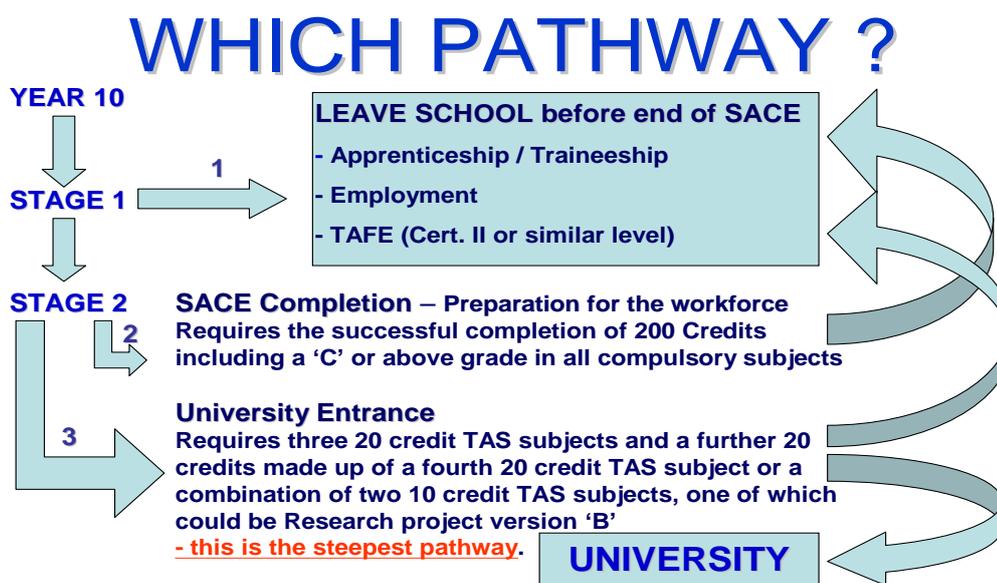


SECTION 2

General SACE Information

In this booklet you will find information about subjects, advice on how to select subjects, details of the required study 'pattern' and more.

On considering future pathways, the following chart may be useful. It is important to remember to keep options open for further study, as students often find they may change direction after investigating careers on the Careers Trip (Year 10), through study of the Personal Learning Plan (Stage 1) subject, after Work Experience or contact with other people in a particular field of study or work.



YEAR 10 – AUSTRALIAN CURRICULUM

Year 10 students undertake study in the core subjects of: English, Mathematics, Science, History and Geography. These subjects are compulsory, based on the Australian Curriculum and are assessed against the Achievement Standards for Year 10. There are generally 5 lessons per week of each of the core subjects for 2 semesters.

Year 10 Physical Education is a core subject that runs in semester 1 and is compulsory for all students.

In Mathematics, students may choose to study the Australian Curriculum Standard Year 10 Maths course which has a focus on application of mathematical concepts in everyday life or Maths 10A, which has a focus on preparation for further mathematics study. Both mathematics subjects are assessed against the Australian Curriculum Achievement standards for Year 10. However, Maths 10A is recommended for students intending to study Mathematical Methods or Specialist Mathematics at Stage 2. Year 10 Maths is recommended for students intending to study a general maths course at Year 11.

Students are able to choose 3 elective subjects over the course of the year. Each elective subject has 4 lessons per week and runs for one semester. The elective subjects that run in any given year are determined by student choices. Please be aware that in some years, due to demand, some subjects will not run.

The elective subjects are: Agriculture A, Agriculture B, Art, Design, Drama, Home Economics, Digital Technology, Music, Physical Education (Semester 2 only), Technical Studies A, Technical Studies B

Students undertake study of the Personal Learning Plan in Year 10. This is the first subject students will complete of the South Australian Certificate of Education (SACE) which is awarded to students completing a series of subjects. Students generally achieve their SACE after Year 12 or 13.

PERSONAL LEARNING PLAN

Stage 1 of the SACE begins with the Personal Learning Plan in Year 10. The Personal Learning Plan helps students to plan for their future including:

- Choosing the right SACE subjects and study options for their future plans
- Setting personal and learning goals
- Identifying strengths and interests
- Looking at different career paths and choices
- Gaining skills for future study and employment – planning and research.

The Personal Learning Plan is worth 10 credits. As this is a compulsory subject, each student needs to gain a C grade or better to achieve the SACE (see next section for further information).

SACE (STAGE 1 & 2) COURSE INFORMATION

WHAT IS THE SACE?

Students who successfully complete their senior secondary education are awarded the South Australian Certificate of Education (SACE). The SACE is an internationally recognised qualification that paves the way for young people to move from school to work or further training and study. A new SACE based on the Australian Curriculum has been progressively introduced to ensure that students gain the skills they need for the future, as citizens and employees.

