# Independent Education Union (SA) Response to Stage 2 SACE Requirements Review 2018

The Independent Education Union (SA) represents the industrial and professional interests of members in South Australian non-government schools and other education institutions including early learning centres and post-secondary training providers. Although overall only 35% of students attend a South Australian nongovernment school, the proportion rises to 50% for stage 2 SACE.

In 2012 the IEU and AEU provided a joint response to the First Year Review of SACE. There were strong opinions expressed at the time at both a joint meeting of members and in response to an online survey. The 2012 response included the raw responses to issues raised by practitioners, in the terms used by the practitioners.

It is concerning that issues raised in the 2012 review are still being raised in the 2018 review. As much as implementation issues may have subsided over time, the teaching and learning outcomes of the structure remain areas of concern for members. The Research Project, subject rigour, inclusivity and subject choice issues are being repeated in 2018.

One respondent offered to resubmit their 2012 review report which apparently went to 10,000 words.

The Stage 2 Review focusses of three main areas

- The number of Stage 2 subjects
- The Research Project and
- The role of VET and entrepreneurial opportunities

This year the IEU conducted an online survey over the term 2 break directed at secondary school teaching members with 150 responses coming, predicably, mostly from members with experience of teaching the SACE. Those responses came from a representative sample of at least 47 schools. No questions in our survey were compulsory with 22 of 150 choosing

to not identify themselves or their schools. No face to face meeting was held due to timing of this review. The rich data offered via comments reflected a considered and articulate approach by the respondents. It is provided as a de-identified appendix to this response.

# **Results from the choice responses**

1. Name:

85% supplied (from 150 responses)

2. School:

85% supplied (being 47 schools)

3. Do you teach SACE subjects?

95% of responses were a "Yes"

4. Do you Do you believe the current Stage 2 requirement of 60 stage 2 credits plus the research project is appropriate?

75% of responses were a "No"

5. Do you believe the SATAC and ATAR influence student subject choice?

98% of responses were a "Yes"

6. Do you believe the Research Project is useful in its present form?

67% of responses were a "No"

7. Do you believe that VET pathways and entrepreneurial activities are appropriately catered for currently?

69% of responses were a "Yes"

8. Do you have any other comments to make?

42% chose to offer further comment.

#### Insights from the comments in response

There was a great deal of overlap of responses between the various questions. The issues of Research Project, subject choice, ATAR and inclusivity permeated members' experience with SACE and their response to it. These issues cropped up repeatedly in response to each separate question as they are all a part of the package called SACE.

4. Do you believe the current Stage 2 requirement of 60 stage 2 credits plus the research project is appropriate? (75% No)

There was a strong preference for increasing the number of stage 2, 20 point subjects to either 4 or 5. The role of the Research Project was integral to this question.

The reduction from 5 stage 2 subjects was seen as undesirable as it limited student choices especially if subjects offering the highest ATAR scores were being pursued at the expense of subjects best suited to university studies and those of broader appeal (especially languages).

The issue of compulsory subjects emerged with some calling for compulsory English and or Mathematics but another comment was that any compulsory subject limits choices.

Responses tended to differ when discussing in the context of University pathways or not. To better cater for the specific needs of students on different pathways would require either a modification of SACE to differentiate the SACE structures according to intended pathway or to reduce the linkage of the SACE to future pathways.

#### A selection of comments to demonstrate the range of views

- The research project limits choice as all students must complete it...the research skills involved can be and are incorporated into other subjects taken by students.
- I do not believe this adequately prepares the students for University
- I urge the SACE Board, and Universities to move towards the removal of the Research Project, and to re-implement 5 subjects at year 12, allowing students 20% more choice in subjects and thus opening up more career path options.

- I feel that there is not enough variety. Students seem to do only sciences or only humanities, and if we are trying to promote a holistic approach, this does not seem appropriate.
- More rigour is needed by requiring more Year 12 (Stage 2) subjects to be counted towards the SACE.
- I think the research project should be optional not compulsory. I think that this would free up some credits for students to choose to learn more about a subject of interest or to keep their options open for assumed knowledge for a variety of university courses
- I don't believe this provides students with a broadness to their education. I would prefer to see 100 credits, without the research project.
- Many subjects include research projects so the research project is superfluous in my opinion
- It has also meant that we have actually dumbed down the total curriculum offering by not having the students study 5 full subjects at Stage 2.
- I think this has been an unfortunate few years. While the RP does have some value, I feel research skills could have been equally well taught by making them a requirement in the various subjects studied by a student. The effect on LOTEs in secondary schools has been disastrous.
- I'm not sure that the compulsory research project is suitable for all students. For those wanting a university education, it is appropriate, for students taking a trade or vocational pathway it is not. Students with learning difficulties find it especially challenging.
- Being a teacher of students with diverse, significant special needs I think that the SACE Stage 2 requirements of 60 Stage 2 credits is fine and is achievable by students engaging in the flexible SACE pathways.
- I also believe students undertaking the more academic subjects are not rewarded sufficiently and consequently capable students play the ATAR game which enables them to score a high ATAR by choosing for example General Maths when they could quite easily cope with Specialist Maths.
- To answer this you need to be clear on what is the purpose of SACE. If you believe that the purpose behind SACE is only to sift students into some ordered array so that tertiary institutions can filter their clientele then the current system is inadequate; but I

don't believe this is the role of our education and nor the idea behind SACE. SACE ought to be attainable for all South Australian students. It is an indication that students have been educated to a level that the community believe is commensurate with that of an informed, contributing individual, able to function within our Australian society. 60 stage 2 credits and a Research Project is more than enough for any student to show the warranted capabilities and skills required for this purpose. SACE should not be a filter.

- I believe that it would be more worthwhile for students to undertake a fifth subject of 20 credits rather than the 10 credit research project. This would provide students with a greater breadth in their learning and could reinvigorate some of the dying subjects/disciplines.
- Entire schooling system needs overhauling. Emphasis on university entrance being the be all and end all needs to cease. Universities need to return to being what they were originally designed for to cater for those of an academic persuasion; not a dumping ground for political expediency and a smokescreen for hiding mass youth unemployment. That means education system needs to adapt to that. Tinkering around with Stage 2 will achieve nothing it has already been played with far too much. Currently, Stage 2 is inadequately equipping students who are academically capable and failing to provide broad education. Research project needs to go.

#### 5. Do you believe the SATAC and ATAR influence student subject choice? (98% Yes)

There was near universal condemnation of the widespread influence of ATAR scores on subject selection. The reasons may have highlighted different aspects, but the experience on the ground is that students chose subjects which will give them the best ATAR and not the subjects that may be useful foundations for further study nor subjects chosen out of interest.

Students were choosing subjects which suffered least from scaling or which were "easier" in terms of achieving a high score. This lead to an imbalance in the STEM/humanities balance and was particularly detrimental to LOTE and higher level Mathematics and English. Removing the Research Project from stage 2 would improve choices available.

The lack of pre-requisites for most university courses compounded the problem. There was an appetite for the reintroduction of tertiary pre-requisites and university entrance exams.

Already there are multiple pathways to university. For example Flinders University counts "unitest" and Research Project B as 40% of a student's ATAR and students with an ATAR of 50 to 60 can gain access to their chosen course by successfully completing a 4 week "unileap" program. Other students can enter via a school recognition scheme.

#### **Selected comments**

- Students will often choose subjects that they perceive will give them a better ATAR rather than subjects which will challenge them or subjects that they will enjoy.
- Stage 2 has essentially become a numbers game. Students who are academically capable are opting for subjects which are not externally examined so that they can boost their ATAR, rather than selecting subjects which will be of more benefit to their intended career path.
- Cut the link between SACE and the ATAR score. Let the Universities have their own entrance exam.
- Scaling needs to be removed. Keep moderation, but turf scaling. Scaling belittles the effort and rigor students put into less 'academic' subjects. Art should be regarded no less than chemistry, Maths should not be more than Food and Hosp. the students all do the same amount of work, and students sometimes don't follow their passions or best subjects, because they are worried their 'A' in one subject, is not equal to an 'A' in another. It's unfair
- Students routinely choose subjects perceived as "easy" where the highest ATAR can be achieved but have no relevance to the course they desire to take at University.
- Students with aspirations of tertiary study express ATAR as their reason for subject selections. This can lead to them selecting aspirational subjects or selecting that which they "believe" are the "easy" subjects. They then spend the entire year playing an ATAR guessing game.
- Unfortunately Universities need to make more pre requisite subjects once again
   compulsory. Sadly often students choose a subject which they think gives them a high

- score not academic rigor. All students should do ENGLISH at Year 12 and at least one Science subject.
- Both SATAC and ATAR use the SACE score as one of their principle methods of
  assigning entry to courses. ...... I'm not sure that the SACE is the correct instrument
  by which to assess suitability. SACE should assess competencies for surviving society
  and tertiary institutions should be assessing their own entry requirements.
- Yes, student choice is certainly influences by ATAR scores. Students will opt for the
  "soft" subjects to get a good ATAR. We as teachers must encourage students to strive
  to better themselves and not settle for second best. This will not prepare them for the
  more rigorous subject at UNI, such as engineering. Australia will soon become the
  "dumb country"
- Definitely, kids are choosing what will get them the highest points so things like LOTE
  are suffering enormously as they are choosing things like Dance and Outdoor Ed
  instead
- The choice of a VET subject is used by some to "game" their ATAR

#### 6. Do you believe the Research Project is useful in its present form? (67% No)

Perhaps surprisingly, one third of respondents said that the research Project **WAS** useful in its present form. Unpacking this involved more of a criticism of the compulsory nature and the timing of the Research Project rather than it having no intrinsic value when "taught" by teachers with an understanding of real world research and when it is undertaken by motivated and inspired students.

The Research Project has a limiting effect on the range of subjects taken and when tackled seriously can involve more time and effort than its 10 point value and causes students to neglect other subjects whilst striving to complete the Research Project on time.

The skills and insights gained in a well-done Research Project were seen as a valuable grounding for tertiary studies but not all students have access to support and resources. Students with limited English language skills are particularly disadvantaged. There were

also queries raised as to how much work in the final product is the sole work of the student after drafting and other assistance has been taken into account.

A strong reason for doing away with the Research Project altogether is the observation that most subjects do already include a research component and the Research Project is a duplication.

The Research Project was seen by some as a lead-in for more entrepreneurial approaches.

The timing of the Research Project gave mixed responses. Some preferred it to be done in stage 1 to provide a foundation for stage 2 and others preferred it to be done when the students were more mature in stage 2.

#### **Selected comments:**

- As it is necessary to pass this subject to receive their SACE, when the final piece of
  work is due, the process totally overwhelms the student and the other subjects are
  discarded for a time. It creates a definite imbalance and for a subject like the one I
  teach is very disruptive to the teaching program.
- As already mentioned, the Research Project SEVERELY limits student choice of subjects and career path options at year 12! The sooner the RP is removed and 5 subjects reinstated, the better off the majority of students will be! The removal of 5 subjects to make way for the Research Project was easily the worst decision I have seen made by the SACE Board in its history. Especially given that most Stage 2 subjects already had a research component already embedded in them. The RP has limited student subject choice and had SEVERE ramifications on many school faculties and subject areas in losing students and often classes at Stage 2.
- I believe it helps students develop skills in research, collecting and sorting information as well as literacy skills.
- I believe it is useful as a Stage one subject. Many students get an unfair advantage by receiving external help which is inappropriate for a subject that contributes to their ATAR
- it is a contrived subject which is done in a semester in many schools. This means it is rushed purely to get it over and done with rather than completing it for educational

value. Investigations are part of most SACE subjects and so I think the Research Project is overkill. It's political and interestingly at most conferences I've been to at XXX or the Wayville Showgrounds RP Expo, a government minister is there with the press, advocating why the RP is so important. It's all a PR exercise and teachers are the victims of this. I'd get rid of it! Don't hang onto it just to save face!

- I think it is great just the wrong year level, I also think it should be optional
- It is often treated as a joke. It doesn't prepare them for university. It could be replaced with a couple of sessions on research practices and these skills could be embedded into their other subjects.
- Get rid of it or at least make it optional. Students receive so many drafts of their work that the true author of the material becomes a grey area. Students already complete major projects in each of their subject areas. As with any unsupervised assessment, it can be very difficult to verify that the work is in fact the student's own work.
- I think the Research Project is a useful predictor of how students will go at university studies. It also enables them to choose a topic of their own choice. I am unsure of its usefulness for VET students.
- Not only useful but when properly delivered essential. Research Project fails as school
  don't provide teachers with the skills needed to teach this subject. This is a very
  difficult subject which requires flexible, experienced and innovative teachers with a
  sound understanding of all aspects of academic research. Often within school given
  to the least experienced or under skilled teachers. Schools that devalue Research
  Project are less likely to have an effective, relevant program.
- With changes to the format of Subjects at Stage 1 and 2, it is time to move beyond the Research Project. The RP has had its day and it is time to return to 5 subjects to be taken at Stage 2.
- I think that it is useful but perhaps not for everyone. I love the idea of using it for entrepreneurial study/merging it with current study. I have thought about a robotics course which could be done which includes the competitions we are currently engaged in. Really valuable insights for the kids.
- I have been forging some networks into the field so that kids can do work experience in robotics/automation along with visits to factories where it is implemented and this would be so helpful to have written up into a research paper. It would make the study

- of robotics/automation much more accessible to kids who have outside of school time commitments and can't do the co-curricular option we currently have.
- I am a strong believer in the skills that the Research Project gives. I think it should be mandatory for anyone who is planning on going to university, but it should be optional or significantly changed for students who are not planning on a university path. It is an extremely difficult subject for some students and it puts them permanently off research.
- Despite the ill-feeling towards the Research Project, it does assess a students autonomy, meta-thinking and planning. Having spent the last two decades tied to masters and doctoral degrees I can see the real value in the Research Project; it is, however, very misunderstood by both teachers and the community at large. If the process is followed correctly and the students guided appropriately they will acquire skills that enable them to plan for considered questioning, enabling informed choices to be the outcome. Skills that are necessary in any walk of life.
- I believe it is a ridiculous amount of work for 10 credit. It should be optional and be
   20 credits.
- Adding an entrepreneurial aspect will narrow its prospective audience even further.
- The research project is an excellent subject for developing students' skills in research, independence, time management and connection to the community. However, very few teachers are able to teach this to its full potential. Teachers need research experience themselves (I have research degrees from university), and a broad and flexible approach to teaching that plays to students' strengths and interests, and makes use of a range of approaches to research and presenting information. This needs to come from proper training and ongoing development, not just short term PD. Research project can be enriching and valuable for students as an experience and in the long term if it is taught well.
- Having a key SACE deadline in Term 2 of Year 12 wreaks havoc with commitment to due dates in other subjects. Some students never recover from that form slump in non-RP subjects. There is too much focus on RP results at many schools. I think it could be improved by being made a compulsory Stage 1 subject rather than Stage 2.

# 7. Do you believe that VET pathways and entrepreneurial activities are appropriately catered for currently? (69% Yes)

Whilst the concept of VET pathways was seen as a positive, practical difficulties such as tying VET into a traditional school timetable prompted the 31% "NO" response.

A solution to the conflict with traditional school structures was to bring back specialised trade oriented schools – the Technical High Schools.

Not all schools place a strong emphasis on VET pathways, but where a serious commitment is made to VET, students following that pathway do benefit.

There was little recognition of current or even the potential for entrepreneurial approaches.

