Belrose Tutoring Academy

May, 2023

BEHIND THE ACTION

Mid Term 2 Advice, Subject Selection, and Looking Ahead

Table of Contents

KEY DATES

TERM TWO STARTS
24-25/4

TERM TWO ENDS
30/6

TOM'S CHECK IN

The year is absolutely flying by! I can't believe the sweltering summer heat is already gone and we're all rugging up for winter and the cold snaps.
Term Two has been going amazing so far with loads of exciting things happening. Last month we held our first AI seminar where I presented a brief overview on AI such as ChatGPT and Midjourney as their uses in educational spaces to ultimately ask the question, should BTA teach students how to best use AI?
We had some pretty interesting results and feedback, which is detailed in this edition of the newsletter.
As we continue to push through Term 2 our Year 12 students get closer and closer to their Trial exams and HSC as well which is an exciting and stressful time, but BTA is there for our students through it all.

BTA CATCH UP

ASK BTA QUESTION FORM

We're so excited to get to answer all the questions that you sent us from our last newsletter! We received a lot of incredibly interesting and thought-provoking questions, some of which we've answered here, and others that will be targeted more in depth in future editions.

If you have a question, follow the link or the QR code and let us know!

Form found here!

ANSWERS FROM QUESTION FORM

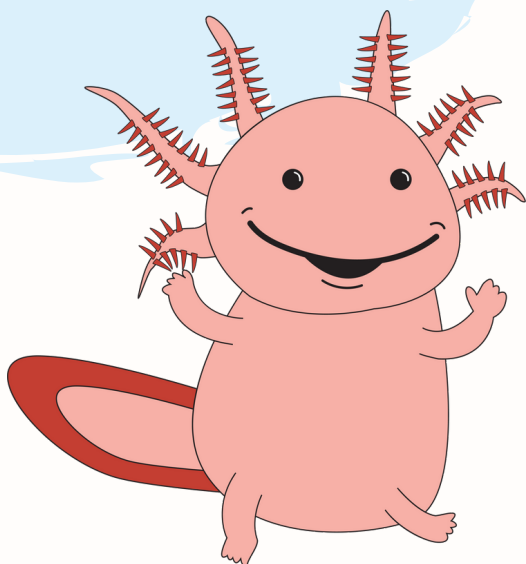Thank you to all the readers who submitted a question to our last form!

Below is one of the questions that we received, with others being turned into articles for future editions, so be sure to use the form on the left to send through any questions that you may have for our next newsletter.

How much should my child be studying a night?
It's a really common concern to be worried about how much, or how little, a child is studying after school, especially if expectations have been set by teachers saying that their subjects requires x amount of hours a week. However, we find that it's best to look at task based study rather than time based. For example, rather than studying for 3 hours after school, students may instead say that they will complete a draft of an essay for english, do a chapter revision for an upcoming maths test, and go over the assigned reading for history.

If this takes them less time than they anticipated, amazing! Likewise, if it takes more time, the goal was to finish the task- not get to the end of a time period, so either they can adjust the goal, or keep going til they're finished!
This allows for study focused around upcoming tasks and whatever lies ahead, and remember, it is very important for students to have breaks from learning!

ARTIFICIAL INTELLIGENCE

At this stage you have surely heard of, if not been involved in, a discussion surrounding the use of AI in your life or workplace. AI, or Artificial intelligence, is a tool that has been around for a long time, made to simulate human intelligence processes by machines. The first AI machines are often credited as the Ferranti Mark 1, a checkers-playing program written by Christopher Strachey.

AI has come a very long way since then, having a major boom in prevalence recently with the mainstream hit with models such as ChatGPT and Midjourney, as well as NFTS which were majorly impacted by the rise in AI generated art.

More recently, however, the position of AI in educational and creative environments is a topic of concern for many, particularly in light of the current Writers Guild of America (WGA) strike in America. While AI tools are still rudimentary, they are becoming more popular and could pose a threat to creative writers in the future. The WGA is concerned that AI could be used to replace writers or push their pay lower. However, AI-generated material cannot be fully prevented, and studios could experiment with having no writers credited on something that's nonetheless scripted.
This is one example of the fear that many have surrounding the growth of AI into human-driven industries, thus taking jobs, important voices, and humanity away from the arts and creative platforms, further seen in cases such as Midjourney.

