Year 11, 2020

Curriculum Information Evening
Monday 22 July 2019
Welcome

Presenting this evening:

Mrs Andrea Sherwood – Director of Learning

Mr Tony Ritson – Head of Senior Students / SACE Coordinator

Mrs Jenny Howland – Careers Counsellor
Subject Selection Process

The subject selection process for 2020 is online. Subject selection can be completed at www.selectmysubjects.com.au

1) Discussion and careful consideration
2) Complete the Approval Form in weeks 1 and 2
3) Complete the Subject Selection Planner
4) Discuss choices with your Head of Faculty for each subject you have chosen or your subject teacher
5) Discuss your ideas with your Head of House
6) Discuss your selections with your Parents
# Approval Form

## Year 11 Subject Selection Process

**Student Name:**

**House Head:**

Tick/write each elective subject you are considering studying in Year 11 and your reasons for considering them. Ask your current teacher or the Curriculum Leader for the Faculty for their opinion on your choice. They will indicate their advice and comment if necessary. Use their opinions to inform your choices as you enter them into [www.selectmysubjects.com.au](http://www.selectmysubjects.com.au). These will be discussed at your interview with the Director of Learning.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>STUDENT REFLECTION ON CHOOSING SUBJECT</th>
<th>STRONGLY RECOMMEND CHOICE</th>
<th>RECOMMEND CHOICE</th>
<th>RECOMMEND AGAINST CHOICE</th>
<th>TEACHER INITIALS &amp; COMMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
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<tr>
<td>English Literary Studies</td>
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<td>Essential English</td>
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<td>EAL/D (ESL)</td>
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<td>Essential Mathematics</td>
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<td>General Mathematics</td>
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<td>Mathematical Methods* (also select Methods in elective line below)</td>
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<td>Elective 8</td>
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<td>Elective 9 (reserve)</td>
<td></td>
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</tr>
</tbody>
</table>
Subject Selection Process

• Online Subject Selections to be completed by **Friday 17th August**

• Opens **Monday 6th August** and closes **Friday 17th August**

• Print, sign (student and parents) and return the **online form and Approval Form** to the Senior School Office by **Monday 20th August**

• Missing deadlines could mean restrictions imposed on subject selections

• Year 11 interviews begin on **Monday 27th August**
SACE DETAILS

Head of Senior Students / SACE Coordinator
Mr Tony Ritson
What is the SACE?

• SACE is short for South Australian Certificate of Education

• A certificate you receive when you successfully complete requirements of a selection of courses

• Internationally recognised

• Helps lead to work, training or further study
The South Australian Certificate of Education (SACE) is designed to enable students to:

1. develop the capabilities to live, learn, work, and participate successfully in a changing world

2. plan and engage in a range of challenging, achievable, and manageable learning experiences, taking into account their goals and abilities

3. build their knowledge, skills, and understanding in a variety of contexts, for example, schools, workplaces, and training and community organisations

4. gain credit for their learning achievements against performance standards.
About the SACE

- You earn credits for completed subjects or courses
- You need 200 credits to get your SACE (by the end of Year 12)
- You need to get a C grade or higher for compulsory subjects to get your SACE
- One semester in a subject is worth 10 credits
- Two semesters in a subject is worth 20 credits
SACE Requirements
Model for Subjects and Courses

SACE = 200 Credits

Stage 1 Personal Learning Plan
- compulsory subject at a C grade or better

Stage 2 Research Project
- compulsory subject at a C grade or better

Numeracy
- from a range of mathematics subjects and courses at a C grade or better

Literacy
- from a range of English subjects and courses at a C grade or better

Other
- Stage 1 or Stage 2 subjects and courses

Stage 2 subjects and courses
- 60 Credits

Plan
- 10 Credits

Other subjects and courses
- of a student’s choice from either Stage 1 or Stage 2
- 90 Credits

Project
- 10 Credits

Stage 1
- 40 Credits

Stage 2
- 70 Credits

Stage 1 or 2
- 90 Credits
How are my subjects assessed?

