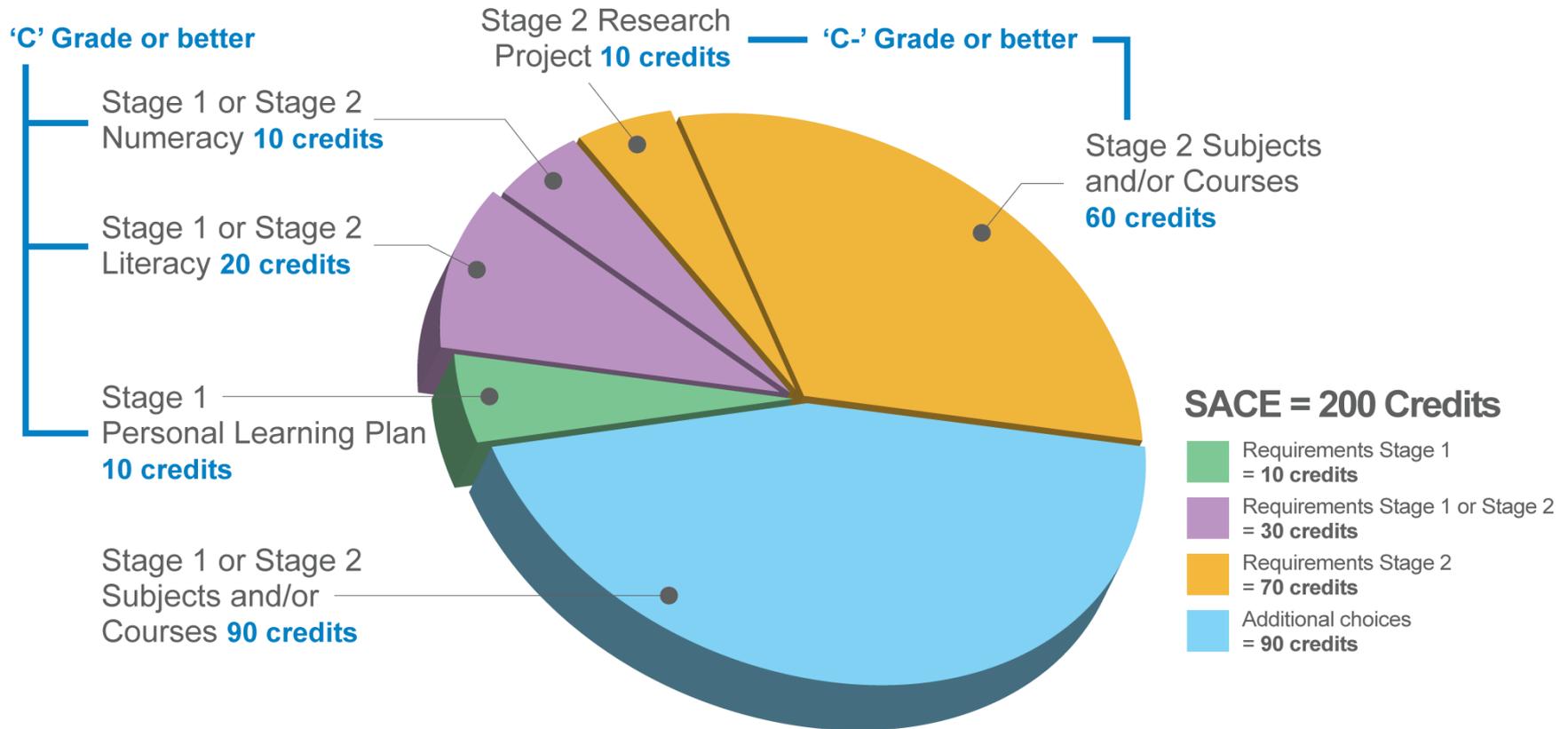


**Welcome to the 2017
Stage 2 SACE & Post-school
Information Session
for Year 11 Students**

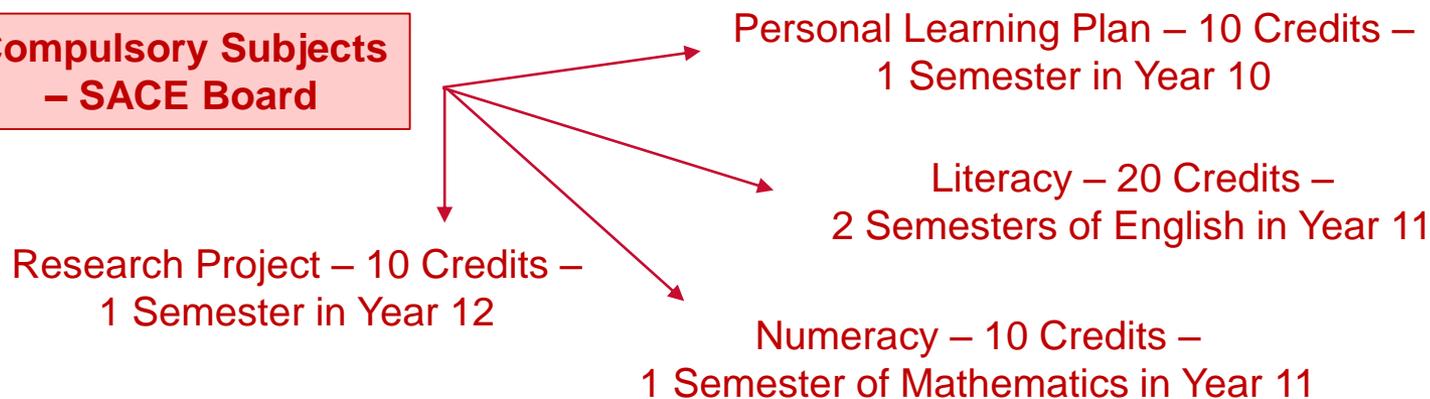
The SACE Curriculum Pattern for all Schools in SA



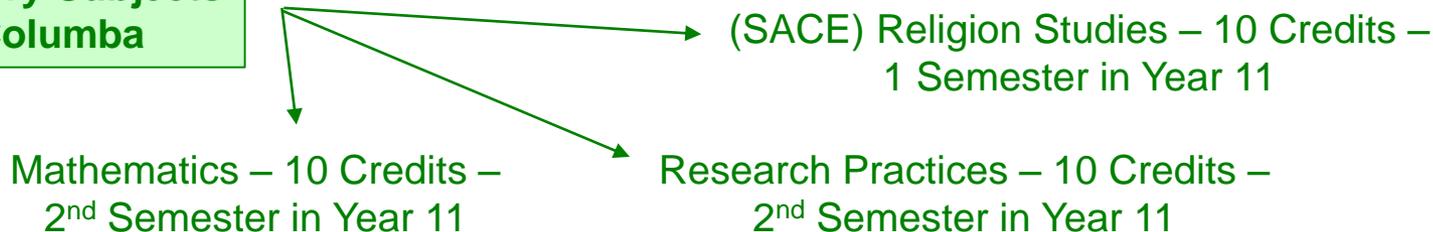
- ◆ While this design applies to all schools, outside of the compulsory subjects students will achieve the SACE in different ways depending on their circumstances and on the expectations of their school.