#### **Selected comments**

- There are some excellent options for students. I'm really impressed with what students are doing through our VET pathways programs!
- VET pathways are very useful for some students and should be offered after hours so
  that students are not dragged out of other classes to do them. After school/evening
  courses and intensive School holiday courses should be offered by TAFE for VET
  courses.
- They can be very onerous to organise and taking kids out of the school day has its problems.
- A key part of entrepreneurial is a global perspective, which is best gained by studying another language and experiencing another person's point of view. The provision for language learning in South Australia is, not to put too fine a point on it, pathetic.
- VET is not provided in all schools, but when I worked at XXX I know that the VET
  program was thriving and students relished in the opportunity to learn beyond the
  classroom and use this knowledge to gain SACE points.
- Our students often gain employment directly from their VET courses.
- I think the changes to VET have been very positive in changing the profile of VET. I think it works well for students who authentically utilise that program. I think it is often used in some schools to manipulate ATAR. I think there is some inequity in

- allocation of credits, making some courses particularly attractive for minimal effort and time investment.
- A greater number of free VET options is needed.
- It's a hodge-podge mess unless you have a VET coordinator that is an expert in the VET field. This is not something all schools have the opportunity to have, putting students at a disadvantage.
- It is very difficult for students to mix VET and SACE subjects due to timetable constraints. Students who generally struggle and complete VET courses as a pathway for after school really struggle to catch up on missed school work due to days out. On the other hand, capable students sometimes choose VET courses as they are an easy way to achieve SACE points.
- The options are expanding and changing all the time so that is why I answered Yes. I think that VET is excellent and expanding. I think that entrepreneurship is currently being explored and growing which is great. I think that it takes people in school with that mindset to really see it start to grow even more.
- The major problem with and other pathways is its low status, and cutting of TAFE
  funding over decades, the outsourcing to providers, and the upfront cost to students.
  Like all else in education, it needs a massive overhaul and I don't mean more
  computers.
- With many technical schools demolished throughout suburban Adelaide to make way
  for housing, options are limited compared to 30 years ago. It is difficult for individual
  schools to provide sufficient resources from my observations.
- Students who are wanting VET options do seem able to find them. Entrepreneurial activities? Schools often provide opportunities for students who are self-starters.

  Does there need to be a course in entrepreneurship? More creative thinking perhaps.
- Why the emphasis on 'entrepreneurialism'? Are they all going to be running start-up companies? Be vloggers? Seriously. See previous comment about entire overhaul of the system re: VET Pathways. We need to start to consider some form of streaming based on some overseas models.

#### 8. Do you have any other comments to make? (42%)

This question allowed respondents to summarise their views after being led through a series of more directed questions. Concerns related to

- The impact of ATAR on subject selection
- Loss of academic rigour
- Narrowing of curriculum
- Lack of transparency with respect to moderation
- The desirability of compulsory subjects
- The desirability of having university pre-requisites
- Too few subjects
- Too little emphasis on externally assessed components
- The compulsory nature and timing of the Research Project
- The inability of schools to adequately cater for VET requirements in a mainstream setting

#### Positive reflections related to

- the flexibility of the SACE and
- the relative ease of use compared with the International Baccalaureate and
- the value of Research Project

#### **Selected Comments:**

- I feel the new SACE along with the National Curriculum has reduced the academic rigour.
- I believe that the previous iteration of the SACE certificate (pre-Research project, where students studied 5 stage 2 subjects) was superior to the current and enabled students to gain a much better education.
- Students should all need to do a broad education. A student studying 3 sciences and Maths at SACE 2 level is a narrow person - just as a student studying 3 arts subjects plus English Comms is a narrow person.

- I honestly believe we have gone too far away from testing and exam based assessment..... I submitted a 10000 report to the SACE review a number of years ago to no avail. I am happy to provide this to anyone interested if it will have some impact on SACE design.
- SACE Board is a closed shop in that general teachers are not privileged with all the information and knowledge those who work for SACE board have.
- Having exams only worth 30% is dangerously low in allowing teacher's a lot of power over student marks. The SACE Board will say teachers know students best but teachers are not independent nor do all teachers mark in the same way or to the same standard.
- Thank you for organising this survey. I think that a review is long overdue. I think that we have persisted with the Research Project for too long and that it is time for it to be made optional rather than compulsory.
- However, don't think I'm anti SACE just the opposite! Compared to the MYP in the IB program, it is bliss. The MYP is a labyrinth of convoluted jargon and numbered marks that are obscure and different in numerous categories an enigma to teachers new to the system and parents who like percentages and grades. SACE makes sense in comparison! It's the way to go!
- I weep for the reduction in standards over the years since the SACE has been introduced. Largely due to costs.
- The SACE qualification lacks academic rigour, it has become so "dumbed down". It is a year of endless assessment tasks not a year of learning.
- I love teaching the SACE flexible pathways and Modified SACE as I am passionate about students who struggle with learning (for many diverse reasons including mental health) achieve success and engage in life-long learning. Thank you
- SACE and student success is very dependent on school environment. Whilst some schools are across all options for students, other schools either aren't or are unable to offer pathways for all of their students. Am also saddened about the death of some humanities subjects because of the ATAR and SATAC.
- Schools not in favour of Research Project need to see programs within schools that
  provide students with positive outcomes. Students within our school comment on
  how Research Project is the most valuable subject taken in senior years.

- The SACE is mostly a joke. Students ought to be able to fail it and not receive it. There ought to be two forms of exit certification = General Leavers and Vocational Leavers.
   .... The standard of a well-rounded and balanced education must be promoted. Too many sites simply allow for re-submissions and delayed result reporting in order to make stats look good. The "success for all" mantra ought to be converted to "success at a standard that isn't a conceit"
- I believe the only credible way is to tie the internal assessment to the exams (as done previously) and to reintroduce scaling of subjects. Also, Universities need to reintroduce more stringent prerequisites to ensure there are fewer failures at Tertiary level. The current system builds a lack of trust in the assessment of subjects
- Do something to halt the demise of languages and humanities subjects like geography, social studies as a result of bringing in research project
- I believe we have a fabulously flexible Stage 2 pathway that enables students from diverse backgrounds to achieve and provides students with a variety of 21 century learning experiences.
- SACE is a flexible and student-centred qualification, particularly when compared to certificates in other states. SACE should continue to be inclusive of students with a range of backgrounds, interests and aspirations.
- Any chance of going back to students' school mark being statistically moderated based on their exam results?
- Go back to 5 subjects and no research project. For examinable subjects make the school assessment 50% and let the exam moderate the school mark.
- ATAR is a broken system that schools are gaming to produce numbers that they want
  to advertise. It does not represent a student's likely success after school. There are
  schools where just about every year 11 is doing a VET course to improve their ATAR.
  The current moderation process of teachers selecting work that goes off for
  moderation further questions the reliability of the grades that go into making up the
  ATAR. The scaling process seems very strange.

#### **Conclusion**

The Stage 2 Review focusses of three main areas

- The number of Stage 2 subjects
- The Research Project and
- The role of VET and entrepreneurial opportunities

It would appear that SACE is serving too many masters and may not be best serving any in the attempt to be all things to all people. University entrance and the ATAR are seen as distorting the breadth and generality of student subject choices. The tail is shaking to dog to a certain extent in the interests of maintaining the SACE's social monopoly.

Ideally one should look at the general principles of the SACE in terms of a general social education and it may be necessary to differentiate pathways either within or outside of SACE. If university requirements impact negatively on the SACE, then the universities should work on alternative ways of selecting students for particular courses.

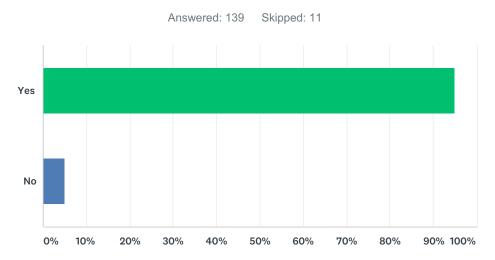
The flexibility of the SACE was recognised, but there was a strong call to revert to elements of the previous systems with more emphasis on examinations and an increase in the number and rigour of stage 2.

The Research Project received much attention with significant support for the value of offering it, but even stronger support was obtained for making it optional in stage 1.

Entrepreneurial scope was addressed but responses concentrated on refining the current general structure. Scope for an entrepreneurial approach was recognised, particularly in VET and the Research Project, but there was little appetite for going down this path whilst more fundamental issues need to be addressed.

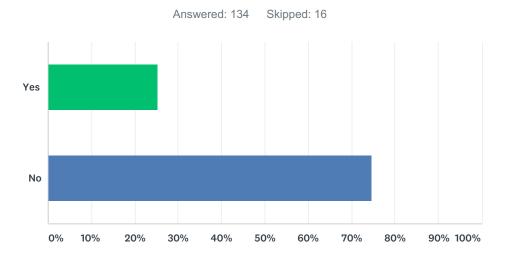
In the interests of transparency, attached to this submission is the complete set of responses without identifying respondents or their schools. The IEU is willing to provide further feedback or clarification if requested.

# Q3 Do you teach SACE subjects?



ANSWER CHOICES	RESPONSES	
Yes	94.96%	132
No	5.04%	7
TOTAL		139

# Q4 Do you believe the current Stage 2 requirement of 60 stage 2 credits plus the research project is appropriate?



ANSWER CHOICES	RESPONSES	
Yes	25.37%	34
No	74.63%	100
TOTAL		134

#	PLEASE EXPAND ON WHY YOU SAY THIS & HOW THINGS COULD BE IMPROVED	DATE
1	We have a research element in both the research project and our science subjects. It would be great if it was just done through subjects. This would give a great opportunity for students to study a 5th subject.	8/3/2018 10:09 AM
2	The research project limits choice as all students must complete itthe research skills involved can be and are incorporated into other subjects taken by students. The selection of 4 subjects is a manageable workload and would recommend that the research project does not attract as much weight in ATAR terms	8/2/2018 10:16 PM
3	I do not believe this adequately prepares the students for University. They could be going to University and completing four subjects in their first semester which have exams worth 70% of the semester mark, unlike the maximum 30% in Year 12. Having the school based mark not moderated against the exam mark is also a negative. It is unfair for the students who have been given demanding tests during the year. Each subject has its own research capabilities and the research project is required as part of a Masters degree or PhD. Students do not retain the strategies taught when completing the Research Project and the majority of students seem incapable of transfering this knowledge to different skill sets.	8/1/2018 7:21 PM
4	When the 'New SACE' was brought in, the removal of 5 subjects to 4, along with the Research Project becoming compulsory, has severely limited choice and has impacted on career paths for many year 12 students. There was already a significant Research option embedded in most Stage 2 subjects, this decision made no sense, and impacted on so many students in a negative way. In particular, students who have no intention of going to University. (it was clearly brought in to better prepare students on a University pathway for research.) I urge the SACE Board, and Universities to move towards the removal of the Research Project, and to re-implement 5 subjects at year 12, allowing students 20% more choice in subjects and thus opening up more career path options.	8/1/2018 1:15 PM
5	With the current limited number of subjects that students have to do, many students have too much free time which many do not use productively. I believe the previous system, where students took 5 year 12 subjects, kept students more motivated and actively involved in study. I do not teach the Research Project and can only provide a summary of anecdotal evidence about it, which seems to mostly be that students do not find it beneficial to their learning.	7/31/2018 4:42 PM

6	The compulsory nature of the Research Project puts out of reach for most students studying a language as they only have 4 subjects to choose and usually a subject done just for interest and enjoyment can't be studied as they usually have to choose prerequisite subjects for Uni for example! I have seen a dramatic drop in language classes at Stage 2 level since the new SACE. ;- (	7/31/2018 1:07 PM
7	Yes so long as students do have a choice about 4 or 5 subjects in year 12. We have research topic in year 11 and that makes it easier for the other subjects studied.	7/31/2018 12:59 PM
8	This is not broad enough. They should be doing at least 4 full 20 credit subjects and possibly 5.	7/31/2018 11:36 AM
9	I believe the research project is taking the place of students undertaking another subject that could either expand their possible career options or be a subject they simply enjoy. Students are left with less choice and therefore often are faced with a decision to drop a subject they really enjoy or to complete the subjects they are told are better for their uni/tafe requirements.	7/31/2018 10:12 AM
10	I feel that there is not enough variety. Students seem to do only sciences or only humanities, and if we are trying to promote a holistic approach, this does not seem appropriate.	7/31/2018 9:42 AM
11	Why not make it 4 subjects so all students get an ATAR?	7/31/2018 9:15 AM
12	The requirement for Research Project has narrowed the choice of subjects available. Whereas previously students would choose one subject for its intrinsic educational value, now they have to worry about the grade they achieve in every subject. This has led to safe choices and a massive drop off in languages being studied.	7/31/2018 9:12 AM
13	I do feel like South Australian Students need to be competitive with the students in other states. While the Research Project can be frustrating for students, more and more universities are asking their students to undertake research. Research will also be needed if in the future if our students want to study a Post Graduate degree.	7/31/2018 9:08 AM
14	I don't think that the research project is a necessary subject with the number of credit points required from the other subjects in Stage 2. I think if you want to keep the research project then it should be a Stage 1 subject and not necessarily a compulsory one.	7/31/2018 8:59 AM
15	Should not be less as this will mean students do not study across a range of subjects. Could be more, but then would make it difficult for as many students to be successful, especially those who are not very academic, even if they count other forms of learning.	7/31/2018 8:54 AM
16	The inclusion of the Research Project at the Stage 2 level has reduced the capacity of students to undertake a range of subjects (english, math, science, etc). Also the skills identified in the research project would be better used in the SACE subjects which all now have a research component.	7/31/2018 8:52 AM
17	Fine as is.	7/31/2018 8:51 AM
18	I think the Research Project should be counted as Stage 1 points - many schools are teaching it at Stage 1 anyway, and this would give students more curriculum time for Stage 2 subjects. It would also better prepare students with the research and analytical skills required in many Stage 2 subjects.	7/31/2018 8:45 AM
19	I believe that the research project should be a requirement of Stage one and students should do 5 full year stage 2 subjects or the equivalent.	7/31/2018 8:33 AM
20	Students should do 5 subjects. Research project should be optional or done in Year 11.	7/31/2018 8:15 AM
21	SEEMS A FAIR WORKLOAD	7/31/2018 8:14 AM
22	Studens should do at least 4 Year 12 20 credit subjects at a C or better	7/31/2018 8:04 AM
23	I do not believe this gives students a broad enough range of subjects on which to base future career paths.	7/31/2018 6:32 AM
24	More rigour is needed by requiring more Year 12 (Stage 2) subjects to be counted towards the SACE.	7/30/2018 10:27 PM

25	I think the research project should be optional not compulsory. I think that this would free up some credits for students to choose to learn more about a subject of interest or to keep their options open for assumed knowledge for a variety of university courses. There is plenty of time for students to do research projects or similar at university if that is the path they choose. If it became on optional Stage 2 subject then those who want to do the research project still can. Many school subjects have suffered in numbers as a result of Research Project being compulsory. Many students comment on not being able to fit the number of subjects they'd like to study due to the compulsory Research Project, particularly if they choose to follow a path to an interstate university that requires english. Specialist Maths has really suffered as a result of the Research Project becoming compulsory as it has to be studied in conjunction with Maths Methods which only leaves 2 other options for Stage 2, and if an interstate university is sought then english is compulsory too, leaving only one other subject available to choose. This is particularly unsuitable for those wanting to study Engineering as both Chemistry and Physics are desirable. I also believe that too many students put too much focus on the research project as the direction often isn't clear and that their other subjects suffer as a result.	7/30/2018 10:06 PM
26	I really don't think Research Project should be compulsory and is essential as all subjects now do a research type assessment activity	7/30/2018 9:35 PM
27	RP takes considerable time for students to complete Some students take more time than allocated in a semester-if starting in Stage 1 in semester 2, allows students to extend into Stage 2. Good option.	7/30/2018 8:50 PM
28	The research project is appropriate in that it helps pave the way for university studies teach the students independent learning skills.	7/30/2018 8:45 PM
29	I would get rid of the Research Project as investigations are done in most other SACE subjects. The RP is contrived, especially the Folio, and as many schools complete it in one semester, it is done quickly purely to tick the boxes and finish it. I have been in a school that does it in 10 weeks, and it is merely an exercise to get it over and done with. Therefore there is very little, if any, educational value in this. It's criminal.	7/30/2018 8:20 PM
30	Perhaps embed Research Project in a subject nominated by the student and replaces one assessment item for this subject.	7/30/2018 8:18 PM
31	I don't believe this provides students with a broadness to their education. I would prefer to see 100 credits, without the research project.	7/30/2018 8:14 PM
32	Many subjects include research projects so the research project is superfluous in my opinion	7/30/2018 8:14 PM
33	Research Project is an unnecessary duplication of research protocols found in many Stage 2 subjects. It represents many difficulties for international students. The Reserach Project should be a choice subject.	7/30/2018 8:11 PM
34	I think the research project should be scrapped entirely as it really does not serve any purpose. It is more important for students to study an actual subject rather than waste valuable time on the research project. We are one of the few states where English is not a compulsory subject at Stage 2 and essentially students need only complete four subjects at Stage 2. This is not adequate preparation for those students who intend to pursue tertiary studies. An opportunity for in depth study is already provided in most Stage 2 subjects so there is no need to have a whole subject dedicated to it.	7/30/2018 7:34 PM
35	Not convinced of importance of research project and would prefer students be allowed to study 5 subjects.	7/30/2018 6:51 PM
36	Remove research project	7/30/2018 6:40 PM
37	Think RP would be better at Year 11 so students could do more Stage 2 subjects	7/30/2018 6:04 PM
	I feel the RP should be removed and that we should return to 5 subjects.	7/30/2018 5:47 PM
38	Theel the TAP should be removed and that we should return to 3 subjects.	7/30/2010 3.47 1 W

