Semester 2 Arrangements

Class Structure and Timetable
Building Pathways
ISF Week Arrangements
Research Project

www.asms.sa.edu.au
• A new semester, a new timetable
  – 5 Central Studies:
    • Order and Chaos (300 minutes)
    • Earth and Cosmos (400 minutes)
    • Biotechnology (400 minutes)
    • Student Inquiry Project (200 minutes)
      – Either Tuesday or Thursday, both sessions.
    • Tutor Group (200 minutes)
  – Year 12 Rotation line is Monday session 1
    • Yr 12 timetable has changed!
Class Structure

• Newly randomised classes across Central Studies with direct intervention to balance year levels and gender.
• Order and Chaos creating specific class structures to build on inclusive pedagogies.
  – 8 classes with a 50/50 gender split
  – 2 all male classes developing targeted pedagogies
• All classes focussing on developing Self Directed Learners and intervention strategies to improve student outcomes.
  – Year 10 achievement standards of A, B, and C only.
Building Pathways

- The realities of SACE
- The necessity of preparation
ISF Week Arrangements

- Week 9: 23 – 27 June
- Students are expected to attend
- Focus on Challenge Based Learning
- Excellent lead in to Research Project
Research Project
Research Project

Laying the foundation for a successful Year 12

Some facts:

It is estimated that a week’s worth of the New York Times newspaper in 2014
Contains more information than a person was likely to come across in a lifetime in the 18th century...
2.7 zetabytes \((2.7 \times 10^{21})\)
of unique new information
will be created worldwide this year
That is more than in the previous 5,000 years.
Students need to:

• Be resourceful in sourcing information
• Selective in their choice of information
• Able to analyse information to differentiate between what is useful and what is a distraction
• Combine information from a variety of sources to deepen their knowledge and understanding
• Present information to others

Management of information is the key skill of the 21\textsuperscript{st} Century.
Research project is the 21\textsuperscript{st} Century subject ....taught well it gives students the opportunity to develop the skills that they need to be effective consumers of information.

- Develops skills in project management not possible in more rigid subject frameworks.
- Requires students to ‘do it for themselves’ ...a taste of what is ahead in tertiary education.
- Success often requires students to explore research avenues beyond the Google search engine.
Valued within the school

Research proposals are presented to a panel comprising of

- A research project teacher
- STEM teachers
- Humanities teachers
- School leaders
- Past students

Benefits - students take starting their RP seriously - a wide range to teachers were exposed to students RP ideas and then began to mentor students - past students gave highly valuable feedback and advice legitimizing the process.
Tailoring RP to the school

RP topics must relate to one of the ASMS’s Inquiry Domains:

Science of the environment * Science of the human body and mind * Technological innovation and invention * Science of the chemical and physical universe * Exploring the science/mathematics of the physical universe * Exploring the mathematics of the natural universe * The mathematics of creativity * The science of art * Communication of science and mathematics * Applying science and mathematics * The molecular universe * Standing on the shoulders
Requirements

Proposal & Panel Presentation

Research Folio – both elements worth 30%

Outcome – worth 40%

Evaluation – marked internally and externally
- worth 30% of subject
Goal

That the Research Project becomes a recognised rite of passage within the school ... a process whereby students develop a true sense of accomplishment and confidence in their information management abilities.

Students should move into year 12 with confidence knowing that they have successfully completed one subject at year 12 level.
Subject Counselling

Student Selection Process

University Extension Studies

www.asms.sa.edu.au
Subject Selection Process

• Early term 4

• How to choose subjects for year 12

• Subject recommendations
University Extension Studies

• An opportunity to study a 1st year university topic at Flinders University as part of your Year 12 studies
• 10 credits per semester = 20 credits. Will count towards ATAR
• Application process – Term 3.
• UES Meeting early Term 3 to discuss UES program in greater detail and the application process. Date to be advised.
Planning of Tertiary Pathways

Changes to ATAR

PATE
SACE Requirements

Compulsory Stage 1 40 Credits
- PLP 10 Credits
- Numeracy 10 Credits
- Literacy 20 Credits

Compulsory Stage 2 70 Credits
- Research Project 10 Credits
- Stage 2 Subjects & Courses 60 Credits

‘C’ Grades or better
- Grades A to E

Additional choices subjects & courses from either Stage 1 or Stage 2

90 Credits

SACE = 200 Credits
Eligibility for University Entry

• To be eligible for selection into a university course/program you must:
  
  – qualify for the SACE
  – obtain a Australian Tertiary Admission Rank (ATAR)
  – meet any prerequisite subject requirements for the course/program
  – Refer to SATAC publications
How your university aggregate is calculated

60 + 30 = 90

Your scaled scores from three 20 credit Tertiary Admissions Subjects (TAS) are used (60)

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

> the scaled score of a 20 credit TAS;
> half the scaled score of one or more 20 credit TAS;
> the scaled score of one or more 10 credit TAS (eg., Research Project B);
> scaled score equivalents for Recognised Studies to the value of 10 or the maximum of 20 credits.

