



MERCEDES COLLEGE

Year 12 SACE and
IB Diploma pathways

The International Baccalaureate Diploma Programme

Marc Whitehead

IB Diploma Coordinator



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Structure

- Year 12
- 6 Subjects (Anticipated = 5)
 - 3 Higher Level (HL)
 - 3 Standard Level (SL)
- Extended Essay (EE)
- Creativity, Activity and Service (CAS)
- Theory of Knowledge (TOK)





Key decisions and questions

- Which subjects to study at Higher Level (HL)
 - Choose subjects that you are passionate about
 - Use assessment grades to help inform areas that you excel at
 - Do your research and think about the subjects that will aid your university studies





Key decisions and questions

- Informed by Grades

Subject	Grade	Level
English	6	HL
French Anticipated	6	SL
Economics	5	HL
Biology	5	SL
Maths	2	SL
Music	7	HL
TOTAL	31	PASS

- Engineering Pathway

Subject	Grade	Level
English	7	SL
French Anticipated	3	SL
Economics	7	SL
Physics	7	HL
Maths	7	HL
Chemistry	6	HL
TOTAL	37	PASS





The difference between high and standard level

Higher Level	Standard Level
240 Hours	150 Hours
Some subjects have more challenging concepts as an addition	Some subjects are designed with less challenging concepts in mind.
Extra Examinations or Assessments to complete	Assessments and Examinations may be shorter in length

Many aspects of Higher Level and Standard Level are the same. Talk with subject teachers to understand the similarities and differences.





Why there are levels

- IB philosophy is that it's preparing you for past your high school education
- HL was created in preparation for university, not only to achieve well in secondary school
- IB fosters a philosophy of 'lifelong learning'
- Courses are designed to set you on a longer journey past the need to solely pass or gain a high ATAR
- IB Diploma aims to bridge the gap between school and university



South Australian Certificate of Education (SACE)

Ben Price

SACE Coordinator



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Requirements of the SACE

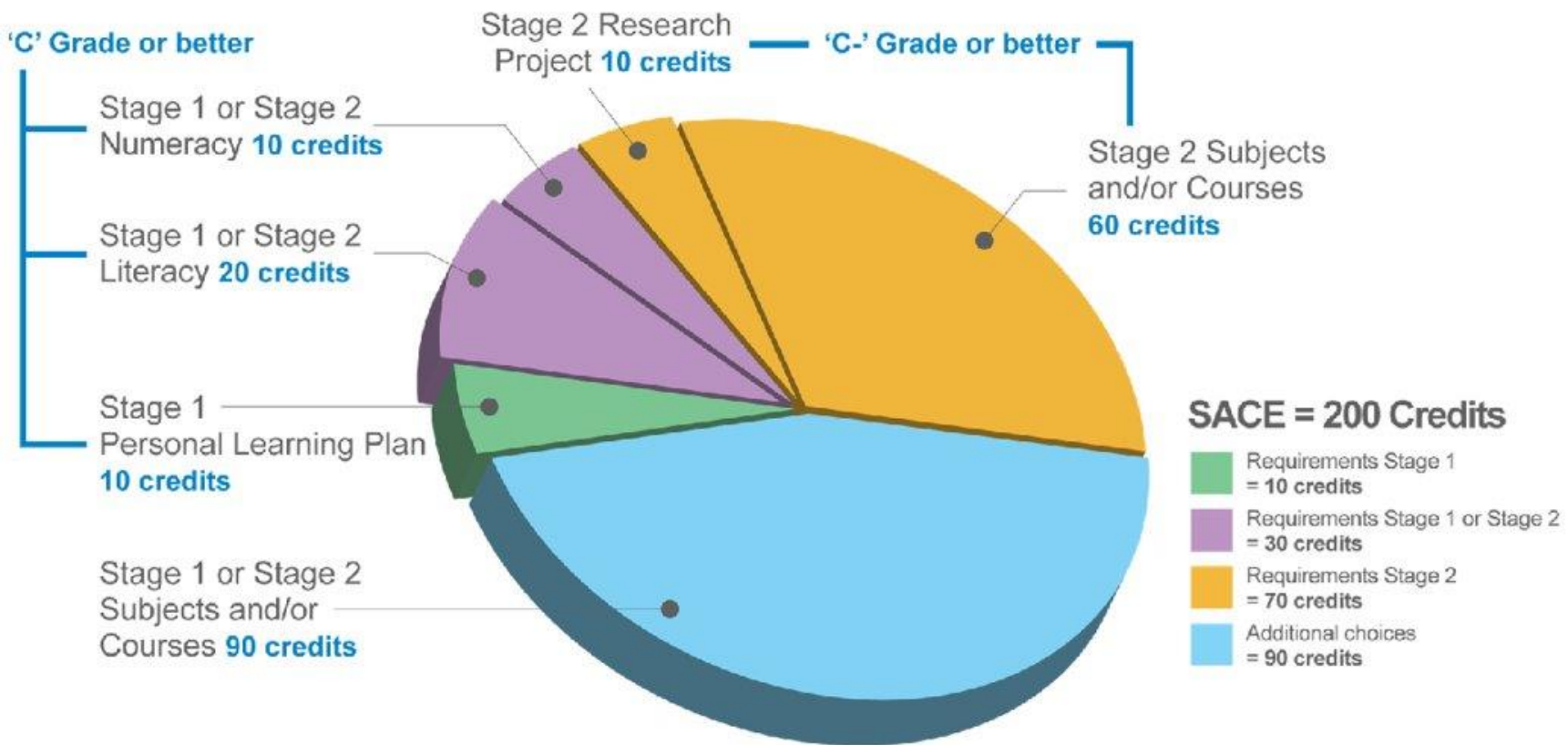
- Students must gain at least 200 credits to qualify for the certificate
- Some subjects are compulsory