• At Stage 1, all subjects are assessed by school (A-E)
  - School assessment is moderated (double-checked) in Mathematics, English and the Personal Learning Plan to confirm a minimum C standard

• At Stage 2, 30% of the assessment of every subject (e.g. investigations) is marked by experts outside the School (A+ to E-) and 70% of the assessment of every subject is marked by your teacher and moderated by the SACE Board
Compulsory Subjects
Research Project
WHAT?

- Compulsory 10-credit Stage 2 subject in which students must attain a C- grade or better
- All Year 11 students will be enrolled
- Semester 1 course: 3 assessment tasks
- Expectation for all to complete by the end of Semester 1
- 2019 End of Year Program includes a week’s introduction to RP

WHY?

- Vehicle to demonstrate development of the SACE Capabilities
- Think critically, research and problem solve and evaluate
- Plan and research your own project
- Develop skills and knowledge to produce an outcome
- Evaluate the successes and limitations of the project
- Linked to independence and 21st century skills
Research Project: Process

- Chose an area of study:
  - New area
  - Work related
  - Community related
  - Hobby
  - Subject related

- Develop a focus question/idea

- Research and plan ⇒ Research Proposal

- Conduct and record research development

- Comment on Capabilities

- Evaluate (external assessment)

- Folio (30%) Outcome (40%) Evaluation (30%)
Ideas
Senior Mathematics

- SACE Mathematics courses changed in 2016 due to the alignment with the Australian Curriculum.

- There are new names and Subject Outlines.

- Essential Mathematics
- General Mathematics
- Mathematical Methods
- Specialist Mathematics

- Specialist Mathematics can only be studied with Mathematical Methods
- Specialist Mathematics will be in the ‘elective’ line
Senior Mathematics

Year 11 (Stage 1)

Semester 1
- Mathematics
  - 2 Units

General Mathematics
- 1 Unit

Essential Mathematics
- 1 Unit

Semester 2
- Mathematics
  - 1 Unit

Year 12 (Stage 2)

Semester 2
- Mathematics
  - 2 Units

General Mathematics
- 1 Unit

Essential Mathematics
- 1 Unit

Year 12 (Stage 2)

Specialist Mathematics and Mathematical Methods

Mathematical Methods

General Mathematics

Essential Mathematics

Please note: Students at the end of each block, students can drop downwards, but not move to a higher course.
Course Aims
Stage 1 English

• SACE English courses for Year 2016 changed due to the alignment with the Australian Curriculum.

• At Stage 1 they are called:
  • English (we call it English and English Literary Studies)
  • Essential English
  • English as an Additional Language (Non English Speaking Background)
Stage 2 Elective options:

Stage 2 subjects will be available in 2020 subject to student numbers. At the time of writing these are _likely_ to be:

- Stage 2 Biology
- Stage 2 Dance (for those already in Advanced Dance)
- Stage 2 Psychology
- Stage 2 Music (partially through co-curricular program)

RULES apply!

Students who have studied Stage 1 courses in Year 10 will not automatically be eligible to study the Stage 2 course.
Application Process

The following will be taken into consideration before approval for study is given:

• Information provided in the additional Application Form (see online for the form or on email or the SS office)
• Prior academic achievement in related subjects at Year 10
• Results of the Stage 1 Subject taken in Year 10
• Results of discussion in arranged interviews with Head of House

Students who study Stage 2 courses in Year 11 will not automatically be eligible for a ‘study line’. 
Advice

• Select subjects you enjoy within reason

• Select subjects you are good at and give you the background you require for future courses

• Get advice from your teachers, parents, Head of House, Ms Sherwood, Ms Howland or Mr Ritson

• Set realistic goals

• Get ready for a great 2020
Assistance

- www.sace.sa.edu.au
- Mrs Howland’s email: jhowland@westminster.sa.edu.au
- Mr Ritson’s email: tritson@westminster.sa.edu.au
- Ms Sherwood’s email: asherwood@westminster.sa.edu.au
Finding your Career: a Journey of Self Discovery:

Year 11-2020;
Year 12-2021...

Careers Counsellor and VET coordinator
Mrs Jenny Howland
Described as a range of new technologies that are fusing the physical, digital and biological worlds, this revolution is certain to alter the way the human race lives, works, and relates to one another.

