

2024

SUBJECT SELECTION GUIDE

SENIOR SCHOOL
YEARS 10, 11 & 12



CONTENTS

WELCOME TO THE SENIOR SCHOOL	1
Senior School Curriculum Team	4
Understanding the Terminology	4
YEAR 10 COURSE INFORMATION	5
Year 10 Subject Selection	8
Religious Education	9
Package of Learning	10
Creative Arts	11
Health & Physical Education	14
Humanities and Social Sciences	16
Inclusive Learning	18
Languages	19
Mathematics	20
Outdoor Education	21
Science	22
Technology	24
Vocational Education & Training - VET	27
YEAR 11 & 12 COURSE INFORMATION	30
Religious Education	34
Creative Arts	37
Health & Physical Education	46
Humanities and Social Sciences	50
Languages	62
Mathematics	68
Outdoor Education	72
Science	73
Technology	77
Vocational Education & Training - VET	84

WELCOME TO THE SENIOR SCHOOL

Dear Parents/Guardians and Students

Central to the mission of St Patrick's College, senior students are an integral part of our school community of faith, learning, respect and service in the Catholic tradition. In order to prepare senior students for the final journey of their secondary school experience, all aspects of the Senior School are designed to meet the needs of students. Our purpose is to enable students to grow in self-direction and resilience, encouraging students to become responsible contributors to the wider community. They are encouraged to be independent thinkers, make informed decisions, and take responsibility for their own actions as learners. Senior students work in partnership with a dedicated team of Senior School staff to realise their full potential in order to pursue future pathways. The Senior School Subject Selection Guide focuses on study over three years (Years 10, 11 and 12) towards gaining the Tasmanian Certificate of Education (TCE). It provides clear learning pathways from Year 10 into Year 11 and Year 12, in specific faculty areas. It promotes a broad approach to senior secondary education, keeping options open for future direction beyond Year 12.

The Senior School Subject Selection Guide plays one part in the process of bringing students to a position in which informed decisions can be made. Students and parents/guardians are urged to take full advantage of the opportunities offered for information and career, and subject counselling. It is hoped that by the end of Term 3, students will have selected their course of study for the following year.

The Senior School opens many more doors and opportunities for enriched learning. It provides Year 10, 11 and 12 students with a more diverse range of options and enables all three year levels to learn together by offering St Patrick's College courses, Tasmanian Assessment, Standards and Certification (TASC) courses and Vocational Education and Training (VET) courses.

Our students have established a record of outstanding achievement in their studies, careers, sporting and cultural pursuits, and service to the community. Parents/guardians and students should consider what our Catholic College has to offer them: belonging to a community of faith, continuation of their religious education, the opportunity of student leadership and personal development, as well as completion of the TCE, and continuation of the bonds of friendship that they have developed. Senior study is challenging, and the secure, well-structured learning environment at St Patrick's College where students are already well understood, provides a very sound basis for success.

With best wishes,

Mrs Liz Illingworth
Principal

Mrs Alanna Stretton
Deputy Principal - Learning & Achievement



ABOUT THIS GUIDE

This Subject Selection Guide is designed to help students choose a program of study for Years 10-12. The Guide provides information about subject selection for Year 10, followed by subject selection information for Years 11 and 12.

STUDENT LEARNING EXPECTATIONS

Each student has the right to learn in an environment that is positive, harmonious and productive. In order to make full and mature use of all learning and study opportunities, all Senior School students are expected to:

- be respectful and courteous towards others and support the learning and achievement of others;
- be present, punctual and appropriately prepared for all scheduled classes;
- be organised and have a good study timetable to minimise the stress associated with study workloads and to ensure assessments are submitted by the due date;
- engage in regular study at home to ensure they are retaining knowledge and skills, and extending upon their learning at school; and
- balance school, social, co-curricular and casual work commitments well to ensure they do not detract from the ability to respond to the learning challenges inherent in senior study.

AFTER-SCHOOL TUITION

The College offers after-school tutoring for all Senior School students on Tuesday and Thursday afternoons in the Edmund Rice Centre (ERC) between 3.30pm-4.30pm. All students are welcome to attend, whether they require additional support, they are seeking extension in their learning, or are looking to consolidate the key concepts they have covered in class. Tutoring is designed to cater for student learning in the key learning areas of the curriculum; English, HaSS, Religious Education, Mathematics and Science (and variably more specific learning areas). The after-school tutoring program is specifically staffed by Senior School teachers to assist students.

ABORIGINAL & TORRES STRAIT ISLANDER PROGRAM

The Catholic Education Office and St Patrick's College support initiatives and tutoring for students of Indigenous culture and heritage. For further information please contact the Aboriginal & Torres Strait Islander Student Success teacher.

HIGH ACHIEVER PROGRAM (HAP)

The University of Tasmania High Achiever Program (HAP) provides high-achieving Tasmanian senior secondary school students with the opportunity to enrol in University units to complement and extend their TCE studies in Year 12.

The Program provides early opportunities for

academically able Year 12 students to undertake the challenges of university study while they are enrolled in the Tasmanian Certificate of Education (TCE). High Achiever Program units may contribute towards the calculation of the Australian Tertiary Admissions Rank (ATAR). Upon successful completion of the University unit under HAP, the result will be considered for inclusion among the student's five best results in the calculation of their ATAR.

To be eligible for the High Achiever Program, students are required to demonstrate very high levels of academic performance at senior secondary education or equivalent level. For this reason, please note that successful HAP applications will generally only be from students who are enrolled in Year 12 (i.e. enrolled in Year 11 at the time of application). It is expected that students will have completed three Level 3 TASC subjects in Year 11, with at least one Exceptional Achievement (EA) result and at least two High Achievement (HA) results in the other subject completed in Year 11, as documented in reports. A student's EA must typically be in the general discipline being applied for.

Subjects offered in Launceston can vary from year to year, but popular units include:

- Introduction to Politics and Policy/Introduction to International Relations
- Mathematics
- Human Anatomy and Physiology
- Programming
- Chemistry
- Foundations of Law/International Law

For more information visit <https://www.utas.edu.au/underwood-centre/projects-and-initiatives/hap>

VOCATIONAL PATHWAY

If students are interested in a pathway to a vocational qualification, the program of study should be centred around a VET course in the student's chosen industry area. This can lead to direct employment, higher level certificate and diploma programs, and university courses.