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Our SACE completion profile



Requirements

Credits

Year 10

Personal Learning Plan*

10

Year 11 | Stage 1

Literacy | English*

20

Numeracy | Math*

10

Spiritualities, Religion and Meaning*

10

Optional stage 1 Choices**

70

Research Project*

10

Year 12 | Stage 2

Research Project

(10)

(if not completed in Y11)**

Compulsory Stage 2 subjects**

60

Religion Studies

10 or 20

(SACE optional)***

Recognised Stage 2 Subject

20

(other SACE or IB)***

Total

210



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* Compulsory Stage 1

** Compulsory Stage 2

*** Extra/Optional



Compulsory subjects – SACE completion

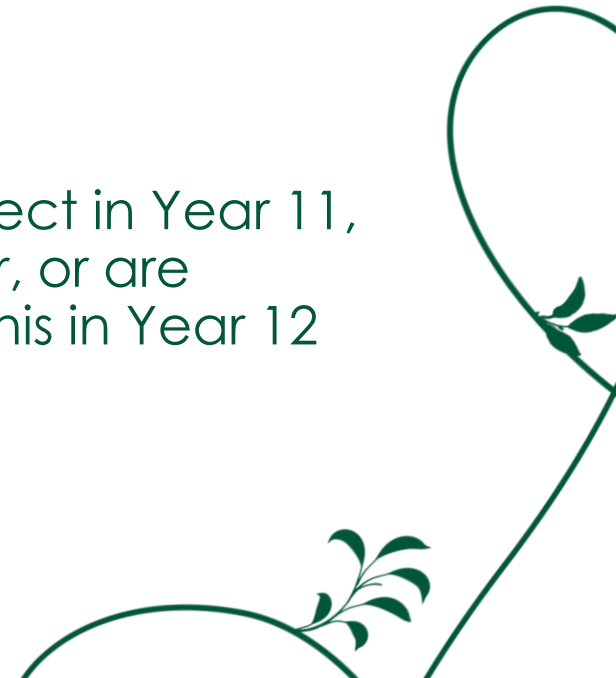
At Stage 2

- Students must successfully complete at least **70** credits at 'C-' or better for SACE Completion Research Project (10 credits) [see below]
+
Three Stage 2 (20 credits) subjects (60 credits)

NB | Our students complete the Research Project in Year 11, and students who do not gain a 'C-' or better, or are transferring from IB Diploma, must complete this in Year 12



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Compulsory subjects – ATAR

At Stage 2

- Students must successfully complete at least **90** credits at 'C-' or better to qualify for an ATAR
Research Project (10 credits)
+
Three Stage 2 (20 credit) subjects (60 credits)
+
At least 20 additional credits from SACE or other recognised studies

NB | the opportunity to complete a fifth subject in Year 12 is available and worthwhile to provide breadth for future flexibility





Additional subjects

- Spiritualities, Religions and Meaning (SACE) (10 or 20 credits)
- One IB subject can be used toward SACE credit
IB scores are converted to a SACE Subject Achievement Score out of 20
 - 7 = 19.0
 - 6 = 18.2
 - 5 = 16.6
 - 4 = 14.2