Source: https://innovate.ieee.org/innovation-spotlight-ieee-fueling-fourth-industrial-revolution/
Global Drivers of Change

1. Technology and Science
2. Internet of things- connectivity, digitalisation, big data projects
3. Migration- impacts both developed and developing nations
4. Environment- climate change, natural disasters, energy.....
5. Growth in new jobs and wages- increase technology and knowledge driven, mega businesses
6. ‘Rise of glittering economies and shabby societies.’
Preparing for 4IR Begins with Education

Technologies Fueling 4IR in IEEE Xplore

- Cybersecurity: 50,000+ documents
- Augmented Reality: 30,000+ documents
- Big Data: 110,000+ documents
- Autonomous Robotics: 150,000+ documents
- 3D Printing/Additive Manufacturing: 10,000+ documents
- Autonomous Vehicles: 30,000+ documents
- System Integration: 110,000+ documents
- Cloud Computing: 45,000+ documents
- Internet of Things: 110,000+ documents
### Top 10 skills you need to thrive in the Fourth Industrial Revolution

<table>
<thead>
<tr>
<th>in 2020</th>
<th>in 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Complex Problem Solving</td>
<td>1. Complex Problem Solving</td>
</tr>
<tr>
<td>2. Critical Thinking</td>
<td>2. Coordinating with Others</td>
</tr>
<tr>
<td>3. Creativity</td>
<td>3. People Management</td>
</tr>
<tr>
<td>4. People Management</td>
<td>4. Critical Thinking</td>
</tr>
<tr>
<td>5. Coordinating with Others</td>
<td>5. Negotiation</td>
</tr>
<tr>
<td>6. Emotional Intelligence</td>
<td>6. Quality Control</td>
</tr>
<tr>
<td>7. Judgment and Decision Making</td>
<td>7. Service Orientation</td>
</tr>
</tbody>
</table>

Source: Future of Jobs Report, World Economic Forum
Over 3 million Industrial Robots will be in operation globally by 2020.
Preparing for the Future Education!

• 60% of future jobs will require a background in STEAM subjects: Science, Technology, Engineering, Arts (Humanities and Creative Arts) and Mathematics.
Not just STEM- need the humanities: ethics, creativity.....

Have **Balance** and Rigor

New opportunities and visions

• Career development is a whole of life experience. It’s a journey not a destination- We need to become **life long learners!**
Importance of Finding the Right Career

- Mental health and well being can be closely linked to Career
- Individuals that are happy and fulfilled in their chosen career have less mental health problems
- At Westminster our aim is to assist students to find their right path and to have the skills and resilience to change directions if necessary.
Choosing a path is complex

Interests & passion
What are your interests and what will motivate them to go to work? ‘Choose a job you love and you’ll never work a day in your life’ Confucius

Aptitude
What are you good at:
• Numbers?
• Words?
• Working with their hands?
• Working with people?

Life goals
What do you want out of life?
Is family important?
Do you want to travel?

Nature of the work
Do you want to work outdoors or inside?
Do you want to work with people or with computers?

Training requirements
For this career, does the student need VET or university qualifications, or on-the-job training?
The labour market is changing

• Structural change
• Technology and automation
• Social and demographic changes
• Globalisation

What does this all mean???

• Labour market change is nothing new
• Automation is not the only reason for change
• Social and demographic changes are having a big impact
Not all jobs can be automated

Jobs requiring social skills, creativity, complex thinking or managerial experience are in demand

Registered Nurses
Fitness instructors
Personal Care Workers
Chefs
Waiters
Baristas
Marketing Professionals
Business and Systems Programmers
School Teachers

...and with population growth, lifestyle changes and an ageing population many traditional jobs in the Services industries will keep growing

Source: NCVER, Future job openings for new entrants by industry and occupation, 2018; Department of Jobs and Small Business, National Occupational Trend data, August 2018 and Projections to May 2023
Technology is not only replacing jobs, it’s also creating jobs

And new jobs are emerging

AI Designers
Solar Power Design Engineers
Cyber Security Professionals
Social Media Managers

Big Data Analysts
Digital Technology Teachers
Aerial Surveyors
Robotic Clinical Specialists

Source: CSIRO, DATA 61, Tomorrow’s Digitally Enabled Workforce, 2016; World Economic Forum, The Future of Jobs Report, 2018
Workplaces are also changing

How people are employed is changing

• Increased flexibility
  • casual, part-time, working from home/remotely, virtual teams
• Self-employment, contract work, project work

Young people could have as many as 17 jobs over 5 careers over their working life

• A portfolio of jobs (multiple job holding)
• Entrepreneurship
• Job mobility and change

...and the gig economy?
...though it is increasingly visible in the real world, it is not noticeable in our statistics...

