A guide for students preparing for Stage 2 of the SACE

achieve

Subjects you can study at Stage 2

Next level learning: The Research Project
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At the beginning of your SACE, you received the achieve Stage 1 handbook. This introduced the SACE, explained how it works, and included information about the Personal Learning Plan and other Stage 1 subjects.

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

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

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

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

We take a close look at the Research Project — explaining what it is, how it works, and how it’s different from other SACE subjects. To help inspire you, some former students tell their stories about how and why they chose their particular research topic.
This achieve also explains how you can use vocational education and training (VET) to prepare for work or further study, as well as how to use your SACE to access university or TAFE courses.

You can use this handbook when you chat to your friends, teachers, parents, or your school’s SACE coordinator about the many different ways to complete your SACE.

You can also look at the information on the SACE website.
Check out the ‘Students’ section sace.sa.edu.au/students and the ‘Learning’ section sace.sa.edu.au/learning

So far ...

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

• your interests and strengths, and the areas you would like to develop
• the career areas that interest you
• the subjects you may need to study to achieve your goals
• options for further study and work once you finish high school.

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

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

The capabilities and skills you develop in Years 10 and 11 will prepare you for your success in Year 12, and also help you plan your subject choices.

Your final school year gives you the opportunity to strengthen your capabilities, skills, and knowledge, demonstrate your learning, and achieve a SACE result that sets you up for the next stage of your life.
Making your subject choices

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

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

Talk to teachers, parents, and friends
SACE subjects are arranged in nine learning areas. Think about the learning areas in which you’re interested and talk to your teachers about the subjects offered at your school.

Remember that apart from studying SACE subjects, you can also gain credits towards your SACE through vocational education and training (VET), or community learning. You can read more about these options on pages 14-19.

Think about future career requirements
Consider the type of career or work you may want to get into after high school, and the pathways that will take you there.

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

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

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

Use the SACE website
The ‘Learning’ section of the SACE website has detailed information about the subjects available, and what is covered in each subject. This will help you to decide if a particular subject interests you.

You can use the information on the subject minisites and the ‘Students Online’ tool to help plan your SACE.

Students Online
sace.sa.edu.au/students-online can provide an overview of how you are tracking in your SACE.
Subjects you can study at Stage 2

Some SACE subjects may not be offered at your school — talk to your SACE coordinator or teacher to confirm the availability of those subjects that interest you.

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

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

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

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

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

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

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

**Mathematics** includes subjects such as General Mathematics, Essential Mathematics, Specialist Mathematics, and Mathematical Methods

**Sciences** includes subjects such as Agriculture and Horticulture, Chemistry, Geology, and Physics
When it comes to deciding how your SACE studies will look in Year 12, one of the areas where you have the biggest choice is in the Research Project.

You can choose from a world of possible research topics, and earn credits by learning more about something that interests you.

A different sort of subject
The Research Project provides you with an exciting opportunity to choose your own learning. You also have the chance to work in a way that is different from your other subjects.

All these factors can make it a challenging subject, but that’s exactly why it’s so exciting and important.

The work you do in the SACE represents a significant step towards life after school. After high school you’ll be moving towards university, or into training or the workforce. For many SACE graduates, it’s not until they enter these new environments that they realise how valuable the Research Project has been in helping them to develop their capabilities and skills.

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

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

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

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

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

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

The ability to distinguish between different sources of information, and independently use that information to construct something
new, requires skills that are increasingly valued in an information-rich world. You will develop these skills when doing the Research Project.

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

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

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

**Research Project A or B?**
There are a number of differences between Research Project A and Research Project B. The main difference is that only Research Project B counts towards your Australian Tertiary Admission Rank (ATAR). However, both Research Project A and Research Project B count towards SACE completion.

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

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

The Research Project assessment is in three sections, and each is worth a different percentage of your final grade.

### Research Project A
- Folio (30%)
- Research Outcome (40%)
- Review (30%)

### Research Project B
- Folio (30%)
- Research Outcome (40%)
- Evaluation (30%)

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

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 that 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 can include identifying and exploring information, generating ideas, reflecting on processes, and evaluating information.
   **Research Project:** How do you stage a successful music festival?

