A guide for students preparing for Stage 2 of the SACE
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So, you’re about halfway through Stage 1 of your SACE – so far, so good!

Hopefully you got hold of the achieve Stage 1 handbook, which talks about the Personal Learning Plan, Stage 1 subjects, how the SACE works in general, literacy and numeracy, etc.

Now it’s time to plan for Year 12 – this achieve Stage 2 handbook is designed to help you do this, and get you ready for the last year of high school and beyond.
The Stage 2 edition of the **achieve** handbook explains how to get the most out of the SACE, whatever your plans for Year 12 and beyond.

We cover some topics that might be on your mind as you plan for Stage 2 of the SACE, including:

- SACE subjects, vocational courses, and other study options
- How Stage 2 exams and assessments work
- What to expect when it comes to results time.

We also take a close look at the Research Project – what it is, how it works, and how it’s different to other subjects. We get the views of some prominent South Australians about how this type of subject prepares you for further study and work. We also talk to some students who finished Year 12 last year to get their take, and we give you some tips on getting started with your project.

This edition of **achieve** also includes information about vocational pathways into work, as well as how to use your SACE to get into university and TAFE.

You can use this handbook to help discuss your options and choices with your family, teachers, or your school’s SACE Coordinator. There’s lots more information on the SACE website – have a look at the **Students and Families** section and the **Subjects** section at sace.sa.edu.au

If you have any questions or comments about what you read in **achieve**, or if you’ve got a SACE story to tell, send us an email – achieve@saceboard.sa.gov.au

**So far..**

At this stage in the SACE, your PLP is probably wrapped up, so you’ve already:

- considered your strengths and your interests
- started thinking about what career areas might interest you

- looked at what subjects you may need to study to get where you want to go
- thought a bit about options for further study and work after high school.

At the moment, you’re studying SACE Stage 1 subjects – all your work in these subjects will be marked by your teacher. By the time you finish Stage 1, you’ll probably satisfy the literacy and numeracy requirements of the SACE by achieving a C grade or better in two semesters of English subjects and a semester of maths subjects.

The skills and capabilities you’ve developed in Years 10 and 11 will have prepared you for this next phase, as you plan 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 subjects to study at Stage 2 in the SACE may seem daunting – there are lots of options, after all. But have confidence in the work you’ve done so far, ask the right questions and use the right resources, and you can make informed choices that will get you where you want to go.

In the Personal Learning Plan, you considered your strengths and interests – consider how these relate to the range of subjects available in Year 11 and Year 12. Have another look at the personal and learning goals you identified, and think about how these might flow into choices about further study and work after you finish secondary school. Let your interests and strengths guide you.

You may have an idea about the areas of learning you are interested in, such as the sciences, mathematics or humanities, but have you decided on the particular subjects you want to study? Your teachers can advise you about the subjects offered at your school, and what might fit best with your goals.

Talk to people who know you well, such as your parents and friends. As well as being a useful sounding board, they can give you the confidence and support to make choices that are right for you.

Think about future career requirements

Consider the type of career you may want to enter after school, and what pathways there are to that sort of career.

If you want to study at university, you can use the SACE to gain an Australian Tertiary Admission Rank (ATAR) for entry into courses in SA and around Australia. Some university courses also have pre-requisite subjects, so ask at your school about those. Many SACE students each year enter top universities around the world – if this is something you’re interested in, you’ll want to look at the entry requirements.

If you want to study at TAFE SA, you’ll be looking at getting a TAFE SA Entry Score, which has its own requirements – if this is the way you’d like to go, be sure to talk to your school about meeting these requirements.

Use the SACE website

The ‘Subjects’ section of the SACE website has lots of information on the topics covered in each subject – this should give you an idea of whether a particular subject is for you. You can use the information on the subject pages alongside the ‘Students Online’ tool to plan your SACE, look at different subject combinations and check your progress. Students Online can provide an overall picture of how you are doing in your SACE and how the subjects you choose can contribute to your certificate.
Subjects you can study at Stage 2 in the SACE

Please note that some of the SACE subjects listed below may not be available at your school. Talk to your SACE coordinator or teacher to confirm your choices.