Source: Department of Jobs and Small Business, Australian Jobs 2018; Mark McCrindle, The ABC of XYZ, 2014
### Where are the current jobs in SA?

**Employed persons by industry, South Australia, November 2018**

<table>
<thead>
<tr>
<th>Industry</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Care and Social Assistance</td>
<td>130,600</td>
</tr>
<tr>
<td>Retail Trade</td>
<td>88,200</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>69,700</td>
</tr>
<tr>
<td>Construction</td>
<td>69,100</td>
</tr>
<tr>
<td>Education and Training</td>
<td>62,900</td>
</tr>
<tr>
<td>Accommodation and Food Services</td>
<td>60,800</td>
</tr>
<tr>
<td>Public Administration and Safety</td>
<td>60,400</td>
</tr>
<tr>
<td>Professional, Scientific and Technical Services</td>
<td>50,900</td>
</tr>
</tbody>
</table>

**Source:** ABS, Labour Force Survey, November 2018 quarter, annual averages
Things have changed in the last 15 years

Employed persons ('000) Top 4 industries in South Australia

Source: ABS, Labour Force Survey, November 2018 quarter; Department of Jobs and Small Business, Employment Projections to May 2023

Department of Jobs and Small Business, Feb 2019
Which jobs have accounted for most growth in the last 15 years?

South Australia

- Professionals: 43%
- Community and Personal Service Workers: 26%
- Managers: 10%
- Technicians and Trades Workers: 9%
- Labourers: 6%
- Machinery Operators and Drivers: 4%
- Sales Workers: 2%
- Clerical and Administrative Workers: 0%

Source: ABS, Labour Force Survey, November 2018 quarter, annual averages
Over the next 5 years jobs growth will be strongest for higher skilled occupations

Indexed change in persons employed by skill level, Australia

Source: Department of Jobs and Small Business, Employment Projections, five years to May 2023, higher skilled = Skill levels 1-2, lower skilled = Skill levels 3-5
What are employers looking for?

**Education & Training**
Post-school education has become increasingly important

**Experience**
Australian employers want new staff to have experience

**Employability skills**
Employers want the RIGHT MATCH for their business

Source: Department of Jobs and Small Business, Survey of Employers’ Recruitment Experiences
There are multiple pathways

- Traineeship, Apprenticeship
- VET/TAFE
- University

What am I good at?
What do I enjoy doing?

What qualification do I need for my chosen career?
Completing a qualification is vital...

25 – 34 year olds, South Australia

This is what students should aim for

Unemployment rate

First step

Bachelor degree or higher
5.4%

Advanced Diploma and Diploma
5.1%

Certificate III & IV Level
6.0%

Year 12
8.0%

Certificate I & II Level
21.0%

Below Year 12
16.5%

Source: ABS, Census of Population and Housing, 2016
The labour market has become more competitive for university graduates

Undergraduates who found full-time employment within four months, not necessarily in their field of study

Source: Graduate Outcomes Survey 2018 (percentage of undergraduates who were looking for employment and found it)
There has been a shift away from VET...

South Australia

University undergraduate commencements

<table>
<thead>
<tr>
<th>Year</th>
<th>2007</th>
<th>2017</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>18,700</td>
<td>30,000</td>
<td>61%</td>
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Apprenticeship and Traineeship commencements

<table>
<thead>
<tr>
<th>Year</th>
<th>2007</th>
<th>2017</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20,800</td>
<td>15,200</td>
<td>-58%</td>
</tr>
<tr>
<td>Non-trade</td>
<td>15,200</td>
<td>8,700</td>
<td>-58%</td>
</tr>
<tr>
<td>Trade</td>
<td>5,600</td>
<td>4,000</td>
<td>-58%</td>
</tr>
</tbody>
</table>

Source: NCVER, Apprentices and Trainees, December 2017; Department of Education, uCube, 2017
...VET can be a good option...

