A guide for students preparing for Stage 2 of the SACE
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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 would have received the Achieve Stage 1 handbook, which introduces the SACE and how it works, including the Personal Learning Plan and other Stage 1 subjects.

Now it’s time to plan for Year 12 – this Achieve Stage 2 handbook is designed to guide you through this, and prepare you for your last year of secondary school and beyond.
This Stage 2 edition of Achieve will help you plan the best way to complete your SACE. We’ll look at some topics that might be on your mind as you start to think about Year 12, such as:

- the range of SACE subjects, vocational courses, and other study options
- how Stage 2 exams and assessment 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 SACE subjects. To help inspire you, there are stories about some topics students have explored for their Research Projects in the past couple of years.

In addition, this Achieve explains how you can use Vocational Education and Training (VET) to help you 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 options available to you to complete your SACE.

You may also like to look at the information on the SACE website. Check out the Students and Families section and the Subjects section at sace.sa.edu.au

So far..

At this point, most SACE students have completed their Personal Learning Plan (PLP). If you have, you will have already considered:

- 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’re studying SACE Stage 1 subjects. The work you do in these subjects will be 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 do this, you will need to have gained a C grade or better in two semesters of English subjects and a semester of a maths subject.

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 your subjects for Year 12 may at first seem overwhelming because there are lots of options to choose from. All SACE students need to complete the compulsory requirements, but the other subject choices are up to you. If you ask the right questions and use the right resources, you will be able to choose the subjects that will 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 you.

**Talk to teachers, parents and friends**

SACE subjects are divided into nine learning areas. Think about the learning areas you’re interested in and talk to your teachers about the subjects that are 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 14–19.

Talk to your parents and friends too, as they may be able to offer another perspective, 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 – if this is something you’re interested in, you will need to consider their entry requirements.

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

**Use the SACE website**

The Subjects section of the SACE website has lots of information on the topics that are covered in each subject. This will help you decide if a particular subject is for you. Use the information on the subject pages and the ‘Students Online’ tool to help plan your SACE. Students Online can provide an overview of how you are tracking in your SACE.
Subjects you can study at Stage 2 in the SACE

Some SACE subjects may not be available at your school – talk to your SACE coordinator or teacher to confirm your choices 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 – Material Products

**Cross-disciplinary** includes subjects such as Community Studies, Integrated Learning, Cross-disciplinary Studies 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 full list of language subjects, see the Subjects page of 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
The Research Project is unlike any other subject you've studied before. It starts with you – with your interests, passions and ideas – and gives you an opportunity to explore a question of interest. By doing this, you’ll be developing skills and understanding to help prepare for life after high school.

Self-directed study

By choosing your own Research Project question, you’ll drive your own learning. You’ll still be guided and supported by your teachers, but ultimately you’ll be responsible for the shape and content of your Research Project. You’ll decide the research question, and plan how to go about your research - such as whether you will investigate online, conduct a survey, conduct an experiment, or 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 in self-directed learning will help prepare you for your tertiary studies. If you want to move straight into the workforce, the planning, project management, initiative and communication skills you’ll develop through the Research Project will also be valuable.

Information skills

Being a Year 12 student in the twenty-first century means you’re constantly surrounded by information. There’s the material you’re learning at school, the information you gain from friends, family and the community, and all the information available on the internet. The skills to distinguish between different sources of information, and independently using that information to construct something new, are skills that are increasingly valued in an information-rich world. You will develop these skills through the Research Project.

A valuable subject

Students are researching an incredibly broad range of topics, ranging from speech pathology to architecture, from mining engineering to learning another language. But regardless of the topic, students are developing skills to succeed in their learning, future careers and life.

Through the Research Project you too will learn how to collect and evaluate information, identify what is relevant and important, and apply this knowledge to better navigate the wider world. You will also learn how to plan, communicate and work independently. This will give you the confidence and ability to move more readily into further study or work.
The Research Project is a 10 credit Stage 2 subject, and you’ll need to get 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.

The subject outlines for Research Project A and B are available on the SACE website under Students and Families>Stage 2>Research Project>2014.

