



# Year 7-10 Parents SACE Information Evening



# What is the SACE?



- SACE stands for South Australian Certificate of Education
- A qualification awarded to students who successfully complete their senior secondary education (Years 11 and 12)
- Internationally recognised





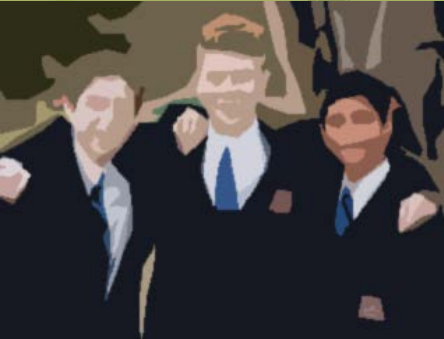
# Who are the SACE Board?

- Statutory authority overseeing the SACE certificate
- Approves curriculum for subjects to be studied in Years 11 and 12
- Issues the SACE to successful students

# What is the purpose of the SACE?

By completing the SACE, students prepare for further learning, work, and life, by:

- Building essential skills and knowledge
- Making informed choices about future study and work, based on their strengths and interests
- Gaining a certificate that gives them a head-start on their pathway beyond school





# Components of SACE



There are two 'stages' of the SACE:

- Stage 1 is generally completed in Year 11
- Stage 2 is generally completed in Year 12
- This can vary between schools and students (e.g. many schools offer the Stage 1 subjects in Year 10)