5. **Personal and Social Capability**
   This capability can include developing personal and social understanding and participating actively in community life.
   **Research Project:** What opportunities are there for young people to volunteer in the local community?

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: sace.sa.edu.au/web/research-project
Since 2011, when the Research Project was introduced in the SACE, many thousands of students have successfully completed the subject. The Research Project helps students to develop skills for work, life, and learning in today’s world — including thinking, planning, research, and problem-solving skills. Students’ research topics are wide and varied — depending on their particular interests and passions. achieve caught up with three students to find out what they learnt from their projects.

How to get into a competitive Counter Strike team

Jack’s passion for online strategy gaming inspired him to choose a topic that would help him to develop his extra-curricular interests.

“I looked into the competitive side of the game and it really intrigued me. Through researching, I found an organisation that was looking for a captain to look after their team. Now I fully own a team, I’ve got my mate as a manager and an entire team in a competition. If we succeed as a team and move up to Division 2, we’ll start playing full time — that’s semi-professional level. You can earn a living from competitions.”

While he found the writing components challenging, Jack relished the opportunity to present his Research Outcome as a video. “Instead of having someone read through it, it’s a 15-minute video jam-packed with information that you can use. It’s getting the message across in a lot simpler way.”

Through the Research Project, Jack feels he has become a more independent learner, more confident in using the internet to research articles and solve problems, and he is able to apply these skills to his other SACE subjects.

“For example, if I wanted to try a new technique in Photography, I would research it and understand it so that I could explain to my teacher what I wanted to do.”
How does your personal environment contribute to your wellbeing?

Carly found that refining a topic of genuine interest into a question is key to success in the Research Project.

“Originally I wanted to do music and look at different genres and how that affected people’s wellbeing. My teacher said music was too broad and suggested that I should refine it to focus on how your wellbeing can be influenced by your environment,” she said.

While the intrigue of this topic motivated her to succeed, Carly admits that at times it was hard to maintain a positive attitude, especially when dealing with research validation. “I wasn’t sure if the data was from a credible resource and the extent to which one set of information contradicted another.”

However, choosing to create a website to publish her findings made it more enjoyable, and also helped Carly to hone her creative thinking and writing skills in the process.

Emily’s dream of becoming an entrepreneur became the focus of her Research Project about setting up and developing a successful small business.

“The further into the subject I got, the more passionate I became about the topic. I enjoyed that it was tailored specifically for me and revolved around my interests.”

Emily says the research and investigation skills she developed through the Research Project have made her other Stage 2 subjects less daunting.

“The techniques I used to construct my Research Outcome, such as formatting, and referencing, helped me in other assignments,” she said.

Seeking support from teachers also helped Emily improve her time management skills and research development methods.

“My advice would be to listen to your teachers, even more so than usual as they will be able to guide you in the right direction. Also make sure that you pick a topic that you can turn into a question, and that you are interested in and passionate about because that will definitely make the subject more worthwhile for you.”

Inspired by her research findings, Emily plans to go to university to study business management or accounting. “I learned that anyone with the right passion and drive can find success as an entrepreneur. There is always room to further yourself, learning new skills and meeting new people.”

With plans to study a Bachelor of Arts and Master of Teaching, leading to a career as a creative writing English teacher, Carly says the Research Project has helped to develop her analytical skills. “Being more in-depth is definitely going to help me with my future studies”.

How to set up and develop a successful small business
Some students have impairments or disabilities that have an ongoing impact on their work. Others may suffer an illness, injury, or bereavement that affects their ability to access assessments.

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

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

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

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

For externally assessed tasks, such as investigations and examinations, the SACE Board determines who is eligible from school applications and appropriate provisions are made available to each individual student.

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

Further information is available on the Special Provisions minisite sace.sa.edu.au/special-provisions
Learn a trade and achieve your SACE

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

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

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

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

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

VET in numbers

More than 5900 students who achieved their SACE in 2015 included a VET component in their certificate — that’s about 41% of all students who completed the SACE.