Students should also aim to meet the five standards of the TCE and gain this qualification as well. A study program can be made up by choosing some TASC accredited subjects to add to the VET course. These may complement the vocational learning, and may also include some recreational and interest subjects.

Australian School-based Apprenticeships (ASbA): A school-based traineeship or apprenticeship is a paid, employment-based training arrangement where Year 10, 11 or 12 students are able to combine work, training and education to gain a nationally recognised qualification; usually at Certificate II or III level across almost every industry sector and training package. ASbA students are allowed to work between 7.5 and 15 hours in the workplace each week during school terms. This can be one or two days at work in school time or

after school hours and on the weekend. Further information is available through the Future Pathways team.

SCHOOLBOX

Schoolbox is the College's learning management system that allows teachers to post resources, assignment due dates, online assessments, news and more for student learning. Parents are able to access their own Schoolbox account and therefore be informed about their child's work requirements and due work tasks, as well as being able to see how they are going with assessment tasks. There is also an email facility, which enables quick and efficient contact between students, teachers and parents.

Parents/guardians can also download the Schoolbox App, which is a lighter version of Schoolbox. The App provides access to continuous feedback, notifications and key contact details.

HOME/SCHOOL CONTACT

Open communication between parents, students and the school is encouraged. Schoolbox and email is a particularly useful communication tool between parent and classroom teacher. Email contact details can be obtained from Schoolbox. An appointment can be made with appropriate staff members by phoning the College if parents wish to discuss concerns or issues in person or by phone.

CONTINUOUS FEEDBACK

As part of our learning and teaching program, students receive written feedback for Assessment Tasks throughout the year. This continuous feedback is available through Schoolbox as a way of keeping students and their parents/guardians up-to-date with their progress throughout the year.

Parent-teacher-student Interviews

Parent-teacher-student interviews are held in Terms 2 and 3 and provide an opportunity for students, parents and teachers to discuss student progress and improvement opportunities.

INFORMATION SESSIONS

During the year a number of sessions are held for students and parents to assist in subject selection and future pathway planning. These include;

- Year 10 and Year 11 Pathway Planning sessions (Term 3)
- Subject information sessions (Term 3)
- Futures expos
- VET Information Evening

FUTURE PATHWAYS

Students may find the careers service useful if they have a career concern such as:

- planning school subjects for the next year
- getting a part-time job
- deciding on a future career direction
- exploring career and course options
- making career decisions
- locating courses related to career goals
- finding out subject prerequisites and ATAR scores required for different courses
- writing a résumé and cover letter

Future Pathway counsellors are available for any student or parent/guardian with career-related concerns. Appointments are available in study periods, lunchtime, after school and other times by arrangement.

SUBJECT AVAILABILITY

This Subject Selection Guide contains descriptions of all subjects that **may** be offered at St Patrick's College. The majority of subjects in this Guide are offered on a regular basis, however, the availability of these subjects can vary year to year. **If there is an insufficient number of students interested in studying a particular course, it may not be offered.**

COOP Study

For students in Years 11 and 12 studying pre-tertiary subjects (Level 3 and 4) additional subjects may become accessible through our cooperative arrangement with Launceston Church Grammar School, Scotch Oakburn College and Launceston Christian School. This arrangement endeavours to maximise subject availability by enabling students to study a subject offered at one of the cooperative schools. Enrolment into a cooperative subject is subject to availability and will be discussed with students if this option is relevant for their chosen study program.

Will I Get All of the Subjects I Choose?

It is important students choose their subjects wisely as their choices guide our timetable structure and the subjects that are available. Occasionally, there will be classes which are too small to run, or where clashes occur with preferred subjects. There will be times when some students must be moved to a less preferred option.

SENIOR SCHOOL CURRICULUM TEAM



Mrs Alanna Stretton
**Deputy Principal
Learning & Achievement**



Mrs Lindsey Hills
**Director of Curriculum -
Senior School**



Mr Ryan Wiese
**Assistant Director of
Curriculum - Senior School**

UNDERSTANDING THE TERMINOLOGY

THE OFFICE OF TASMANIAN ASSESSMENT, STANDARDS AND CERTIFICATION (TASC)

TASC is responsible for the accreditation of senior secondary subjects, external assessment and quality assurance. TASC issues qualifications, including the Tasmanian Certificate of Education (TCE), to students who meet the required standards. TASC subjects are organised into four levels of difficulty - Levels 1, 2, 3 and 4 (with 4 being the most difficult). Level 3 and 4 subjects, also known as pre-tertiary subjects, can contribute to an Australian Tertiary Admission Ranking (ATAR). Level 1 and 2 subjects are non-pre-tertiary and do not count towards an ATAR but do count towards the TCE.

TASMANIAN CERTIFICATE OF EDUCATION (TCE) ACHIEVEMENT

To gain the TCE students must meet the requirements for five standards in:

- 'everyday adult' reading, writing and communication (the 'literacy standard/tick');
- 'everyday adult' mathematics (the 'numeracy standard/tick');
- 'everyday adult' use of computers and the internet (the 'ICT standard/tick');
- a prescribed level of participation and achievement in education and training (120 credit points, 80 credit points at Level 2 or above); and
- requirements for planning future education and training.

The TASC Course Planner is a useful tool which can help students work out if their proposed Year 11 and 12 study program puts them on track to achieve the TCE. The Course Planner provides information about the credit point value of proposed courses and whether they include the 'everyday adult' standards. The Course Planner is available on the TASC website. Full details on the Tasmanian Certificate of Education can be found at website www.tasc.tas.gov.au

TASMANIAN CERTIFICATE OF EDUCATIONAL ACHIEVEMENT (TCEA)

A standardised certificate, like the TCE, may not provide suitable evidence of the achievements of some Year 11 and 12 students, including some students with disabilities. The TCEA is a quality assured certificate issued by TASC that records the participation and achievement of eligible students.