**Arts** 13 subjects including Creative Arts, Visual Arts, Dance, Drama, and Music

**Business, Enterprise and Technology** 8 subjects including Accounting, Business and Enterprise, Information Processing and Publishing, and Design and Technology

**Cross-disciplinary** 4 subjects including Community Studies, Integrated Learning, the Research Project, and Cross-disciplinary Studies

**English** 5 subjects including English as a Second Language, English Communications, English Pathways, and English Studies

**Health and Physical Education** 5 subjects including Child Studies, Food and Hospitality, Health, Outdoor Education, and Physical Education

**Humanities and Social Sciences** 14 subjects including Geography, History, Legal Studies, Tourism, Australian and International Politics

**Languages** 53 different language subjects (including beginners, continuers and background speakers levels, and Australian languages)

**Mathematics** 5 subjects including Specialist Mathematics, Mathematical Studies, Mathematical Applications, and Mathematics Pathways

**Sciences** 9 subjects including Biology, Chemistry, Geology, Physics, Agricultural and Horticultural Science
The Research Project is a subject unlike others you will have studied before. It starts with you – with your interests, passions and ideas – and gives you a way of exploring a topic in depth. By doing this, you’ll be developing skills and understanding that will help get you ready for life after high school.

When you study a subject such as maths or biology, you are mostly assessed on the knowledge and skills you acquire that you demonstrate in your school assessments and examinations. In the Research Project, you are also assessed on the way you undertake your research processes. It’s different in some other ways, too:

**Self-directed study:** With the Research Project, you are in the driving seat of your own learning. You’ll still be guided and supported by your teachers – they are your best immediate resource to help you along your way – but ultimately the Research Project comes down to you. You’re responsible for locking in your topic, planning your work, and undertaking your research. You’re the one who analyses what you find, and you work out the best way to communicate that. Most SACE graduates go on to university or further training – if that’s your plan, this experience in self-directed learning will be great preparation. If you want to move straight into the workforce, the planning, project management, initiative and communication skills you’ll build will also be valuable.

**Information skills:** Being a Year 12 student in today’s world means you’re constantly surrounded by information. There’s the information you’re learning at schools, your communication with friends, and – well – the internet. The skills to discern between different sources of information and independently use that information to construct something new, are skills that will be of increasing value in an information-rich world. These are the skills you will be developing in this subject.

**Next-Level Learning:**

The Research Project gives students the opportunities to relate ideas together, link them to real-world issues, and make discoveries for themselves in ways that might not be possible elsewhere in their education.

The subject helps to develop the skills behind constructing knowledge from a range of information and interactions with people. These are exactly the sorts of skills that help students succeed in tertiary learning.
Peter Vaughan, Chief Executive Officer, Business SA

The business community encourages students to explore the broad opportunities that are available through the Research Project subject. These research opportunities allow students to get a taste for a particular profession and an insight into real life jobs. The Research Project can also enable students to develop skills in communication, planning and project management that are vital to good business practice in the modern economy. Businesses will benefit from students that are prepared for the workforce by gaining knowledge that is specific to their profession while still at school.

Stamos Ganiaris, Acting Coordinator, Education Programs, State Library of South Australia

The SACE Research Project has encouraged students to seek out the diverse range of information resources available in the community, including public libraries and the State Library. This subject is helping students develop capabilities in research, learning, communication, personal development, work, and citizenship. These skills will assist them in future studies and also in everyday life. By undertaking research within the community, students are learning more about the community and this is what can shape our young people as responsible citizens.