<table>
<thead>
<tr>
<th>Level of Qualification</th>
<th>% Employed After Graduation</th>
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<tbody>
<tr>
<td>In a trade occupation course</td>
<td>91.2%</td>
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<tr>
<td>Certificate IV</td>
<td>84.2%</td>
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<tr>
<td>In a non-trade occupation course</td>
<td>77.3%</td>
</tr>
<tr>
<td>Certificate III</td>
<td>76.5%</td>
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<tr>
<td>Certificate II</td>
<td>68.8%</td>
</tr>
<tr>
<td>Certificate I</td>
<td>47.4%</td>
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<tr>
<td>All VET graduates</td>
<td>77.3%</td>
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</table>

Source: NCVER, VET Student Outcomes 2018
VET graduates also have good starting salaries

Median income ($) of VET graduates employed full-time 6 months after training, Australia, 2018

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Median Income ($)</th>
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<tbody>
<tr>
<td>Certificate IV</td>
<td>65,000</td>
</tr>
<tr>
<td>Engineering and related technologies</td>
<td>63,800</td>
</tr>
<tr>
<td>Education</td>
<td>62,400</td>
</tr>
<tr>
<td>Architecture and building</td>
<td>60,200</td>
</tr>
<tr>
<td>Diploma or higher</td>
<td>60,000</td>
</tr>
<tr>
<td>Management and commerce</td>
<td>59,800</td>
</tr>
<tr>
<td>Health</td>
<td>55,400</td>
</tr>
<tr>
<td>Agriculture and environmental studies</td>
<td>52,000</td>
</tr>
<tr>
<td>Certificate III</td>
<td>50,000</td>
</tr>
<tr>
<td>Society and culture</td>
<td>49,600</td>
</tr>
</tbody>
</table>

In 2018, the median annual salary of a university graduate employed full-time was $61,000

Source: Graduate Outcomes Survey 2018; NCVER, VET Student Outcomes 2018 for qualification levels Certificate III/IV and diploma, for selected fields of education.

Department of Jobs and Small Business, Feb 2019
**New Opportunities**

**Naval Ship Building - Job for Life**

**Creation of 50,000 jobs in SA**

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### General

<table>
<thead>
<tr>
<th>Position</th>
<th>Description</th>
<th>Starting Salary</th>
<th>Relevant Qualifications</th>
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</thead>
<tbody>
<tr>
<td>1. Project Manager</td>
<td>Plans and manages resources for projects to deliver on time and budget.</td>
<td>$90,000</td>
<td>Certificate IV in Project Management</td>
</tr>
<tr>
<td>2. Human Resources Advisor</td>
<td>Provides guidance on personnel and staffing issues including recruitment, training, and performance management.</td>
<td>$110,000</td>
<td>Diploma of Human Resources Management</td>
</tr>
<tr>
<td>3. Accounts Payable Officer</td>
<td>Manages and maintains supply of goods and services needed in both procurement and administrative activities.</td>
<td>$120,000</td>
<td>Certificate II in Accounts Payable Management</td>
</tr>
<tr>
<td>4. Procurement Manager</td>
<td>Manages and maintains supply of goods and services needed in both procurement and administrative activities.</td>
<td>$130,000</td>
<td>Certificate III in Procurement Management</td>
</tr>
<tr>
<td>5. Networking Manager</td>
<td>Implements and maintains network, hardware, and software infrastructure.</td>
<td>$140,000</td>
<td>Certificate IV in Network Infrastructure Management</td>
</tr>
<tr>
<td>6. Finance Manager</td>
<td>Plans and manages accounting activities related to projects.</td>
<td>$150,000</td>
<td>Certificate III in Finance Management</td>
</tr>
<tr>
<td>7. Work, Health and Safety Manager</td>
<td>Ensures health and safety of all employees, managing injuries and return to work.</td>
<td>$160,000</td>
<td>Certificate IV in Work, Health and Safety Management</td>
</tr>
<tr>
<td>8. CAD Designer</td>
<td>Designs and implements software programs.</td>
<td>$170,000</td>
<td>Certificate IV in CAD Design</td>
</tr>
<tr>
<td>9. Boilermaker</td>
<td>Constructs metal components of ships using a variety of techniques.</td>
<td>$180,000</td>
<td>Certificate III in Boilermaking</td>
</tr>
<tr>
<td>10. Welder</td>
<td>Welds and repairs metal components of ships using a variety of techniques.</td>
<td>$190,000</td>
<td>Certificate III in Welding</td>
</tr>
<tr>
<td>11. Mechanical Fitter</td>
<td>Fitter, repair, and fabricate metal components of ships using a variety of techniques.</td>
<td>$200,000</td>
<td>Certificate III in Mechanical Fitter</td>
</tr>
<tr>
<td>12. Pipelayer</td>
<td>Pipelayer, repair, and fabricate metal components of ships using a variety of techniques.</td>
<td>$210,000</td>
<td>Certificate III in Pipelayer</td>
</tr>
<tr>
<td>13. Electronics Technician</td>
<td>Constructs and installs electronic equipment, communication and navigation systems.</td>
<td>$220,000</td>
<td>Certificate III in Electronics Technician</td>
</tr>
</tbody>
</table>