40	First, I am on LSL this year, having recently retired last year, after having taught Stage 2 English in its various forms for many years. I don't believe the current Stage 2 Research Project is appropriate for Year 12 students. They are generally not mature enough to conduct detailed quality research and staff are likely to have a very heavy load in helping students with their research. Thus it may be questionable as to how independent is the student's research. I think that such a research project would be somewhat redundant for Arts type students who study History, in particular. However I know that History is not taken by many students these days. This project is also likely to be prejudiced towards Arts type students because of the reporting process. Students do not appear to enjoy this project and many schools now try to dispense with it in Year 11.	7/25/2018 6:22 PM
41	The research project makes SACE inaccessible for the weakest of our students. Prior to the RP being added to the mix, most if not all, Stage 2 subjects had a research component and the introduction of the RP as a formal subject became effectively a doubling up of the same skills set. The need to complete the RP is viewed by many students and staff as a meaningless imposition and has engendered much resentment over the years. It has also meant that we have actually dumbed down the total curriculum offering by not having the students study 5 full subjects at Stage 2. This has also had some implications for students who wnat to follow a specific university pathway, including interstate courses. These students therefore often opt to do 5 subjects plus the RP so are carrying a much heavier study burden.	7/24/2018 4:23 PM
42	Research Project should be an optional subject, just like all other subjects.	7/24/2018 11:42 AM
43	Unsure	7/23/2018 8:10 PM
44	I think students should do a minimum of 4 preferably 5 Stage 2 subjects with less assessment in each subject.	7/23/2018 2:34 PM
45	I think this has been an unfortunate few years. While the RP does have some value, I feel research skills could have been equally well taught by making them a requirement in the various subjects studied by a student. The effect on LOTEs in secondary schools has bee disastrous.	7/21/2018 8:28 PM
46	Research Project is unnecessary. All SACE subjects have an independent research element. If schools such as Wilderness demand that the RP is taught in Year 12 it limits student options for subjects and makes them do 4 subjects instead of 5 which can be detrimental to interstate requirements for tertiary courses.	7/21/2018 8:56 AM
47	I would like to see all Year 12 students going back to 5 subjects. I would also like to see the research project becoming a subject choice but not a compulsory requirement, as most SACE subjects consist of an assessment component involving research.	7/20/2018 1:36 PM
48	Stage 2 should be the full 5 stage 2 subjects	7/19/2018 5:59 PM
49	I do not believe that any subject should be made compulsory as it limits the opportunity for all students to select their own choices based on their career pathway. I also strongly believe that because all Stage 2 subjects have a research/investigation component (30% externally marked) it is 'overkill' in making the Research Project compulsory. I also strongly will argue that the skills learnt in the Research Project such as self regulated learning, investigation, curiosity and application of a diversity of perspectives including critical analysis and undestanding of issues are not transferable to other subjects from my experience teaching Stage 2 Subjects. I believe that if it is to remain it should be an optional subject as some students thrive in this style of learning and performance.	7/19/2018 2:00 PM
50	The purpose and necessity of the Research Project is questionable. A return to 5 subjects in Stage 2 should be considered.	7/19/2018 11:00 AM
		7/18/2018 10:22 PM
51	I feel as though the mandatory RP is very limiting to students, especially those who might want to go onto uni courses with a lot of assumed knowledge or preeequisite subjects, or who may want to study interstate and need English as well. Many subjects already have a substantial research component at Stage 2 and this is subject specific and allows for better teaching and learning. The current arrangement doesn't allow enough scope to allow Stage 2 students to take the subjects to best prepare them for their post-secondary pathway (especially in schools that also mandate Stage 2 Religion Studied).	

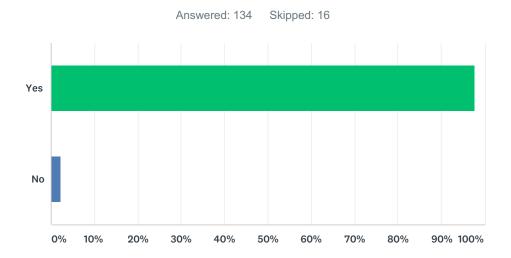
53	OK for achieving SACE, since everyone should be able to get there using VET and other community based activities/qualifications. RP is a waste of space for achieving SACE since it is a requirement demanded by the Tertiary Sector (supposedly) for students to be properly prepared for Uni studies - pointless for a large number of school students. Furthermore, it is feeding the STEM fad and is destroying all the humanities, leaving most students without a balanced education and diminishing our collective intelligence as a human and humane society!	7/18/2018 10:35 AM
54	The SACE is too easy - 80 credits would seem more appropriate	7/17/2018 11:34 PM
55	I'm not sure that the compulsory research project is suitable for all students. For those wanting a university education, it is appropriate, for students taking a trade or vocational pathway it is not. Students with learning difficulties find it especially challenging.	7/17/2018 6:34 PM
56	Research Project is a waste of time. Bring back the 5 compulsory subject.	7/17/2018 6:31 PM
57	RP needs to change. Its a great subject, and I teach it, but its not conducive to student needs. It needs to be optional, or at least optional in certain circumstances. EALD students struggle with it, and also there is not enough time to complete the work in a semester, as SACE doesn't give the full semester, requesting submissions by T2 week 7, this should really go until week 10.	7/17/2018 4:43 PM
58	Being a teacher of students with diverse, significant special needs I think that the SACE Stage 2 requirements of 60 Stage 2 credits is fine and is achievable by students engaging in the flexible SACE pathways. However, I feel that the Research Project needs to be reviewed as a Stage 2 subject, with either being a 10 credit Stage one subject with students completing this in Year 10 (so that they can utilize the skills learnt within this subject in Stage One and Stage Two) as well as the Research Project subject being reviewed with alternative pathways. For example having taught the Research Project for a few years now I truly see the benefits of this subject for students who are going to TAFE or Uni pathways but I also see the huge challenges that students and teachers face for students who do not meet the criteria for the Modified SACE pathway but who have low cognitive functioning with learning disabilities and find the Research Project overwhelming and non engaging as it currently stands. Could there be a Research Project (like Community Studies/Career exploration) for these students to engage in, earn SACE credits and continue to build confidence and self esteem, rather than not wanting to attend this subject?	7/17/2018 3:47 PM
59	There is plenty of variety in subjects for students. They are able to include VET training in these credits. Most students should be able to attain their SACE with these requirements	7/17/2018 12:46 PM
60	The research project should be removed and replaced with another Stage 2 subject. Every Stage 2 subject should contain research components in its assessment.	7/17/2018 12:19 PM
61	Get rid of the research project or make it optional. Students should study 5 full subjects at stage 2. Get rid of the option for students to replace their worst subject with a cert 3.	7/17/2018 12:11 PM
52	The skills taught in Research Project are essential for Senior students. Provide students with academic knowledge and the ability to manage complex tasks independently.	7/17/2018 11:18 AM
53	The Research Project has potential to be best utilised as a skill development course in year 11 to appropriately prepare year 12 students to undertake specialised research in their selected subjects. RP could be undertaken as a mandatory one year subject in year 11 with semester 1 Research Practices and then semester 2 as RP	7/17/2018 10:23 AM
64	Abolish the research Project at Stage 2. Offer a 10 unit self directed Research subject (elective) at Stage 1.	7/17/2018 9:21 AM
65	I have seen over the past years since the inception of the research project, that the stage 2 standard has been eroded. Students continue to achieve amazing results in this subject as a result of the teacher input rather that the students own work. This has become evident in not only the research project but in subjects that do not have an end of year exam. Students offer many drafts until they receive the result they desire. A final exam is the best way of assessing a students own ability.	7/16/2018 10:09 PM
66	The research project is not working. It is a 10 credit subject but so much emphasis is put on this that it detracts from performance in 20 credit subjects. It also limits flexibility(the number of subjects) in stage 2 choices, unless it is done in stage 1.	7/16/2018 7:53 PM

85	This is a very poorly worded question. What do you mean?	7/14/2018 12:49 PM
84	I believe it is too narrow and has resulted in the removal of several good subjects from school curriculums	7/14/2018 3:54 PM
	can filter their clientele then the current system is inadequate; but I don't believe this is the role of our education and nor the idea behind SACE. SACE ought to be attainable for all South Australian students. It is an indication that students have been educated to a level that the community believe is commensurate with that of an informed, contributing individual, able to function within our Australian society. 60 stage 2 credits and a Research Project is more than enough for any student to show the warranted capabilities and skills required for this purpose. SACE should not be a filter.	
83	To answer this you need to be clear on what is the purpose of SACE. If you believe that the purpose behind SACE is only to sift students into some ordered array so that tertiary institutions	7/14/2018 4:21 PM
32	drop research project	7/14/2018 5:03 PM
31	It has to be calculated somehow. This seems to work.	7/14/2018 5:25 PM
30	I think there should be a requirement of 70 stage 2 credits of which the Research Project could comprise 10 credits if it is chosen by the students. The RP is very difficult for some students who will not go onto use some of the skills that are required by it.	7/14/2018 5:32 PM
79	I think that an ATAR is not for everyone but a upper high school education is important for many more of our young people than ever. I think this is a suitable requirement which is not too onerous for those who struggle to engage with school for various reasons.	7/14/2018 9:28 PM
78	Aspects of the research project provide good life skills into planning and undertaking research and as a subject provides good grounding toward the research requirements for other stage 2 subjects. However, feel this subject should be completed before other stage 2 subjects.	7/14/2018 10:53 PM
77	I do not think Stage 2 Research Project should be compulsory. Students should be able to choose it or another Stage 2 subject.	7/15/2018 12:40 PM
76	I would like to see 5 subjects again at Year 12 without Research Project being involved. Maybe push RP to a Year 11 SACE subject (non Compulsory). I would like 80 Stage 2 Credits.	7/15/2018 1:17 PM
75	Research project is completed in all 'regular subjects'. Not all students need university style research skills The research project favours females	7/15/2018 2:25 PM
74	I like the spread of choices at my own site. I'm teaching RP for the first time along with Stage 2 EAL. For me the jury is still out on the RP, but I have never liked the idea of RP undertaken by Year 11s in Semester 2.	7/15/2018 7:54 PM
'3	I believe that students should be required to have 4 or more subjects at Stage 2 and research project should be an elective subject, not compulsory.	7/16/2018 7:58 AM
72	The Research Project impacts on students choices of subjects that are preferred into future study and career pathways. All subjects have a research component and hence the Research Project as a subject is not necessary. It has meant a number of other subjects are not being studied, in particular, languages and Specialist Mathematics.	7/16/2018 10:02 AM
71	Question the appropriateness of Research Project being compulsory C or better for all.	7/16/2018 12:19 PM
70	The Research Project, while having value, is not well received by the students and feels more like pulling teeth than trying to get the students to learn something of value for their future studies.	7/16/2018 12:53 PM
69	The SACE subject selection has undergone review and has reduced, in many subjects, the requirements for assessment in both course work and examination have been reduced. Given this, and given hat most subjects have some kind of individual research component as a an assessment criteria, the Research Project should not be abandoned and compulsory 5 subjects taken at Stage 2.	7/16/2018 12:57 PM
68	Too few subjects, research project is a sham as is VET as a unit for SACE credits	7/16/2018 4:29 PM
	proportion of students have too much teacher support for it to be their own work. I believe the research project gives students a false idea of what real research is like. I also believe it deprives students of learning STEM subjects because it limits choice. I also believe students undertaking the more academic subjects are not rewarded sufficiently and consequently capable students play the ATAR game which enables them to score a high ATAR by choosing for example General Maths when they could quite easily cope with Specialist Maths.	7716/2018 4:32 PM
67	I don't believe the research project should be compulsory. I believe the majority or at least a large	7/16/2018 4:32 PM

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86	I would like to see the Research Project go to Year 11 and all students do English at Year 12.	7/14/2018 11:56 AM
37	Research project should not be a compulsory requirement at stage 2 level. i see it more appropriate as a stage 1 compulsory subject which enables students at stage 1 to develop the research skills more required at stage 2 in their chosen subjects. Currently, students undertaking RP along with other investigations as the external assessments are disadvantaged as they are developing useful research skills after research based assessments are completed. Given time to reflect, i believe students are more able to integrate their new learning across a range so subjects, which is the whole point of doing the RP- transferable skills to support student outcomes in stage 2.	7/14/2018 10:33 AM
38	It is a good introduction to a university style subject pathway. There is also flexibility for extension with students picking up a fix stage 2 20 credit with is a plus.	7/14/2018 9:43 AM
39	60 credits + RP is appropriate for SACE, but the ability to choose an additional subject (or 2) is important for students who are able or who want to seek a broader range of subjects.	7/14/2018 9:22 AM
90	I believe that 60 credits is insufficient and 90 credits provides a fuller more balanced education, with or without Research Project.	7/14/2018 7:52 AM
91	The research project has too much importance and is taking students time and attention from other subjects. It also creates more stress because of its compulsory nature. The research project should be increased to 20 units and remove the c to achieve SACE requirement.	7/14/2018 6:41 AM
92	there should be 5 full-year subjects or equivalent	7/14/2018 12:48 AM
93	Expectation on students is light. They should need to do more to complete their SACE.	7/13/2018 11:30 PM
94	Research project should not be compulsory	7/13/2018 10:40 PM
95	Yes as long as research project is improved	7/13/2018 10:09 PM
96	The research project should be optional (a subject choice). It is not having the outcome for students desired by the universities. It seems to have been shifted to year 11 at a number of schools (it would be interesting to know exactly how many) to enable students to choose another year 12 subject. So should it be a "year 12 subject at all?" Can we make a second semester of maths at stage 1 and at least 1 semester of maths at Stage 2 compulsory? It seems a bit strange to make the research project compulsory and yet give students credits for stage 1 subjects even if they fail?	7/13/2018 9:30 PM
97	I believe that students should be able to study more subjects.	7/13/2018 9:15 PM
98	The research project is really a year 10 activity. It is very "thin" and requires very little research indeed! Reducing year 12 to only 4 subjects, and reducing the importance of a year-end examination of any substance is doing South Australian students a disservice! We must return to 5 subjects at year 12 level and include English as a compulsory subject. The end-of-year examination must count for at least 50% of the overall grade. Really it should count for 75% of the overall grade.	7/13/2018 8:51 PM
99	Subject specific research projects could be included in some Stage 2 subjects to replace the current research project	7/13/2018 8:05 PM
100	The research project helps students develop better research skills not seen in other subjects. It prepares them for future study pathways. In my experience students generally do very well as they have selected the topic/question they are interested genuinely more in it. Having only 60 credit Stage 2 subjects as a requirement provides a less stressful situation in their final year of secondary education	7/13/2018 7:46 PM
101	It's quite limiting for students applying for courses such as Engineering where their four subjects are pretty much dictated by their tertiary choices: they don't get to broaden their options. Almost all learning areas incorporate some research, so there is no need for a stand-alone research subject.	7/13/2018 7:34 PM
102	I believe that it should be 80 plus the Research project. This would give the students a broader background of knowledge for tertiary studies	7/13/2018 7:16 PM
103	Research project should be stage 1 if kept at all, to ensure student have the skills they need to do the research based work that us part of every other Sace stage 2 subject.	7/13/2018 7:05 PM
104	I believe that it would be more worthwhile for students to undertake a fifth subject of 20 credits rather than the 10 credit research project. This would provide students with a greater breadth in	7/13/2018 6:56 PM