Rebecca Richards, Australia’s first Indigenous Rhodes Scholar and award recipient of South Australia’s Young Australian of the Year 2012

One of the greatest joys – and challenges – of my time as a student has been researching and writing a thesis. This allowed me to follow up three of my greatest passions in life – Aboriginal art, anthropology and museums. My research took me to places as far afield as Washington DC, Canberra and Oxford and enabled access to amazing custodians and collections. Research has opened a world of opportunities and future career options that mean I can continue to focus on fields that fascinate me. Your research project provides you with a similar freedom to follow up those things that really interest you. Decide what you want to research and get into it with enthusiasm and commitment... who knows where it will lead!

Peter Vaughan, Chief Executive Officer, Business SA

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The Research Project subject gives you the chance to direct your own learning while expanding on your planning, research, analysis and communication skills. These are tools you can use throughout your life, both in your career and in further education.

The Research Project is a one semester, 10–credit Stage 2 subject, and you’ll need to get a C– grade or higher to gain your SACE.

**Assessment**

The Research Project is split into three sections, each worth a different portion of your final grade:

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

More information about each section of the Research Project can be found in the Students and Families section of the SACE website, under *Stage 2 > Research Project*.

**Research Project A or B?**

There are two Research Project options – Research Project A and Research Project B. The main difference between the two is that Research Project B can count towards your Australian Tertiary Admission Rank (ATAR).

Students who undertake Research Project B must present their evaluation in written form. Students studying Research Project A may present evidence in other forms, such as a PowerPoint presentation, a website, a performance or a video.

*Research Project FAQs and useful documents can be found on the SACE website at: www.sace.sa.edu.au/subjects*
Choice and Capabilities
Take time to consider what it is you may want to research – something you are interested in, or passionate about. Your idea should be challenging but achievable.

You were introduced to the five SACE capabilities when you began your Personal Learning Plan. Each SACE subject develops these capabilities as you study – the idea is to link your learning with the personal attributes needed to live, work and be an active citizen in an ever-changing society.

In the Research Project you can choose which capability (as well as Learning) to develop and reflect on. Here are the capabilities, and some examples of Research Project topics which relate to those capabilities:

1. Communication
   This capability helps you explore your ability to communicate with others. This can include clearly expressing your ideas and opinions or building on your literacy and numeracy skills.
   
   Research Project: How to create a theatre production for the Adelaide Fringe Festival?

2. Citizenship
   How you contribute to the wider community is what this capability is about – this can include participating in activities outside of your school, such as youth forums or community events.
   
   Research Project: Why are not enough people volunteering, and how can this issue be addressed?

3. Personal development
   This is where you have the chance to reflect on and improve areas of your own personal development, identifying your strengths and areas for development and building your self-confidence.
   
   Research Project: What are the processes required to become a police officer?

4. Work
   In this capability you can explore workplace learning and employability skills. This could include participating in work experience or gaining skills you can use in the workplace.
   
   Research Project: How important are geologists to the mining industry?

5. Learning
   The learning capability helps you develop your ability to learn. This can be done by gaining feedback on your learning style and areas for improvement, learning organisation skills or building on your reflection and evaluation skills.
   
   Research Project: What are the most effective ways of learning a second language?
In 2011, the Research Project subject was introduced in the SACE. More than 16,000 students had completed the new subject by the end of the year.

Achieve caught up with three of those students, to find out how useful they had found the Research Project, looking back a year later.

**Chantelle Albanese**

Chantelle attended St Mary’s College and is now studying law at the University of Adelaide.

**Research Project:** Should Australia abolish trial by jury?

Chantelle’s project prepared her for her tertiary studies at university, through the skills she developed and the topic she explored.

“It is good to have the freedom to study what you are interested in and by doing the project myself, I learnt how to organise myself and manage my time,” Chantelle said.

“I would describe the subject as a bridge between school and university because the process of research is the same.

“I interviewed lawyers, judges and law clerks for my project and some of those people I am still in contact with now. The project gave me the confidence to make those contacts within the legal profession and that has been really useful.