TERTIARY ENTRANCE SCORE (TES)

TASC calculates a score for each pre-tertiary subject studied in Year 11 and 12. A TES is the combined scores of a student's best five (or four) pre-tertiary subjects over two years. At least three of these must be completed in their final year of senior secondary study. The TES is then used to calculate an ATAR.

AUSTRALIAN TERTIARY ADMISSION RANKING (ATAR)

The ATAR is used by Australian universities to allocate places to students. An ATAR is calculated by TASC from a students' results in pre-tertiary subjects. In Tasmania, it is the responsibility of the University of Tasmania to determine what subjects can be counted towards an ATAR. To be eligible for an ATAR the University of Tasmania has determined that students must also achieve a TCE.

VOCATIONAL EDUCATION & TRAINING (VET)

VET qualifications are recognised nationally and are developed with industry consultation and for industry-specific requirements. This gives real-life, practical and industry-relevant skills. In Years 10, 11 and 12, VET courses ranging from Certificate I to Certificate III are available.



YEAR 10 COURSE INFORMATION

YEAR 10 SUBJECT SELECTION/ COURSE INFORMATION

GENERAL INFORMATION ABOUT YEAR 10 SUBJECT OFFERINGS

Year 10 is an important year for students as they commence their study in the Senior School. Students must make important decisions about pathways towards TCE study and beyond this - to work and post-secondary education. All Year 10 students undertake study in the following Core subjects:

- Religious Education
- English
- Mathematics
- Science
- History and Geography
- Health & Physical Education

Students also participate in Accepted, Connected and Empowered (ACE) one period per week. This time provides students with an opportunity to learn study skills, engage with the Future Pathways team and participate in pastoral activities tailored to Year 10 students.

EXTENSION OPTIONS IN MATHS & SCIENCE

The Office of Tasmanian Assessment, Standards and Certification (TASC) accredited courses are designed and developed for students to study during their senior secondary years (Years 11 and 12). They may, however, provide Year 10 students an opportunity to extend their learning in specific areas of strength where the student is ready to commence learning at the senior secondary level. St Patrick's College currently offers pre-Year 11 enrolments in selected Mathematics and Science courses.

We must apply to TASC for approval to enroll any Year 10 student in a TASC accredited course. This process involves us providing a statement for each individual student commencing a senior secondary course prior to Year 11, including evidence demonstrating the student's particular strength or ability in the relevant area of studies. We must demonstrate that the student has achieved outstanding results in Year 9 and requires extension beyond that of the Year 10 Australian Curriculum. As such, a prerequisite to study a TASC subject in Year 10 is to achieve an 'A' in the subject area, in that this is evidence that the student needs more extension than the Year 10 Australian Curriculum will provide and TASC accepts the same in support of the application. Therefore, to be accepted to study the TASC subject Physical Sciences Foundation an 'A' in Year 9 Science is required. A prerequisite for the TASC subject Mathematics Methods Foundation is an 'A' in Year 9 Maths, or an 'A' or 'B' in Year 9 Extension Maths. Part of the application is also to outline the students' pathway plan and how the TASC subject in Year 10 is an important part of the students' pathway including Year 11/12 subjects leading to post Year 12 options.

Year 9 students who are not at an 'A' standard in Year 9 Science can study the Year 10 Australian Curriculum Science plus an extension Science elective (Introduction to Physical Sciences). We believe in combination, these two subjects will continue to adequately prepare students to study TASC Physical Sciences Level 3 in Year 11. In Mathematics, there is a Year 10 Extension Maths class for students demonstrating some need to be extended beyond the Australian Curriculum that do not select or do not meet the requirements for TASC Mathematics Methods Foundation.

Students who meet the above criteria and are interested in the College applying to TASC for them to study TASC Physical Sciences Foundations (Level 2) and/or Mathematics Methods Foundations (Level 3), can indicate their interest in applying through online subject selections.



ELECTIVES

Students study a further two to four elective subjects. The number of electives chosen is dependent upon the level of Mathematics and Science nominated.

Please note, if students elect to study both TASC Mathematics Methods - Foundation Level 3 and TASC Physical Sciences - Foundation Level 2, they only choose two St Patrick's College elective subjects.

REASONABLE ADJUSTMENTS FOR TESTS & EXAMS

Students with identified difficulties, disabilities and disorders may have a Learning Plan or an Adjustment Summary that includes reasonable adjustments for timed classwork, tests and exams. These adjustments are made to support fairness, equitable access and opportunity for students in the successful engagement and completion of their studies.

Grounds for eligibility include:

- Formal diagnosis of a condition, impairment, disorder or disability that results in a functional impact and will affect the student's ability to perform in an exam. This includes but is not limited to a physical disability, vision impairment, hearing impairment, medical condition, psychological/mental health condition, and specific learning disorder.
- Misadventure (e.g. injury, accident, illness during exam period)
- Refugee student status (length of time in Australia)
- Personal circumstances (causing disruption to schooling, e.g. death of a close family member, religious obligations)

Please be aware that to be able to apply for Reasonable Adjustments for TASC 3 and 4 subjects in Year 11 and 12, The Office of Tasmanian Assessment, Standards and Certification (TASC) requires evidence from an appropriate professional. This documented evidence includes the diagnosis and the adjustments requested.

SUBJECT AVAILABILITY

This Guide contains descriptions of all subjects that **may** be offered at St Patrick's College. The majority of subjects in this Guide are offered on a regular basis, however, the availability of these subjects can vary year to year. **If there is an insufficient number of students interested in studying a particular course.**

CHOOSING A PERSONALLY RELEVANT STUDY PROGRAM

During Year 10, students work with the Senior School and Future Pathways team to gather information about possible careers, explore options relevant to interests and ability, and plan how to achieve personal and career goals. When deciding on a program of study for Years 10, 11 and 12, students should:

- obtain advice from current teachers;
- plan a three-year program relevant to goals and interests (keep in mind that some subjects have prerequisites that are required to be studied before attempting a subject) and one that will enable successful completion of the TCE (see **Understanding the Terminology** for more information on the TCE);
- consider any prerequisite subjects that may be required for study at either university or TasTAFE after Year 12;
- read the subject or course details carefully; and
- ask Senior School teachers for more information about subjects and their recommendations.