- ◆ In many schools students will achieve more than 200 credits in completing the SACE.

The SACE Curriculum Pattern at St Columba

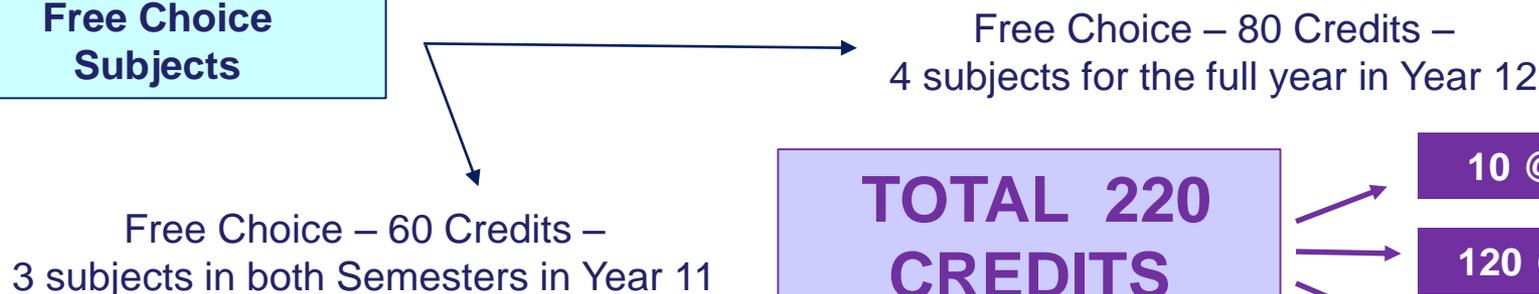
Compulsory Subjects – SACE Board



Compulsory Subjects – St Columba



Free Choice Subjects



TOTAL 220 CREDITS

- 10 @ Year 10
- 120 @ Year 11
- 90 @ Year 12

What grades are required to achieve the SACE?