The certificate is based on two stages of achievement: Stage 1 (normally undertaken in Year 11) and Stage 2 (Year 12).

Throughout the SACE, students build seven key capabilities:

Literacy, Numeracy, Information and Communication technology, critical and creative thinking, personal and social, ethical understanding and intercultural understanding.

HOW DO STUDENTS GET THE SACE?

To gain the SACE, students complete about two years of full-time study. There are two stages:

- Stage 1, which most students do in Year 11
- Stage 2, which most students do in Year 12.

Each subject or course successfully completed earns 'credits' towards the SACE, with a minimum of 200 credits required for students to gain the certificate. 10 credits is generally equivalent to one semester of study and 20 credits is generally equivalent to two semesters of study.

Students receive a grade from A to E for each Stage 1 subject and A+ to E- at Stage 2. For compulsory subjects, they will need to achieve a C grade or higher to achieve their SACE.

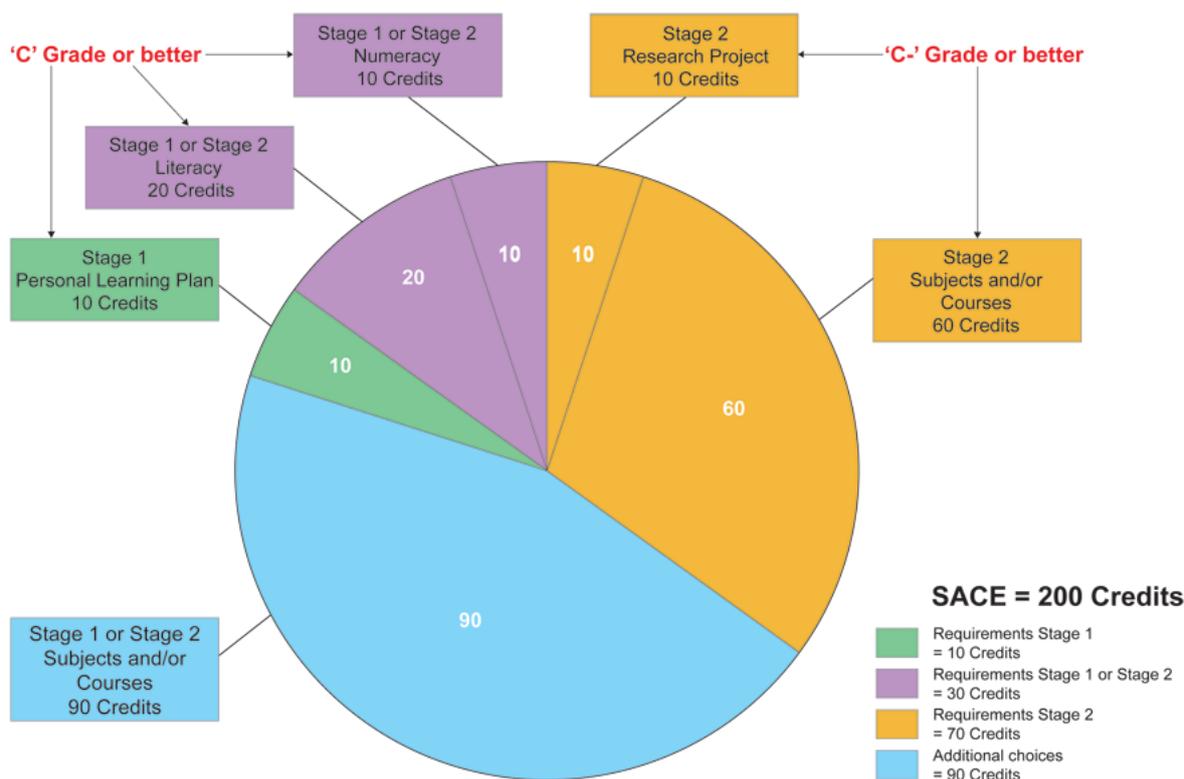
The compulsory subjects are:

- Personal Learning Plan (10 credits at Stage 1)
- Literacy – at least 20 credits from a range of English subjects or courses (Stage 1) - recommended
- Numeracy – at least 10 credits from a range of mathematics subjects or courses (Stage 1)
- Research Project – an in-depth major project (10 credits at Stage 2)
- Other Stage 2 subjects or courses totalling at least 60 credits.

The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or Board-recognised courses (such as Vocational Education and Training (VET) or community learning) of a student's choice.

Most students will complete subjects or courses worth more than 70 credits at Stage 2. Students need to gain 90 credits at Stage 2 to be eligible for an ATAR. On the next page is a chart showing the plan for all Year 10, 11 and 12 students.