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.

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

If you study Research Project A you may present a Review in written format (1500 words) or through a 10-minute presentation – such as a PowerPoint presentation, a website, a performance or a video. If you study Research Project B, you must present an Evaluation in written format (1500 words).

Assessment
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 be something you are interested in or passionate about. You may be inspired by your activities or interests outside of school, your current or future studies, or future work options. Your research question should be challenging but achievable.

You were introduced to five SACE capabilities – Communication, Citizenship, Personal Development, Work, and Learning – when you did your Personal Learning Plan at the start of your SACE.

The capabilities for the Research Project are slightly different.

Karen Reynolds
Director, Medical Device Research Institute, Flinders University
As a scientist and engineer, I have a passion for solving problems, finding solutions and exploring the unexplored.

The Research Project allows students to harness their curiosity, and encourages them to be self-motivated and to work autonomously.

Through the Research Project students gain in-depth knowledge of a subject that interests them; in the process they learn how to conduct research, ask questions, and develop knowledge. The subject also helps to instil a level of confidence that will help students in their future careers.

No matter which pathway students decide to take after completing their school studies, the skills they develop through the Research Project will be relevant and help them succeed.
You will need to choose one or more of these capabilities to develop throughout your Research Project. Here are some examples.

1. **Literacy**
   This capability can include exploring how language is used for different purposes and audiences.
   **Research Project:** How do you write a book which appeals to children?

2. **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?

3. **Information and Communication Technology**
   This capability can include investigating how contemporary technologies influence communication.
   **Research Project:** How do males and females use Facebook differently?

4. **Critical and Creative Thinking**
   This capability may include investigating the place of thinking critically and creatively in examining an entrepreneurial enterprise.
   **Research Project:** How do you stage a successful music festival?

5. **Personal and Social**
   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?

6. **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?

7. **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: www.sace.sa.edu.au/subjects
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 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.

**Love of jazz inspires SACE Research Project**

American jazz saxophonist and composer Joshua Redman inspired music student Tom Ghea’s Research Project.

Tom was introduced to Redman’s music by one of his teachers and he was immediately taken by the “fusion jazz” style.

While other students tossed up various research topics, Tom knew immediately that he wanted to analyse the stylistic devices in Redman’s music and use them to write original compositions.

“My Research Project just fell into place. It took a lot of time to analyse the music orally; I had to play the pieces over and over to pick up all of the little things.

“I read a thesis about analysing music and that taught me a lot. I also read an article Redman wrote about the way he looks at composing – and watched his performances on YouTube.

“I took my first composition emulating Redman’s style and ran it past a musician who is a big Redman fan. He applauded my ability to recreate the Redman sound.”

Tom is now studying at the Generations In Jazz Academy in Mount Gambier and hopes to go on to study at the Elder Conservatorium of Music in Adelaide.
Desire to improve video games inspires Research Project

Corey Martin combined a love of video games and a desire to make a career in the gaming industry to come up with his Research Project topic. He explored if the video game industry is stereotyped and if it needs to change.

“The secret to success is investigating a topic you are passionate about,” Corey said. “It’s even more rewarding if you can link your research question to your career aspirations.

“I looked at existing online research first, and then conducted my own focus group and surveys to find out what gamers think about the industry.

“I discovered many experienced gamers are frustrated as they feel they’ve played every game before; the same idioms and stereotypes have been around for years.”

Corey has some original and creative ideas for new games, but he’s keeping those close to his chest for now.

Corey is now studying Information Technology at university and is specialising in games and entertainment design.

Organic skincare range emerges from Research Project

Salma Skaka set out to produce an organic skincare range for her Research Project. She researched various ingredients and sought advice from industry experts and her chemistry teacher.

“One of the biggest challenges was preventing the oil and water bases from separating,” Salma said.

“I couldn’t use a synthetic emulsifier as the products needed to be completely organic, but one expert suggested beeswax, as it’s a natural emulsifier.”

Salma overcame several other hurdles, as she designed waterproof labels and packaging for products. Next she tested the products on her mother, teachers and classmates, who were all impressed.