It is important students reflect on their academic achievements to date to inform their subject choices. Students need to be honest in their ability and commitment to study and be guided by teachers and the recommendations in this Guide when making their subject selections.

OPTION 1	OPTION 2	OPTION 3	OPTION 4
Aus Curriculum Maths & Science	Maths Methods 3 & Physical Sciences 2	Aus Curriculum Maths & Physical Sciences 2	Maths Methods 3 & Aus Curriculum Science
⋮	⋮	⋮	⋮
4 SPC Electives	2 SPC Electives	3 SPC Electives	3 SPC Electives

Introduction to Animal Care
Introduction to Construction
Introduction to Outdoor Recreation & Drone Flying
SFI10119 Certificate I in Seafood Industry
SIT10222 Certificate I in Hospitality

RELIGIOUS EDUCATION

YEAR 10

Head of Learning: Mrs R Hamilton

Meaning, Value, Purpose & Spirituality
MPVS (CORE)

MEANING, VALUE, PURPOSE & SPIRITUALITY (MVPS) (CORE)

The Religious Education program is a central focus of the curriculum and sets the scene for the community life, values and personal growth of our students. Year 10 Religious Education is part of the Archdiocese K-12 MVPS Framework.

Year 10 MVPS also prepares students to study TASC level Religious Education subjects in future years at the College. The strands of the Diocesan syllabus are:

- Knowledge and Understanding
- Inquiry and Communication
- Discernment and Making Connections



PACKAGE OF LEARNING

BUILDING AND CONSTRUCTION YEAR 10

Contact: Mrs A Stretton & Mr R Wiese

Building and Construction Package of Learning

BUILDING AND CONSTRUCTION PACKAGE OF LEARNING

(ALTERNATIVE CORE - INTEGRATED MATHEMATICS, SCIENCE, ENGLISH & HASS)

St Patrick's College offers eligible students the opportunity to engage with an integrated learning model for those interested in a career pathway in building and construction. Participating students complete their English, HaSS, Mathematics and Science in this class through this area of interest lens. Opportunities exist for real-life problem solving, some worksite learning and potential opportunities to apply for an Australian School-based Apprenticeship (ASbA).

WHAT IS A PACKAGE OF LEARNING?

A Package of Learning allows students to complete Core subjects while learning about architecture, building and construction. Learning is combined into English, Mathematics, Science, Humanities and Technologies classes, but students continue to have different classes for Religious Education, Health & Physical Education and some elective classes. Please note that students engaged in this offering are also enrolled in the VET Introduction to Construction elective course.

A student's timetable will look different, but they will still be studying all the Australian Curriculum subjects and will be assessed on these. This Package comprises approximately 60% of a student's learning per week.



WHO IS THIS MOST APPROPRIATE FOR?

Career Pathway - Students who are on a vocational pathway toward a career in building and construction, students who would like to gain an Australian School-based Apprenticeship in the area of building and construction or students who plan to move into the workplace after school in the area of building and construction.

Area of Interest - Students who are interested in and would like to learn more about the opportunities that exist and how the world of architecture, building and construction works.

Hands-on Learning - Students who enjoy a hands-on approach to learning learn about real-world applications of the subjects being studied.

HOW DO STUDENTS FIND OUT MORE?

Students can attend the Senior School Information Evening for more information or speak with Mrs Stretton (Deputy Principal Learning & Achievement) or Mr Wiese (Assistant Director of Curriculum - Senior School).

HOW DO STUDENTS APPLY?

Students who wish to take up this Package of Learning option must submit an expression of interest in writing to Mrs Stretton or Mr Wiese via email on or before the subject selection due date. Eligible students are invited to attend a suitability interview with their parents, and the outcome of the application is advised.

Pathway: Many of the TASC subject offerings for Year 11/12 at the College remain available to students engaged in this Package of Learning. To help students make an informed decision, some of the potential subject areas that they may continue with in Year 11/12 are - VET - CPC20220 Certificate II in Construction Pathways; Design and Production 2; Computer Applications 2; Engineering Design 2; Object Design (University Connections Program); Computer Graphics and Design - Foundation 2

Other complementary subjects may include - English Inquiry 2; Essential Mathematics - Personal or Workplace Level 2; Business Studies - Foundation 2; Food, Cooking and Nutrition 2; AUR20720 Certificate II Automotive Vocational Preparation

CREATIVE ARTS

YEAR 10

Head of Learning: Mr C Ivory

Visual Arts

Art
Art Extended
Photography
Photography Extended
Media Studies

Performing Arts

Audio Design
Contemporary Music Studies
Dance
Dance Extended
Drama
Drama Extended
Music Studies
Music Studies Extended
Musical Theatre

ART

(SPC ELECTIVE SUBJECT)

Year 10 Art gives students a greater opportunity to develop their artistic ideas and skills and broaden their knowledge and use of artistic conventions, techniques and materials. Awareness of other artists and their artworks will be an important part of this course as will recording their artistic development and idea generation through the use of a visual journal.

Pathway: This course provides an excellent background to Year 11 & Year 12 study in Visual Art Level 2, Visual Art (Photography) Level 2, Visual Art Level 3, Visual Art (Photography) Level 3, Art Studio Practice Level 3 & Contemporary Art Practice Level 3

ART EXTENDED

(SPC ELECTIVE SUBJECT)

This course enables students enrolled in Year 10 Art (SPC Elective) to undertake an extra four lessons per fortnight in the art classroom environment, extending this to eight lessons per fortnight (Year 10 Art x4 + Art Extended x4). Undertaking this course enables students to further develop their skills and knowledge applicable to the visual arts, exploring a range of techniques and materials, which allows for a more independent approach to the subject and better prepare them for TASC level visual arts subjects in Years 11 and 12. Students also have the opportunity to engage with the broader arts community, work with practicing artists and visit exhibitions. Areas of study focus on:

- Collaborative art
- Murals and art in public places
- Urban/street art
- Independent inquiry and folio development

Pathway: This course provides an excellent background to Year 11 & Year 12 study in Visual Art Level 2, Visual Art (Photography) Level 2, Visual Art Level 3, Visual Art (Photography) Level 3, Art Studio Practice Level 3 & Contemporary Art Practice Level 3

DANCE

(SPC ELECTIVE SUBJECT)

Year 10 Dance is a foundation course requiring commitment to teamwork. Students study a variety of dance genres, with an emphasis on contemporary dance, and take part in group and duo activities as well as a variety of theory and reflective tasks. Students are introduced to dance skills and the foundations of choreography and there will be numerous performance opportunities for everyone. Year 10 Dance does not require any previous dance experience and provides a pathway into Dance 2 in Year 11/12 as well and Dance 3 in Year 11/12.