Midjourney founder David Holz has admitted to using hundreds of millions of images without consent to train its AI image generator. When asked in an interview by Forbes' Rob Salkowitz if he *"[seeks] consent from living artists or work still under copyright?",* Holz responded *"No"*.
This has outraged photographers and artists, who have accused Midjourney of stealing copyrighted artwork and reproducing it infinitely to make money off it, such as through Midjourney's commercial license, or through people selling their AI generated art. Midjourney's actions have led to a class action lawsuit against the company, along with other AI art generators such as Stability AI and DeviantArt, for intellectual property theft and violating copyright laws. The lawsuit alleges that these organisations have infringed the rights of millions of artists by training their AI tools on billions of images scraped from the web without the consent of the original artists. The use of AI in this way has raised concerns about the lack of credit and compensation for artists, as well as the potential for AI to eliminate "artist" as a viable career path.

However, outside of the creative industries, some pretty cool stuff is happening with AI, such as HustleGPT. HustleGPT is an entrepreneurial AI chatbot that was part of a viral challenge to build a business with an AI co-founder, Jackson Greathouse Fall, who originally gave GPT4 the following prompt, *"”You are HustleGPT, an entrepreneurial AI. I am your human counterpart. I can act as a liaison between you and the physical world. You have $100, and your only goal is to turn that into as much money as possible in the shortest time possible, without doing anything illegal. I will do everything you say and keep you updated on our current cash total. No manual labor.".*
The AI set about creating an affiliate marketing website and logo using another AI-Dall-E 2, wrote its own blog post with links to real products, and a Midjourney generated image. Fall spent $40 on digital ads, in addition to the $8.16 spent on the site's domain and $29 for hosting. As days passed, the AI suggested hiring a content writer to use ChatGPT to generate more posts and develop a SaaS (software as a service) product "targeting a niche market with a recurring subscription model.".

By March 22nd, the website had made $130 in revenue. However, the project quickly fell to the side as on April 12th, Fall tweeted that HustleGPT would be taking a break as he focused on his other work, and the website that the AI had started to create remains unfinished. The Hustle, a business tech blog, came to the conclusion that Fall's work on HustleGPT highlights a key takeaway that *"AI ideas often require human execution".* Regardless, HustleGPT captured the fascination of entrepreneurs around the world and highlighted a potential in AI that hadn't been fully explored yet, and perhaps one day, Fall's website will be finished.

But all of this brings us to the question- what about AI in education?

ARTIFICIAL INTELLIGENCE AND BTA

Last month we ran an open conversation and information session with members of the BTA community to discuss the increasing prevalence of AI and the ways in which it impacts education, the ways we teach, and the ways we learn.

Here's what the BTA community had to say;

WHAT IS CHAT-GPT?

ChatGPT is an artificial intelligence (AI) language model developed by OpenAI, designed to generate human-like responses to text-based inputs. It works by analyzing text inputs and generating a response based on the patterns and relationships it has learned from vast amounts of training data. This approach is known as natural language processing (NLP), which involves using computer algorithms to analyze and understand human language.

BENEFITS AND CONCERNS

Many of those who attended the Seminar last month expressed the same response to the rise of AI in the education field- that they don't want their kids to fall behind, but don't want them to lose critical reasoning, analysis, and research skills. These concerns quickly cut to the heart of the debate surrounding AI and education- do the pros outweigh the cons?

PROS

- **Time-Saver**. A major boon in the favour of AI in learning is that it can save time and allow students to dedicate more energy elsewhere. But will they?
- **Emerging Technology**. Regardless of AI's place in education, it is part of the future and learning to use it is important.
- **Helpful to struggling students** who may have fallen behind and need to quickly catch up

CONS

- **Critical Thought**. Many are concerned that using AI in the place of Google or text book learning will harmfully impact students critical thinking and research skills.
- **Referencing.** Chat-GPT is unable to reliably reference its sources, however, other AI like Perplexity.AI are built for that.
- **ChatGPT only accesses information up til 2021** right now, meaning the information it provides may be out of date.

MISC.