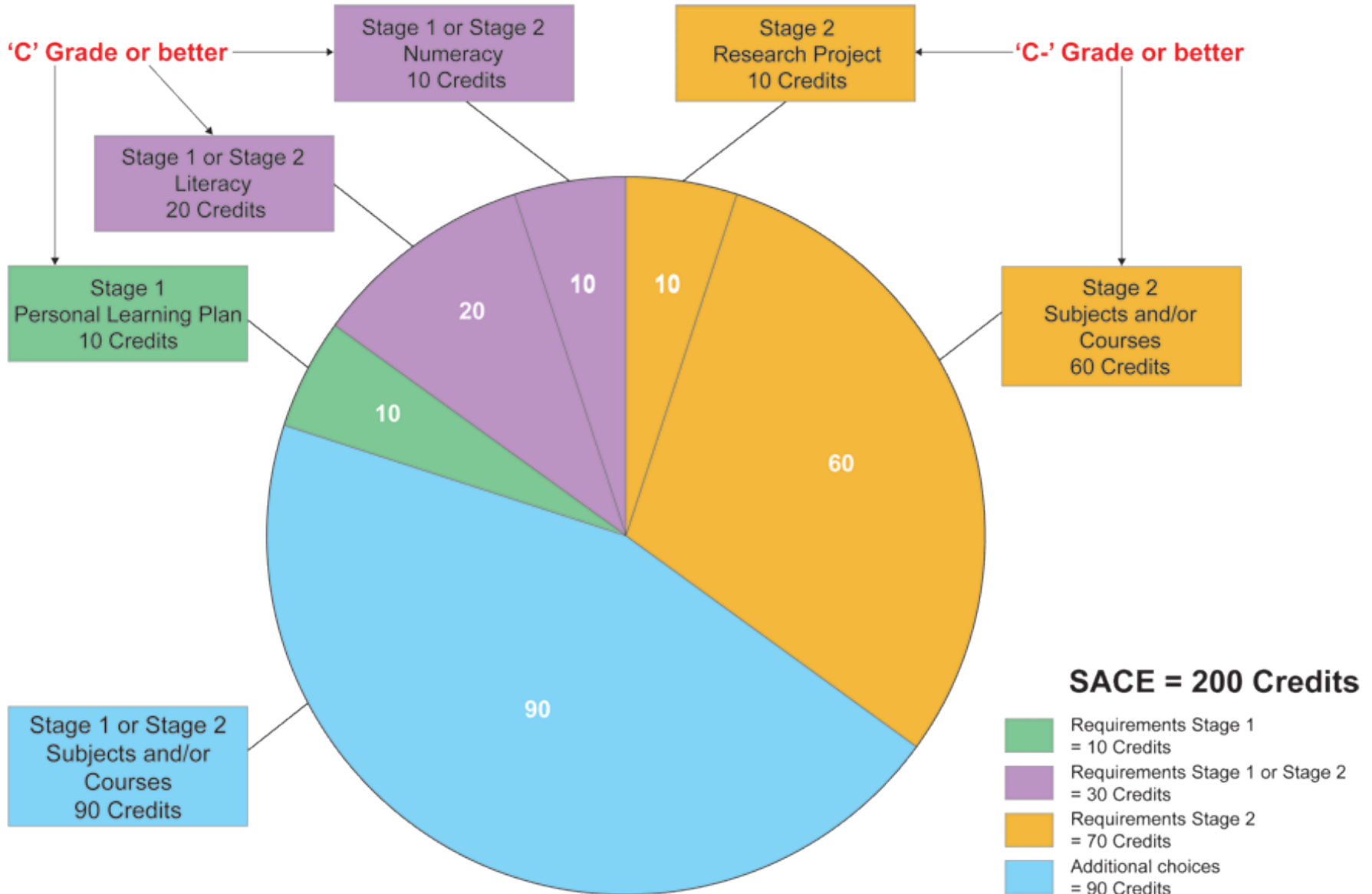


# SACE Requirements

- Students need 200 credits to achieve the SACE
- Most 10-credit subjects are studied over one semester and most 20-credit subjects are studied over two semesters
- Students need to achieve a C grade or higher for compulsory components of Stage 1.
- Students require a C- grade or higher for all components of Stage 2 to achieve the SACE



# SACE Credits





# SACE Requirements

## Compulsory elements

- Must achieve A, B or C for compulsory elements

## What are the Compulsory elements?

- Personal Learning Plan
- Literacy
- Numeracy
- Research Project





# SACE Requirements

## Personal Learning Plan (compulsory)

- Stage 1 subject = 10 credits
- Completed at Year 10
- Helps students make informed decisions about their future plans
- Has a focus on Goal setting, career investigation, citizenship, and the identification of individual strengths and weaknesses



# SACE Requirements



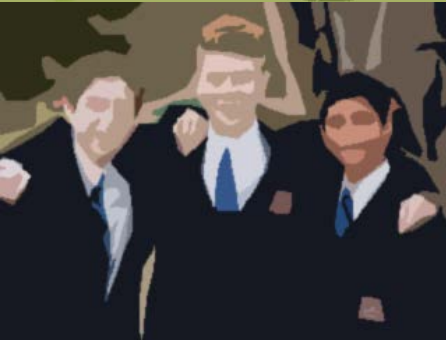
## Personal Learning Plan (cont.)

- Final product: folio (moderated by the SACE Board)
- If student does not achieve minimum C grade requirement, they will need to repeat this requirement





# SACE Requirements



## Personal Learning Plan (cont.)

- Parents – get involved! This subject is interesting/different/fun/challenging
- Students need to discuss their thoughts and decisions with you





# SACE Requirements

## Literacy and Numeracy (compulsory)

- Stage 1, 20 credits Literacy – from a range of English subjects or courses
- Stage 1, 10 credits Numeracy – from a range of mathematics subjects or courses.
- Literacy and Numeracy incorporated within all subjects
- If student does not achieve minimum C grade requirement, they will need to repeat this requirement






# SACE Requirements

## Research Project (compulsory)

- Stage 2, 10 credits
- In-depth study of topic of interest
- Research and presentation skills
- 70% internal assessment, 30% external
- Students negotiate topic with teacher
- Can be used for ATAR (Australian Tertiary Admission Rank)
- Must achieve minimum C<sup>-</sup> grade

# SACE Requirements

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

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

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



# At Prescott College Southern...



- **Year 10:**  
**20 Stage 1 credits** (PLP, Religion Studies)



- **Year 11:**  
**120 Stage 1 credits** (incl. 20 credits English,  
10 credits Maths)  
**10 Stage 2 credits** (Religion Studies)