Pathway: This course provides an excellent background to Year 11 & Year 12 study in Dance Level 2, Dance Choreography and Performance Level 3, Drama Foundations Level 2, Drama Level 3 or Theatre Performance Level 3

DANCE EXTENDED

(SPC ELECTIVE SUBJECT)

This course is designed for advanced students enrolled in Year 10 Dance (SPC Elective) to undertake an extra four lessons per fortnight in the dance classroom environment, extending this to eight lessons per fortnight (Year 10 Dance x4 + Dance Extended x4). Students study dance making and performance skills as well as reflecting on, and responding to, their own and others work. Solo and group work is a course requirement, as is a commitment to teamwork. Students undertaking this course work alongside TASC level dance students and this will better prepare them for TASC level dance subjects in Years 11 and 12.

Pathway: This course provides an excellent background to Year 11 & Year 12 study in Dance Level 2, Dance Choreography and Performance Level 3, Drama Foundations Level 2, Drama Level 3 or Theatre Performance Level 3

DRAMA

(SPC ELECTIVE SUBJECT)

Year 10 Drama provides students with the opportunity to develop their artistic ideas and skills in performance through exploring a wide variety of genre and styles such as:

- interpreting text
- improvisation
- mime and movement
- vocal skills
- confidence building
- visits to live theatre performances
- solo, small group and full class performances

Pathway: This course provides an excellent background to Year 11 & Year 12 study in Dance Choreography and Performance Level 3, Dance Level 2, Drama Foundations Level 2, Drama Level 3 or Theatre Performance Level 3

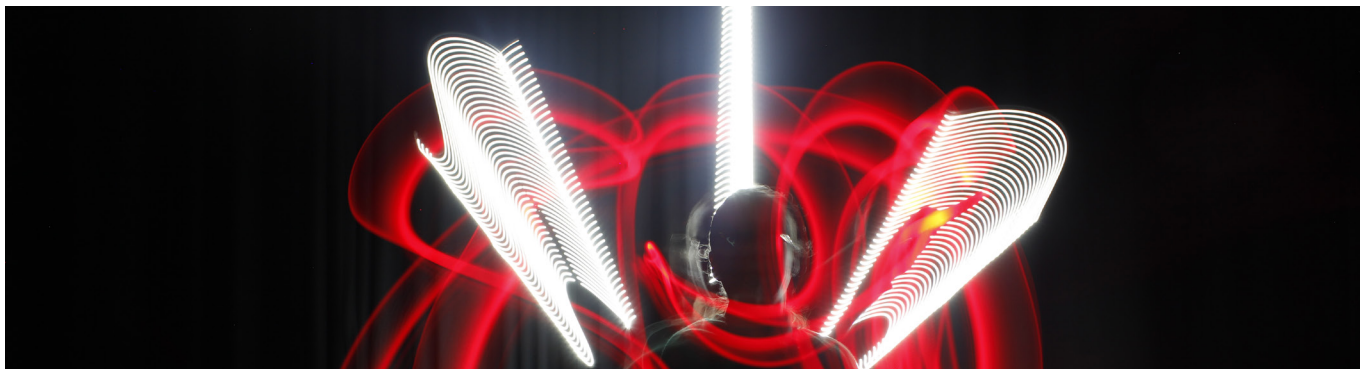
DRAMA EXTENDED

(SPC ELECTIVE SUBJECT)

This course enables students enrolled in Year 10 Drama to undertake an extra four lessons per fortnight in the drama classroom environment, extending this to eight lessons per fortnight (Year 10 Drama x4 + Drama Extended x4). Undertaking this course enables students to further develop their skills and knowledge applicable to the dramatic arts. Studying this course will better prepare students for TASC level performing arts subjects in Years 11 and 12. Students visit live performances, have the opportunity to engage with the broader arts community and work with both scripted and devised formats. All work is performed to a public audience throughout the year. Areas of study focus on:

- Advanced storytelling
- Australian contemporary theatre
- Drama to challenge our understanding of humanity

Pathway: This course provides an excellent background to Year 11 & Year 12 study in Drama Foundations Level 2, Drama Level 3 or Theatre Performance Level 3, Dance Choreography and Performance Level 3, Dance Level 2



MEDIA STUDIES (SPC ELECTIVE SUBJECT)

Year 10 SPC Media Studies is a course that takes a look at all forms of media, particularly film. The focus of this course is:

- writing, filming and editing video
- storyboarding
- advertising
- viewing and analysing film
- understanding media issues

Pathway: This course provides an excellent background to Year 11 & Year 12 study in Technical Theatre Production Level 2, Media Production Foundations Level 2, Media Production Level 3, Visual Art Level 2 or Visual Art Level 3

PHOTOGRAPHY (SPC ELECTIVE SUBJECT)

Year 10 Photography allows students to learn all about DSLR cameras and explore, identify and create using the principles of photography. Students also learn and gain experience in such areas as:

- portrait photography
- light painting
- photo journalism

Pathway: This course provides an excellent background to Year 11 & Year 12 study in Art Production Level 3, Visual Art Level 2, Visual Art (Photography) Level 2, Contemporary Art Practice Level 3, Visual Art Level 3, Media Production Level 3, Media Production Foundations Level 2 or Art Studio Practice Level 3

PHOTOGRAPHY EXTENDED (SPC ELECTIVE SUBJECT)