- **Midjourney** is another, visual AI model that creates art pieces. This bot is known to actively take from art published online without permission or credit and often uses pieces in an identifiable way without any credit or compensation to the original creator.
- **Students are already using AI**, so they should know how to use it well.
- **Will students use it for time management?** Or will the time saved be spent on TikTok?
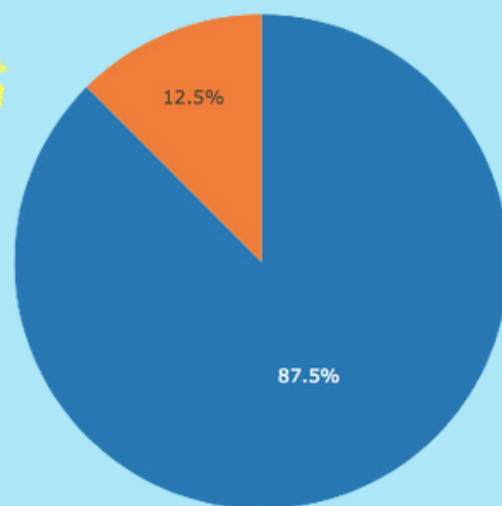
ARTIFICIAL INTELLIGENCE AND BTA
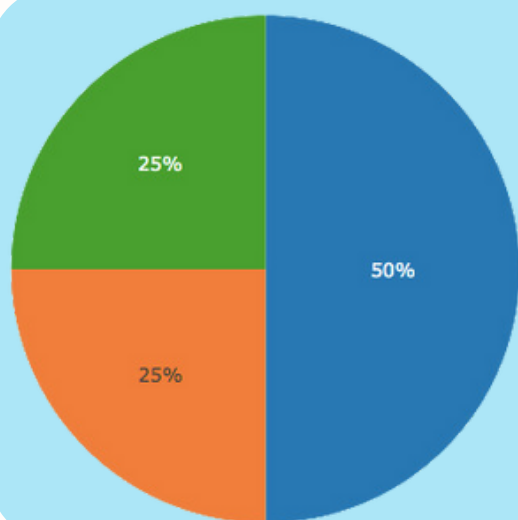
COMMUNITY FORUM FEEDBACK

Below is just some of the feedback we collected through our community forum, published at the end of the seminar last month.

When asked if BTA should **teach students how to use AI ethically and effectively, 87.5%** of our **community voted 'Yes',** while **12.5%** voted **'Maybe'.**
0% of our community voted **'No'.**

Further, when asked if they would **like BTA to teach their students how to use ChatGPT effectively,** our community also voted **87.5% 'Yes',** while **12.5%** voted **'Maybe'.**

This indicates a net positive response in regards to BTA integrating AI education into our services.

When asked **if they think NSW Public Schools should have banned the use of ChatGPT**, our community responded interestingly.
50% voted that **No, NSW Public Schools should NOT have banned ChatGPT**, whilst **25%** voted that **Yes, it should be banned**, and the remaining **25%** voted **Maybe**. .
This highlights the anxiety that many parents feel surrounding AI impacting students critical thinking skills, **as they want their children to learn to use the tools ethically in a private tuition setting, but do not wish for them to become reliant on these tools in an educational setting.**

Along with casting these votes, the parents and guardians of our community voiced their own personal opinions, questions, and concerns surrounding AI and ChatGPT, found on the next page.

ARTIFICIAL INTELLIGENCE AND BTA

COMMUNITY FORUM FEEDBACK

Our community members made their voices heard. Here's what they had to say about the use of AI in educational spaces.

> Just want to ensure that it is not used in place of genuine learning but more as a support tool, prompter.

> Keen for my kids to understand ChatGPT and the usefulness of it. I can see this being a big part of their future.

> Unsure about how to balance introducing AI to students who don't enjoy school - don't want it to become a cop out for them to get work done quickly without understanding or using critical thinking skills.

> Can't be avoided, so our kids need to understand where it can help rather than hinder their learning! Blows me away!!

SUBJECT SELECTION
WHAT *IS* SUBJECT SELECTION?

Subject selection is a topic of much excitement and anxiety for students in Year 10, and is often considered and anticipated for years prior. The subjects that they choose in Year 10 will be what the study in Year 11, and further, the HSC (Higher School Certificate).

The choice of subject is typically entirely open, with few mandatory subjects, such as at least 2 units of English, or for religious schools, compulsory Studies of Religion. For students completing their HSC in 2026, they will also be required to take at least one mathematics subject, although it is unclear if changes to the syllabus will make this a 1 or 2 unit contribution.

For many students, having control over the subjects that they study inspires a higher dedication to study, school, and general academia, as they are encouraged to follow their interests and shift their learning towards their future goals. They must study at least 12 units in Year 11, which typically translates to a total of 6 subjects, leaving 5 up to students to choose once English has been taken into consideration, and students choosing to undertake Extension subjects, such as English Extension or Maths Extension, may study 13 units in Year 11.

When choosing their subjects, students should consider their interests, talents, and what they enjoy, as well as paying attention to any prerequisites required for university courses that they may be considering. Some universities and courses will require a certain band in a particular subject relevant to the degree in order to be enrolled, whilst others will have 'assumed knowledge', meaning that a bridging course may be required if a student lacks foundational knowledge.