NB | a minimum grade of 4 must be achieved to gain SACE credit



SACE assessment

- A+ to E- grades in SACE subjects
 - C- or better is required for 70 compulsory requirements
- Performance Standards make it clear what students need to achieve for particular grade in each subject
- At Stage 2, **30%** of every Stage 2 subject is marked by experts **outside** of the College
 - E.g. Exams, Practical Projects, Presentations, Performances
- The **70%** school assessed part of each Stage 2 subject is double-checked (moderated) by experts outside the school
 - Moderation ensures consistency of grading between schools - an 'A' grade in one school is the same standard as an 'A' grade in another





Learn more online | SACE website

www.sace.sa.edu.au

The screenshot shows the SACE website interface. At the top, there is a navigation menu with links for Home, Events, Calendars, About, Contact, Schools Online, Students Online, and PLATO. A red arrow points to the 'Schools Online' link. Below the navigation menu, there is a secondary menu with links for Teaching the SACE, Coordinating the SACE, and Studying the SACE. A red arrow points to the 'Studying the SACE' link. On the left side, there is a logo for the South Australian Certificate of Education (SACE) and a banner for a COVID-19 update. On the right side, there is a search bar and a list of links: Your SACE journey, Subjects, VET and recognised learning, Exams, Results, and Help and support. A red arrow points to the 'Your SACE journey' link. At the bottom of the 'Studying the SACE' section, there is a button labeled 'Studying the SACE'.



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Further information

- Talk to people - your SACE Coordinator, Learning Pathways Coordinator, Learning Area Leaders, teachers, friends, siblings
- Visit the SACE Website at www.sace.sa.edu.au
- Mercedes College Curriculum Handbooks at <https://www.mercedes.catholic.edu.au/learning/senior-school/>



Tertiary Entrance Procedures

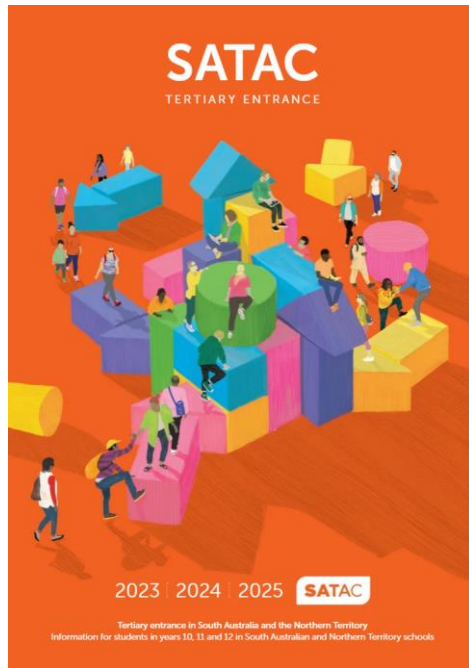
Bill Deegan

Student Pathways Coordinator

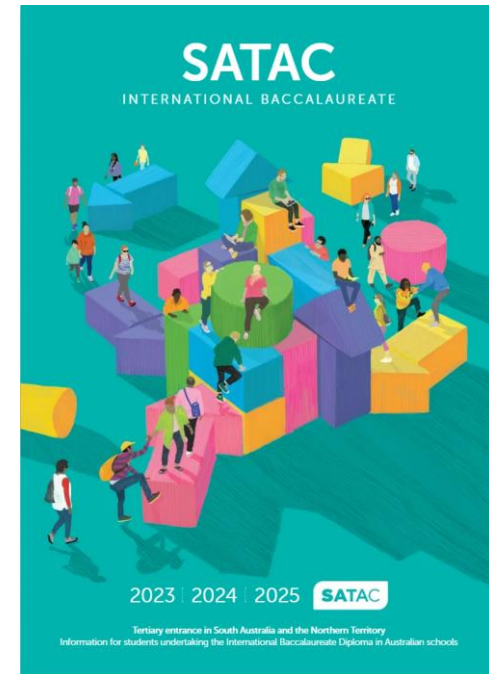


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SATAC Tertiary Entrance Booklets



These booklets contain information about transitioning from school to tertiary studies



Orange booklet is aimed at SACE students
<https://www.satac.edu.au/satac-publications>

Green booklet is aimed at IB Diploma students
<https://www.satac.edu.au/satac-publications>



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SATAC Guide

The SATAC Guide provides information about applying for undergraduate and TAFE SA courses through SATAC

<https://www.satac.edu.au/satac-publications>



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General points

- Check pre-requisite subjects for specific university courses are in the Tertiary Entrance Booklet
<http://www.satac.edu.au/satac-publications>
- Year 11 Grades in the 'A' and high 'B' range are good selections for Year 12
NB | lower than this will have implications for the ATAR students may be aiming for
- Check the subjects in the SACE available for selection if you did not do them in Year 11
- Check how you prepare for them
- SACE website
<https://www.sace.sa.edu.au/studying/subjects>