105	The only thing I would change is perhaps the RP as it doesn't seem to be more than some extra points for most kids	7/13/2018 6:44 PM
106	Making the research project compulsory has hampered the take up of languages, and other 5th subjects essential for a flourishing society.	7/13/2018 6:38 PM
107	The research project should go.	7/13/2018 5:26 PM
108	Entire schooling system needs overhauling. Emphasis on university entrance being the be all and end all needs to cease. Universities need to return to being what they were originally designed for to cater for those of an academic persuasion; not a dumping ground for political expediency and a smokescreen for hiding mass youth unemployment. That means education system needs to adapt to that. Tinkering around with Stage 2 will achieve nothing - it has already been played with far too much. Currently, Stage 2 is inadequately equipping students who are academically capable and failing to provide broad education. Research project needs to go.	7/13/2018 5:16 PM
109	The research project is no longer relevant, most subjects have investigations which enable students to explore questions of personal interest.	7/13/2018 5:15 PM
110	Drop the research project as almost every SACE subject has a research component, anyway. Also, since the introduction of the Research Project our numbers in languages have dropped considerably. The RP could be made optional.	7/13/2018 5:06 PM
111	I don't believe the research project should be compulsory. Most, if not all, stage 2 subjects have a research component anyway.	7/13/2018 4:54 PM
112	I believe RP should be optional, and students should be required to complete 5 SACE Stage 2 subjects (with a C- grade or higher in at least 4 of these subjects) - that is 100 credits. The current requirement of 4 Stage 2 subjects means that student choices and the breadth of their senior education is limited. It also means that students are less likely to choose the more challenging subjects, such as Spec Maths.	7/13/2018 4:54 PM
113	It may benefit some students to have the research project as optional - for some it means a lot of extra stress when they do not have the literacy skills/abilities to complete such a project	7/13/2018 4:41 PM
114	more subjects was better	7/13/2018 4:37 PM
115	The Research Project limits the choices students can make and the 60 Stage 2 credits has made the SACE certificate less rigorous and hence the feeling that it has dumb downed the content	7/13/2018 4:37 PM
116	Five subjects gives a greater breadth of preparation for Uni. RP could be an optional subject. If the Unis like it they can make it a prerequisite for some degrees.	7/13/2018 4:34 PM
117	The 5th full year subject at Year 12 should be reestablished.	7/13/2018 4:32 PM

# Q5 Do you believe the SATAC and ATAR influence student subject choice?



ANSWER CHOICES	RESPONSES	
Yes	97.76%	131
No	2.24%	3
TOTAL		134

PLEASE EXPAND ON WHY YOU SAY THIS & HOW THINGS COULD BE IMPROVED	DATE
Students typically go for subjects that they believe they can achieve the best ATAR in.	8/3/2018 10:09 AM
Students may choose subjects based on predicted scores, not necessarily on what they enjoy. By removing the research project there can be further choice around subjects that are of interest to students without being restricted due to being forced to use their research project score for their ATAR.	8/2/2018 10:40 PM
Many students will take subjects in Year 12 that will not help them in their career path but will maximise their Atar score. Universities also encourage this and tell the students that when attending University their problems will be sorted. Having pre-requisites for certain university courses would be a way to improve the outcome. This gives the student a good idea of what would be required for tertiary study. Having bonus points for the harder subjects does not seemed to have encouraged the students to challenge themselves.	8/1/2018 7:28 PM
We are seeing students move away from Mathematics at a high level due to wanting high ATAR results.	8/1/2018 3:24 PM
ATAR drives a majority of students in subject and career path choices.	8/1/2018 1:20 PM
The compulsory subjects leave little room for flexibility in subject choices at Stage 1 and Stage 2 which causes too much focus on sciences/maths at the expense of the arts and humanities. Students can specialise in their subject of interest at university. School should enable students to gain an all-round education with the breadth that all subjects offer. Regardless of their choice of career pathways, students need to be able to study subjects that enable them to develop as people, and to give them an understanding of society, how societies function, why our society is the way it is, and their place in society. Solution: Compulsory study of Arts and Humanities. This could be spread across Stage 1 and 2.	7/31/2018 4:46 PM
They choose subjects they want to do and are good at.	7/31/2018 2:36 PM
I work in a school where many of the students and their parents are chasing ridiculously high ATARS and they will choose subjects that they believe will help them get there. They will also	7/31/2018 11:38 AM
	Students may choose subjects based on predicted scores, not necessarily on what they enjoy. By removing the research project there can be further choice around subjects that are of interest to students without being restricted due to being forced to use their research project score for their ATAR.  Many students will take subjects in Year 12 that will not help them in their career path but will maximise their Atar score. Universities also encourage this and tell the students that when attending University their problems will be sorted. Having pre-requisites for certain university courses would be a way to improve the outcome. This gives the student a good idea of what would be required for tertiary study. Having bonus points for the harder subjects does not seemed to have encouraged the students to challenge themselves.  We are seeing students move away from Mathematics at a high level due to wanting high ATAR results.  ATAR drives a majority of students in subject and career path choices.  The compulsory subjects leave little room for flexibility in subject choices at Stage 1 and Stage 2 which causes too much focus on sciences/maths at the expense of the arts and humanities. Students can specialise in their subject of interest at university. School should enable students to gain an all-round education with the breadth that all subjects offer. Regardless of their choice of career pathways, students need to be able to study subjects that enable them to develop as people, and to give them an understanding of society, how societies function, why our society is the way it is, and their place in society. Solution: Compulsory study of Arts and Humanities. This could be spread across Stage 1 and 2.  They choose subjects they want to do and are good at.

9	If all subjects were of equal value and counted towards ATAR then we would not have the current problem we do.	7/31/2018 10:57 AM
10	Students are worried about choosing certain subjects as they believe the subject will be scaled too heavily against other courses and lower their ATAR.	7/31/2018 10:16 AM
11	Many students choose to do "easier" subjects to inflate their ATAR. This creates an inappropriate culture around failure.	7/31/2018 9:44 AM
12	ATAR is only used because it is cheap and easy for the Universities to administer. It does not reflect a student's readiness to undertake study in a particular course and favours those schools which are able and willing to manipulate the system. There should be an entry procedure which examines a student's desire and suitability for a course, which may reduce the huge drop out and transfer rate at tertiary level.	7/31/2018 9:19 AM
13	Selection into Uni courses should be done on a merit basis this may help with over supply of graduates in law etc	7/31/2018 9:17 AM
14	I believe that students aim to achieve the highest ATAR and many will choose the subjects that will help them to achieve this. I teach English and I know that bright, capable students are not taking English Literary Studies in order to avoid an exam and because they feel they can control their grade better by studying English, an assessment driven course with no exam.	7/31/2018 9:10 AM
15	Anecdotal evidence from students' conversations that they choose subjects that gain them extra points to boost their ATAR. Also students want to know which subjects are not downgraded through the weighting system. This system is unfair. E.g. physics marks hold whilst drama marks are lowered, but a good physics student who is not outgoing could find physics easy but drama very difficult, and an extrovert, bodily kinesthetic learner could find drama easy and physics very difficult - so how can you say physics is the 'harder subject' and should be valued (weighted) more highly!!!	7/31/2018 9:08 AM
16	The requirements for science and maths based entry at university, especially in fields of engineering, influence the subjects chosen by students at school. In the case of having to do two maths and science, it then limits other humanities options. I believe that a great number of subjects can be undertaken at Year 12 level for a more holistic education as the students are sometimes not mature enough to realise that limiting subject choices to suit SATAC or ATAR can be limiting if they decide to change their minds or alternatively look at other options beyond school. The emphasis on ATAR means that students will choose subjects for marks rather than interest so often.	7/31/2018 9:04 AM
17	Yes as some choices require specific subjects as prerequisites.	7/31/2018 8:55 AM
8	OK as is.	7/31/2018 8:52 AM
19	Our SACE Coordinator actively advocates for students to select high-scoring ATAR subjects - which is his job - but it often discourages students from selecting subjects that they would actually be more successful in. I think if subjects at Year 12 are designed correctly and approved by SACE there should be no reason why an A in Biology and an A in Design or Music shouldn't receive the same points towards an ATAR.	7/31/2018 8:48 AM
20	Students are often encouraged into subjects that lead to an ATAR. Too much emphasis is placed on the ATAR and students ATAR ranking.	7/31/2018 8:43 AM
21	Students choose subjects that may improve their ATAR and not necessarily those that prepare them best for their future studies. I believe there should be more pre-requisite subjects for tertiary courses to best prepare the students.	7/31/2018 8:37 AM
22	STUDENTS CAN/DO TAKE INTO ACCOUNT WHAT'S REQUIRED AND WHAT MAY OFFER BEST POINTS.	7/31/2018 8:16 AM
23	Subject choice often hinges around what the ATAR score is for their chosen course.	7/31/2018 8:06 AM
	Of the following the following the first transfer to the following the f	7/31/2018 6:38 AM
24	Students choose subjects where they will get extra points (eg Maths) and stronger students choose subjects where they will not be scaled down.	7/3 1/20 10 0.30 AW

26	Many students choose a lower level of Maths rather than challenging themselves, even if they are quite capable in order to achieve a higher ATAR regardless of bonus points available. Often subjects are chosen to achieve a higher ATAR rather than those that may benefit them for their chosen pathways. Prerequisite subjects for university courses helped this in the past, but many universities have been forced to drop some prerequisites to accomodate for trends of students not studying particular subjects in order to achieve higher ATARs and accomodate the Research Project.	7/30/2018 10:06 PM
27	Students tend to pick subjects they thin are easier and will get them a higher score	7/30/2018 9:37 PM
28	Students concerned about scaling-trying to get best possible subject results for ATAR-can impact on subject choices.	7/30/2018 9:03 PM
29	Will answer this question later.	7/30/2018 8:48 PM
30	Students will often choose subjects that they perceive will give them a better ATAR rather than subjects which will challenge them or subjects that they will enjoy.	7/30/2018 8:30 PM
31	Unfortunately it is seen that for some subjects it is easier to obtain a higher score. These are chosen over pre-requisites or assumed knowledge stated by universities. Universities are also under pressure not to state pre-requisites which is not helpful.	7/30/2018 8:17 PM
32	Assumed knowledge certainly influences students in their subject choices	7/30/2018 8:16 PM
33	Stage 2 has essentially become a numbers game. Students who are academically capable are opting for subjects which are not externally examined so that they can boost their ATAR, rather than selecting subjects which will be of more benefit to their intended career path.	7/30/2018 7:37 PM
34	Cut the link between SACE and the ATAR score. Let the Universities have their own entrance exam.	7/30/2018 7:36 PM
35	I believe a lot of students choose subjects based on what will help them achieve the highest ATAR rather than following their interests. There are obviously prerequisites which come into play but within this, the choose whatever they feel will be the easiest. (e.g. Will study drama or art until end of stage 1 but then change to something else in stage 2 for a better ATAR).	7/30/2018 7:23 PM
36	Students are very aware of scaling but I don't think there is enough awareness that a student who does very well is likely to be scaled less	7/30/2018 6:05 PM
37	Certainly impacts on the Visual Arts due to the time investment required to achieve top results.	7/30/2018 5:50 PM
38	In my experience, students chose subjects based on what will get them the best ATAR rather than the subjects they enjoy, are good at or are the best suited to their chosen uni course.	7/30/2018 5:50 PM
39	Some students prefer to take Stage 2 English rather than Stage 2 Literary Studies, for example, as there is no exam. in the former subject and that course also allows for the drafting process. For students who need a high ATAR, this is a more pragmatic choice, and is likely to yield a higher ATAR, than the more demanding Literary Studies Course. This is a pity as the Literary Studies Course is, in my view, very thought-provoking for more capable students. Perhaps the Literary Studies Course could have an ATAR weighting to compensate for the more demanding requirements of that subject, or perhaps it could have a marking system more in line with Stage 2 English.	7/25/2018 6:47 PM
40	Many courses are very competitive	7/25/2018 6:36 PM
41	many students try to consider which subjects are most heavily scaled and then avoid them. some students have historically taken subjects that they know attract bonus points so that they have a better chance of a specific course at university we offer a service that helps the students to estimate approximately what their ATAR will be likely to be and their performance is often driven by this "magic number"	7/24/2018 4:32 PM
42	Students choose subjects that will give them the highest ATAR not the subjects that they are strongest at. This particularly impacts Mathematics subjects where Essential Mathematics and General Mathematics are chosen because it is easy to get a high score, rather than attempting the more challenging Mathematical Methods and Specialist Mathematics. Students select Food and Hospitality because it is seen as an "easy option" and easy to get a high score towards the ATAR. Many students choose this in Year 11 at the expense of another academic Year 11 subject which then restricts their Year 12 options.	7/24/2018 11:54 AM

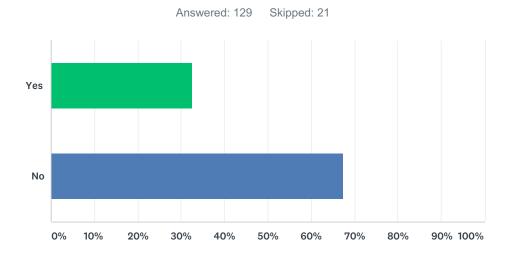
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43	too many students take only Maths English and Science and do not take subjects like Humanities that really encourage problem solving and critical and creative thinking as they believe the subjects do not have the same currency for their ATAR. The brightest students will often not pick subjects they enjoy as a result or that develop these really useful skills as a result.	7/23/2018 2:38 PM
44	Students so often choose subjects based on what will give them a higher ATAR (in their opinion).	7/21/2018 8:30 PM
45	Not sure how it can be improved	7/21/2018 8:57 AM
46	Students are still looking for the easiest way to maximise there score, whilst ensuring they have covered the pre-requisites for the university courses they are interested in.	7/20/2018 1:39 PM
47	Students choose subjects that meet their Uni requirements or which subjects they believe will be scaled less - which isn't necessarily the best option for them	7/20/2018 10:03 AM
48	The ATAR seems to be of great importance to students even though once at uni they don't seem to last in their studies. Subject choices and further study selections don't seem to help them future career aspirations.	7/19/2018 6:08 PM
49	Students certainly select subjects which they believe will bring them higher marks. This belief is based on past results and sometimes on confidence in the teacher of a particular subject.	7/19/2018 11:03 AM
50	Students are more likely to take subjects they feel will get them a good ATAR rather then the subjects best suited for their learning. I have seen this occur in both ends of the spectrum (student worried about taking Essential subjects because of scaling concerns, and student taking subjects at a lower ability level than theirs to allow them to get easy As).	7/18/2018 10:25 PM
51	Students attempt to work the system in their favour, utilising aspects that have been implemented for a different purpose.	7/18/2018 11:11 AM
52	Schools are driven by their boards and sectors to achieve successful and high ATAR outcomes so they can be favourably compared to other schools regarding enrolments. Students who are not being 'successful' are often removed from enrolment so as not to negatively impact the stats. Languages and other Humanities are buried by the STEM fad and the flight from discipline and rigour in school life.	7/18/2018 10:53 AM
53	There are few prerequisite subjects, students select 'easy' subjects to boost ATAR	7/17/2018 11:38 PM
54	Students choose, or feel pressured to choose subjects that give them the highest ATAR rather than subjects they enjoy. The pressure that achieving a particular ATAR puts unnecessary stress on students	7/17/2018 6:36 PM
55	Students pick subjects which they think will gain them the maximum ATAR for entry into Uni, not what they are interested in or good at.	7/17/2018 6:35 PM
56	Scaling needs to be removed. Keep moderation, but turf scalling. Scalling belittles the effort and rigor students put into less 'academic' subjects. Art should be regarded no less than chemistry, Maths should not be more than Food and Hosp. the students all do the same amount of work, and students sometimes don't follow their passions or best subjects, because they are worried their 'A' in one subject, is not equal to an 'A' in another. Its unfair	7/17/2018 4:46 PM
57	No not really as the universities have a much more flexibility when it comes to various undergraduate degrees now eg not as many degrees still have explicit pre requisities - and there is more choice with degrees or TAFE options then there use to be. I feel what does restrict students with subject choices is the school that they attend.	7/17/2018 3:52 PM
58	Geography has DIED in this state and it is a huge pity - all because students are wanting the maximum ATAR - with 4 subjects at year 12 they are taking a full STEM route and dropping Geography. (Or LOTE). Such a pity. Students pick science subjects over humanities because the universities reward science subjects more highly in the ATAR (scale them up at a higher rate, give bonus points etc). This SHOULD BE STOPPED.	7/17/2018 12:50 PM
59	Many of our students are very focused on ATAR to the detriment of their learning - ie some students will avoid 'harder' subjects even though they might be related to careers or courses of interest. They are too focused on getting the best ATAR to properly prepare themselves for the future.	7/17/2018 12:13 PM
60	Student strongly influence by University options and therefore focus heavily on SATAC and ATAR prerequisites and advice.	7/17/2018 11:23 AM