SACE CREDITS



RESEARCH PROJECT

The Research Project is a compulsory Stage 2 subject, worth 10 credits. Students need to gain a C- grade or better in the Research Project to achieve the SACE.

The Research Project gives students the opportunity to study an area of interest in depth. It allows students to use their creativity and initiative, while developing the research and presentation skills they will need in further study or work.

The Research Project can take many forms, for example:

- Community-based projects
- Technical or practical activities
- Work-related research
- Subject-related research.

Students receive a result in one of two forms:

- Research Project A, with an external assessment that may be undertaken in a range of formats
- Research Project B, with an external assessment that must be written. At BCDS, we recommend the Research Project B for most students.

UNIVERSITY AND TAFE ENTRY FROM 2014

University and TAFE entry requirements are available from the South Australian Tertiary Admissions Centre (SATAC) and are detailed in its booklet *Tertiary Entrance in South Australia and the Northern Territory*.

Students receive information on courses, and apply for SATAC admission late in term 3 of each year.

UNIVERSITY ENTRY

In brief, students applying for university entry in 2019 and beyond must:

- Complete the SACE.
- Complete at least 80 credits of SACE Stage 2 subjects of which at least 60 credits must be 20-credit Tertiary Admissions Subjects (TAS). For details of the remaining 20 credits, see the SATAC tertiary entrance booklet.
- Complete any prerequisite subject requirements for their chosen university course.
- Obtain a Australian Tertiary Admissions Rank (ATAR).

The ATAR will only be calculated using results from a student's best three years of Stage 2 SACE studies.

TAFE ENTRY

Completion of the SACE can meet the Minimum Entry Requirements for most of TAFE SA's courses. TAFE also considers a variety of other qualifications in its entry and selection processes.

Minimum Entry Requirements differ according to the level of the TAFE course.

For Certificate I level courses there are no Minimum Entry Requirements.

For entry to Certificate II level courses students must:

- Meet a literacy standard by successfully completing 20 credits of Stage 1 English, or the equivalent.
- Meet a numeracy standard by successfully completing 10 credits of Stage 1 Mathematics, or the equivalent.

For entry to Certificate III and higher students must achieve the SACE and obtain a TAFE Selection Score. To gain a TAFE Selection Score students must:

- Have completed 60 credits of Tertiary Admissions Subjects, or 40 credits of Tertiary Admissions Subjects and 20 credits of Recognised Subjects.
- Comply with rules regarding precluded combinations (two subjects are considered a precluded combination if they are defined by TAFE SA as having significant overlap in content – check the SATAC tertiary entrance booklet for details).

There are other ways to meet Minimum Entry Requirements for Certificate II and above. For full details go to www.tafe.sa.edu.au/selectionguide

COMMUNITY LEARNING

Community Learning is a recognition process that enables students to earn SACE credits for learning undertaken in the community. Community learning enables a student's learning in a non-formal and/or non-accredited program to contribute towards the South Australian Certificate of Education (SACE).

The SACE Board recognises two kinds of community learning:

1. *Community-developed Programs*

Many community organisations develop and accredit their own programs, and many of these are eligible for recognition towards the SACE. Examples of such programs include Australian Music Examinations Board, the State Emergency Service, and the SA Country Fire Service.

Community organisations may apply to have their community-developed programs considered for recognition towards the SACE.

2. *Self-directed Community Learning*

Individual students participate in a range of programs or sets of activities that are not formally accredited. Examples of such programs include taking care of a family member, volunteering for a community project, taking a leadership role in the workplace and sporting commitments at an elite, coaching or officiating level.

Students need to provide evidence of their learning for assessment so that the SACE Board can recognise these kinds of community learning.

The eight areas of community activity that provide the framework for community learning in the SACE are:

- Community Development
- Independent Living
- Performance
- Recreation Skills & Management
- Self-development
- Sports Skills & Management
- Volunteering
- Work Skills & Career Development

Students can accumulate up to 80 SACE credits of community learning towards the completion requirements of the SACE at Stage 1 and/or 2 level. However, students cannot count the same community learning more than once towards SACE completion. Students are responsible for completing an application for recognition of approval to the SACE Coordinator of their school, who can arrange for an interview to verify this learning.

VOCATIONAL EDUCATION AND TRAINING

Vocational Education and Training (VET) is education and training that gives students skills and knowledge for work. VET operates through a national training system, and is delivered, assessed and certified by Registered Training Organisations.

The recognition arrangements for VET in the SACE will enable students to include more vocational education and training (VET) in their SACE studies. These recognition arrangements help students to build coherent pathways in the SACE through VET, and encourage students to complete, or make significant progress towards completing VET qualifications while completing the SACE.

CREDITS

Students can gain SACE credits for the successful completion of VET qualifications or units of competency that make up a qualification. A student will earn 10 SACE credits for the successful completion of 70 nominal hours of VET, up to the maximum number of credits allocated to each qualification. A student will earn 5 SACE credits for the successful completion of 35 nominal hours of VET.