General points

- For IB students the consideration of the 3 High Level subjects is the focus
- It is possible to choose 4 and then drop back to 3
- Remember | Less than a total of 12 points for the 3 High Level subjects means **no Diploma**
- Theory of Knowledge and Extended Essay are worth 3 points
 - Check how you are going planning for the Extended Essay
- The structure of Year 12 reflects the focus
 - 6 lessons per week for HL subjects
 - 4 lessons per week for SL subjects
 - balance is Life and Faith, TOK and EE





Adjustment factors

- The 3 South Australian universities as well as Torrens University, Tabor College and Charles Darwin University (NT) may add adjustment factors to a student's university aggregate to calculate a selection rank for entry to their courses
- There are two schemes which provide adjustment factors to applicants
 1. Universities Equity Scheme
 2. Universities Language, Literacy and Mathematics Scheme
- For more information read -
 1. Pages 36 and 37 in the SACE Tertiary Entrance Booklet (Orange)
 2. Pages 13 and 14 in the IB Tertiary Entrance Booklet (Green)



Adjustment factors

Universities Language, Literacy and Mathematics Scheme

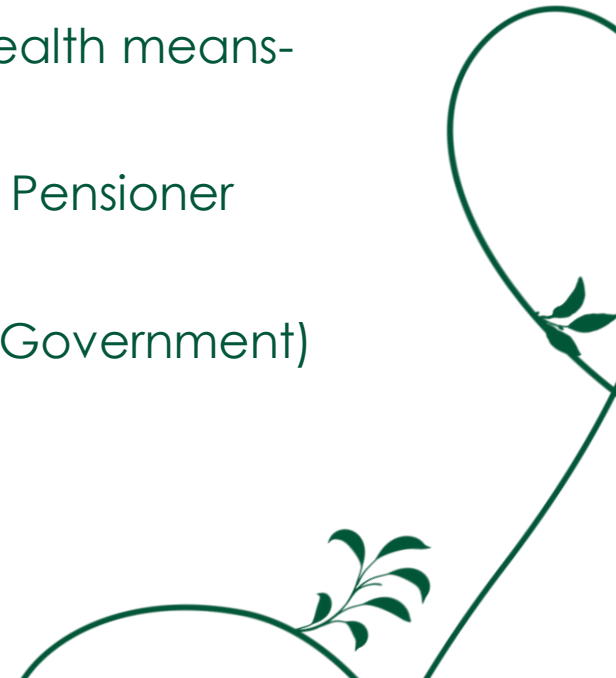
- This scheme encourages students to strengthen their preparation for undergraduate studies by undertaking a language other than English or specified English and Mathematics subjects
- Students will be awarded two points (up to maximum of four points) for successfully completing a subject in any one of these four categories -
 1. Language other than English
 2. English, English Literary Studies or IB English A: Literature
 3. Mathematical Methods or IB Mathematics A&I HL
 4. Specialist Mathematics or IB Mathematics A&A (SL or HL)

<https://www.satac.edu.au/adjustment-factors>



Adjustment factors | Universities Equity Scheme

- Scheme provides adjustments in 2 ways for -
 1. students in certain specified schools
 2. individuals in other schools
- Mercedes College is not eligible for school based adjustment
- For individual adjustments, applicants will be eligible providing:
 1. they or their parents receive a Commonwealth means-tested income support payment, or
 2. they or their parents hold a Health Care or Pensioner Concession Card, or
 3. they hold a School Card (South Australian Government)





Calculating the SACE Aggregate Score

	Business Innovation	Economics	Accounting Studies	Society and Culture	Research Project B
Credits	20	20	20	20	10
Grade	A-	B+	B	B	B
Scaled Score	17	16.05	15.05	15	7.1

Best 3 **SACE** 20 credit subjects

$$17 + 16.05 + 15.05 = 48.10$$

Flexible Option 30 credits

$$15 + 7.1 = 22.1$$

$$\text{Aggregate } 48.10 + 22.1 = 70.20/90$$

$$\text{ATAR} = 81.65^*$$

***Conversion from Aggregate score to ATAR will vary each year**





Calculating the SACE Aggregate Score

	Accounting Studies	Economics	English Literary Studies	Indonesian IB	Research Project B
Credits	20	20	20	20	10
Grade	A-	B+	B+	6	A
Scaled Score	17.55	16.55	16.30	18.2	9.0