“I would encourage students to make the most of this subject, to get the most out of it as it can help you, with what you want to do with your future.”
**Jade Bishop**

Jade attended Edward John Eyre High School. He hopes to work in commercial radio after undertaking a media studies course at university.

**Research Project:** Establishing a school radio station

Jade’s Research Project topic has taken on a life of its own.

As part of completing the subject, Jade used his research to create a proposal for establishing a school radio station, for his school’s governing council to approve.

Jade achieved an A grade in the subject, and his passion for the topic has endured. He is getting closer to realising his dream of establishing a radio station.

“I’ve learnt a great deal about community radio and about presenting radio to a youth-based demographic. This project taught me a lot about the business side of radio, and the more I learnt, the more I became passionate about doing this,” Jade said.

“I also realised that setting up a school radio station was not something that can happen overnight. It requires licences to be approved. A music licence and a licence to broadcast on FM – these are just a few things you need to consider in setting up a radio station.

Jade credits the Research Project for the confidence he developed in contacting industry professionals and for the working knowledge he has gained about radio broadcasting, including understanding more about the equipment that is used.

“I’ve completed the subject but my interest in radio has grown. I hope that later on this year the station will be set up at the school.”

**Lily Robinson**

Lily attended Westminster School and is now studying journalism and art at the University of South Australia.

**Research Project:** How to organise a quiz night and raise money for the Heart Foundation

The outcome of Lily’s Research Project saw her raise donations for the Heart Foundation, having successfully organised a charity quiz night in May last year.

“Doing the Research Project taught me organisation skills and taught me how to multi-task. It gave me the confidence to stand up and speak in public – those were the sort of life skills I developed,” Lily said.

“I considered studying event management when I left school but I chose to study journalism and art.

“In journalism you have to interview a lot of different people and research your facts carefully and those were things I experienced when I organised the quiz night, as I spoke with different groups about sponsorship for the event.

“I’m glad I did the subject; it also enabled me to give something to the community. I enjoyed it because I chose to do something that I knew I would be able gain something from.”

Lily’s topic also had a personal connection as some members of her family have had heart problems.

“For students studying the subject I would urge them to base their project on something they really care about and are enthusiastic about. It can make all the difference and it can inspire what you do after school.”
Learn a trade and achieve your SACE

If you are thinking about becoming a marine engineer, want to work in child care, or imagine being an electronic technician, Vocational Education and Training (VET) could be the right choice for you.

Studying VET as part of your SACE can give you 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 you can achieve the SACE with almost a complete focus on VET.

The number of SACE credits you can gain is based on the amount of VET you do as part of your SACE.

The VET units of competency gained through the industry qualification you are working towards, will determine how many SACE credits you achieve.

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

VET in numbers

More than 4,600 students who achieved their SACE in 2011 did VET as part of their learning.

In total, over 400 different VET qualifications were undertaken by those students, across more than 30 different industry areas, leading many students into the workforce or further education.

More than 1,000 students studied a Certificate III qualification last year. This is a higher-level training qualification which students were able to count towards their final year SACE requirements for the first time in 2011.

Top 10 industry areas

These are the Top 10 most popular industry areas for students who completed their SACE in 2011:

1. Hospitality
2. Information Technology
3. Retail Services
4. Business and Finance
5. Sport and Recreation
6. Construction
7. Community Services
8. Music, Art and Culture
9. Personal Services
10. Foundation Courses
How do I find out more about VET?

Discuss your VET options with your school’s VET coordinator if you are considering studying VET, and before you make any decisions. This will ensure you choose the course that is right for you.

You can get to the VET Recognition Register on the SACE website by clicking on the VET box on the homepage.

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 (www.tafesa.edu.au) and search for courses; also check out www.training.gov.au or www.training.com.au

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 maximum/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. Courses listed in black are suitable in providing an employment pathway for a student starting the course in high school. For courses listed in purple, students and schools should take into account a range of factors including age-appropriateness, and career prospects.

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 is based on the units of competency that make up each qualification that you undertake.