- **Year 12:**  
**90 Stage 2 credits** (incl. 10 credits Research  
Project)

**TOTAL: 240 credits**

# Other key components of SACE

The SACE assists students to:

- develop capabilities needed for life and work in the twenty-first century
  - Communication
  - Citizenship
  - Learning
  - Personal Development
  - Work





# SACE Assessment

- Each grade (from A to E) in each SACE subject has a 'performance standard', describing the type of work that will receive that grade
- A student's SACE work is assessed against these standards
- The standards are the same around the state
- They help students understand the reasons behind their grades, and how to improve



# Performance Standards for the Stage 1 Personal Learning Plan



	Understanding the Capabilities	Developing Personal and Learning Goals	Reflecting on Learning
<b>A</b>	Clearly explains understanding of the five capabilities, with insightful and detailed examples.	Clearly identifies personal and learning goals and purposefully explores them in detail. Develops a range of effective strategies to achieve them.  Effectively develops the selected capability or capabilities relevant to achieving his or her goals, in well-planned, insightful, and/or creative ways.  Interacts purposefully with others to identify and refine goals.	Clearly evaluates personal and learning goals and gives insights into the effectiveness of strategies to achieve them.  Reflects on the development of the selected capability or capabilities, with insights into how this helps to achieve his or her goals.
<b>B</b>	Explains understanding of the five capabilities, with some detailed examples.	Identifies personal and learning goals and explores them in some detail. Develops some effective strategies to achieve them.  Develops the selected capability or capabilities relevant to achieving his or her goals, in a way that is mostly effective, and generally organised or creative.  Generally interacts effectively with others to identify and refine goals.	Reflects on personal and learning goals, with some evaluation of the effectiveness of strategies to achieve them.  Reflects on the development of the selected capability or capabilities, with some ideas about how this helps to achieve his or her goals.
<b>C</b>	Gives some explanation of what the five capabilities are, with brief examples.	Identifies personal and learning goals and explores some aspects of these goals. Develops at least one effective strategy to achieve them.  Develops the selected capability or capabilities relevant to achieving his or her goals, in a way that has some effectiveness, and some organisation or creativity.  Interacts with others to identify and make some refinement to goals.	Describes personal and learning goals, with some reflection on the effectiveness of the strategy or strategies to achieve them.  Reflects on the development of the selected capability or capabilities, with an idea about how this helps to achieve his or her goals.
<b>D</b>	Describes some, but not all, of the capabilities, with limited examples.	Identifies one or more personal or learning goals and locates some information that may be relevant to the goal(s). Describes aspects of a possible strategy that may help to achieve the goal(s).  Develops an aspect of the selected capability or capabilities, with partial effectiveness. The relevance to the goal(s) may not be clear.  Interacts with others with limited effectiveness, to talk about possible goals.	Describes one or more personal or learning goals with some recount of learning in the subject.  Describes own participation in an activity to develop the selected capability or capabilities, with a vague link to goals.
<b>E</b>	Attempts to describe at least one of the capabilities.	Identifies a personal or learning goal without any realistic strategies to achieve it. Attempts to locate information that may be relevant to the goal.  Attempts to develop an aspect of the selected capability or capabilities, with limited effectiveness or relevance to the goal.  Gives limited responses to questions from others about possible goals.	Gives limited responses to questions about learning in the subject.  Gives limited responses to questions about own participation in an activity to develop the selected capability or capabilities. Makes a superficial statement about a selected capability in attempting to identify a link to a goal.



# SACE Assessment

- Stage 1: A - E for every subject
- Stage 1: 100% school assessed
- Stage 2: A<sup>+</sup> - E<sup>-</sup> for every subject
- Stage 2: 70% moderated teacher assessment, 30% external assessment

# Flexible pathways

- The SACE is flexible, and caters for learning both in and outside school
- Students can combine study and part-time work, a traineeship or school-based apprenticeship
- Students can receive credit for SACE subjects, vocational education and training (VET) and other community learning.