Best 3 **SACE** 20 credit subjects

$$17.55 + 16.55 + 16.30$$

$$= 50.40$$

Flexible Option

30 credits

$$18.2 + 9.0$$

$$= 27.2$$

*IB score included

Aggregate

$$50.45 + 27.2$$

$$= 77.60 / 90$$

$$\text{ATAR} = 91.40^*$$

***Conversion from Aggregate score to ATAR will vary each year**



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NB | Example only see SATAC Tertiary Entrance Booklet for more information



Calculating the SACE Aggregate Score

	Business Innovation	Maths Methods	English Literary Studies	Physics	Chemistry	Research Project B
Credits	20	20	20	20	20	10
Grade	A	A	B	B+	A-	B
Scaled Score	18	18.65	15.4	16.8	17.7	7.1

Best 3 **SACE** 20 credit subjects

$$18 + 18.65 + 17.7$$

$$= 54.35$$

Flexible Option

30 credits

$$16.8 + 7.7$$

$$= 24.5$$

*RP score replaced by half of 15.4

Aggregate

$$53.9 + 24.5$$

$$= 78.85 / 90$$

$$\text{ATAR} = 92.70^*$$

***Conversion from Aggregate score to ATAR will vary each year**



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NB | Example only see SATAC Tertiary Entrance Booklet for more information



ATAR conversion for IB

- Final IB scores are reports on a whole number scale between 24 and 45
- An **IB Admissions Score (IBAS)** provides more precise values that considers their average place in Grade boundaries in each subject
- The IBAS is then used to determine the equivalent ATAR (referred to as a combined rank) for Tertiary entry
- See SATAC Guide for full conversions from IBAS to ATAR

IB Diploma score		Example Combined Rank
38 (high in each subject band)	→	96.45
38 (average to above average in each subject band)	→	96.25
38 (below average in each subject band)	→	96.00
38 (low in each subject band)	→	95.75





Scaling and moderation

- Effect of scaling is related to the achievement level of the student
- Students who achieve results in the 'A' and high 'B' range are less affected by scaling than those who achieve lower grades
- Our subject offerings are largely academic subjects which in the scaling process are usually treated well
- Students can see Mr Deegan and view a table of the average scaling effect across our cohort in each subject
- For a full explanation refer to the SATAC website
<http://www.satac.edu.au/scaling>





Pathways to university

- ATAR | most direct pathway to study at Bachelor level
- Year 11 results | University of Adelaide and Flinders University offers are conditional upon completion of Year 12 and an ATAR
NB | unlikely to be offered for 2024 and beyond
- Subject-based entry | University of South Australia and University of Adelaide offers are conditional upon completion of Year 12 and an ATAR
- STAT | See pages 41 and 42 2023 SATAC GUID, must be 18 years before 1 February 2024
- Flinders University | UniTest-used with ATAR
- Foundation Studies options post-school





Myths and misunderstandings

- Adjustment factors are sometimes misunderstood, people have been confused over the years about when points are awarded and why.
- The adjustment factor scheme is now a common scheme for all 3 major universities in SA as well as Torrens University and Tabor College and Charles Darwin University in Darwin
- Scaling Vs. Moderation – and “advice” from associates, friends or cyberspace about which subjects NOT to do at school and which universities and Degree courses never to do





Myths and misunderstandings

- Predicting the ATAR and misleading website
- UCAT and UCAT preparation workshops – someone always has a story about ‘the inside track’
- Companies offering workshops - ‘buyer beware’
- There is a lot of advice available around which universities are best and why – check if it is based on credible research
- Visit <https://www.gooduniversitiesguide.com.au/>
- Universities work very hard to provide information to Year 12 students about applying



Pathways other than university

- VET Courses and Qualifications
- Apprenticeships
- Traineeships
- The importance of industry placement / work experience



Subject preference process



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Subject preference process

Monday 15 August

Students will receive an email with access to Edval Choice.

Monday 29 August

Student enter nominations for subject preferences via Edval choice

NB | preferences are not a guarantee, rather used to construct a set of subject lines that best fit cohort nominations with available resources

Students will receive ongoing counselling with the Student Pathways Coordinator for any changes within the final subject lines



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Reflections

Michael Francis

Head of Senior School



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A pastoral perspective of Senior School

1. Personal Pathways
2. Pressure Management
3. Partnerships
4. Preparation and Planning
5. Possibilities



We work together, with a focus on academic and curriculum goals, mindful that all students are supported in their learning with a clear pastoral structure



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