An indication of how many SACE credits you may be able to achieve is provided in the VET Recognition Register. Each qualification is different and has different compulsory and elective options, so the SACE credits you end up getting may vary depending on the VET qualification you are working towards. Your school’s VET coordinator can assist you to determine the number of SACE credits you can achieve.

You can earn up to 180 out of 200 SACE credits using VET, as long as you meet the literacy and numeracy requirements. You can even focus your Personal Learning Plan and Research Project on your chosen industry area.
You now have more opportunities than ever before to study higher-level VET qualifications and use the credits gained in those courses towards your SACE.

In 2011, almost 1,000 students who studied towards a Certificate III level VET course counted this towards their SACE.

The coordinator of flexible learning and VET at St Francis de Sales College, Andrea Lambley-Robinson, explains some of the advantages.

“To complete the SACE using higher-level VET courses is a strong incentive to keep students engaged in their studies.

“The opportunity to learn relevant skills in workplace environments can help students identify the value of their training more clearly, and will enable them to follow a consistent path from school into the workforce or higher education.

“This is what our students are achieving – as some are now entering jobs in their chosen industry, while others who value competency-based learning are using their qualification to enter TAFE or university.

Two students, who both achieved their SACE and a Certificate III qualification in tourism, explain how this helped them follow different pathways into their future careers.
Brittany Pilkington

Being able to study the Certificate III in Tourism and use that towards getting my SACE has proved really helpful in a few ways.

I wanted to go to university, and gaining my SACE gave me the right ATAR score to make that possible.

Being in sole control of your progress and achievements is something that I was not familiar with until I did the Research Project.

A huge portion of uni is self directed, so learning these organisational and self-motivational skills during Year 12 has been an asset to me this year.

I am now studying journalism and international relations at UniSA and I am also learning Japanese.

The VET course in tourism really sparked my interest in international relations and gave me a greater understanding of the world.

The course involved planning itineraries and making online bookings for transport, accommodation, and restaurants.

If students have the opportunity to gain any sort of qualification, in an area of their interest, while at school, I would highly recommend it.

The customer service skills I learnt in this course have particularly assisted me, as well as adding another qualification to my portfolio.

Ideally, I would love to combine travel with journalism; to become a foreign correspondent would be a dream job!

Katie Pratt

The Certificate III course taught me a lot about tourism operations. I learnt about major tourist attractions around the world, how to provide recommendations to different types of customers wanting different travel experiences, and how to manage budgets.

It was great preparation for what I eventually want to become, which is a flight attendant. The VET course also linked with my Research Project, as the topic I chose was examining career paths into becoming a flight attendant.

As I completed the Certificate III course and worked towards getting my SACE, I gained real life experience of the travel industry as a corporate travel consultant at Adelaide airport. I’ve learnt so much in this role, from phone etiquette to handling invoices and having responsibility for the accounts of 15 different companies.

I’ve enjoyed it, and the practical experience I’ve gained relates to the other work I do which is in hospitality, working as a barista in the Adelaide Hills.

The combination of working in the hospitality and travel industries is good preparation for a career as a flight attendant.

For students who are approaching Year 12 now, I would suggest they look at all the options they have; that they can study and work at the same time, and develop skills which they will use in their work.

There are different ways of completing your education, of gaining your SACE and gaining experience of the work you want to do when you leave school. You can have the best of both worlds.
Learning can take place in all sorts of environments, whether you’re climbing a mountain as part of The Duke of Edinburgh’s Award Scheme or volunteering as a pool lifeguard for the Royal Life Saving Society.

Studying for your SACE means you can gain SACE credits for skills and knowledge you gain in a range of community programs and other courses.

The learning that students undertake through VET, Community Learning and other recognised courses is called ‘recognised learning’ in the SACE.

**Community Learning**

Students can count up to 90 credits of Community Learning at Stage 1 and/or Stage 2, but it’s important to note that community learning doesn’t count towards the requirement for 60 credits at a C grade or better at Stage 2.