In total, 379 VET qualifications were undertaken by those students, across 35 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 1500 students had a completed VET Certificate III qualification verified within their SACE. Many of those students counted the qualification as part of their Australian Tertiary Admission Rank (ATAR).

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

Top five industry areas

These are the top five most popular industry areas for students who completed their SACE in 2015.

1. Hospitality
2. Sport and Recreation
3. Retail Services
4. Community Services
5. Construction
How do I get SACE credits for my VET?

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

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

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

What is the VET Recognition Register?

The VET Recognition Register is a useful tool on the SACE website that 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 qualifications can be taken in conjunction with apprenticeships and traineeships, and it lists each course by industry area.

Qualifications are separated into two categories:

- Unshaded qualifications are suitable for providing an employment pathway for a student starting the course in high school.
- Shaded qualifications identify that students and schools should take care when selecting them as additional factors may need to be considered (including age-appropriateness, industrial implications, and pathway and employment opportunities).

Want more information?

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

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

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

Mixing it up

A passion for mixing and recording music set Chrishalene on a path towards incorporating VET into her SACE studies.

“I wanted to widen my knowledge about things I’ve never learned before. I wanted to know what it’s like to pursue a career in the music industry and see what it’s like to mix and record songs. That’s what inspired me to do VET.”

During the Personal Learning Plan in Year 10, Chrishalene decided to commence a Certificate III in Technical Production and Music.

The most rewarding part of the experience for Chrishalene has been bonding with peers through teamwork and sharing ideas.

“I’m a shy person and it’s really helped me to build my confidence. It’s challenged me to come out of my comfort zone. Through VET you have to work in teams and sometimes partners. That means I’ve had to learn to talk more and socialise with other students.”

Chrishalene’s biggest challenge throughout her SACE is balancing workload and not getting distracted by social media. She says her VET studies have helped her to improve her time management skills. “I had to multi-task and manage deadlines with my VET and SACE studies.”

Chrishalene plans to put the music production skills she has learnt to use and work with bands after high school to earn money for further study.
With his sights set on a career as a PE teacher, Jack chose subjects that will put him on the right track after finishing school, including English Communications, Physical Education, Sport Studies and Workplace Practices. To complement these, he also chose to study a Certificate III in Sport and Recreation.

With VET being compulsory at his school, Jack initially undertook a Certificate II in Sport and Recreation and enjoyed the opportunity to attend events, do some coaching and personal training, and research the sports industry. He enjoyed it so much that he chose to continue on with the Certificate III, where the work focused more on event management.

“It’s given me a lot of confidence and a range of skills. It is very different to school, lots more hands-on rather than just writing. It gave me more experiences on what to expect.” Jack particularly enjoys working with others, and incorporating his passion into his studies.

“VET has helped me understand my SACE subjects more; it helps you understand the knowledge of the sports and how they’re run through the events you go to. The theory also helps you through what you have to do. And it gives you more organisational skills to finish things on time.”

His advice to others? “Try it out. It’s a good opportunity to get new skills and knowledge that you didn’t have.”

During her Year 12 studies, Ayla is doing a Certificate III in Business through a group training provider as part of a school-based traineeship. She is combining VET with Home Economics, Art, English, and Child Studies after completing her Research Project in Year 11.

“I wasn’t sure of what to do with my studies, but my Aboriginal teacher suggested I do some training in Business as it would open up different doors for me.

“VET has also made things clearer for me, as it has made it easier to transition into a work environment. School is so different to the workplace; VET makes it easier to understand what’s needed and expected from you.”

Ayla says the VET option has paid dividends in helping her stay focused and motivated, with the added benefit of being able to tap into the experience of external mentors through her training provider.

Keeping the lines of communication open with mentors, teachers and other school staff has been key to keeping her studies on track. “As long as you speak to teachers, mentors or school counsellors they can always help you. That helps lower the stress levels.”