Compulsory Subjects – SACE Board

Personal Learning Plan – 10 Credits –
1 Semester in Year 10

Literacy – 20 Credits –
2 Semesters of English in Year 11

Research Project – 10 Credits –
1 Semester in Year 12

Numeracy – 10 Credits –
1 Semester of Mathematics in Year 11

At a
minimum
C level @
Stage 1

At a
minimum
C – level
@ Stage 2

Compulsory Subjects – St Columba

(SACE) Religion Studies – 10 Credits –
1 Semester in Year 11

Mathematics – 10 Credits –
2nd Semester in Year 11

Research Practices – 10 Credits –
2nd Semester in Year 11

Free Choice Subjects

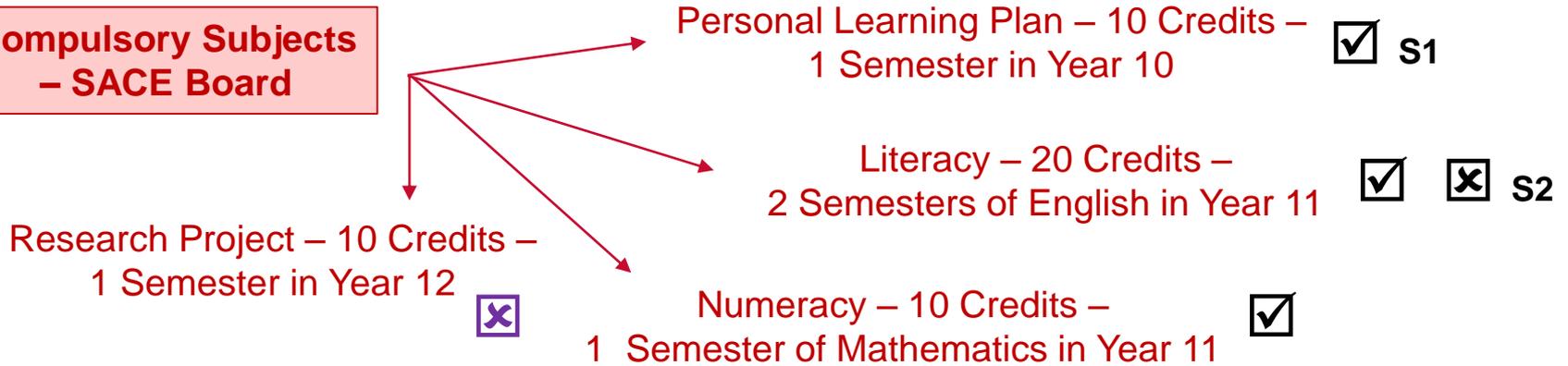
Free Choice – 80 Credits –
4 subjects for the full year in Year 12

Free Choice – 60 Credits –
3 subjects in both Semesters in Year 11

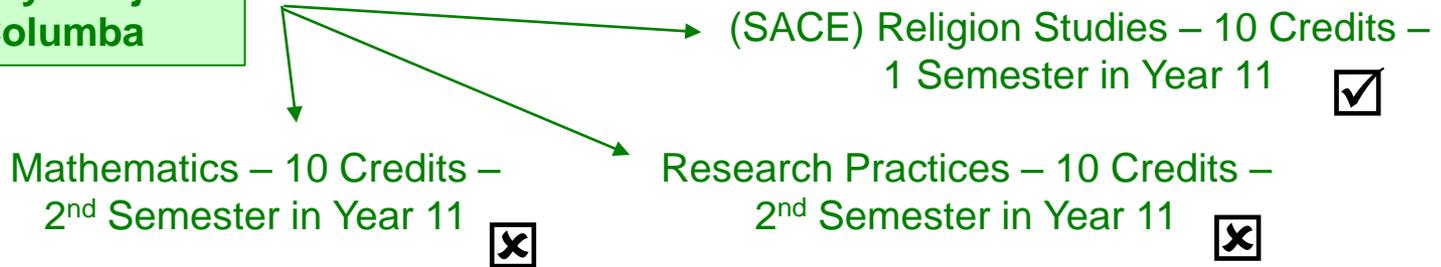
At a Minimum C –
level @ Stage 2 in
three subjects

Where are we up to in the SACE?