You can gain credits for community service or activities in two ways: Community-developed programs and self-directed community learning.

**Community-developed programs**

Many community organisations develop their own learning programs, which 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 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)

A full list of SACE-recognised community-developed courses can be found on the SACE website under Subjects > Recognised Learning.

**Self-directed community learning**

You might be part of a program or course outside school which is not formally accredited, but which you could still be eligible to receive SACE credits for.

This could include:
- participating in a 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.

You need 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 learning you’re doing 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.

These can include:
- university studies
- educational exchange programs
- the International Baccalaureate Diploma Programme
- interstate and overseas senior secondary school qualifications
- languages courses (School of Languages, Department for Education and Child Development)

This sort of learning is counted towards the SACE as a number of SACE credits ‘granted’, and is not accompanied by a result (i.e. a grade or score).

**University studies**

In 2011, 38 students counted their learning in university undergraduate courses towards their SACE.

One of those students, Anna Wolanin, studied a chemistry course at Flinders University while she was in Year 12. Anna is now studying health science and social science at Flinders University.

“This has made the transition to university much easier, having become familiar with the environment and style of learning in my final school year.

“The course I studied was also a requirement for the double degree that I am working towards now, so that is another advantage – it does feel like a head start!”

Head of Admissions at Flinders University, Peter Torjul said: “The program has given the students a greater understanding about university subjects, as well as exposure to a diverse group of students and a different learning environment.

“They have an opportunity to understand what university is like, and that may well assist them in their transition to university on leaving school.”
**SIMPLE STEPS TO successful study**

**Good habits take time to form**, and that includes making – and sticking to! – a structured study routine.

Striking the right balance between your study time, social life, family commitments and the need to get some sleep, is really important in helping you learn.

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

So it’s important to establish good study habits early, with a plan to help you achieve your best throughout the school year.

**The right environment**

The fewer distractions there are around you, the easier it will be to focus on your studies. Think about where you study best, whether it’s in the library, your bedroom, or with a friend. Being in a quiet environment will ensure you make the most of your time.

Simple things, like a good chair, a well-lit room, and ready access to the study materials you need, will help you focus. Switching your phone to silent, keeping the TV remote out of arm’s length, and staying off social networking websites can minimise disruption and help to maximise what you can achieve in each hour you put in.

**Looking after yourself**

Exercise and a good diet can improve your ability to concentrate, and reduce your stress levels. Sometimes just having a walk and enjoying some fresh air will help you return more invigorated to your studies.

Getting a good night’s sleep will give you energy and make you feel more alert as you prepare to study, particularly during the period of exams.

**Ask for help**

Always remember that help is available. Family members and friends can test you on what you have studied, while teachers can provide direction on areas of study you need to particularly concentrate on.

Family and friends can also provide support and advice if you do feel anxious or concerned, particularly during the examination period. More study tips can be found on the SACE website under The SACE > Students and Families.

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**Planning**

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

As you work out your study schedule, remember to allow time for seeing your friends, playing sport, or just watching a bit of TV. You may find it easier to concentrate in the morning than in the evening – structure your study time around what works best for you.
Study tools on the SACE website

In the Subjects section of the SACE website, each subject – for both Stage 1 and Stage 2 – has its own page. There is also a section on recognised learning, which includes information on community learning and Vocational Education and Training.

Each subject page provides information you can use to help choose your subjects, and also to achieve your best in them. There are a couple of headings on each subject page that are particularly worth looking at:

Key Information > Key Materials
The Subject Outline sits under this heading – reading the subject outline can give you a real head-start in any SACE subject. This document explains the learning requirements, and the knowledge, skills, and understanding that you need to develop and demonstrate through your learning in this subject.

Assessment and Reporting > Assessment Reports and Examinations
For subjects like Physics that have an examination, this is where you’ll find the past three years’ exams. These are great practice for the end of the year, and the SACE Board also provides the assessment report from that year.