This course enables students enrolled in Year 10 Photography to undertake an extra four lessons per fortnight in the photography classroom environment, extending this to eight lessons per fortnight (Year 10 Photography x4 + Photography Extended x4). Undertaking this course enables students to further develop their skills and knowledge applicable to photography, exploring a range of techniques and materials, allowing for a more independent approach to the subject and better prepare them for TASC level visual arts subjects in Years 11 and 12. Students also have the opportunity to engage with the broader arts community, work with practicing artists and visit exhibitions. Areas of study focus on:

- studio photography
- landscape photography
- digital and film processing
- independent inquiry and folio development

Pathway: This course provides an excellent background to Year 11 & Year 12 study in Visual Art (Photography) Level 3, Visual Art (Photography) Level 2, Media Production Level 3, Media Production Foundations Level 2, Contemporary Art Practice Level 3, Art Studio Practice Level 3



AUDIO DESIGN

(SPC ELECTIVE SUBJECT)

Year 10 Audio Design is designed for students interested in learning about studio and live broadcast recording. Student activities include:

- practical skills in music technology
- post production skills (mixing and mastering)
- recording live and studio performances
- understanding technical aspects of sound production (microphone technique, signal flow, etc)

Pathway: This course provides an excellent background to Year 11 & Year 12 study in Music Technology Projects Foundation Level 2 or Music Technology Projects (UTAS)

CONTEMPORARY MUSIC STUDIES

(SPC ELECTIVE SUBJECT)

Year 10 Contemporary Music Studies course is for students who enjoy performing and composing contemporary songs in solo and ensemble situations. Student activities include:

- writing original music
- charting music
- developing performance styles and skills
- improvising
- using music technology
- various performance opportunities

Pathway: This course provides an excellent background to Year 11 & 12 study in Music Studies Level 2, Contemporary Music and Songwriting Level 2, Music Level 3, Practical Study Foundation Level 3 or Practical Study Advanced Level 3 (UTAS)

MUSIC STUDIES

(SPC ELECTIVE SUBJECT)

Year 10 Music Studies aims, through practical and theoretical lessons, to encourage students to develop and participate in a range of music making activities.

Student activities include:

- working on solo and group performances
- theory and musicianship (AMEB Music Craft Syllabus)
- creating, performing and listening to a wide variety of styles and genres
- developing skills in voice or instruments

Pathway: This course provides an excellent background to Year 11 & 12 study in Music Studies Level 2, Contemporary Music and Songwriting Level 2, Music Level 3, Practical Study Foundation Level 3 or Practical Study Advanced Level 3 (UTAS)

MUSIC STUDIES EXTENDED

(SPC ELECTIVE SUBJECT)

This course enables students enrolled in Year 10 Music Studies or Year 10 Contemporary Music Studies (SPC Electives) to undertake an extra four lessons per fortnight in the music classroom environment, extending this to eight lessons per fortnight (Year 10 Music Studies x4 + Music Extended x4). Those who wish to enrol in this course require prior learning in music skills for a selected instrument. Undertaking this course will enable students to further develop their skills and knowledge applicable to music. Students visit live performances, have the opportunity to engage with the broader community and work on solo and group performances. All work will be performed to public audiences throughout the year. Studying this course will better prepare students for TASC level music subjects in Years 11 and 12.

Pathway: This course provides an excellent background to Year 11 & 12 study in Musical Theatre Level 2, Music Studies Level 2, Contemporary Music and Songwriting Level 2, Music Ensemble Experience Level 2, Music Level 3, Practical Study Foundation Level 3 or Practical Study Advanced Level 3 (UTAS)

MUSICAL THEATRE

(SPC ELECTIVE SUBJECT)

Year 10 Musical Theatre assists students in developing performance skills and techniques in singing, dancing and acting, to a wide range of repertoire from the stage and screen.

The focus of this course is:

- voice development
- creating characters
- how to use your voice to communicate a story
- dance development
- Performance in a wide variety of venues and styles
- acting development

Pathway: This course provides an excellent background to Year 11 & 12 study in Dance Level 2, Dance Choreography and Performance Level 3, Technical Theatre Production Level 2, Drama Foundations Level 2, Drama Level 3, Theatre Performance Level 3, Music Studies Level 2, Contemporary Music and Songwriting Level 3, Practical Study (Performance or Composition) Foundation & Advanced Level 3 (UTAS)



HEALTH & PHYSICAL EDUCATION

YEAR 10

Head of Learning: Miss A Guest & Mr A Biffin

Australian Curriculum Health & Physical Education (CORE) Sport & Recreation
Sport Science

Athlete Development General OR

Athlete Development Specialised **either**

Australian Rules Football, Basketball, or Soccer

AUSTRALIAN CURRICULUM HEALTH & PHYSICAL EDUCATION

(CORE)

HPE contributes significantly to the cognitive, social, emotional, physical and spiritual development of students. It provides opportunities for students to learn about, and recognise ways of adopting and maintaining a healthy, productive and active life.

The Health component provides the opportunity to explore issues that are likely to impact on the health and wellbeing of themselves and others. The issues covered include mental health, drug education, road safety, and how lifestyle choices affect individual health.

The Physical Education component allows students to be active in a variety of activities. The activities are designed to support the need to be active to promote wellbeing. Movement is a powerful medium for learning which students can develop and recognise a range of personal, social and cognitive skills.

Pathway: Provides an excellent background to Year 11 & Year 12 study in Health Studies Level 3, Sport Science Level 3, Athlete Development Level 2, Sport Science - Foundation Level 2 or Sport, Recreation & Fitness Experiences Level 1

ATHELETE DEVELOPMENT GENERAL

(SPC ELECTIVE SUBJECT)

The Year 10 Athlete Development General course is designed for the athlete who would like the opportunity to further develop their skills and fitness for their chosen sport.

Course content includes:

- goal setting
- fitness testing and analysis
- training methods
- nutrition and recovery
- individual program design and implementation

The prerequisite for this course is that students must play in a recognised sporting competition in the year they undertake the course and must also represent the College in that sport.

Pathway: Provides an excellent background to Year 11 & 12 study in Sport Science Level 3, Sport Science - Foundation Level 2, Athlete Development Level 2 or Sport, Recreation & Fitness Experiences Level 1

ATHLETE DEVELOPMENT SPECIALISED

(SPC ELECTIVE SUBJECT)

The Year 10 Athlete Development Specialised course is designed for the athlete who would like the opportunity to further develop their skills, fitness and knowledge in a specific sport; either Australian Rules Football, Basketball or Soccer. It offers an introduction into sport-specific knowledge and training.