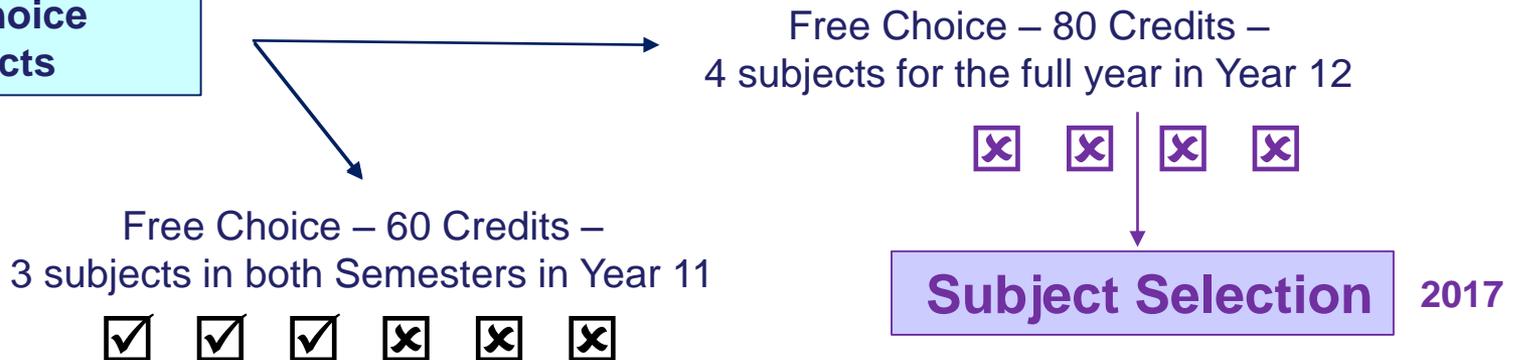
**Compulsory Subjects
– SACE Board**



**Compulsory Subjects
– St Columba**



**Free Choice
Subjects**



How are Stage 2 Subjects different to Stage 1?

- ◆ In Stage 2 you will be graded on the 15pt, **A+ to E-** scale for **both** SACE and School Grades.
 - ◆ Teachers assess 70% of students work (**School Assessment**) and the SACE Board the remaining 30% (**External Assessment**).
 - ◆ Student work that has been school assessed from every school in every subject is sent to the SACE Board at the end of the year to check assessment standards (**Moderation**).
 - ◆ Grades can be adjusted (up and down) as a result of this process.
 - ◆ The format of each External Assessment is subject dependent. They can be written or oral examinations, investigations or performances.
 - ◆ Entry into each Stage 2 subject at St Columba is based on two factors:
 - completion of specific (**pre-requisites**) subjects in Stage 1.
 - A minimum C (**School Grade**) for one or both semesters of the pre-requisite subject(s).
-

The SACE recognises and awards credit for learning that takes place outside the traditional school environment.

For example:

- ♦ **Vocational Education & Training (VET):** hands-on learning by a training organisation including learning on-the-job skills in a workplace setting.
 - Students can gain up to 150 of their 200 credits at Stage 1 and/or Stage 2.
 - Can finish with a formal qualification that provides a ‘head start’ to further training after finishing school.
 - Students are eligible for an ATAR if they complete a Certificate III course.
- ♦ **Community Learning:** recognises students’ participation and learning by their involvement with community/service organisations or their own private training outside of school.
 - Examples include CFS Training, Surf Lifesaving, Duke of Edinburgh Awards, Music exams, playing sport at an elite level, acting in a Drama production, gaining a pilot’s licence.
 - Up to 90 credits can be awarded at Stage 1 or 2 by participation in this type of learning.

Stage 2 and study beyond school - University

- ◆ Students who **successfully complete** the SACE at Stage 2 are awarded a **University Aggregate** which is used to determine their **ATAR – Australian Tertiary Admission Rank**.
- ◆ An ATAR can range from 0 to 99.95 and are used by universities to select students for their courses.
- ◆ Each Undergraduate course at a university has an minimum ATAR and may have pre-requisite Stage 2 subjects that must contribute to the ATAR.
- ◆ A student's University Aggregate out of 90 is calculated from
 - The scaled scores from three 20 credit **Tertiary Admissions (SACE) Subjects (TAS)**.
 - The final 30 credits (known as the flexible option) is calculated from the best value from combination of two or more the following options:
 - The scaled score of a fourth 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.

**Most likely
St Columba option
Research Project**

ALL subjects available to you at Subject Selection are 20 credit TAS Subjects!