Assessment reports are produced by the subject experts who work with the SACE Board to put the exam together. The reports provide a summary of how students did in that year’s exam, and school assessments. Assessment reports are a great source of tips, and can help you identify areas of your own learning that could use some extra attention.
Understanding the standards

You’ve picked the SACE subjects you want to study, and you’re working hard to achieve good results, but what determines whether you receive an A, a B, or a C for the work that you do? And how can you get your work up to the next level?

The answer is in the performance standards!

The standard of work you must demonstrate to achieve each grade in each SACE subject is described by a performance standard.

The standards outline how well you demonstrated what you know, can do, and understand, in relation to the criteria set out for each subject.

The performance standards can be found in the subject outline of each SACE subject – these documents can be found on the subject pages on the SACE website.

Why use performance standards?

Having performance standards allows for fair grading across the state. All SACE teachers and assessors are marking with reference to the same performance standards, so students receive comparable grades.

As a student, you can use the grades and performance standards like stepping stones across a river. If each stone represents a grade, then the performance standards help guide you from one stone to the next.

You can look back and see where you’ve been and look forward to see what you want to achieve, with a clear idea about how to get there.
School assessment: 70%
In Stage 2, you will be awarded grades in your assessments from A+ to E-, and for your final grade. Your teachers will assess 70 percent of your work, while 30 percent will be assessed by the SACE Board.

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 from your school, representing a range of grades across every Stage 2 subject at your school, will be sent off to the SACE Board. Assessment experts will check to confirm the grades that have been given are accurate, fair and comparable with other students across the state.

Confirming or adjusting grades
Teachers across the state mark with reference to the performance standards in the subject outlines. There is a statewide process at the end of each year to ensure that grades given at one school are comparable with grades in another school. The process of confirming and adjusting school assessment grades is referred to as ‘moderation’.

External assessment: 30%
The SACE Board marks the external assessment component of all subjects. These assessments can take the form of oral and/or written examinations, investigations or performances.

Examinations
Some Stage 2 subjects have written exams, which are produced and assessed by the SACE Board. The majority of these examinations take place in Term 4, during October and November. The exam timetable is made available on the SACE website during the first semester of each year.

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

Performances
A range of 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 each performance.
At the end of your SACE journey, you’ll receive your Year 12 results – generally, they are sent out a few days before Christmas.

Your parents or teachers may remember rushing out to get the morning newspaper (where results used to be published), or waiting by the letterbox for the important envelope to be delivered.

These days, about 80 percent of students access their results online on the day they are released on the SACE website.

Whichever way you access your SACE results, 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**

On the single day that results were released in 2011, around 20,000 students accessed their results through the SACE website.

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

If you can’t remember your PIN, you can reset it to your date of birth on the Students Online login page www.sace.sa.edu.au/students-online

On the day results are released, resetting PINs may take a few hours, so it pays to check that you can log in a week or more 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**

Clicking this link will access the main SACE results screen, where you will find a list of the subjects you completed and the results. Clicking on the name of each subject will bring up your Student Subject Record for that subject.

The subject record shows the grades you received for individual assessments (both school-based and external), the weighting of each assessment, as well as a graph highlighting where your final grade sits in comparison to all students studying the subject.

> **About the SACE Results**

This section helps you understand your SACE results as shown online. The way your results appear online is similar to the Record of Achievement you will receive in the mail.

> **Access your SATAC Tertiary Entrance Statement**

Your Tertiary Entrance Statement will show your Australian Tertiary Admission Rank (ATAR) and TAFE SA Selection Score.

> **About your SATAC Tertiary Entrance Statement**

This section helps you understand your Tertiary Entrance Statement, and provides information about scaling, and how university aggregates and TAFE SA Selection Scores are calculated.
In the post

While most students check their results online, if you meet all requirements of the SACE, you will receive your SACE certificate in the post.

If you achieve a result in one or more Stage 2 subjects, you will receive a Record of Achievement. There is also an information booklet to help you understand your documents.