During the selection process, students are often concerned about the idea of 'subject scaling', which is the process that occurs at the end of the HSC that adjusts students raw marks to take into consideration the differences in difficulties between subjects. Scaling exists to ensure that students taking more difficult subjects are not disadvantaged for choosing 'advanced' subjects, and further to ensure students who do extremely well in 'standard' are rewarded for their efforts. This is a universal standard applied to all HSC students raw marks, done by a third party to ensure no bias.

Thus, students should focus on what subjects they think that they will achieve high results in and enjoy as factors such as scaling are incredibly hard to control.

SUBJECT UNITS

As mentioned above, subjects in the NSW Senior Studies curriculum are given a unit value or 1 or 2. This represents the amount of hours required for the course, as well as what the course is ultimately marked out of in the HSC.

2 unit courses are the most common, such as English (Advanced, Standard, Studies), Maths, Science, Music, Art, etc, represents around 120 hours of course work, and has a culminated mark out of 100, whereas 1 unit subjects, such as Maths Extension, English Extension 1 and English Extension 2, and Music Extension, represents 60 hours of course work and a mark out of 50.

Students must study a minimum of 12 units in Year 11, however, as only 10 units are used to calculate ones ATAR, many students drop a subject going into Year 12.

MAJOR WORKS

Continuing our discussion of Subject Selection, it is important for students to consider the coursework and assessments types of the subjects that they choose, including Major Works.

WHAT IS A MAJOR WORK?

Major Works are a type of assessment used in the HSC for many of the creative, or practical subjects, such as Music, Drama, Woodwork, Textiles, Multimedia, English Extension 2, Dance, and Society and Culture.

The Major Work is year long project that results in the production of a body of work, typically accompanied by a logbook that tracks the students process and practice throughout the year, and is a component of their final HSC. Additionally, in subjects such as Drama, the major work has both an individual and group component, so it can require very considerate time dedication.

Major Work subjects still have final HSC exams and other assessments throughout the year, so they are often regarded as quite intensive courses, however, they teach incredibly valuable time management skills as the project is incredibly independently driven, with very few rules governing what students can create.

These subjects are amazing for creative and independent students, as well as those who are considering trade work in the future.

However, due to the time commitment necessary for these subjects, it is often recommended that students only undertake 1 Major Work.

SHOWCASES

Major Work subjects typically feature showcases and awards to highlight outstanding work state wide, which is a brilliant addition to any resume or portfolio if a student plans to continue study or work in that field. Examples include OnSTAGE (Drama), Encore (Music), ARTEXPRESS (Visual Arts), Callback (Dance), and Shape (Design and Technology, Industrial Technology, Textiles and Design)

DOING *THREE* MAJOR WORKS?

In the HSC, I did 3 Major Works; Drama, Art, and English Extension 2. Whilst I absolutely do not regret this choice, and it did not negatively impact my HSC, it is not a combination I would recommend.

Major Works often require a lot of dedication outside class time, as well as the financial contribution towards supplies in many cases, and towards the end of the HSC I found myself running between the art and drama rooms every weekend to get my work done.

Further, Major Works are due *before* the start of the HSC exams, so the study crunch at the end of everything was very intense.

That being said, if students are dedicated and passionate about their projects, it is an amazing process and one I would absolutely do again.

Sam Reilly

A BALANCING ACT– WORK AND STUDY

WORK OR STUDY?

Balancing work and study is becoming increasingly difficult for high school students in Australia. A report by ABC News highlights that students are struggling to balance study, family, financial hardship, and paid work, which is impacting their daily lives, study success, and mental health.

The report also suggests that Australian governments have overseen an ongoing reduction in student financial support, which may lead to increased student dropouts and precarious student mental health, particularly for non-traditional cohorts.

To balance work and study, students can follow some tips provided by the New South Wales Department of Education, such as marking all study and work deadlines on a calendar, dividing up tasks to avoid last-minute stress, and prioritising tasks based on importance. Additionally, a study by Talent International found that a poor work-life balance can negatively impact physical health, with 24% of Australian workers experiencing a negative impact on their physical health as a result of their long working hours.

Taking breaks and practicing self-care can help to reduce stress and improve academic performance.
It is important for students to find a balance between work and study to achieve academic success and maintain overall well-being.