Course content includes:

- goal setting
- fitness testing and analysis
- training methods
- nutrition and recovery
- individual program design and implementation

The prerequisite for this course is that students must play in a recognised sporting competition in the year they undertake the course and must also represent the College in the sport they choose for this course.

Pathway: Provides an excellent background to Year 11 & 12 study in Sport Science Level 3, Sport Science - Foundation Level 2, Athlete Development Level 2 or Sport, Recreation & Fitness Experiences Level 1



SPORT & RECREATION (SPC ELECTIVE SUBJECT)

The Year 10 Sport & Recreation course is designed for students to participate in additional physical activities that they recreate and also to take part in organised sports competitions. It aims to build positive lifelong attitudes and behaviours towards sport, recreation and physical activity. Through the study of two units, students explore the nature of sport and recreation activities and reflect on their own experiences.

Course content includes:

Unit 1: Sport Experiences

- individual sports
- team sports
- emerging and modified sports

Unit 2: Recreation Experiences

- active recreation
- community recreation

Pathway: Provides an excellent background to Year 11 & 12 study in Sport Science Level 3, Athlete Development Level 2, Sport Science - Foundation Level 2 or Sport, Recreation & Fitness Experiences Level 1

SPORT SCIENCE (SPC ELECTIVE SUBJECT)

The Year 10 Sport Science syllabus provides students with the opportunity to develop an understanding of the theory of:

- skill acquisition
- sports psychology
- exercise physiology
- biomechanics

This course encompasses both theoretical and practical based learning. It develops students' understanding of the body, how it functions as well as promoting life long health benefits. Throughout this course students complete laboratory research tasks, assignments and tests.

Additionally students develop their skills in communication and investigation while completing this course.

Pathway: Provides an excellent background to Year 11 & 12 study in Sport Science Level 3, Athlete Development Level 2, Sport Science - Foundation Level 2 or Sport, Recreation & Fitness Experiences Level 1

HUMANITIES AND SOCIAL SCIENCES

YEAR 10

Head of Learning: Mr S Mountney

Australian Curriculum History & Geography
(CORE)
Child Studies
Economics & Business Studies

Introduction to Legal Studies
Introduction to Philosophy
Introduction to Behavioural Studies

AUSTRALIAN CURRICULUM HISTORY & GEOGRAPHY (CORE)

The Year 10 History course provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing. The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.

There are two units of study in the Year 10 curriculum for Geography:

- Environmental Change and Management and
- Geographies of Human Wellbeing

Environmental Change and Management focuses on investigating environmental geography through an in-depth study of a specific environment. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental world views – including those of Aboriginal and Torres Strait Islander Peoples – that influence how people perceive and respond to these challenges. Students investigate a specific type of environment and environmental change in Australia and one other country. They apply human environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change.

Geographies of Human Wellbeing focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, India and across the world as appropriate.

Pathway: Provides an excellent background to Year 11 & Year 12 study in Accounting Level 3, Economics Level 3, Business Studies Level 3, Legal Studies Level 3, Psychology Level 3, Sociology Level 3, Australia in Asia and the Pacific Level 3, Geography Level 3, Modern History Level 3, Introduction to Sociology and Psychology Level 2 or Working with Children Level 2

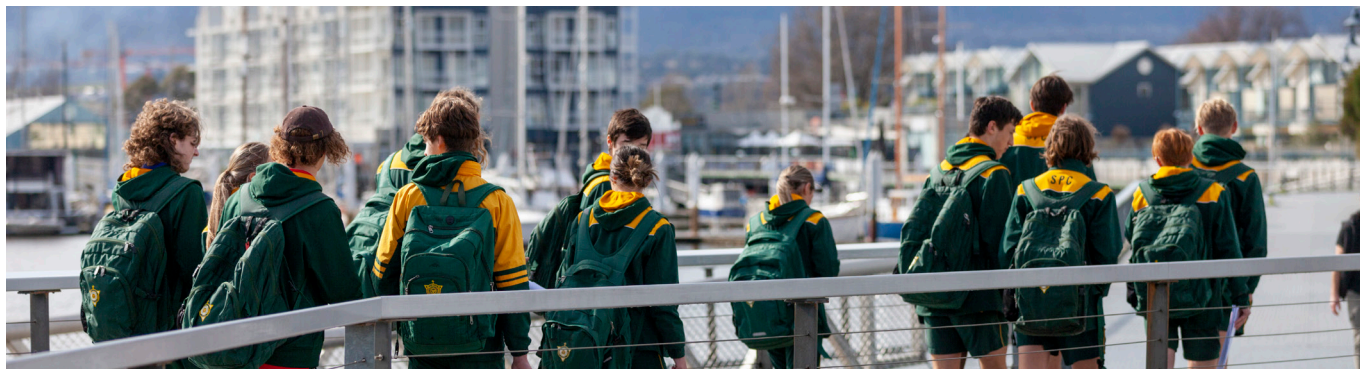
CHILD STUDIES (SPC ELECTIVE SUBJECT)

Year 10 Child Studies concentrates on positive parenting and childcare. Child Studies helps to develop skills in caring for children. Students learn how children grow and develop and how to be a good carer. Topics to be studied include:

- conception and pregnancy
- birth and the newborn
- health and safety
- books, stories and play

Pathway: Working with Children Level 2





ECONOMICS & BUSINESS STUDIES

(SPC ELECTIVE SUBJECT)

The Year 10 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by considering Australia's economic performance and standard of living. Students explore a range of topics relating to the management of economic performance and the nature of government intervention.

Key inquiry questions:

- how is the performance of an economy measured?
- why do variations in economic performance in different economies exist?
- what strategies do governments use to manage economic performance?
- how do governments, businesses and individuals respond to changing economic conditions?

This subject helps to develop a sound background to TASC Level 2 and 3 Business, Economics and Accounting.