“My Research Project was really valuable,” said Salma. “I developed many new skills, such as collecting, evaluating and analysing information.

“I also learnt how to conduct interviews professionally, and became more confident and self-reliant.”

Salma’s now studying pharmaceutical science at university.
As you work towards your SACE, you’ll complete numerous assessment tasks. Sometimes things can happen, or you may have a condition, that may impact your ability to participate, or access task requirements.

For example some students have vision impairments or learning disabilities that have an ongoing impact. Others may suffer illness, injury or bereavement that might prevent or impact on them participating in an exam or task.

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

So, for example, a student with vision impairment may have special exam papers with enlarged print; a student with chronic fatigue may be granted rest breaks; 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 eligibility and implement special provisions within the parameters of the SACE Board’s special provisions policy.

For externally assessed tasks, such as final assignments and examinations, the SACE Board determines eligibility and grants provisions.

If you believe your ability to participate, or access an assessment task, has been, or will be impacted, speak to your SACE Coordinator about the process for accessing special provisions.

Further information is available on the SACE website.
Learn a trade and achieve your SACE

If you are thinking about becoming a carpenter or 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 you can achieve the certificate while focusing 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 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 5500 students who achieved their SACE in 2013 included a VET component in their certificate – that’s 41 per cent of all students who completed the SACE.

In total, 366 VET qualifications were undertaken by those students, across 33 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 1,000 students had a completed VET Certificate III qualification, or higher, 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 indicates that 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 2013.

<table>
<thead>
<tr>
<th></th>
<th>Industry Area</th>
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<tbody>
<tr>
<td>1</td>
<td>Hospitality</td>
</tr>
<tr>
<td>2</td>
<td>Retail Services</td>
</tr>
<tr>
<td>3</td>
<td>Information Technology</td>
</tr>
<tr>
<td>4</td>
<td>Community Services</td>
</tr>
<tr>
<td>5</td>
<td>Sport and Recreation</td>
</tr>
</tbody>
</table>
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 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 maths 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. Those that are unshaded 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 take into account a range of factors including age-appropriateness, and career prospects.

How do I find out more about VET?

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

You can find 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 registered training organisations on internet sites such as www.training.gov.au or www.training.com.au

Want more information? Find everything you need on the SACE website by clicking on the VET icon on the homepage.
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.

**Olivia McNamara-Kotek & Alexandra Baker**

Olivia McNamara-Kotek and Alexandra Baker are including VET in their SACE studies this year, with a view to counting their Certificate III qualification in their ATAR calculation and going to university.

But while both girls are studying for a Certificate III in Allied Health Assistance, they have different career destinations in mind.

Olivia is keen to pursue a nursing career, with a view to perhaps specialising in paediatrics or midwifery.

“When I heard about the Certificate III in Allied Health Assistance, I knew the course would help me explore if nursing is the right option for me,” Olivia said.

“I’m really enjoying the course – we are learning about body systems, and how to perform CPR at the moment.

“I’m hoping to gain some work experience at the Children’s Hospital, or a childcare centre later in the year.”

Meanwhile Alexandra has set her sights on being an ambulance paramedic.

“I like the idea of being out there on the spot, and being involved in the first response,” Alexandra said.

“I’m keen to get some work experience with the SA Ambulance Service - I may not be able to go out in an ambulance, but I’m hoping to see how things work at the base.

“I’m definitely aiming for a high ATAR, as I’ll need it to study a Bachelor of Paramedic Science.”
Aboudy Keddeh

Aboudy Keddeh is undertaking VET studies this year, as one of his career aspirations is to work in the automotive industry.

Aboudy is studying for a Certificate I in Automotive Vocational Preparation at his school’s automotive training centre; and next year he hopes to study for a Certificate II in Automotive Servicing Technology.

“I’m keen to explore working as a diesel mechanic, or in vehicle assembly, or crash body repairs,” Aboudy said.

“My dad used to be a mechanic, and when I was 13 we rebuilt my mum’s car engine. I found that really interesting.