- ◆ Students who **successfully complete** the SACE at Stage 2 are awarded a **TAFE Selection Score (TSS)**.
- ◆ The TAFE Selection Score is used for entry into competitive Certificate IV and higher level courses.
- ◆ Each competitive course has an minimum TSS and may have pre-requisite Stage 2 subjects that must contribute to the score.
- ◆ A student's TAFE Selection Score out of 60 is calculated from
 - The scaled scores from two 20 credit **Tertiary Admissions (SACE) Subjects (TAS)**.
 - The final 20 credits can be calculated from the best outcome from either:
 - The score of a third 20 credit TAS, or any two of the following ...
 - Half the score of another 20 credit TAS or Recognised Studies,
 - The score of a 10 credit TAS or Recognised Studies
 - The score of another 10 credit TAS or Recognised Studies

**Most likely
St Columba
options**

- ◆ While University Aggregates, ATARs, and TAFE Selection Scores are based on scores calculated from Cross Subject Scaling **no-one can predict the effects of scaling** from year to year or subject to subject.
- ◆ Subject Selection should not be based on **perceptions** or **previous experiences** of scaling.
- ◆ Scaling is **unique** to each student and is based on **their** achievements in **their** specific combination of subjects.
- ◆ **We know scaling has a reduced impact on very poor results and the closer a subject grade is to an A+ regardless of the subject.**
- ◆ The only conclusion that can be made in regard to **scaling** is that it **shouldn't be used to inform subject selections**. You should select those subjects in which you will be most successful and are required for your specific post school study options.

A final important note for students considering University courses interstate.

Many interstate universities have very different pre-requisites to our SA universities. Many expect completion of **English** at Stage 2 ... and not just for Arts or Humanities degrees.

For example, Stage 2 English is a pre-requisite for an Undergraduate Science degree at Monash University in Melbourne but Maths study isn't.

Where to from Year 12?

Where is your 'exit' from St Columba going to take you?

EMPLOYMENT? UNIVERSITY? TAFE?

What do we know about careers and employment in the 21st Century?

A career, today and in the future, is likely to involve:

- ◆ constant and frequent change ...due to advances in science, medicine, IT, technology, engineering etc. and the changing nature of our world; the environment, emerging economies, increasing world population, a focus on sustainability etc. will create professions that don't currently exist in the workforce.
- ◆ workers having a number of different occupations in their working life.
- ◆ working for a number of different organisations, industries or employers.
- ◆ different models of work arrangements; full-time, part-time, contracts, self employment etc.
- ◆ workers being able to demonstrate new combinations of multi-disciplinary (types, branches) knowledge, skills, understandings and technologies.
- ◆ workers as life-long learners, both formal (further/new study) and informal (self -directed)



Where to from Year 12?

To build a career you will need to:

- ◆ Know your interests and talents and be prepared to develop and expand on them.
- ◆ Have a vision for your future; *who do you want to be, what are your goals in life, what life style do you want for yourself and your future family, what will give you satisfaction in your work-life?*
- ◆ Discipline yourself to master new sets of skills so that you have more choices in a climate of rapid change.
- ◆ Learn to observe and understand the patterns in the working world, so that you can anticipate future trends and ride the 'crest of the wave'.
- ◆ Take responsibility for your 'future'
Not knowing exactly what you want to do after graduating from St Columba now is ok, doing nothing to bring change to this situation isn't!
- ◆ Be **strategic in your career planning** ... gather as much information as you can so that *choices you make are informed, provide you opportunity for success and place you on a pathway to achieve your vision and goals.*



Resources include;

- ◆ **'Myfuture'** website – provides information about career planning and training options for Australian jobs.
<https://www.myfuture.edu.au>
- ◆ **'Skillsroad'** website – provides similar information to that offered by myfuture.
<https://www.skillsroad.com.au>
- ◆ **SATAC** (SA Tertiary Admissions Centre) provides detailed information about course details and entry requirements for TAFE SA and the three Universities in SA

Publications include**SATAC Guide to undergraduate courses in 2017**

....**Tertiary Entrance 2017, 2018, 2019** ... both are available at the College.

- ◆ **University Websites** ... Adelaide University – www.adelaide.edu.au
Flinders University – www.flinders.edu.au
University of Sth Australia – www.unisa.edu.au
- ◆ **TAFE SA Website** ... www.tafesa.edu.au



Resources for Strategic Career Planning

Resources include;

- ◆ Attend **2016 University and TAFE Open Days**

Adelaide: **Sunday 14 Aug** www.adelaide.edu.au/openday

Flinders: **Friday 12 & Sat 13 Aug** www.flinders.edu.au/open-days

Uni SA: **Sunday 14 Aug** (City West & City East) www.unisa.edu.au/openday

TAFE: Adelaide College of the Arts (Light Square): **Sunday 14 Aug**
.... www.tafesa.edu.au/Adelaide-college-of-the-arts

- ◆ **Ask Questions** speak to your ...

- Subject Teachers
- Mentor Teacher(s)
- Faculty Leaders
- Subject Selection Mentor
- Mr Dowling (Director of SACE)
- Mr de Jager
- Parents/Caregivers