WORK SKILLS VS ACADEMIA

While school provides students with academic knowledge and technical skills, the workforce provides students with practical experience and transferable skills that can be applied to any job. Transferable skills, also known as "portable skills," are qualities that can transfer from one job to another, such as communication, teamwork, and problem-solving skills.
In the future, the right skills will be prized over academic qualifications alone, according to a report by the World Economic Forum. It is important for high school students in Australia to develop both academic knowledge and practical skills to succeed in the workforce. By gaining practical experience and developing transferable skills, students can increase their employability and achieve success in their chosen careers.

JOBS FOR STUDENTS

The idea job for students is one that is flexible, teaches foundational and transferable skills, and close by. Here are some great places to look;

- Library shelf-stacking
- Tutoring
- Receptionist in a field of interest
- Officeworks (great discounts on supplies!)
- Cafe (easy before or after school shifts work great with early finishes/late starts)

HSC TIMETABLE BREAKDOWN

2023 HSC Written Exam Timetable • Week 1

	Monday 9 October	Tuesday 10 October	Wednesday 11 October	Thursday 12 October	Friday 13 October
	No exams	**No exams**	**HSC Day 1**	**HSC Day 2**	**HSC Day 3**
AM			English Advanced Paper 1 – Texts and Human Experiences 9.50am – 11.30am English Standard Paper 1 – Texts and Human Experiences 9.50am – 11.30am English Studies 9.50am – 12.30pm English EAL/D Paper 1 – Module A and Focus on Writing 9.50am – 11.30am	English Advanced Paper 2 – Modules 9.25am – 11.30am English Standard Paper 2 – Modules 9.25am – 11.30am English EAL/D Paper 2 – Module B and Module C 9.25am – 10.30am Listening Paper 10.40am – 11.10am*	Investigating Science 9.25am – 12.30pm French Beginners 9.30am – 12.10pm French Continuers 9.30am – 12.30pm Japanese Extension 9.30am – 11.30am
PM			Classical Hebrew Continuers 1.55pm – 5.00pm Tourism, Travel and Events (VET) 1.55pm – 4.00pm Japanese Beginners 2.00pm – 4.40pm Japanese Continuers 2.00pm – 5.00pm Japanese in Context 2.00pm – 4.40pm	Music 1 Aural Skills 1.55pm – 3.00pm* Music 2 Musicology and Aural Skills 3.25pm – 5.00pm*	Modern History 1.55pm – 5.00pm

KEY NOTES

- **English Paper 1 and Japanese:** If any students have taken either Beginners or Continuers Japanese, the first day of exams (October 11th) will be a massive one, with English Paper 1 in the morning and the Japanese exams in the afternoon.
- **English Paper 2 and Music:** On October 12th, students who studied Music 1 or 2 will have a full day with English Paper 2 in the morning and the Music exam in the afternoon.
- **Legal Studies**, a very popular subject, has their exam on October 18th, a week after English Paper 1, leaving a nice gap between these two content and essay heavy subjects.
- **Food Technology** is the last exam on November 3rd, marking the end of a month long academic marathon for many students.

HOW TO APPROACH THE EXAMS

Approaching the HSC as a marathon rather than a sprint can be a game-changer for students. It's tempting to cram every day, but pacing out study time is key. Just like a marathon runner, students need to build up their endurance over time. This means creating a study schedule that is sustainable and consistent. It's important to take breaks, eat well, and exercise regularly to maintain focus and energy. The marathon approach also means setting realistic goals and celebrating small wins along the way. Remember, the HSC is a long race, but with the right mindset and approach, students can cross the finish line with confidence.

Additionally, consider the HSC exam schedule and how it impacts your study. If you have a week long break between exams, you can use that time to prepare rather than cramming everything in at the beginning and inevitably burning out.

Good luck!

BTA'S ONLINE RESOURCES

BTA's
Online Resources & Assets

BTA is proud to provide the following _free online resources and assets_ for students and tutors alike. Here students and tutors can find supporting resources and assets to assist their teaching and educational learning experience, these resources include our HSC Assets, Blog Articles, Maths Tutoring Challenge and much more.

You may have heard of our amazing range of online resources last week, or perhaps already used them yourself.

However, did you know that we also feature exemplar essays on our website?

Exemplar essays are a fantastic way to learn, as by studying and learning what has been successful for others, students are able to apply these practices to their own work.

It's also incredibly useful for students to have essays on hand that they know have been marked well as it provides a broader range of feedback and work to build off of than just their own assignments and essays. After the HSC trials, many students will share their work amongst their class and cohort, but until then many students are very competitive and against sharing, so they are unable to have access to a broad range of high marked responses within their own class.

