I wish to create for myself through its flexibility and study options. I have grown my core skills of writing, communication, and mathematics which I have been able to apply to all aspects of my life.”

# Sowing the seeds of self-discovery

Moving into Year 11 this year, Peter Rongwei He says, for him, the PLP process was about personal growth and future planning.



"I undertook assignments about self-development, study plans for SACE Stage 1 and 2 subjects and beyond, career pathways, industry safety and also researched information about different industries," Peter said.

He said although the conversations he had with his PLP teacher and classmates helped him to form views about his future, the roundtable presentation between his parents and teachers was the most useful aspect of the PLP at his school.

"I saw it as a great opportunity to display my own understanding of the course, my abilities, what I am capable of and the progress I had made throughout the PLP process.

"By finishing this task, I have further learnt more about myself and what career pathway I will be taking — I am now planning to go to Adelaide University to study Agricultural Science.

"Australia is renowned for its rich farmland and animals, so I thought it would be a worthwhile goal to find a career in this field," Peter said.

Also progressing to Year 11 this year, Chloe Bachelor says the PLP helped her put

together an action plan to achieve her career goal of becoming a police officer.


"The PLP is an opportunity for students to get an insight into what they really want to do," Chloe said.

"I genuinely didn't have any idea what the PLP would involve but it did give me a greater understanding of my learning needs and future aspirations," Chloe said.

"We undertook a goal-setting assignment that focused on setting S.M.A.R.T (specific, measurable, achievable, results-focused, and time-bound) goals and strategies. I never really had set myself goals until now, but as a result, I have an aim for what I want to do in the future and an action plan to achieve it.

"Through the PLP I also had an opportunity to do an alternative task researching police work. It gave me an insight into what my job might look like in the future.

"I have now chosen my subjects for Year 11 based on the skills I know I will need in order to become a police officer," Chloe said.



# Research Practices

**This subject enables students to:**

- discover the value of research
- learn about different research approaches
- learn how to decide if information is reliable.

**Research Practices is an optional Stage 1 subject worth 10 credits**

Many of your future choices — such as tertiary study, work options, and other life decisions — will be based on research.

The amount of information available is constantly growing, and the ability to find and use reliable information has become an increasingly important skill.

To navigate the world you need to develop a range of research skills, such as collecting and evaluating information, identifying what is relevant and important, and communicating this knowledge effectively.

Research skills become even more significant if you use your SACE to study at TAFE or university. There you will need to know how to evaluate different sources of information and recognise reliable academic sources.

Studying Research Practices will also help you to prepare for Year 12 subjects, including your compulsory Research Project, as well as giving you skills for work, life, and further learning.

**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 Integrated Learning, Personal Learning Plan, Research Practices, and the Research Project.

**English** includes subjects such as English, English as an Additional Language, and Essential English.

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

**Humanities and Social Sciences** includes subjects such as Geography, Legal Studies, Modern History, and Tourism.

**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 'Learning' section of the SACE website.

**Mathematics** includes subjects such as Mathematics, Essential Mathematics, and General Mathematics.

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

# Vocational education and training **[VET]**

## Why should I study VET?

Studying vocational education and training (VET) as part of your SACE can get your career started and earn you SACE credits. You can develop hands-on skills in areas of work and industry that interest you, and complete your SACE at the same time.

## How do I get SACE credits for my VET?

Once you have considered your VET options, the VET coordinator at your school can help you work out the number of credits you could achieve at Stage 1 or Stage 2, and how to claim them.

Each qualification is different and has compulsory and elective options, so the SACE credits you end up gaining may vary depending on the VET qualification you are working towards.

You can earn 150 out of 200 SACE credits using VET. You can even focus your Personal Learning Plan and Year 12 Research Project on your chosen industry area.

Successful completion of some certificate III VET courses (or higher) that

earn Stage 2 credits can count towards your Australian Tertiary Admission Rank (ATAR).

## What is the VET Recognition Register?

The VET Recognition Register lists more than 350 of the most popular VET qualifications, and can be found on the SACE website.

The register can tell you about the maximum and minimum SACE credits you could earn towards a particular VET qualification, and whether the credits are at a Stage 1 or Stage 2.

It also indicates which courses can be combined with apprenticeships and traineeships, and lists each qualification by industry area.

You should discuss VET options with your school's VET coordinator before making any decisions to make sure you choose the course that is right for you.

## Want more information?

You can find the VET Recognition Register and other information about VET on the SACE website. Visit the VET minisite under 'Learning'.

# Other courses

There are a number of other ways to gain SACE credits. Most students earn credits by studying subjects at school; however, you can also gain SACE credits through recognition arrangements, such as community learning.

Community learning is grouped into two categories:

- community-developed programs
- self-directed community learning.

## Community-developed programs

Many community organisations develop their own learning programs that students can count towards their SACE, such as:

- Duke of Edinburgh's Award — Bronze, Silver, or Gold Award
- Royal Life Saving Society — Bronze Medallion and 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).

You can find a full list of SACE-recognised community-developed programs on the SACE website under '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.

This could include:

- volunteering
- participating in a sport at an elite level
- teaching others a specialised skill (such as dance)
- acting as a carer for an elderly or invalid person.

You have to show evidence of your learning when applying for SACE credits for self-directed community learning. To check if you can apply for SACE credits for this learning, talk to your school's SACE coordinator.



# BE YOURSELF

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