61	Students at are school are fixated on achieving their "dream ATAR" moreso than enjoying the learning for what it is - gaining valuable thinking skills. As such, they take subjects that are perrequisite to their preferred university course and then also "pad out" their selections with subjects that will "maximise" their ATAR	7/17/2018 10:25 AM
62	Students undertake whatever will maximise their outcome. Particularly now that pre-requisites for Uni courses are rare. This means students undertake courses with minor connection to the exit pathway - instead they opt into subjects which allow for ease of success. For many, this is about avoiding examinations and subjects with proportions of practical assessment.	7/17/2018 9:30 AM
63	Students routinely choose subjects perceived as "easy" where the highest ATAR can be achieved but have no relevance to the course they desire to take at University.	7/16/2018 10:12 PM
64	many students opt for "easy" subjects which will maximise their ATAR. This has led to a decrease in students taking the Sciences(esp Physics & Chem) and the 'top' Maths. Students are therefore less prepared for many University courses and at times need to take extra units which of course adds to their HEES debt.	7/16/2018 8:00 PM
65	Already explained. Most students play the ATAR game of choosing the easiest road to getting the highest ATAR which does not necessarily encourage them to achieve the best preparation for University. And because Universities have minimised pre-requisites for courses there are many examples of a disconnection between courses and student Year 12 choices which lead to inefficiencies. There are too many examples of students attempting bridging courses and being unable to complete them satisfactorily.	7/16/2018 4:48 PM
36	Prerequisites are necessary	7/16/2018 4:30 PM
67	In our school, ATAR is the #1 determinant of what subjects students choose.	7/16/2018 12:55 PM
68	Students with aspirations of tertiary study express ATAR as their reason for subject selections. This can lead to them selecting aspirational subjects or selecting that which they "believe" are the "easy" subjects. They then spend the entire year playing an ATAR guessing game.	7/16/2018 12:25 PM
69	Often students select subjects that are less challenging to attain a higher entrance score to ensure pathway into preferred tertiary course. This often means they are under prepared with prerequisites and higher order thinking skills and strategies.	7/16/2018 10:06 AM
70	Students often choose the "easier" subjects in order to get a high ATAR. I teach Maths, students will often choose General Maths instead of Methods. This is largely due to Universities scrapping pre-requisite subjects. There is no incentive for students to do the highest Maths subject they are capable of.	7/16/2018 8:05 AM
71	We have 100 or so students undertaking instrument tuition. How many continue with music in the SACE years? My concern is that there are still those Liberal Arts scholars in schools but the present SACE choices are informed by ATAR pragmatism.	7/15/2018 7:59 PM
72	Scaling of exam subjects over non-exam subjects	7/15/2018 2:25 PM
73	Unfortunately Universities need to make more pre requisite subjects once again compulsory. Sadly often students choose a subject which they think gives them a high score not academic rigor. All students should do ENGLISH at Year 12 and at least one Science subject.	7/15/2018 1:21 PM
74	Some students choose subjects that will enable them to get a high ATAR but not prepare them for courses at university	7/15/2018 12:42 PM
75	Some counselling at my school is based around the premise that some subjects are scaled harder (old PES and PAS thinking) particularly if a practical subject wth hands on skills or pedagogies that are more than just essays and tests, which in my opinion is not fair. From a Food and Hospitality background tasks I have designed for assessment have 3 parts which calls for more than just information recall and allows 'rigger' with research, planning, testing and evaluation and thus equals scientific enquiry or research of a historical event.	7/14/2018 11:16 PM
76	I believe that students pick subjects to gain the ATAR they need for the course they wish to do. They are now (in the last two years) been selecting on the basis of the courses that will most help them at uni. I think there has been a major education process to this end which has helped this to improve. I think more can be done to help students to select appropriate subjects for their ability but this is mostly an information transfer/education of parents/students process which is complex for everyone involved. I think things could be improved by utilising the performance standards more fully and helping students to gain an understanding of how these can help you understand what is most needed within that subject and hence similar study at uni.	7/14/2018 9:39 PM

77	Absolutely. Students are always asking about how they can maximise their ATAR. They choose subjects based on what they think will give them the highest score. They are increasingly concerned about scaling- always asking how much a subject is scaled before they choose it.	7/14/2018 5:35 PM
78	Some students choose subject that they feel (rightly or wrongly) will improve their ATAR. Some university degrees have prerequisites. Students who aren't sure of what they will do at university keep their options open by doing certain subjects eg Maths, Sciences.	7/14/2018 5:33 PM
79	some courses need a specific ATAR that students aim for and will sometimes choose subjects that are seen as 'easier' to achieve a higher ATAR	7/14/2018 5:05 PM
80	Both SATAC and ATAR use the SACE score as one of their principle methods of assigning entry to courses. They often publish their acceptance levels to the courses and also weight Secondary School subjects differently. Students at Senior Secondary classes often pour over these figures, recommendations, and 'presumed knowledge' advice to work out the subject pathways that will enable the best outcome for their own futures. I'm not sure that this is a 'bad' thing as some subjects do align better with some courses offered at secondary level but I'm not sure that the SACE is the correct instrument by which to assess suitability. SACE should assess competencies for surviving society and tertiary institutions should be assessing their own entry requirements.	7/14/2018 4:42 PM
81	If students are wanting a Uni entrance score then they are choosing subjects on that basis, rather than interest or what they excel in	7/14/2018 3:58 PM
32	Dump the ATAR	7/14/2018 12:50 PM
83	Students choose subjects which they believe they can achieve the best ATAR in rather than ones that are more challenging.	7/14/2018 11:59 AM
84	Although this is becoming less of an influence as subject counselling within schools is bedimming more open to the variety of pathways students are choosing to take rather than traditional tertiary training.	7/14/2018 10:35 AM
85	Students wishing to gain a higher ATAR always inquire to previous scaling of subjects and how this impacts ATAR. Rarely does a student complete Year 12 without tertiary or workplace goal in mind.	7/14/2018 9:49 AM
86	With careful counseling, students choose subjects that will maximise their ATAR. Sometimes these are very appropriate choices but sometimes students sacrifice what they like or want to learn for something they are good at but don't need long term It is good that additional subjects can be studied when students are working towards an ATAR	7/14/2018 9:22 AM
87	SATAC lists prerequisite and assumed knowledge for tertiary courses. Students believe that a high ATAR will provide them access to a wider range of tertiary options and desirable courses.	7/14/2018 7:57 AM
88	Have an external entrance exam for university rather than combined subject scores I believe would work better.	7/14/2018 6:45 AM
89	subjects often chosen to maximise an ATAR score rather than subjects that will be beneficial for tertiary study, eg a student studies General Maths instead of Maths Methods	7/14/2018 12:49 AM
90	Students often choose subjects to gain a higher ATAR and in my humble opinion would be better to chose subjects that are interested in and maybe ones that would be beneficial towards their goal/career(?)	7/13/2018 11:35 PM
91	Kids and parents and schools are driven by tertiary options	7/13/2018 10:13 PM
92	Students are very conscious of the ATAR for the course they want to get into and will often choose a "less demanding subject" so that they can get a better score. I would prefer the Universities went back to setting pre-requisites for courses. Has anyone looked at the statistics associated with students dropping out of university courses and the subjects (how many and which ones) they studied at stage 2? Are students who opt for less demanding stage 2 subjects getting into courses and then dropping out?	7/13/2018 9:40 PM
93	Yes, because some students choose subjects they believe they can easily achieve a high grade in, rather than subjects they have an interest in or something that is going to give them a good education and help them in their career choices.	7/13/2018 9:21 PM
94	Yes, student choice is certainly influences by ATAR scores. Students will opt for the "soft" subjects to get a good ATAR.We as teachers must encourage students to strive to better themselves and not settle for second best. This will not prepare them for the more rigorous subject at UNI, such as engineering. Australia will soon become the "dumb country"	7/13/2018 8:57 PM

95	Students are very aware of entry requirements into universities, which is typically based on ATARs. Students try to maximise their ATAR with their subject choice.	7/13/2018 8:09 PM
96	Students are focussed on their ATAR and not on pre- requests or doing subjects they enjoy	7/13/2018 8:06 PM
97	Students do not necessarily select subjects they do well in for fear of it being scaled and impacting their ATAR. Most could achieve better with subjects they have chosen and know they have greater success rather than doing a higher level of what they are capable of. SATAC in my opinion is not much of an influence in comparison	7/13/2018 7:51 PM
98	Students often say things like "but I'll get the best mark in that" when discussing subject options, both beforehand and retrospectively. It is obvious that it is the final score rather than the key learning which influences them the most when making their selections.	7/13/2018 7:36 PM
99	Most of my students focus on maximising their ATAR instead of ensuring that they are adequately prepared for tertiary studies, including ensuring that they have the skill set and background necessary for success in their tertiary studies. I would like to focus switched but to do this there needs to be a change in culture. Maybe the expansion of the number of prerequisite subjects for all uni courses would assist in changing the focus and culture.	7/13/2018 7:24 PM
100	For specfic career paths only. Those that require advanced Maths and sciences. After that students mostly do what they are most interested in so that they maintain interest. The only other subject they may do for bonus poits is English.	7/13/2018 7:08 PM
101	I observe students undertake subjects that they perceive will result in the highest ATAR. A significant number of students are then not well-prepared for a tertiary course as they have not studied at SACE level, subjects that would provide them with sound background knowledge. With many courses not having pre-requisites listed students quite often opt out of the 'harder' subjects such as Physics, Chemistry, Mathematical Methods and Specialist Mathematics, all for the sake of maximising the ATAR achieved.	7/13/2018 7:03 PM
102	Definitely, kids are choosing what will get them the highest points so things like LOTE are suffering enormously as they are choosing things like Dance and Outdoor Ed instead	7/13/2018 6:48 PM
103	The choice of a VET subject is used by some to "game" their ATAR	7/13/2018 6:43 PM
104	Focus on scaling / bonus points. Art / creative subjects being discouraged	7/13/2018 6:27 PM
105	This is becoming an issue in my subject area, visual arts, as scaling has increased from approx4 in 2014 to approx -1.5 in 2017. It mainly seems to be medicine courses that require very high scores that influence subject choices.	7/13/2018 5:23 PM
106	Depends on student really. Some students are influenced by SATAC and the ATAR, whereas others less concerned.	7/13/2018 5:19 PM
107	As a Maths teacher it disappoints me greatly that students are discouraged from studying more challenging maths subjects in order to maximise their ATAR. There is a lack of understanding transparency regarding scaling and students see achieving a high ATAR as being more important than adequately preparing for university study.	7/13/2018 4:57 PM
108	Often students pick subjects based on requirements by Uni's for certain courses, plus students feel pressure to gain a high ATAR so will pick subjects that they think will not be "scaled down".	7/13/2018 4:45 PM
109	If there are only 4 subjects to choose from, then students will choose those subjects which will result in the highest possible ATAR	7/13/2018 4:41 PM
110	Students pick subjects to maximise ATAR rather that prepare for post secondary options. Students are dropping some subjects to pick up others that they think they can get a better ATAR with. Also, using a VET course to remove a subject from their ATAR has become a game that some schools are playing, allowing their students to focus on three subjects. I know one student who completed their VET course in four weeks! Which replaced an entire year subject from their ATAR.	7/13/2018 4:39 PM

# Q6 Do you believe the Research Project is useful in its present form?



ANSWER CHOICES	RESPONSES	
Yes	32.56%	42
No	67.44%	87
TOTAL		129

#	PLEASE EXPAND ON WHY YOU SAY THIS & HOW THINGS COULD BE IMPROVED	DATE
1	Yes, though it is a large chunk of year 12. Why not study it in earlier years so students can apply those skills through year 12!	8/3/2018 10:09 AM
2	Research project is useful, yet many subjects also have significant research components which could be used to explore similar skills.	8/2/2018 10:40 PM
3	As it is necessary to pass this subject to receive their SACE, when the final piece of work is due, the process totally overwhelms the student and the other subjects are discarded for a time. It creates a definite imbalance and for a subject like the one I teach is very disruptive to the teaching program.	8/1/2018 7:28 PM
4	As already mentioned, the Research Project SEVERELY limits student choice of subjects and career path options at year 12! The sooner the RP is removed and 5 subjects reinstated, the better off the majority of students will be! The removal of 5 subjects to make way for the Research Project was easily the worst decision I have seen made by the SACE Board in its history. Especially given that most Stage 2 subjects already had a research component already embedded in them. The RP has limited student subject choice and had SEVERE ramifications on many school faculties and subject areas in losing students and often classes at Stage 2.	8/1/2018 1:20 PM
5	As mentioned in my response to question 4: I do not teach the Research Project and can only provide a summary of anecdotal evidence about it, which seems to mostly be that students do not find it beneficial to their learning. Very few students have positive comments to make about the Research Project. 'Investigation' is a common focus in Stage 2 subjects and enables students to undertake research. I wonder if the Research Project is an unnecessary duplication? I do not believe there is any need to continue with the Research Project as a compulsory part of SACE. Perhaps it could be an option?	7/31/2018 4:46 PM
6	It does take a lot of time but if done properly as research it is useful. The topic needs to be vetted as some topic do not have any information that is easily found by high school students.	7/31/2018 2:36 PM
7	It should be a compulsory Year 11 Subject - Semester 2	7/31/2018 11:38 AM
8	It is another writing task that students need to do. The skills are already covered in Inquiry tasks and investigations and other research components embedded in all subjects currently. Whats the point of doubling up!	7/31/2018 10:57 AM

students spending a whole three terms to complete a task that is very similar to investigations already completed in many stage 2 courses seems inefficient and students appear to get bored, lose motivation and use the time to work on other subject work  10 Great for preparing students to do independent research at tertiary level - not as useful for those who do not intend to study further. Good for the universities  11 It was introduced to paper over teacher shortages in key subject areas. The government was then able to say that they offered students a wide choice, as they can choose to study whatever they like. This works OK for some research topics, but it does not promote general educational growth. Research is already a component of all SACE subjects, so having a separate subject is superfluous.  12 A great deal of effort has been put into the RP and it has become a great part of the SACE program. Most schools do it in year 11 and it teaches students how to approach the "Inquiry" type task evident in nearly every stage 2 subject.  13 No, because there's no culture of understanding about why we do it. It needs to be something school's build into the curriculum earlier if students are to take it seriously.		•	
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	27		7/30/2018 9:03 PM