# Recognition of Other Learning

- Vocational Education and Training
  - TAFE or other RTOs
  - Units of competency
  - Training contributes to Certificate awards
- School-based Apprenticeships and Traineeships
- Number of SACE Credits for VET are listed on the SACE VET Recognition Register
- Community Learning



# Community Learning

- Self-directed Programs
- Community-developed Programs
- [www.sace.sa.edu.au/subjects/recognised-learning](http://www.sace.sa.edu.au/subjects/recognised-learning)
- Up to 80 credits can count towards SACE
- Doesn't count towards ATAR/TAFE score



**A**ustralian  
**M**usic  
**E**xaminations  
**B**oard



# Eligibility for University Entrance 2013 and beyond...

- Complete the SACE
- Complete at least 80 credits at Stage 2
  - Including 3, 20-credit Tertiary Admissions Subjects (TAS)
- Prerequisite requirements
- Comply with “counting restrictions” and “precluded combinations”
- Obtain an Australian Tertiary Admission Rank (ATAR)

# The Australian Tertiary Admission Rank (ATAR)

- A measure of a student's overall achievement in the SACE compared with other students
- Used by universities in the selection of school leavers for a place in university courses
- Ranges from 0 to 99.95








# Calculating the ATAR 2013 - Current

More than one way to calculate (will receive whichever is the highest ATAR)

1. Scores from 4, 20-credit TAS (80 credits of Stage 2 subjects)

OR...

# Calculating the ATAR 2013 - Current

- 
2. Scores from 3, 20 credit TAS (60 credits of Stage 2)

Plus any two of the following:

- Half the score of a 4th, 20 credit TAS/Recognised Studies
- The half-year (10 credit) Research Project B\*
- The half-year (10 credit) Religion Studies (Year 11)
- A half-year (10 credit) TAS/Recognised Studies
- Another half-year (10 credit) TAS/Recognised Studies

# Changes to the ATAR calculations for 2016

## How your university aggregate is calculated

**60**  
Three 20 credit scores



**30**  
Final 30 credits -  
flexible option

Your scaled scores from three 20 credit Tertiary Admissions Subjects (TAS) are used.

Normally, 10 credit subjects do not count towards this requirement but some 10 credit subjects in the same subject area, when studied in pairs, can substitute for a 20 credit subject. These are called valid pairs. Such subjects are identified in the table on pages 49 – 67.

Your score for the flexible option is the best 30 credits of scaled scores or scaled score equivalents from:

- > the scaled score of a 20 credit TAS;
- > half the scaled score of one or more 20 credit TAS;
- > the scaled score of one or more 10 credit TAS;
- > scaled score equivalents for Recognised Studies to the value of 10 or the maximum of 20 credits.

**Your university aggregate is the best possible score calculated from the above**

**Taken from the 2013 SATAC Guide**





# Special Provisions in Curriculum and Assessment

- Used when capacity for student to participate in an assessment is adversely affected in a significant way by illness, impairment or personal circumstances
- Variety of provisions available
- Documentation required
- Students negotiate changes to assessment with their teachers

# Further information



South Australian Certificate of Education

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**2014 Research Project and Research Practices**


Between February and May 2013 the SACE Board worked with the three schooling sectors, teachers and school leaders to develop revisions to the Stage 2 Research Project and to draft a new Stage 1 subject. The SACE Board has formally accredited the subject outlines for teaching in 2014.

**Language subject minisites - now available**


Access the draft subject outlines:

- [Stage 1 Research Practices Subject Outline](#)
- [Stage 2 Research Project A Subject Outline](#)
- [Stage 2 Research Project B Subject Outline](#)


**Clarifying forums**




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Info about all SACE subjects and courses  
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**Students and Families**  
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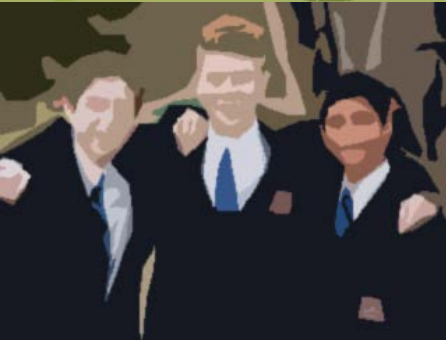
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