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**Note:** Salaries are indicative and may vary. For further details, please visit [tafesa.edu.au/defence-industries](https://tafesa.edu.au/defence-industries).
Subject selection- Advice from the University of Adelaide

‘We encourage students to choose subjects that are commonly required as prerequisites:
• Chemistry
• Physics
• Mathematical Methods
• Specialist Mathematics
• Biology (with another Science or Mathematics subject)’
Steps to the future

• Keep your options open as long as possible
• Consider your career direction and choose relevant subjects
• Consider your passions and abilities but have the necessary background for future study
• Don’t be afraid to choose challenging subjects—rigour will help your future—don’t just take the ‘easy’ option
• Consider VET courses—Certificate courses lead directly into TAFE courses (no longer just Stage 1)
• Learn self discipline— it’s the key to success
Opportunity to study at Uni while at school: Extension Studies

If Year 11 students do a Year 12 subject they are eligible to undertake up to 2 University subjects whilst completing Year 12 (maximum of one topic per semester)

University subjects count as subjects towards Year 12 study
The SACE Board has determined that university grades will be converted as:

- 85-100 = High Distinction = 20.0
- 75-84  = Distinction         = 19.8
- 65-74  = Credit                = 18.0
- 50-64  = Pass                  = 15.8

Transcripts are provided to schools for schools to lodge results with the SACE Board.
• Check the Guides- SATAC, VTAC, UAC, QTAC, TISC, UNITAS
• Courses with prerequisites include Bio- medical Science, Medicine, Dentistry, Engineering, Optometry, Pharmacy, Vet. Science.
• Most prerequisites include at least one of Maths, Physics & Chemistry.

Think twice before you drop your Maths and Science! Maths increases your choices!- if you are good at it

• Also check assumed knowledge (desirable course)
• There is an increasing concern that attrition at Uni results from students not studying subjects to support further study
Adjustment factors for university entry

• All SA universities apply the same adjustment factors to the university selection rank
• Exceptions: Medicine & Veterinary Science
• Students will be awarded 2 points per subject up to a maximum of 4 for
• LOTE or 2x10 credit Indigenous language subjects
• English Literary Studies or English
• Mathematical Methods
• Specialist Mathematics
Effect of Adjustment factors can be substantial

<table>
<thead>
<tr>
<th>Aggregate /90</th>
<th>ATAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>88+</td>
<td>99.95</td>
</tr>
<tr>
<td>84.5+</td>
<td>99+</td>
</tr>
<tr>
<td>75.5</td>
<td>90</td>
</tr>
<tr>
<td>72</td>
<td>85</td>
</tr>
<tr>
<td>69</td>
<td>80</td>
</tr>
<tr>
<td>67</td>
<td>77.05</td>
</tr>
<tr>
<td>66 + 4 Bonus</td>
<td>75</td>
</tr>
<tr>
<td>63 + 4 Bonus</td>
<td>70</td>
</tr>
<tr>
<td>61.75</td>
<td>67.65</td>
</tr>
<tr>
<td>61</td>
<td>65</td>
</tr>
<tr>
<td>57.75 + 4 Bonus</td>
<td>60</td>
</tr>
<tr>
<td>54.75</td>
<td>55</td>
</tr>
</tbody>
</table>

Points are added to the Aggregate before calculating the ATAR. They can make a big difference to an ATAR score. This score then becomes the Section Rank.
Selection Ranks - generally a result of supply and demand and indicate the lowest ATAR of the final student to be accepted into a course, eg course has 200 places - 500 apply, ranked in order of merit - 200 student - ATAR becomes the selection rank

These can change from year to year.