Ayla is now looking forward to pursuing further study at TAFE and hopes to start her own business.
The SACE takes into account forms of learning that don’t take place in the classroom. You can gain skills and knowledge in all sorts of ways — whether you’re undertaking Country Fire Service training, climbing a mountain as part of the Duke of Edinburgh’s Award scheme, or volunteering as a lifeguard for the Royal Life Saving Society.

When studying for your SACE, you can gain SACE credits for skills and knowledge you learn in a range of community programs. The learning that students undertake through VET, community learning, and other recognised courses is called ‘recognised learning’. This learning can count as SACE credits and contribute towards your certificate.

**Community learning**

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

You can gain credits for community service or activities in two ways: through community-developed programs, and self-directed community learning. Last year the SACE Board granted almost 1400 students recognition towards their SACE for their involvement in community-developed programs; 395 students were granted recognition for self-directed community learning.

**Community-developed programs**

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

These include programs such as:

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

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

**Self-directed community learning**

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

- creating films or websites outside school
- planning and coordinating community or recreational events
• taking a leadership role in community theatre, landcare or conservation, or volunteer organisations
• developing a career path by undertaking a variety of work skills
• 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.

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.

Growing up in Alice Springs, Myles saw community learning as an opportunity to spread his wings and gain experience in other communities. Activities that will count towards his SACE include Surf Lifesaving, the Duke of Edinburgh Award and volunteer work in Vietnam.

“I wanted to do more activities where I could learn new skills. I wanted to do something different while I’m away from my community. There aren’t any beaches back in Alice Springs, so surf lifesaving has been a great experience.”

Myles has enjoying getting out of his comfort zone and broadening his view of the world. “Doing something like the Vietnam trip is a great experience, you get to look at new places and experience new things. You get to see other cultures and lifestyles and the way people live. Working to help a community out is great and knowing that you’re doing something worthwhile for the community makes you feel good. We helped a community to build a toilet.”

Community learning is not just about finding extra-curricular activities that can count towards your SACE, it can also help develop skills and qualifications that you can use beyond school.

“I’ll end up with 60–70 SACE credits for the Community Learning programs I’m doing. Things like surf lifesaving helps me to achieve my Bronze Medallion and after I get my pool attendant qualification, these things could help me get work at the pool in Alice Springs.”

Other recognised learning

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

This includes recognition of:
• university studies
• educational exchange programs
• interstate and overseas senior secondary school qualifications
• language courses (School of Languages, Department for Education and Child Development).

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

Information on other recognised learning is available on the SACE website sace.sa.edu.au/learning.
Keeping up good study habits

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

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

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

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

The right environment

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

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

Planning

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

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

Looking after yourself

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

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

Ask for help

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

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

More examination and study advice can be found on the ‘Students’ section of the SACE website sace.sa.edu.au/students/study-tips.
Starting Stage 2 of the SACE can be an exciting and challenging time.

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

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

**Support materials**

To help you prepare for exams, you'll find past years' exams under the ‘Support materials’ section. Answering previous exam questions is good practice for the end-of-year exam. You will also find exemplars with student responses in this section. By reading these examples, you will get a better understanding of the type of learning needed to achieve particular grade levels.

**Subject minisites**

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

Each minisite provides information to help you choose your subjects and achieve your best.
Making the grade: Stage 2 assessment

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

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

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

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

Every subject has certain criteria that you need to meet. Each grade (A to E) describes how well you demonstrated what you know, what you can do, and how much you understand, in relation to these criteria.

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

The performance standards can be found in the subject outline of each SACE subject. These are available on the subject minisites on the SACE website.
In Stage 2, you will be awarded grades from A+ to E– in your assessments, and for your final grade. Your teachers will assess 70% of your work from your school assessment throughout Year 12, while 30% will be assessed by SACE Board markers.

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

**School assessment: 70%**

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

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

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

**External assessment: 30%**

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

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

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

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

**Investigations**
Many Stage 2 subjects have externally assessed investigations. These are marked by subject teachers and then sent to the SACE Board for marking.
You’ll be able to access your SACE results through the SACE website before Christmas.