28	The Research Project is useful in its present form because it gives the students opportunities to choose to do what they are intersted in.	7/30/2018 8:48 PM
29	I have already referred to this in a previous comment, but again, it is a contrived subject which is done in a semester in many schools. This means it is rushed purely to get it over and done with rather than completing it for educational value. Investigations are part of most SACE subjects and so I think the Research Project is overkill. It's political and interestingly at most conferences I've been to at PAC or the Wayville Showgrounds RP Expo, a government minister is there with the press, advocating why the RP is so important. It's all a PR exercise and teachers are the victims of this. I'd get rid of it! Don't hang onto it just to save face!	7/30/2018 8:30 PM
30	As a teacher who has taught this subject for several years I believe students do learn valuable research skills that are highly desirable for any future study.	7/30/2018 8:19 PM
31	A lot of students do not put a decent effort into it or treat it with respect. It has become very recipe driven.	7/30/2018 8:17 PM
32	Already commented on. My subject of psychology includes 2 research projects. As did Studies in religion, which I also taught.	7/30/2018 8:16 PM
33	I have expanded on this in my first answer.	7/30/2018 8:11 PM
4	As previously stated, it needs to be scrapped.	7/30/2018 7:37 PM
5	Do not consider it is relevant to many of the Sciences and Maths future careers etc	7/30/2018 7:05 PM
36	I think it is great - just the wrong year level, I also think it should be optional	7/30/2018 6:05 PM
37	I personally don't know a great deal about it. I know it causes a lot of stress.	7/30/2018 5:50 PM
38	It is often treated as a joke. It doesn't prepare them for university. It could be replaced with a couple of sessions on research practices and these skills could be embedded into their other subjects.	7/30/2018 5:50 PM
39	I think it favours students from more highly educated families who know how to research and find contacts. It would probably favour students from elite private schools also because of their generally richer educational environment and heritage, and perhaps also, in some cases, they may have smaller class sizes.	7/25/2018 6:47 PM
10	Stage 1 subject	7/25/2018 6:36 PM
41	only if it is able to be taught well to all students. Some teachers are not able to do the subject justice as it has been an "add on" to their existing teaching load. While I agree that the RP is useful there are definite shortcomings which mean that it is not useful and appropriate for all students. For reasons outlined above, RP is regarded as an imposition by students who have no plans to go to University, particularly students studying VET courses. It is often difficult to timetable expert RP teachers for all students	7/24/2018 4:32 PM
42	Get rid of it or at least make it optional. Students receive so many drafts of their work that the true author of the material becomes a grey area. Students already complete major projects in each of their subject areas. As with any unsupervised assessment, it can be very difficult to verify that the work is in fact the student's own work.	7/24/2018 11:54 AM
43	Unsure	7/23/2018 8:10 PM
44	however, i also think yes. it depends on how seriously the student takes the subject. it does penalise boys as it is so big and students with learning difficulties which is not ideal. if they take it seriously it does help them learn very useful research skills for independent life long learning. however, so many do not take it seriously.	7/23/2018 2:38 PM
45	No. It should be replaced by research requirements in other subjects.	7/21/2018 8:30 PM
ŀ6	Refer to my answer forQ3	7/21/2018 8:57 AM
17	I do not think that it should be a compulsory component, but just another choice of a 10 unit subject selection as students do research as a part of their assessment in all other subjects currently.	7/20/2018 1:39 PM
	I believe some of the skills explored and developed during the RP are useful but most students are	7/20/2018 10:03 AM
18	more focussed on ticking the RP box than using it as an authentic learning tool.	

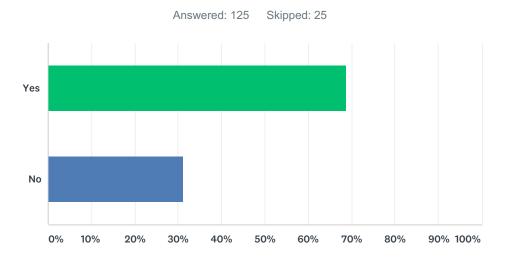
50	As already indicated if it remains a Stage 2 subject it should be optional not complusory	7/19/2018 2:05 PM
51	I think it would be better embedded as a component of other relevant subjects, and therefore taught by teachers who specialise in that area. "Research" is very broad and different approaches and methodologies are best suited to different curriculum areas.	7/18/2018 10:25 PM
52	It provides excellent skills in research, critical and creative thinking and project management and is particularly useful for less academically strong students who develop the skills necessary to enhance their performance in the investigation components of other stage 2 subjects.	7/18/2018 11:11 AM
53	See above and above.	7/18/2018 10:53 AM
54	It does not suit boys, and some girls, from lower socio-economic backgrounds - it is an elitist subject	7/17/2018 11:38 PM
55	Schools need to be encouraged to enable students to be creative, not narrowing their creativity	7/17/2018 6:36 PM
56	Teachers have worked out how to get every student to pass with the minimum amount of work done by the student.	7/17/2018 6:35 PM
57	it does teach students some responsibilities and gives them opportunities they don't have in other subjects to pursue thier own interests.	7/17/2018 4:46 PM
58	The answer to this question is both Yes and No. As per my previous comment this subject has some great foundation skills that students who intend to complete TAFE or university need, but these skills need to be taught much earlier in senior school eg Year 10 before Year 11 or 12 (depending on when your school offers the subject of RP). Also, there needs to be an alternative form of this subject for students who have additional learning needs that allows them to tap into further career exploration or more career skills to help keep them engaged in school and achieve a SACE.	7/17/2018 3:52 PM
59	I think the Research Project is a useful predictor of how students will go at university studies. It also enables them to choose a topic of their own choice. I am unsure of its usefulness for VET students.	7/17/2018 12:50 PM
60	It should be abolished and research skills should be taught as a component of Stage 2 subjects.	7/17/2018 12:20 PM
61	Make it optional. Most students are quite disengaged from it.	7/17/2018 12:13 PM
62	Not only useful but when properly delivered essential. Research Project fails as school don't provide teachers with the skills needed to teach this subject. This is a very difficult subject which requires flexible, experienced and innovative teachers with a sound understanding of all aspects of academic research. Often within school given to the least experienced or under skilled teachers. Schools that devalue Research Project are less likely to have an effective, relevant program.	7/17/2018 11:23 AM
63	While I feel the RP is incredibly valuable and useful I feel it needs to be made a Stage 1 mandatory subject and not a Stage 2 mandatory subject - see my comments earlier	7/17/2018 10:25 AM
64	It occupies too much attention and is not seen by students as an equal to other subjects. The skills can be taught or encouraged at Stage 1. Most students want more time and room to pursue their passions and more relevant subjects - unless they are simply focused on the ATAR. Grouped Subject choices ought to be re-established. It is not best practice to exit secondary schooling with no STEM or History or English - all of which is currently possible in the current SACE. All subjects ought to have external examinations. All subjects have a theoretical component - the knowledge and understanding - and the ability to communicate this knowledge and understanding (without hand-holding) - needs to be demonstrated.	7/17/2018 9:30 AM
65	Subject specific should be offered and the research project should be removed.	7/16/2018 10:12 PM
66	Students do research tasks in most SACE courses anyway. The current format just adds an extra stress to most studentsscrap it!	7/16/2018 8:00 PM
67	While I believe some students can gain from this most are just concerned at passing it and have little enthusiasm for the course. I believe it should be offered as a voluntary course and then we would have a better idea of how valuable it is considered to be.	7/16/2018 4:48 PM
68	Too vague	7/16/2018 4:30 PM
69	With changes to the format of Subjects at Stage 1 and 2, it is time to move beyond the Research	7/16/2018 12:59 PM

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70	The students do not see the value in learning how to research or how to learn how to write longer pieces of writing in a research report format. These types of skills should be an integrated part of subjects so that time does not need to be given to this as a separate subject.	7/16/2018 12:55 PM
71	If surveying is part of the process used to based conclusions on dubious "statistics", then a more rigorous understanding of sample selection & the reliability of findings should be required for all, rather than just those who are studying Maths Methods, especially as the surveying process is often undertaken before the statistics topic in Maths.	7/16/2018 12:25 PM
72	Students do it because they have to. It is not optional. If Tertiary Institutions require Research skills pertinent to their field of study they should tailor it to their courses and make it a compulsory unit for the degree.	7/16/2018 10:06 AM
73	I don't believe that the research project should be compulsory. Research skills are taught in Humanities and Science. This subject should be an elective. Most students don't value the skills taught, they just do it to pass or see it as an easy "A".	7/16/2018 8:05 AM
74	I think run it in Year 12 but it doubles up on many Year 12 individual studies in various subject areas like Stage 2 English & EAL. Many subjects have "a research" component! So what is the RP testing that we don't already test?	7/15/2018 7:59 PM
75	It needs to be non-compulsory.	7/15/2018 2:25 PM
76	Too many students do not take it seriously and subjects at SACE Stage 2 offer research options within subjects.	7/15/2018 1:21 PM
77	For some students it is but others do not apply the skills from it to other subjects. It also reduces student choice of academic subjects.	7/15/2018 12:42 PM
78	I think that it is useful but perhaps not for everyone. I love the idea of using it for entrepreneurial study/merging it with current study. I have thought about a robotics course which could be done which includes the competitions we are currently engaged in. Really valuable insights for the kids. I have been forging some networks into the field so that kids can do work experience in robotics/automation along with visits to factories where it is implemented and this would be so helpful to have written up into a research paper. It would make the study of robotics/automation much more accessible to kids who have outside of school time commitments and can't do the co-curricula option we currently have.	7/14/2018 9:39 PM
79	I am a strong believer in the skills that the Research Project gives. I think it should be mandatory for anyone who is planning on going to university, but it should be optional or significantly changed for students who are not planning on a university path. It is an extremely difficult subject for some students and it puts them permanently off research.	7/14/2018 5:35 PM
80	Students struggle with choice of topic. Some have to settle 'on something' which therefore doesn't fit with the concept that the RP is about researching an area of interest. Project takes up too much time. Not all topic choices are equal in the amount of research time required. A number of schools do the RP in Year 11 because this will free up the Year 12 study year for the other 4 subjects being studied. I haven't met many students who genuinely say that they "got something out of" doing the RP. Ditch it!! Other subjects have lost 'numbers' because of the RP - subjects that w/could be of more use to students that RP.	7/14/2018 5:33 PM
81	Overcomplicated and students find it difficult to complete in particular the evaluation component which requires high order thinking It is a different research process to other subjects therefore more cross over is needed to develop student skills	7/14/2018 5:05 PM
82	Despite the ill-feeling towards the Research Project, it does assess a students autonomy, meta-thinking and planning. Having spent the last two decades tied to masters and doctoral degrees I can see the real value in the Research Project; it is, however, very misunderstood by both teachers and the community at large. If the process is followed correctly and the students guided appropriately they will acquire skills that enable them to plan for considered questioning, enabling informed choices to be the outcome. Skills that are necessary in any walk of life.	7/14/2018 4:42 PM
83	I believe it is a ridiculous amount of work for 10 credit. It should be optional and be 20 credits. Adding an entrepreneurial aspect will narrow its prospective audience even further.	7/14/2018 3:58 PM
84	I think it is critically valuable as a way of teaching research skills to a whole cohort.	7/14/2018 12:50 PM
85	I like the RP as it teaches excellent critical thinking, particularly in regard to evaluating sources and evaluating their own work, however, I would like to see it move to Year 11 for all students so that students could choose another Year 12 subject.	7/14/2018 11:59 AM

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86	It will be improved my making it a compulsory subject at stage 1, instead of at stage 2.	7/14/2018 10:35 AM
87	Especially if run at Year 11, it prepares students with the researching and the reporting skills needed to complete Year 12 and beyond. Keeping it at a Year 12 (Stage 2) standard pushes students to learn new skills and practice these skill before they reach Year 12.	7/14/2018 9:49 AM
88	The research project is an excellent subject for developing students' skills in research, independence, time management and connection to the community. However, very few teachers are able to teach this to its full potential. Teachers need research experience themselves (I have research degrees from university), and a broad and flexible approach to teaching that plays to students' strengths and interests, and makes use of a range of approaches to research and presenting information. This needs to come from proper training and ongoing development, not just short term PD. Research project can be enriching and valuable for students as an experience and in the long term if it is taught well.	7/14/2018 9:22 AM
39	It is useful but I believe it would be more useful if undertaken earlier, at Stage 1. Students go into Research Project without the understanding of the emphasis placed on research methods rather than the field of interest. Teachers are not necessarily equipped with an understanding of those research methods or teaching methodologies appropriate.	7/14/2018 7:57 AM
90	I think the idea is good but it has too much importance. I think having it as a year 11 subject to introduce the concepts and then integrating into year 12 subjects that fit it would be more applicable	7/14/2018 6:45 AM
91	not compulsory, universities could prioritise it	7/14/2018 12:49 AM
92	Many students take the soft option and complete their RP in Yr11. It was meant to be a Stage 2/Yr12 subject and having taught it at Yr12 believe student maturity is vital to it be an effective subject.	7/13/2018 11:35 PM
93	Too much reflection which is biased towards girls. More research eg. scientific research where an actual experiment is undertaken. QLD science subjects do it pretty well as does IB. Current marking is skewed away from hands on research and more toward internet theory research which is easily plagiarised	7/13/2018 10:13 PM
94	It is not having the outcome for students that it was hoped it would have. Please see if it can be made optional (a subject choice) and run it more like the IB extended essay.	7/13/2018 9:40 PM
95	I believe the Research Project is useful, however, I think it is not for every student and sould not be compulsory.	7/13/2018 9:21 PM
96	The research project is a complete waste of time; students can do a research project on "basket weaving" and score well on several pages of "dribble". What a sorry waste of time and talent. Students are no longer encouraged to set high goals and achieve their goals. Both teachers and students view the research project as a joke, a time waster and of very little value. Bureaucrats in SACE, and politicians view the research project as having value because they have no idea what students are about.	7/13/2018 8:57 PM
97	It does add some value to students' education, but I feel it could be more valuable by being conducted within a subject, e.g geography students could complete a rigorous research project throughout their course. It is too onerous for the amount of credits and time given to it.	7/13/2018 8:09 PM
98	These research skills are essential for future study and life	7/13/2018 8:06 PM
99	Students learn to be more organised and that there are other avenues for research then they are used to so the Folio aspect works well. The Outcome needs to have more push for how it is presented and to go outside the norm of a report, perhaps like a shark tank scenario.	7/13/2018 7:51 PM
100	Having a key SACE deadline in Term 2 of Year 12 wreaks havoc with commitment to due dates in other subjects. Some students never recover from that form slump in non-RP subjects. There is too much focus on RP results at many schools. I think it could be improved by being made a compulsory Stage 1 subject rather than Stage 2.	7/13/2018 7:36 PM
101	I have noticed an improvement in standard of tasks completed in Stage 2 since the introduction of the Research project. This would suggest that the Research skills gained in completing this project has helped the students.	7/13/2018 7:24 PM
102	Should be stage 1 if kept. See other comments sbove.	7/13/2018 7:08 PM
103	It could be replaced by increased subject choice. Some of these subjects then include research techniques, e.g. Geography.	7/13/2018 7:03 PM