Make sure to check out our exemplar essays online, as well as our visual text cheat sheets that students can print and use in their own study materials! If you have any texts you'd like to request resources for, please reach out to **sam@belrosetutoring.com**

belrosetutoring.com

YEARS 7-10 ENGLISH ASSETS

HSC ASSETS

Coast Road
Robert Grey

Distinctive Qualities

- Intertextuality
- References to art
- Imagery
- Spirituality

Themes

- Manmade v Natural World
- The Relationship between Nature and the Self
- Modernism

Context

- Composed in the late 20th/early 21st century
- Concerns contextual issues such as environmental degradation, the effects of consumerism, and Urbanisation
- Urbanisation as an existential threat to Australian life

Quotes – Manmade vs Natural Worlds

- '"4 a.m.; the Milky Way / blowing high above the forest. / A truck changes down.' (24 Poems)
- 'The train's shadow, like a bird's, / flees on the blue and silver paddocks, / over fences that look split from stone, / and banks of fern, / a red bank, full of roots, / over dark creeks, where logs are fallen, / and blackened tree trunks.' (Journey, the North Coast)
- 'the city / driven like stakes into the earth' (Flames and Dangling Wire)

Keats and Bright Star

Module A: Textual Conversations

Themes

- Mortality and Transience
- Nature
- The Muse/Gender
- Death and it's Inevitability
- The Struggle between the Imagined/Ideal and the Experienced/Real
- Romance
- The Nature of Beauty

Context

KEATS
- Influenced by Romanticism, which an artistic and literary movement which started in the late 1790s
- Regency period England
- Class stratification

BRIGHT STAR
- Postmodernism
- Third wave feminism
- Female perspective with Jane Campion as director

Quotes – The Beauty and Cyclicality of Nature

- 'A close bosom friend of the maturing sun' suggests a generative and bountiful season of 'mellow fruitfulness' (To Autumn), **Extended personification**
- 'Barred clouds bloom' alluding to 'the soft dying day' (To Autumn), **Sensory imagery**
- Fanny framed in doorways, windows, and mirrors (Bright Star), **Recurring long shots**
- Fanny sewing Keats a pillow case (Bright Star) **Close up shots**

Textual Connections and Evidence Pairings

Mortality and Transience
- **Dead butterfly scene** (Bright Star: 1:04) + **stanza three Ode to a Nightingale** The immediacy of mortality/ inevitability of death
- **Fanny's walk through the snow** (Bright Star: 1:52) + **When I Have Fears That I May Cease To Be** Keats' legacy via poetry: his resulting ability to live beyond his death

BTA ON SOCIAL MEDIA!

Don't forget to **check us out on Tik Tok and Instagram** for more educational content! **We're sharing all of our best tips and tricks for the end half of Term 2**, as well as information on texts, memes, and discussions about school and the education system.

We love getting to share all of our knowledge online, and **it'd be great to see more of the BTA community there!** Drop a comment saying hi if you see us on your For You Page, or follow the QR links on the right to go straight to our pages.
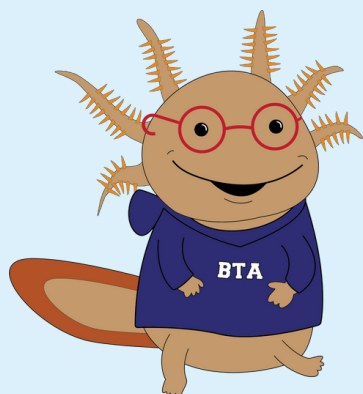
As we start to near the end of Term 2 you can pretty quickly see senior students starting to stress about all the upcoming exams as the HSC timetable is released and Trials loom closer and closer.

Engaging with an online community allows us to help cut through may of the incorrect assumptions and misinformation that is out there, bringing some calm and clarity to students that allows them to focus more on their learning, and less on their stress.

Educating students on how their ATAR is actually calculated and why rank is important is some of the most crucial information to students, and we explain it all.

Follow the QR Codes below to see what's happening!

-Sam Reilly, Social Media Manager (he/him)

▷ 11.9K

▷ 33.1K

▷ 21.4K

CONTACT US

Website: belrosetutoring.com
Email: contact@belrosetutoring.com
Phone: 1800 00 2085

Instagram: @btatutoring
Tik Tok: @btatutoring

Have any questions, suggestions, or feedback about the newsletter? We'd love to hear from you!
Send an email to **sam@belrosetutoring.com** with any thoughts or queries.