Most Universities publish a ‘preferred’ or ‘guaranteed’ ATAR to give students some guidance.

Keep in mind that every year universities are offering new degrees.
ATAR- a rank not a percentage

- Aggregate- 90:
- Top 3 scaled scores out of 20 = 60 + 30 credits flexible option: scaled score for 4th subject + \( \frac{1}{2} \)
  Scaled score for 5th subject or Research Project
- Or scaled score equivalents for recognised studies eg VET Certificate 3
- Aggregates are ranked from highest to lowest
- Top 5% will get an ATAR 95+
- Top 10% ATAR 90 + etc
- In previous year an aggregate of 75.5/90 has given an ATAR of 90 ie average 17 or A
There is a growing disconnect between the role ATAR plays in schools and universities.

• Only one in four domestic undergraduate students were admitted to courses based on their ATAR in 2016, down from one in three in 2014. This is at odds with the message reinforced by schools, families and the media – that the ATAR is everything.

• ATARs limit what teachers teach and how students learn for up to 4 years in some schools

• Students are choosing subjects to maximise ATAR and not necessarily opting for the subjects that provide the foundation for their course - drop out rate is increasing

Pilcher S & Torii K, Crunching the number: Exploring the use and usefulness of the Australian Tertiary Admission Rank (ATAR) Mitchell Institute, Victoria University, March 2918
Basis of admission for commencing domestic undergraduate enrolments, 2016

- 26% Secondary education with ATAR
- 11% Secondary education without ATAR
- 12% VET award course
- 26% Higher education course
- 4% Mature age special entry provisions
- 1% Professional qualification
- 17% Other basis
Entrance to Interstate Universities

• English is compulsory for Year 12 students interstate. Most interstate unis require English.

• Some University courses accept students without Year 12 English, particularly if they have a very high ATAR, however University of Melbourne will not.

• ANU and UNSW will accept SA students without English.

• Check subject prerequisites and individual faculties at different Universities.
Global Learning

• Universities overseas accept SACE
  - most prefer traditional subjects eg Maths, English, Sciences, Languages, Geography, History rather than those with a vocational base
• New Zealand- treat Australian students as domestic- therefore domestic fees
• Some additional requirements:
  USA – SAT + ATAR + school reports from Year 9-12
  Apply via http://sat.collegeboard.org/home
  Britain – SACE (ATAR) + entry exam if Oxford or Cambridge
• To find out about study in Britain - toll free 016 301 204.
  https://www.ucas.com/
• https://www.ucas.com/ucas/undergraduate/choosing-course

NB Australian Universities offer overseas exchange programs.
Indigenous Scholarships

- Karnkanthi Indigenous Education Program:
  - Access to $5000 per student
  - Success kit including iPad or Surface Pro
  - Access to $26,000 private tutoring through Wirltu Yarlu tutoring program

- Email: wirltu.yarlu@Adelaide.edu.au
Role of education is vital: preparation for a Global workplace

Learnability - most important skill

The labour market is becoming more highly skilled and young people need post-school qualifications.

VET is not a second choice pathway and has good outcomes.

Work experience and employability skills are vital. Students need exposure to jobs and real work situations.

Students need help and support to choose pathways that suit them. Schools and Parents are important stakeholders.
• Put all the information together to find out what is right for you. It will be different for your friend!

All the very best for a successful, happy future

- Accept challenges, learn from mistakes and

- Don’t give up when the going gets tough

- Be life long learners!

• NB Creativity, vision, leadership and innovation are the qualities needed for the future

• If you need more help or to make a time, contact me: E: jhowland@westminster.sa.edu.au

T: 08 8276 0354 (direct line)
Year 11, 2020