104	It is seen as a way to boost points at the moment and there are other research opportunities for them plus too many parents helping out!	7/13/2018 6:48 PM
105	Better to add an additional 20 point subject than make research project compulsary. Most SA students do one full subject less than their intestate counterparts. The extra subjects are often those of personal interest to the students. In addition research project discriminates against boys, who are statistically not as good at communication as girls. Let students choose it but do not enforce it.	7/13/2018 6:43 PM
106	Too much focus on it, particularly given it is a ten credit subject	7/13/2018 6:27 PM
107	There is no way to determine how much is the student's work.	7/13/2018 5:28 PM
108	The problem with the Research Project is undertaking research without the framework of a particular subject area. Teachers can't have expert knowledge across a diverse range of areas. Students who undertake the research project in Yr 11 do not actually seem to have retained research skills when they get to Yr 12. eg they don't remember referencing. The RP is probably valuable for approx. 10% of students who are highly motivated independent learners.	7/13/2018 5:23 PM
109	Was always a bad idea ('borrowed' idea from IB). Just scrap it.	7/13/2018 5:19 PM
110	It needs to be made optional, if you really want to keep it	7/13/2018 5:06 PM
111	I am undecided on this for some students it has lots of positives and works very well but for others it is not always useful and can have a negative impact upon their learning at year 11 or 12 depending upon when the subject is undertaken.	7/13/2018 4:45 PM
112	It has become a literature research project, with any final product designed being irrelevant, as the assessment is on how the project is written rather than what might have been achieved - a student may make a well constructed piece of machinery, but is assessed on how he writes up about the process. It has been hijacked by the humanities departments of universities, and is in effect a compulsory English Subject, rather than the student investigating or researching as a scientist would understand the process.	7/13/2018 4:41 PM
113	However, only for some students. For most it is pointless.	7/13/2018 4:39 PM
114	It shouldn't be compulsory	7/13/2018 4:38 PM
115	I find in the subject that I teach that the Research Project actually deskills students as they do not know how to research and reference appropriately or academically.	7/13/2018 4:33 PM

# Q7 Do you believe that VET pathways and entrepreneurial activities are appropriately catered for currently?



ANSWER CHOICES	RESPONSES	
Yes	68.80%	86
No	31.20%	39
TOTAL		125

#	PLEASE EXPAND ON WHY YOU SAY THIS & HOW THINGS COULD BE IMPROVED	DATE
1	There are some excellent options for students. I'm really impressed with what students are doing through our VET pathways programs!	8/3/2018 10:09 AM
2	Great flexibility around thisis continuing to grow.	8/2/2018 10:41 PM
3	I think catering for students who wish to complete a VET subject is a good thing but it causes lots of problems back .at school. As the student usually goes out on a specific day they miss the lessons held on that day. The majority of these students are not academically strong and they find it difficult to catch up on the work missed and use their "off" lessons wisely. If these VET subjects are to go towards an apprenticeship, having the apprenticeshipbeing finalised during the study period would be an added incentive to complete the SACE subjects remaining.	8/1/2018 7:48 PM
4	I don't have knowledge to enables me to give a meaningful response to this question.	7/31/2018 4:49 PM
5	Depends on the school and how it is tackled.	7/31/2018 2:37 PM
6	VET pathways are very useful for some students and should be offered after hours so that students are not dragged out of other classes to do them. After school/evening courses and intensive School holiday courses should be offered by TAFE for VET courses.	7/31/2018 11:40 AM
7	You need much more opportunities in these areas and greater education about the benefits of these pathways. It should command the same degree of respect and standing within the community as going to University. With the chronic skills shortages in Australia and the closure of TAFES it seems we are going backwards rather than addressing the needs of the nation both for today and in the long term.	7/31/2018 11:00 AM
8	In my school students have a range of VeT options that allow them to get a head start with potential fields of work and employment opportunities. It adds value to year 12 for those students not wishing to or unable to go on to university. It has also helped many students receive the credits they need to achieve SACE.	7/31/2018 10:19 AM
9	I am not sure.	7/31/2018 9:44 AM
10	They can be very onerous to organise and taking kids out of the school day has its problems.	7/31/2018 9:35 AM

11	I don't really have much experience of this, but students seem to be able to pick up SACE points for a wide range of different things.	7/31/2018 9:32 AM
12	seen as 'lesser' and easier and therefore not valued in the same way as those pathways that get you an ATARstudents are not encouraged to follow this pathway if they are seen as 'academic'	7/31/2018 9:29 AM
13	A key part of entrepreneurial is a global perspective, which is best gained by studying another language and experiencing another person's point of view. The provision for language learning in South Australia is, not to put too fine a point on it, pathetic.	7/31/2018 9:22 AM
14	VET is not provided in all schools, but when I worked at Trinity College Senior I know that the VET program was thriving and students relished in the opportunity to learn beyond the classroom and use this knowledge to gain SACE points.	7/31/2018 9:14 AM
15	They are run well but can impact upon continuity in school studies because of days away from schoool	7/31/2018 9:05 AM
16	School endevours to access VET courses and organise students.	7/31/2018 8:56 AM
17	Good for less academic students.	7/31/2018 8:53 AM
18	Yes, there are lots of room for improvement particularly better pathways for students to do TAFE etc and complete their SACE. The also needs to be a better process of communication between TAFE ( and other training providers) and the SACE.	7/31/2018 8:46 AM
19	I do not know enough about these to comment.	7/31/2018 8:38 AM
20	A NUMBER OF OUR STUDENTS PARTICIPATE IN THESE PROGRAMS.	7/31/2018 8:16 AM
21	To be honest, there are not many students taking VET courses at my school so I cannot really comment.	7/31/2018 8:07 AM
22	For students who struggle with the more "academic" subjects it is good to have another pathway.	7/31/2018 6:39 AM
23	As far as I know there are quite a few different VET courses available at the moment	7/30/2018 9:38 PM
24	VET pathways fantastic for students whether looking to get an ATAR, SACE completion, pathway to apprenticeship or employment. Not aware of the entrepreneurial activities at this stage.	7/30/2018 9:07 PM
25	Will answer this question later.	7/30/2018 8:49 PM
26	To be honest, I do not have enough knowledge in this area. Can't really say.	7/30/2018 8:47 PM
27	VET pathways need to be recognized as valuable alternative ways of achieving SACE. As part of adaptive pathways our Senior school has changed its perspective over the last 5 years and do encourage students not wanting a University pathway to follow this. We now have students completing apprenticeships and working full time but are enrolled under our FLOW program to still have their VET course recorded for their SACE. Community Studies Stage 2 (A) is also an ideal way for entrepreneurial activities to be recognized but students seldom select this as it is a Non ATAR subject.	7/30/2018 8:24 PM
28	I don't really know enough to comment here.	7/30/2018 8:21 PM
29	Do not really know so much about them as I have never taught in this area but do believe not enough students consider the VET pathways when they provide excellent opportunities for future employment.	7/30/2018 7:09 PM
30	We only have a few students ( usually low achievers) who pursue VET courses as a last option. It should be promoted more to expand options.	7/30/2018 5:53 PM
31	I do not have enough information/experience to comment here.	7/30/2018 5:50 PM
32	This has not been my area of involvement, but at the school to which I have been attached, it is, in my view, very well managed and every support is given to students to take up such activities if they are interested in such courses. A Careers Week, with visiting speakers from business enterprises, is held once a year, just before Work Experience. This has been very successful and well run, with students having a number of career option seminars, also, to elect, and in which to participate.	7/25/2018 6:47 PM

33	we offer a wide range of Certificate II and III courses and have a very large uptake in our student body. Our students often gain employment directly from their VET courses. because of the nature of this type of study a great deal of effort is applied to the individual student counselling and subsequent choices and there is the flexiblity to pick up mainstream subjects again and/or do a combination of both in order to determine what career pathway is most appropriate for an individual student	7/24/2018 4:37 PM
34	It depends on how it's scheduled. But not when VET students miss regular classes on a regular basis.	7/23/2018 8:11 PM
35	I think there are plenty of options.	7/21/2018 8:30 PM
36	I think more options are needed as not all students are suited for university studies.	7/19/2018 6:11 PM
37	There appears to be more and more students that could be encouraged to persue these pathways as many students are challenged when they focus on 'mainstream' for want of a better word, subjects. The school's role is to broaden the learning experience of students to enable them to achieve their learning goals in the school environment and to see that there are opportunities for the future. This is for many students a pathway to further education and training. As academics we need to change our mindset to further support these students and provide opportunities to enable them to be active social citizens which I believe we do well at my school.	7/19/2018 2:22 PM
38	Seems to work well, but I don't have a lot to do with this area.	7/18/2018 10:26 PM
39	I think the changes to VET have been very positive in changing the profile of VET. I think it works well for students who authentically utilise that program. I think it is often used in some schools to manipulate ATAR. I think there is some inequity in allocation of credits, making some courses particularly attractive for minimal effort and time investment.	7/18/2018 11:15 AM
40	VET courses are becoming an important part of our senior school pathways and helping more and more students to SACE completion. On the surface many courses are providing 'cheap and easy' SACE credits, and will likely impact poorly on the long-term credibility and reputation of the SACE.	7/18/2018 11:01 AM
41	In some schools yes, in other schools, that have a strong academic focus, no	7/17/2018 6:37 PM
42	A greater numbe of free VET options is needed.	7/17/2018 6:36 PM
43	this should be a seamless process, and its not. Its a hodge-poge mess unless you have a VET co- ordinator that is en expert in the VET field. this is not something all schools have the opportunity to have, putting students at a disadvantage.	7/17/2018 4:48 PM
44	More information on these pathways needs to be profiled. Teachers and parents (and some principals) don't understand how some VET pathways can lead to SACE completion or an ATAR. They are still in the mindset that if you are doing VET as a student then you are either lacking in academic ability or you need to leave school and be working. At the beginning of each year we profile in schools the academic awards from the SACE but it is rarely mentioned the great work that students achieve by these pathways. Both VET pathways and entrepreneurial activities fall under the radar of most schools either with Careers Co-ordinators who have no post grad qualifications in this area and are not passionate about these SACE pathways promoting them to students, parents and staff and/or you have Principals who want just high ATAR for marketing purposes and are reluctant to encourage VET pathways within the school due to a lack of understanding of how these pathways can be incorporated into SACE and this makes it inequitable for students.	7/17/2018 4:01 PM
45	Lots of options for students to attain their SACE through Vet studies. Apart from apprenticeship training contributing, I have seen elite sports students gain SACE credit as well, along with Duke of Edinburgh students and those doing community service. I believe our school does this well, in making sure student talents and work are counted toward SACE. I believe this could be better supported in other schools perhaps?	7/17/2018 12:54 PM
46	-	7/17/2018 12:13 PM
47	Our school offers dynamic programs from Middle School to the Senior years that encourage such pursuits within the curriculum and through elective and co-curricula programs.	7/17/2018 11:27 AM
48	I have little experience with VET therefore my preferred response would be "N/A" or "I do not have an opinion"	7/17/2018 10:26 AM

49	I have no idea how the entrepreneurial activities are catered for as I have had no experience of them. As to VET courses, students pursuing academic courses often cannot afford to miss lessons that clash. Also, the irony is for students who are suited to VET they often lack continuity in the SACE subjects they study and lack continuity in their learning leading to confusion and poor results. Any flexible arrangement that leads to interruptions for students attending classes needs to be dealt with very carefully.	7/16/2018 5:24 PM
50	We don't do VET at my school, so I cannot comment on this accurately.	7/16/2018 12:56 PM
51	More variety of courses to best suits the skills, interest of more students would be beneficial.	7/16/2018 12:30 PM
52	Clearer prompt communication between providers, Schools and SACE are required with regards to achievement and progress is required	7/16/2018 10:09 AM
53	It is very difficult for students to mix VET and SACE subjects due to timetable constraints. Students who generally struggle and complete VET courses as a pathway for after school really struggle to catch up on missed school work due to days out. On the other hand, capable students sometimes choose VET courses as they are an easy way to achieve SACE points.	7/16/2018 8:07 AM
54	Very much sobroadens the scope of the scholars choice & learning's	7/15/2018 8:01 PM
55	There are many options available and if a new area is required there are processes and requirements already available for recognition of that area.	7/15/2018 2:25 PM
56	Yes and it is good to see schools valuing these options.	7/15/2018 1:24 PM
57	The courses appear great for students choosing them but I am uncertain how wide spread this is in other schools	7/15/2018 12:43 PM
58	Full certificate 2 qualifications that require 4 years training at Certificate 3 should be seen as a stage 2 subject if they require specific hours of workplacement as part of the qualification and require minimum of 40 days of face to face training. Equal 20 credits - Stage 2, but not ATAR eligible. Full Cert 3 qualifications also only equal 20 credits with min 40 days of face to face training and specific workplacement hours, but ATAR eligible if qualification leads to a DIploma/Bachelor qual. Entrepreneurial activities need to show 40 days mentoring with industry	7/14/2018 11:45 PM
59	The options are expanding and changing all the time so that is why I answered Yes. I think that VET is excellent and expanding. I think that entrepreneurship is currently being explored and growing which is great. I think that it takes people in school with that mindset to really see it start to grow even more.	7/14/2018 9:40 PM
60	I wish there was a 'don't know' option because I really do not know enough about this to give an informed answer.	7/14/2018 5:36 PM
61	As previously stated the SACE ought to be attainable in a variety of ways, the more the better, and if along the way it opens opportunities for the students then there is a real motivational benefit to be had. VET pathways and entrepreneurial activities are catered for within the SACE, however, SACE is not about VET. So VET can be used to fulfil the SACE requirements but in doing so the objectives of the SACE need to be met as if completing any other SACE compliant subject. I believe that this is true in the way the SACE board currently handles VET pathways.	7/14/2018 4:49 PM
62	VET pathways are available in limited range of traditional fields and entrepreneurial activities is an area that needs developing	7/14/2018 4:04 PM
63	The major problem with and other pathways is its low status, and cutting of TAFE funding over decades, the outsourcing to providers, and the upfront cost to students. Like all else in education, it needs a massive overhaul - and I don't mean more computers.	7/14/2018 12:52 PM
64	Although not at all schools, VET is available in a number of useful areas.	7/14/2018 11:59 AM
65	i am not that knowledgeable, however, at our school the VET programme is strongly pushed as another pathway to careers and futures. The difference being it is not an alternative, but another option which is critical in the way of changing the traditional mindset of success equated to uni qualification, which is no longer valid in the current employment arena.	7/14/2018 10:39 AM
66	There are a lot of options for VET pathways, providing that the school supports students to learn about and access these	7/14/2018 9:22 AM
67	Currently everything is working well. Improvements could be seen in traineeships/apprenticeships as part of a students workload to help with the school/work transition.	7/14/2018 6:49 AM

68	I think the programs themselves are good but schools need more advice as to creating unique pathways for students	7/13/2018 10:43 PM
69	Bring on even more options	7/13/2018 10:14 PM
70	I think the school has a good program for those wanting or needing a VET pathway but it is difficult to coordinate around a school timetable and any other subjects they are taking. It would be good if there were some specialist schools available for students looking at VET pathways or a trade. Ideally these would run from year 10 Something similar for students with entrepreneurial ideas as teachers do not always possess the knowledge or connections to support or direct students to develop their ideas. Schools may not have the resources to enable students to investigate their ideas and a school timetable might not be flexible enough either. A specialist school would need a flexible timetable with any standard content delivered in a lecture style with more time freed up for students to complete the hands on components of their VET courses or investigate their ideas.	7/13/2018 9:52 PM
71	I think this could differ from school to school.	7/13/2018 9:23 PM
72	I believe that we should bring back the technical high schools so students can achieve the learning and skills that they supposedly pick up doing VET courses. There are many opportunities to learn specialized skills and there are people who are willing to share their expertise. There is no social stigma if a students wishes to become a "tradie".	7/13/2018 9:01 PM
73	Not sure	7/13/2018 8:08 PM
74	There are many different course options both in content and delivery.	7/13/2018 7:37 PM
75	Not sure. We do. Or have many students in our school completing these courses so I do not believe that I am in a position to comment	7/13/2018 7:28 PM
76	If the school offers then yes. There are schools that still have limited options. It takes extra money, staff management and actually can be harder for student to do than just be in school the whole time.	7/13/2018 7:10 PM
77	With many technical schools demolished throughout suburban Adelaide to make way for housing, options are limited compared to 30 years ago. It is difficult for individual schools to provide sufficient resources from my observations.	7/13/2018 7:05 PM
78	This is done but it seems that a lot of students take easier options as there's no difference between points for ATAR etc, SAS and PES used to work better as those doing the more academic subjects felt rewarded for taking up the challenge.	7/13/2018 6:51 PM
79	Discouraged / devalued	7/13/2018 6:27 PM
80	Students who are wanting VET options do seem able to find them. Entrepreneurial activities? Schools often provide opportunities for students who are self-starters. Does there need to be a course in entrepreneurship? More creative thinking perhaps.	7/13/2018 5:33 PM
81	Why the emphasis on 'entrepreneurialism'? Are they all going to be running start-up companies? Be vloggers? Seriously. See previous comment about entire overhaul of the system re: VET Pathways. We need to start to consider some form of streaming based on some overseas models.	7/13/2018 5:24 PM
82	I don't really know a huge amount about this.	7/13/2018 5:10 PM
83	One of the key issues I see with students choosing a VET Pathway is the impact it has on these students' schooling. When students are taken out of class for a day they miss valuable lesson time - the students who complete VET units are typically those who are less academically inclined and consequently they struggle to catch up on missed work - even though they typically have study lessons available to them. This is particularly noticeable in Maths subjects.	7/13/2018 5:02 PM
84	VET is a fantastic option for some students but it needs to be valued more greatly in order to attract more students to undertake a VET course, it sometimes seems to have a stigma attached to it that you only undertake VET if you want to leave school early but still get a qualification or that it is "looked down" upon.	7/13/2018 4:47 PM