“At the moment on my VET course we are learning all about tyres and how to fit them – and also about workplace safety.”

Further into his VET studies Aboudy will undertake work experience with his school’s automotive industry partners.

Aboudy’s hoping to go straight into the workforce after completing his SACE. “I’d like to go into the automotive industry or into building,” Aboudy said.

“I’m also studying Material Products, Physical Education, Chemistry, Mathematical Applications, and English to keep my options open.”

Zack Turnbull-Elhorn

Zack Turnbull-Elhorn is completing a Certificate III in Children’s Services while also finishing his SACE this year.

Zack is also in a school-based apprenticeship at a children’s centre near his school, where he works one day a week.

Zack’s Year 12 subjects also support his career aspirations. He’s studying Workplace Practices and Child Studies, and he’s investigating how diet affects the development of preschoolers for his Research Project.

Zack first became interested in children while looking after his cousins.

“It’s great to help kids develop and to watch them grow,” Zack said.

While childcare is not a traditional career for males, Zack’s really enjoying his studies and his apprenticeship, and the fact that he’s getting a head start on his career.

“My VET studies have been really helpful as I’ve learnt how to plan play activities and provide appropriate care for young children,” he said. “I’ve also learnt how to communicate with parents and staff.

“Next year I hope to start a Diploma in Early Education and Care, and in the future I may even consider further training as an early childhood teacher.”
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 you are studying for your SACE, 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”. This learning can count as SACE credits, and help to contribute towards your certificate.

Community Learning

Students can count up to 90 credits of community learning at Stage 1 or Stage 2. However, please be aware that 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 1962 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 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)
- Australian Guild of Music and Speech
- St John Ambulance Cadets

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. 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 of 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 sort of learning is counted towards the SACE as a number of SACE credits ‘granted’, and is not accompanied by a grade.

Jonathon’s story

Jonathon Williams completed his SACE last year while also studying two subjects at Flinders University – after university study was recommended to some students at his school.

His university studies were regarded as “recognised learning” and he was granted 10 credits for each subject towards his SACE.

Jonathon studied one university subject per semester, choosing Turning Points in World History, followed by Nutrition, Physical Activity and Health as he wanted to study subjects that were completely different to his SACE maths and science subjects.

He really enjoyed the challenge of university and said it helped him transition to full-time university this year.

“It just required a bit of juggling to ensure I could fit in my school work and also get to uni for lectures and tutorials,” he said. “My uni subjects also helped boost my ATAR.”

The only downside was that he had to sit a university exam at the end of the year when all of his classmates had finished their SACE.

Jonathon is now studying a double degree in civil and structural engineering, and finance at the University of Adelaide.
Establishing good study habits

Now you’re in the midst of your senior schooling, it’s important to establish some good study habits. A structured study routine will ensure you 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 and 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 in Year 12, 70 percent of the work that you will be assessed on for your SACE will take place during the school year, and will be marked by teachers at your school. The remaining 30 percent of your work – such as exams and investigations - will be assessed outside of 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

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

Simple things, like a comfortable chair, good lighting and ready access to the study materials you need, will help you focus. Switching off your phone and avoiding social networking websites will also help minimise disruption and maximise achievement.

Planning

Think about the structure of your day and week, and work out what assignments you have due and when. 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 you timetable more difficult study tasks earlier in the day.

Looking after yourself

Exercise and a healthy diet can help 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 test your knowledge, and teachers can provide advice on the areas of study you need to concentrate on.

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 and Families section of the SACE website.
Subject information on the SACE website

If you look under the *Subjects* section of the SACE website, you will discover that each SACE subject has its own ‘minisite’. On the various minisites you will find a wealth of information that will support your learning.

Each minisite provides information that you can use to help choose your subjects, and also to achieve your best in them. Here are some documents on each site that you may find particularly helpful.

**Subject Outline**

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 the subject.

**Chief Assessors’ reports**

Chief Assessors’ reports are produced every year for each SACE subject. The reports provide a summary of how students did in the subject the previous year, and will give you a good idea about how to approach that subject.