Record of Achievement

Sam Smart

SACE Registration Number: 123456X
Date Issued: December 2012

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

Stage 2 SACE Subjects

<table>
<thead>
<tr>
<th>Year</th>
<th>Subject</th>
<th>Credit Value</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>English Communications</td>
<td>20 credits</td>
<td>B-</td>
</tr>
<tr>
<td>2012</td>
<td>German (continuers)</td>
<td>20 credits</td>
<td>B-</td>
</tr>
<tr>
<td>2012</td>
<td>Mathematical Applications</td>
<td>20 credits</td>
<td>B+</td>
</tr>
<tr>
<td>2012</td>
<td>Physical Education</td>
<td>20 credits</td>
<td>B-</td>
</tr>
<tr>
<td>2012</td>
<td>Research Project B: Reunification of Germany</td>
<td>10 credits</td>
<td>C</td>
</tr>
</tbody>
</table>

Stage 2 Recognised Courses

<table>
<thead>
<tr>
<th>Year</th>
<th>Subject</th>
<th>Credit Value</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>Vocational Education and Training Units of Competency in Business</td>
<td>10 credits</td>
<td>Granted</td>
</tr>
</tbody>
</table>

Stage 1 SACE Subjects

<table>
<thead>
<tr>
<th>Year</th>
<th>Subject</th>
<th>Credit Value</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>English (continuers)</td>
<td>10 credits</td>
<td>A</td>
</tr>
<tr>
<td>2011</td>
<td>German (continuers)</td>
<td>10 credits</td>
<td>A</td>
</tr>
<tr>
<td>2011</td>
<td>History</td>
<td>10 credits</td>
<td>B</td>
</tr>
<tr>
<td>2011</td>
<td>Mathematical Applications</td>
<td>10 credits</td>
<td>A</td>
</tr>
<tr>
<td>2011</td>
<td>Physical Education</td>
<td>10 credits</td>
<td>B</td>
</tr>
<tr>
<td>2011</td>
<td>Physics</td>
<td>10 credits</td>
<td>A</td>
</tr>
<tr>
<td>2010</td>
<td>Personal Learning Plan</td>
<td>10 credits</td>
<td>A</td>
</tr>
</tbody>
</table>

Stage 1 Recognised Courses

<table>
<thead>
<tr>
<th>Year</th>
<th>Subject</th>
<th>Credit Value</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>Community Learning Duke of Edinburgh’s Award</td>
<td>10 credits</td>
<td>Granted</td>
</tr>
</tbody>
</table>

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

P K West
Chief Executive
Getting into UNI 2014

There are some things you need to know if you’re planning to use your SACE to apply for university in 2014.

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 2014 and beyond. You must:

• complete the SACE;
• complete at least 80 credits of SACE Stage 2. Of the 80 credits, at least 60 must be from Tertiary Admissions Subjects (TAS) and the other 20 credits from either TAS subjects, Recognised Studies or a mix of the two;
• 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 for further details.

Tertiary Admission Subjects

A Tertiary Admissions Subject (TAS) is a SACE Stage 2 subject which is recognised by the 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 the 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’re going to need one of these if you want to use your SACE to apply for university courses.

The ATAR is:

• a ranking of your academic achievement compared to 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 uni entry (www.satac.edu.au)
Getting into TAFE 2014

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

Completing the SACE meets the Course Admissions Requirements for most of TAFE SA’s courses, but there are some details you need to know.

For entry to TAFE in 2014, you will have to meet the following requirements:

• For non-competitive Certificate I, II and III level courses there are no Course Admissions Requirements.
• For non-competitive Certificate III 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 Admission 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 admissions requirements go to: www.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 2014, along with more details about subject combinations and Recognised Studies are published in the SATAC booklet Tertiary Entrance 2013, 2014, 2015, which will be available through your school from August this year.
www.sace.sa.edu.au

SACE – the formula to your success