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

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

On the screen

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

If you have your PIN and SACE registration number, you can access your results through the Students Online system.

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

Resetting PINs may take a few hours on results release day, so it pays to check that you can log in at least a week beforehand.

Once you log in to Students Online you will have access to a range of information about your results.

Access your SACE results

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

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

About the SACE results

For information to help you understand your online SACE results visit ‘My results’ in the ‘Students’ section of the website. The way your results appear online is similar to the Record of Achievement that you will receive in the mail.
The SACE subjects you studied and completed at Stage 2 (usually in Year 12)

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

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

Indicates whether you have completed the SACE

<table>
<thead>
<tr>
<th>Record of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>SACE Registration Number: 123456X</td>
</tr>
<tr>
<td>Date Issued: December 2016</td>
</tr>
<tr>
<td>Sam Smart</td>
</tr>
<tr>
<td>has achieved the following results towards the South Australian Certificate of Education (SACE):</td>
</tr>
</tbody>
</table>

### 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>2016</td>
<td>English Communications</td>
<td>20 credits</td>
<td>B</td>
</tr>
<tr>
<td>2016</td>
<td>Chinese (continuers)</td>
<td>20 credits</td>
<td>B+</td>
</tr>
<tr>
<td>2016</td>
<td>Mathematical Applications</td>
<td>20 credits</td>
<td>B+</td>
</tr>
<tr>
<td>2016</td>
<td>Drama</td>
<td>20 credits</td>
<td>B</td>
</tr>
<tr>
<td>2016</td>
<td>Research Project B</td>
<td>10 credits</td>
<td></td>
</tr>
</tbody>
</table>

### Stage 2 Recognised Courses

<table>
<thead>
<tr>
<th>Year</th>
<th>Course Description</th>
<th>Credit Value</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>Vocational Education and Training: Units of Competency towards Certificate III in Media</td>
<td>20 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>2015</td>
<td>English</td>
<td>20 credits</td>
<td>A</td>
</tr>
<tr>
<td>2015</td>
<td>Chinese (continuers)</td>
<td>10 credits</td>
<td>B</td>
</tr>
<tr>
<td>2015</td>
<td>Drama</td>
<td>10 credits</td>
<td>B</td>
</tr>
<tr>
<td>2015</td>
<td>Mathematical Applications</td>
<td>20 credits</td>
<td>A</td>
</tr>
<tr>
<td>2015</td>
<td>Psychology</td>
<td>10 credits</td>
<td>B</td>
</tr>
<tr>
<td>2014</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>Course Description</th>
<th>Credit Value</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</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. For further information on the SACE and its requirements, go to www.sace.sa.edu.au/oa.

Neil McGowan
Chief Executive

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

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

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

Indicates whether you have completed the SACE

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

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

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

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

To gain a TAFE SA Selection Score, you must:

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

There are other ways to meet Course Admissions Requirements.

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

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

Rules for university and TAFE SA entry in 2018, along with more details about subject combinations and recognised studies, are published in the SATAC booklet Tertiary Entrance 2016, 2017, 2018, which will be available through your school from August this year.
Tertiary Admissions Subjects
A Tertiary Admissions Subject (TAS) is a SACE Stage 2 subject which is recognised by universities as providing appropriate preparation for tertiary studies. Students are required to study a minimum number of credits of TAS to be eligible to receive an ATAR.

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

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

The Australian Tertiary Admission Rank (ATAR)
You will need an ATAR if you want to use your SACE to apply for university courses. The ATAR is:
• used as a measure of your academic achievement compared with other students
• used by universities in the selection of students who have completed the SACE
• reported to students on a range from 0 to 99.95 (students receiving an ATAR of 99.95 are the highest ranked).

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

Tuesday 9 August
4.30pm to 7.30pm
Ridley Centre, Adelaide Showground

The Research Project Student Expo after-hours session is open to students, families, teachers, and anyone in the wider community who is interested in finding out more about the Research Project.

For further information, please visit the website