The reports also cover how students managed the previous year’s exam (if the subject is examined) both overall and on each of the different questions. Regardless of whether there is an exam for the subject, there will be an assessment report.

Assessment reports are a great source of ideas and information and may help you identify areas of your own learning that need more attention.

**Support materials**

For subjects that have an examination, you’ll find past years’ exams under Support Materials. Answering previous exam questions is great practice for the end of the year. 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 what you will need to demonstrate to achieve particular grade levels.
What are ‘performance standards’?

The performance standards define the five levels of achievement in the SACE 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.

In every subject you need to show a certain standard of work to achieve a particular grade. Each grade has a description attached to it that defines the standard of work required.

Each grade (A to E) describes how well you demonstrated what you know, can do, and understand, in relation to the criteria set out for each subject.

You can view the grades and performance standards as stepping stones across a river. If each stone represents a grade, then the performance standards help guide you from one stone to the next.

So 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 on the subject minisites on the SACE website.
School assessment: 70%
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 percent of your work, while 30 percent will be assessed by the SACE Board.
This means your final result in each Stage 2 subject will be based largely on your school assessments throughout Year 12.

Confirming or adjusting grades
Teachers across the state mark with reference to the performance standards in the subject outlines. There is a state-wide 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’.

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 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.

External assessment: 30%
The SACE Board marks the external assessment component of all subjects. These assessments can be written or oral 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 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, 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, you’ll receive your Year 12 results. These are usually available a few days before Christmas. Your results will be posted to you, and you will also be able to access them online through the SACE website.

Most students check their results as soon as they are available electronically and then wait to receive a hard copy in the post – this should arrive the same day.

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

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 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
Click this link to access the main SACE results screen, 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-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
Click this link for information to help you understand your online SACE results. 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 document 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 of the SACE requirements, you will receive your SACE certificate in the post.

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

You can count Vocational Education 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

<table>
<thead>
<tr>
<th>SACE Registration Number: 123456X</th>
<th>Date Issued: December 2015</th>
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Record of Achievement

Sam Smart

<table>
<thead>
<tr>
<th>Stage 2</th>
<th>SACE Subjects</th>
<th>Credit Value</th>
<th>Result</th>
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<tr>
<td>2015</td>
<td>English Communications</td>
<td>20</td>
<td>B-</td>
</tr>
<tr>
<td>2015</td>
<td>German (continuers)</td>
<td>20</td>
<td>B-</td>
</tr>
<tr>
<td>2015</td>
<td>Mathematical Applications</td>
<td>20</td>
<td>B+</td>
</tr>
<tr>
<td>2015</td>
<td>Physical Education</td>
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<td>B</td>
</tr>
<tr>
<td>2015</td>
<td>Research Project B: Reunification of Germany</td>
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<tr>
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<td>Units of Competency towards Certificate III in Business</td>
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<td>20</td>
<td>A</td>
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<td>2014</td>
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<td>History</td>
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<td>A</td>
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<td>Physics</td>
<td>10</td>
<td>B</td>
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<td>2013</td>
<td>Personal Learning Plan</td>
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<td>A</td>
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<th>Stage 1</th>
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<th>Credit Value</th>
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<td>2014</td>
<td>Community Learning</td>
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<td>Granted</td>
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<tr>
<td></td>
<td>Duke of Edinburgh’s Award</td>
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</table>

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

Neil McGowan

Chief Executive

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 that you have been awarded SACE credits for (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 a second envelope at the same time, from the South Australian Tertiary Admissions Centre (SATAC). 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.

Stage 2 | achieve | 25
Getting into TAFE 2016

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 2016, 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 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 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 2016, along with more details about subject combinations and Recognised Studies are published in the SATAC booklet Tertiary Entrance 2014, 2015, 2016, which will be available through your school from August this year.
There are some things you need to know if you’re planning to use your SACE to apply in 2015 to enter university in 2016.

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 2016 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 subjects 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 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 measure 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 university entry (www.satac.edu.au).
Kick goals with the SACE
www.sace.sa.edu.au