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

NB – for 2016, the ATAR will be calculated from a 90 point university aggregate, not 80 as is currently the case.
The **majority of Year 12 applicants** enter University via the traditional, competitive entry method, where offers are made to eligible applicants with the highest ATAR's (Australian Tertiary Admission Rank) until enrolment numbers are reached.
Flinders University

- **Foundation Studies** (an introduction to university study)
- **uniTEST**
- **Indigenous Australian Access Entry Scheme**
- **Adult Entry (Special Tertiary Admissions Test)**

Many students decide to come to university after completing a TAFE/VET qualification. Even if you did not finish secondary school (Year 12) your TAFE/VET qualification may allow you to enter university.

Flinders sets aside places in most of its degree courses for TAFE/VET graduates. Students who have completed a TAFE/VET certificate III or higher are eligible to apply for undergraduate courses at Flinders.
Flinders is offering uniTEST to any eligible applicant wishing to enhance their opportunity to attend university. Flinders will select students based on both an applicant's Year 12 results (60% weighting toward the ATAR score) and uniTEST performance (40%).

Am I eligible?

- uniTEST is open to any current Year 12 student who will complete an Australian Year 12 qualification this year including International onshore Year 12 students.
- All Year 12 students of the ASMS are able to sit the test at the ASMS in September – strongly advised.

Does uniTEST apply to my preferred course?

- uniTEST results can be used for entry to most Flinders University courses.
As an ASMS student you have the opportunity to gain admission to an undergraduate course at Flinders University through a school recognised portfolio of achievement. This process is called PATE. Using the PATE provides direct entry to Flinders University and does not require an ATAR.
SACE completion

SACE Completion
Research Project + 80 Stage 2 credits (negotiable for PATE)

ATAR or PATE

ATAR (Best 90 points)

PATE
Academic achievement
Learning capacity
Extended study

University offer

University offer (ATAR + Bonus Points + UniTest + meet prerequisites)

Early identification for Flinders University course offer (then fulfill portfolio requirements)

Direct entry to Flinders University (when portfolio is verified by school)
PATE elements

1. Academic achievement
   • SACE and other accredited formal learning. Includes University extension subjects and VET

2. Academic achievement – externally referenced
   • Results of Year 10/11 UniNSW ICAS Tests

3. Extended self-directed learning
   - Formal Learning (SACE Research Project)
   - Informal Learning (eg., MOOC or creative portfolio)

4. Capabilities profile
   • Based on Australian Curriculum General Capabilities.
   • Students collect evidence of their capabilities relevant to their pathway
   • Evidence needs to extend beyond Level 6 standard
PATE process

• If you are interested in finding out more about this option and your suitability for this option, please contact Bronte Nicholls for an appointment.

Bronte Nicholls
Assistant Principal – Australian Science and Maths School

Bronte.nicholls@asms.sa.edu.au
TAFE SA courses offered through SATAC have Course Admission Requirements (CAR) which all applicants must meet in order to be eligible for selection. CAR differ according to the level and type of course.

**Course Admission Requirements**
Courses may be considered competitive if there are limited places available, or non-competitive if all interested and qualified students will be accepted.

There are no CAR for non-competitive Certificate I, II, and III level courses at TAFE SA.

Admission requirements into competitive Certificate I, II, and III level courses will vary, and interested applicants are advised to refer to specific course details at www.tafesa.edu.au.

All higher level qualifications including Certificate IV, Diploma and Advanced Diploma courses, whether competitive or non-competitive, will have specified entry requirements. These will vary by course and will be either:
- satisfactory completion of SACE Stage 2 (or equivalent);
- any Certificate III;
- satisfactory achievement in the TAFE SA Assessment of Basic Skills (TABS);
- specific prerequisite subjects or related study.
Special Provisions

• Special provisions are available if you are in a situation where an illness, learning difficulty, or unforeseen circumstance has made completing your assessments difficult.

• If you are applying for special provisions you need to provide evidence of your illness, learning difficulty, or unforeseen circumstance.

• More information can be found under **Students and Families > Special Provisions**.