The VET Recognition Register lists the maximum and minimum number of SACE credits allocated to each qualification. Please consult the SACE website for further information.

VET PATHWAYS AT BCDS

At BCDS, there are 4 main ways students can undertake VET studies as part of their SACE. If you are interested in a VET Pathway, please arrange a meeting with the 8-12 Coordinator.

1. Trade Training Centre
2. Trade Schools for the Future
3. Enrolling in an Training Guarantee for Secondary Students recognised course (TGSS)
4. Short Courses & Tasters

TRADE TRAINING CENTRE

The Federally funded Trade Training Centre is fully integrated within the SA Department of Education and Child Development (DECD). Students can apply for funding to support their study through the Training Guarantee for Secondary Students (TGSS) in approved courses.

The Pichi Richi Trade Training Centre initiative will enable students to access training in the areas of Construction ('Wet Trades'), Rural Operations, Resources, Engineering/Automotive and cookery. The Trade Training Centre is formed by a consortium comprising Quorn Area School, Orroroo Area School, Booleroo Centre District School, Port Augusta Secondary School, Hawker Area School and Leigh Creek Area School; TafeSA and the Pichi Richi Railways Preservation Society.

The Flinders District Regional Trade Training Centre initiative will enable the further development of skills delivery across the key industry areas of Construction, Rural, and Resources & Engineering/Automotive in our region. From 2012 the infrastructure has been in place to deliver training including Automotive and Engineering at Port Pirie, Engineering & Metal Fabrication at Jamestown and Primary Industries at Gladstone. Currently the Construction Industry Training Board supports the Doorways 2 Construction program [D2C] which promotes trades skills training in conjunction with local communities. This is available from Gladstone High School.

Courses are available at John Pirie Secondary School and TafeSA in Port Pirie. However, students from the entire region are able to access a variety of high skill vocational training (Certificate 2 & 3) in their home school, by travelling between sites, and by targeted innovative application of e-training.

AUSTRALIAN SCHOOL BASED APPRENTICESHIPS & TRAINEESHIPS - TRADE SCHOOLS FOR THE FUTURE

Trade Schools for the Future provides curriculum and structural support to promote vocational training and the facilitation of Australian School-based Apprenticeships. Liaison with industry is a key role of the Apprenticeship Broker. Trade Schools for the Future network between schools and industry to promote cooperative learning opportunities.

Apprenticeships and Traineeships are available in a range of careers. They are binding industrial contracts between the employer and the employee requiring the employer to train the employee on the job while they are earning a training wage. A school-based apprenticeship/traineeship combines school with on the job training under such a contract.

The school based trainee/apprentice is required to complete the compulsory parts of the SACE as well as the requirements of an industrial standard certificate in their chosen career. If both sets of requirements are met, then the trainee is awarded their SACE and a Certificate toward their chosen career.

Some points to note:

- An employer is a requirement. This may be either a member of the family or an outside individual / business.
- Where possible, the student needs to find his or her own employer.
- The employer does not have to be local, however, the student must independently arrange travel to their place of work.
- Students are paid a wage depending on the apprenticeship. Part of this cost is met by the government.

The following training in School-Based Apprenticeships is currently, or has recently been delivered, to students at BCDS:

- Building/Construction (carpentry)
- Agriculture
- Health Services
- Children's Services
- Retail
- Hospitality & Cookery
- Business & Finance
- Automotive, including Cavpower program
- Butchery
- Hairdressing
- Engineering

ENROLLING IN TRAINING GUARANTEE FOR SECONDARY STUDENTS (TGSS)

You have the opportunity to enrol in a secondary school vocational program that:

- Provides credit towards some or all of the following SACE: Stage 1 and Stage 2, English subjects, Maths subjects, Personal Learning Plan, and Research Project. *Ask your subject counsellor for more information about opportunities in your school or region.*
- Provides credit towards a recognised VET qualification. In TGSS students have an opportunity to complete the whole qualification. This can lead to shorter time spent in an apprenticeship or training post-school.
- Can provide pathways into the following: apprenticeships, traineeships, further education or training, and direct employment.
- Focuses on existing and emerging industry areas where there are skills shortages
- Provides practical vocational experiences, including time spent in workplaces, builds skills and understanding of the industry, career development skills and vocational literacy and numeracy skills.
- Current students are involved in the Nursing Pathways program, and Certificates in Children's Services and Aged Care.

SHORT COURSES AND TASTERS

From time to time, courses may be offered to students that are of a short duration (one to several days). Recently students have been offered ETSA Taster courses and Chemical Certification courses. These courses are advertised through the school newsletter and daily notices.