# Q8 Do you have any other comments to make?

Answered: 63 Skipped: 87

#	RESPONSES	DATE
1	I feel the new SACE along with the National Curriculum has reduced the academic rigour. Topics have been taken out of the Mathematics curriculum that supported other disciplines. Also there has been a drop in the use of technology to aid the teaching process and has been replaced by very theoretical Mathematics which could be taught in one lecture when the student has decided to study high level Mathematics at University. The structure of the Mathematics courses do not flow from year level to year level as they have done in the past. This is mainly due to the National Curriculum.	8/1/2018 7:48 PM
2	Please remove the Research Project and reinstate 5 subjects to Stage 2!	8/1/2018 1:21 PM
3	The Vetamorphosis Christian ministry is worth too many SACE points	7/31/2018 8:31 PM
4	I believe that the previous iteration of the SACE certificate (pre-Research project, where students studied 5 stage 2 subjects) was superior to the current and enabled students to gain a much better education.	7/31/2018 4:49 PM
5	Students should all need to do a broad education. A student studying 3 sciences and Maths at SACE 2 level is a narrow person - just as a student studying 3 arts subjects plus English Comms is a narrow person.	7/31/2018 11:40 AM
6	no	7/31/2018 11:00 AM
7	I honestly believe we have gone too far away from testing and exam based assessment. Assignment work has a great deal of impact on students and teachers' limited time; students have to do a great deal of assignment work and still an exam in many instances. Also a great deal of formative work is not given the correct level of attention by students as it doesn't directly impact their grade. I suggest we go back to a system that has some school assessed component at the discretion of the teacher that is moderated by the exam. We need students to learn and acquire a foundation of knowledge and an ability to recall this in real time rather than just googling issues and moulding that information into a report. Many students don't memorise this information, and surely the core focus of learning should be acquiring knowledge that can be used in real time circumstances rather than constantly referring to a digital device? I would suggest an assessment structure of: 2 generic tasks at 20% each set and moderated by SACE (this allows students to garner some stand alone grades that aren't impacted upon by the exam) 1 exam worth 40% (we need a work force in the future that has a broad knowledge base! We seem to have distanced ourselves from a learning environment that requires students to know and remember information. Real time cognitive skills are essential for a robust workforce to exist in the future. 20% discretionary school assessed work that is moderated by the exam (the majority of these tasks should be supervised class tests and activities that help students learn the subject matter for the exam. In addition the /15 assessment system has always been flawed. We should still have a 100% system and if kids don't know more than half the content - ie get a grade 50% or higher they should fail. Education has always been measured in the past that a passing grade is knowing more than half the course content. Such a radical change still doesn't make a great deal of sense to me. I submitted a 10000 report to the SACE review a	7/31/2018 9:35 AM

8	SACE Board is a closed shop in that general teachers are not privileged with all the information and knowledge those who work for SACE board have. I was told by a senior adviser for my subject last year that if I wanted to know certain information that would help me prepare my students for success with the external investigation worth 30%, I would need to become a marker for my subject area, as then I would be given information that was not permitted to be given to teachers in general. How is that fair? There is no transparency in how the SACE board moderates and adjusts marks. If they were confident that what they do is robust, they would allow the public to know what they do. The criteria for some subjects are simple to understand - useful for both teachers and students - whilst others (eg Religion Studies) are complex and almost impossible for anyone to understand. Some subjects have a small number of criteria; others have an overly large number. These things make it seem that some subjects require a much higher standard of learning than others. The large number of assessment tasks required at Stage 2 in some subjects means that there is little time for learning and formation. This favours the more academic students and makes things disproportionately hard for those who are less able. Marks are entered by assessment type. In some subjects, not all assessment criteria are used for all the assessment types, and this can favour or disfavour students' overall grades. The grades should be an overall mark for each area of the performance indicators eg. knowledge and understanding, communication, analysis and personal reflection, NOT assessment type. I mentioned this to a SACE board adviser, who agreed it would give a more accurate overview of the students' knowledge and skills, but was also told that nothing would change! The system of teachers selecting which students' work to send for moderation is open to abuse. SACE board does not apply what it teaches schools to do through its IEA assessment training course.	7/31/2018 9:32 AM
9	no	7/31/2018 9:29 AM
10	LOTE should be a compulsory part of every student's university application.	7/31/2018 9:22 AM
11	My primary concern with the SACE is to do with the English courses available. The courses have become easier, and I think that the moderation process hinders students. Because of moderation, there is no room for failure (or a grade lower than a B) as each assignment goes towards their grade. When English Studies was not moderated, students could practice writing or analysis in multiple ways and grew in ability over the year. Now, their first assignment needs to be at the same standard as their final piece, which is unrealistic. It also places enormous pressure on the teacher to draft work and I think that this results in unethical practices.	7/31/2018 9:14 AM
12	SACE generally OK as is.	7/31/2018 8:53 AM
13	no	7/31/2018 8:46 AM
14	NO	7/31/2018 8:16 AM
15	No	7/31/2018 6:39 AM
16	Having exams only worth 30% is dangerously low in allowing teacher's a lot of power over student marks. The SACE Board will say teachers know students best but teachers are not independent nor do all teachers mark in the same way or to the same standard.	7/30/2018 10:30 PM
17	Thank you for organising this survey. I think that a review is long overdue. I think that we have persisted with the Research Project for too long and that it is time for it to be made optional rather than compulsory.	7/30/2018 10:07 PM
18	Not at the moment.	7/30/2018 8:49 PM
19	I do worry about SACE dumbing down marks. When you go onto the SACE calculator for Year 11 results, for instance, some of the marks are inflated. Eg. For English I could type in B grades in two categories and in the last category it could be an A, and then the final mark could spit out an A because of the weightings. However, this is tenuous and often spits out a grade that is unrealistic. This has been verified by teachers' comments on the SAETA Facebook site. However, don't think I'm anti SACE - just the opposite! Compared to the MYP in the IB program, it is bliss. The MYP is a labyrinth of convoluted jargon and numbered marks that are obscure and different in numerous carptegories - an enigma to teachers new to the system and parents who like percentages and grades. SACE makes sense in comparison! It's the way to go!	7/30/2018 8:47 PM
20	I feel some subjects are going to be lost due to students not choosing the harder options, so they can achieve a higher ATAR. This is not helped by universities not stating appropriate prerequisites. We should be able to keep high academic standards in school subjects and not just pass on the job to university educators. I realise these comments are only referring to the students	7/30/2018 8:21 PM

21	I weep for the reduction in standards over the years since the SACE has been introduced. Largely due to costs.	7/30/2018 7:38 PM
22	N/a	7/30/2018 5:50 PM
23	Are the students themselves, and perhaps parents, going to be surveyed also? It may have been more useful and possibly more accurate, to survey only those teachers who actually teach the Research Project.	7/25/2018 6:47 PM
24	i would like to see the current RP scrapped and the research component of existing stage 2 subjects strengthened to replace it	7/24/2018 4:37 PM
25	The SACE qualification lacks academic rigour, it has become so "dumbed down". It is a year of endless assessment tasks not a year of learning.	7/24/2018 11:58 AM
26	the SACE board are not interested in the opinions of teachers about the Economics renewal. the renewal proposal will be hugely negative for this subject and it is really disappointing that they are not doing anything about our feedback.	7/23/2018 2:40 PM
27	No	7/21/2018 8:57 AM
28	The adoption of the Australian curriculum in Physics which I teach has been a good thing. I would sincerely like to see us adopt the same approach to assessment Australia wide too.	7/20/2018 1:40 PM
29	It will be good to see the results from the survey conducted. Thanks	7/19/2018 2:22 PM
30	No	7/18/2018 10:26 PM
31	Nil	7/17/2018 6:36 PM
32	I love teaching the SACE flexible pathways and Modified SACE as I am passionate about students who struggle with learning (for many diverse reasons including mental health) achieve success and engage in life long learning. Thank you	7/17/2018 4:01 PM
33	SACE and student success is very dependent on school environment. Whilst some schools are across all options for students, other schools either aren't or are unable to offer pathways for all of their students. Am also saddened about the death of some humanities subjects because of the ATAR and SATAC.	7/17/2018 12:54 PM
34	Schools not in favour of Research Project need to see programs within schools that provide students with positive outcomes. Students within our school comment on how Research Project is the most valuable subject taken in senior years.	7/17/2018 11:27 AM
35	The SACE is mostly a joke. Students ought to be able to fail it and not receive it. There ought to be two forms of exit certification = General Leavers and Vocational Leavers. It is a ruinous conceit to suggest that a "tradie" has the same social function, purpose and contribution as a person of academic enterprise (doctors - journalists etc) - we all know that this classification is a reality - each contributes in important ways to our civil society - so why do we pursue the elusive uniformity of SACE - which suggests we are all people of equality of outcome? The standard of a well-rounded and balanced education must be promoted. Too many sites simply allow for re-submissions and delayed result reporting in order to make stats look good. The "success for all" mantra ought to be converted to "success at a standard that isn't a conceit"	7/17/2018 9:46 AM

36	Yes, I think the current assessment processes are appalling. Firstly if SACE wishes to have moderation and claim quality assurance on assessment, then how is it that experts are not guaranteed to be part of the moderation process. It seems any teacher can become a moderator if they wish to apply. Secondly, the recent rule stating teachers can choose which student's work they wish to submit for each grade given leaves the process open to corruption. Thirdly, the fact that the internal assessment is not tied to any external common assessment process for all students is extremely questionable and gives the entire process a lack of credibility and transparency. To continue the current process properly would require more resources (money and personnel) than the Government can afford. Added to this is the ridiculous fact that a student can achieve a merit in a subject like General Maths with an ATAR score of well below 19 whereas a Specialist Maths student is most likely to miss out on a merit with a score of 19.4. To begin with, these courses are chalk and cheese and the difference in the degree of difficulty is massive. How silly and misleading is it to cap the number of merits for each subject to a fixed percentage, especially when the country is clearly crying out for more students to study STEM courses? I believe the only credible way is to tie the internal assessment to the exams (as done previously) and to reintroduce scaling of subjects. Also, Universities need to reintroduce more stringent prerequisites to ensure there are fewer failures at Tertiary level. The current system builds a lack of trust in the assessment of subjects and makes questionable the assertions about student achievement that the marketers of SACE (and the Government?) promote. I think there is little wonder that the standard of education in Australia has slipped according to the indicators. I also think that the new SACE is abominable and a laughing stock around the world and even in Australia in terms of its assessment practices. To be h	7/16/2018 5:24 PM
37	More value needs to be given to undervalued subjects, such as languages, which are increasingly relevant in our now globalised world.	7/16/2018 12:56 PM
38	Stage 1 all Maths courses. Bring back recorded Achievement. The current compulsory C or better is not a good fit for the full range of students. I see some of my students struggle to meet the C and know that they would have met the RA as then required. re Performance StandardsPlease make the distinction between the different grades clear and unambiguous	7/16/2018 12:30 PM
39	nil	7/16/2018 10:09 AM
40	n/a	7/16/2018 8:07 AM
41	I'm tempted to say make English compulsory! Also a Humanities subject!	7/15/2018 8:01 PM
42	Yes I would really like RP off Stage 2. We have always done it in Year 11.	7/15/2018 1:24 PM
43	The Research Project should either be an optional Stage 2 subject OR should be mandatory only for those who are planning on a university path.	7/14/2018 5:36 PM
44	Do something to halt the demise of languages and humanities subjects like geography, social studies as a result of bringing in research project	7/14/2018 4:04 PM
45	Sage 1 RP compulsory.	7/14/2018 10:39 AM
46	I believe we have a fabulously flexible Stage 2 pathway that enables students from diverse backgrounds to achieve and provides students with a variety of 21 century learning experiences.	7/14/2018 9:51 AM
47	SACE is a flexible and student-centred qualification, particularly when compared to certificates in other states. SACE should continue to be inclusive of students with a range of backgrounds, interests and aspirations.	7/14/2018 9:22 AM
48	The current approach of using school assessed assessment as the major deciding factor has seen more areas placed on students not less, as was intended. For some subjects this approach is appropriate but external exams are a cheap and effective way of ensuring parity and fairness between schools.	7/14/2018 6:49 AM
49	No	7/13/2018 10:14 PM
50	Any chance of going back to students school mark being statistically moderated based on their	7/13/2018 9:52 PM
	exam results?	

52	I believe SACE needs to be re-structured. It is dominated by females who have a humanities approach. Also, promotion in schools is now a matter of gender issues and "positive discrimination". People should be promoted on merit, not gender, and this is lacking in school generally. I am retired and really feel for males who wish to go into teaching but are "put off" by the female dominated politics. Thankfully I do not need to tolerate this. This is a very sad situation. I have been teaching Chemistry for over 45 years in state schools, private schools, overseas schools and have been heavily involveed in the International Baccalaureate as a teacher, assistant examiner and workshop leader and lament the destruction of a good South Australian Education system by female, egocentric bureaucrats in SACE.	7/13/2018 9:01 PM
53	Need to make stud bra ready for the work force	7/13/2018 8:08 PM
54	The SACE is really not preparing our students adequately when compared to the HSC, VCE etc.	7/13/2018 7:37 PM
55	I would love to see a return to statistical moderation as I believe that the present moderation system is encouraging schools and teachers to "play the game". Yes I have moderated in the past few years and I believe that it is open to inconsistencies in the standard accepted.	7/13/2018 7:28 PM
56	No just to say I'm looking forward to the SACE review on LOTE as we need to do something drastic to keep second language learning alive in SA!!	7/13/2018 6:51 PM
57	The visual arts need a scaling back of requirements. There is little time for learning or experminenting outside of work that needs to be produced for assessment. Also, further consideration of 'equivalence' between visual & text based subjects.	7/13/2018 5:33 PM
58	Go back to 5 subjects and no research project. For examinable subjects make the school assessment 50% and let the exam moderate the school mark.	7/13/2018 5:31 PM
59	There seems to be a need to re-introduce technical schools to address the shortage of skilled labour in fields like plumbing and electrical work. We need to give students the choice to select this path if they are suited and interested.	7/13/2018 5:10 PM
60	I would love to see a CAS Maths subject offered - similar to what is in the VCE.	7/13/2018 5:02 PM
61	No	7/13/2018 4:55 PM
62	More consultation needs to be done between teachers and staff at the SACE board.	7/13/2018 4:47 PM
63	ATAR is a broken system that schools are gaming to produce numbers that they want to advertise. It does not represent a students likely success after school. There are school where just about every year 11 is doing a VET course to improve their ATAR. The current moderation process of teachers selecting work that goes off for moderation further questions the reliability of the grades that go into making up the ATAR. The scaling process seems very strange.	7/13/2018 4:47 PM