Pathway: Provides an excellent background to Year 11 & Year 12 study in Accounting Level 3, Economics Level 3, Business Studies Level 3 and Legal Studies Level 3

INTRODUCTION TO LEGAL STUDIES

(SPC ELECTIVE SUBJECT)

Year 10 Introduction to Legal Studies is about developing an understanding of the Australian legal system. Students explore how to become an active and informed citizen and learn how to question and contribute to the improvement of laws and legal processes.

By examining factors that contribute to law making, students develop knowledge and understanding of the frameworks which regulate and shape our society. Students look at how disputes are resolved through the courts and the criminal justice system. They will also examine human rights and how they are protected in Australia and internationally. Finally, students have an opportunity to engage in an independent inquiry, whereby they will select a current legal issue to investigate in depth.

Year 10 Introduction to Legal Studies will help students develop confidence in approaching and accessing the Australian legal system and will develop a better appreciation of the relationship between social and legal structures.

Pathway: No prerequisites are required to select this subject. Provides an excellent background to Legal Studies Level 2 or 3 in Years 11 & Year 12

INTRODUCTION TO PHILOSOPHY

(SPC ELECTIVE SUBJECT)

This course provides an introduction to the world and study of Philosophy. Philosophy is about asking big questions and exploring different ways of thinking about such questions. The course is structured by five major philosophical questions including:

- what is philosophy?
- what is morally right and wrong?
- what is knowledge?
- what is the human mind?
- do humans have free will?

The course aims to develop students' critical thinking and reasoning skills. It also exposes them to some of the major branches of philosophy including: ethics or moral philosophy, epistemology and metaphysics. Students engage in discussions/debates, personal journaling, thought experiments and research as part of this course.

Pathway: No prerequisites are required to select this subject. This subject could lead to Philosophy Level 3 or Studies of Religion Level 3, and could enhance study in all HaSS/English subjects in Years 11 & Year 12

INTRODUCTION TO BEHAVIOURAL STUDIES

(SPC ELECTIVE SUBJECT)

Year 10 Introduction to Behavioural Studies provides an introduction to the disciplines of psychology and sociology. The syllabus covers a broad range of optional topics that may include socialisation, adolescence and youth culture, influences on individual behaviour, false witness and lying.

Pathway: Provides an excellent background to Year 11 & Year 12 study in Sociology Level 3, Psychology Level 3 or Introduction to Sociology and Psychology Level 2

INCLUSIVE LEARNING

YEAR 10

Director of Learning: Mrs L Smith
Study Skills

STUDY SKILLS (SPC ELECTIVE SUBJECT)

This elective is designed for students who wish to develop their study skills further to support their ongoing academic success. Students also have the opportunity to access extra assistance and support with classwork and assignments.

Topics covered include:

- time-management and task organisation
- setting short-term and long-term goals
- identifying how you learn best - learning styles
- effective internet searching
- information literacy
- referencing - in-text and bibliography
- effective note-taking
- summarising skills
- long and short-term planning
- strategies for exams - planning, revision, sitting exams



LANGUAGES

YEAR 10

Head of Learning: Mrs G Saunders

Australian Curriculum English (CORE)

English Extension

Japanese

AUSTRALIAN CURRICULUM ENGLISH

(CORE)

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers revisit and strengthen these as needed.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop critical understanding of the contemporary media and the differences between media texts.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Year 10 as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a

variety of perspectives. Informative texts represent a synthesis of technical and abstract information (from credible/verifiable sources) about a wide range of specialised topics. Text structures are more complex and include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics and images.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

Pathway: Year 10 Australian Curriculum English is a sequential stage to Year 11 & Year 12 study in subjects in the Languages Faculty

JAPANESE

(SPC ELECTIVE SUBJECT)

This course is open to Year 10 students who have successfully completed Year 9 Japanese. This course will further develop students' reading and writing skills employing all three Japanese alphabets including: Hiragana, Katakana and Kanji. There is a strong emphasis on increasing students' awareness of grammatical structures to prepare them for pre-tertiary Japanese in the following year. Intercultural units in this course include: Places and Directions, Daily Life, Future Plan, Interests and Hobbies

Entry Condition: Year 9 Japanese

ENGLISH EXTENSION

(SPC ELECTIVE SUBJECT)

English Extension encourages students to focus on texts, ideas, genres and themes which are of particular personal interest. Students can choose from a range of areas of study including (but not limited to):

- journalism
- horror and gothic fiction
- true crime
- experimental writing
- film and television
- fantasy fiction
- creative writing
- poetry
- historical fiction

While studying specific texts relevant to their chosen area of study, students build on the skills and knowledge gained in Australian Curriculum English. Students are also introduced to a range of sophisticated texts from a variety of genres and styles and respond imaginatively, persuasively and critically to these texts.

Pathway: For students planning to undertake Level 3 English studies in Year 11, enrolling in English Extension is highly recommended. The course will also provide background to Year 11 & Year 12 study in English Foundations Level 2, English Level 3, English Literature Level 3 & English Writing Level 3

MATHEMATICS

YEAR 10

Head of Learning: Mr D Harmon

Australian Curriculum Mathematics (CORE)

Australian Curriculum Mathematics 10A (CORE)

TASC Mathematics Methods - Foundation Level 3*

**As an extension, this subject is studied over one line of Australian Curriculum Mathematics plus one option line*

AUSTRALIAN CURRICULUM MATHEMATICS (CORE)

The Australian Curriculum Mathematics course builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. The curriculum is broken into six content descriptors - Number, Algebra, Measurement, Space, Statistics, and Probability, which are delivered through multiple units throughout the year. At the end of the year students receive a final grade based on the Australian Curriculum Achievement Standard for Year 10.

A Year 10 Australian Curriculum support class is available for students. This course is aimed at students who require significant support in mathematics. These learning challenges have also been identified in their Learning Plans. Students in this course will likely be on a modified curriculum while also addressing basic numeracy skills using the General Capabilities - Numeracy Progressions Australian Curriculum in the Australian Curriculum. The class size is kept relatively small to allow for extra support for the students.

Please Note: Placement into the support class is determined based on data and diagnostic testing including NAPLAN, PAT Maths, and Year 9 results

Pathway: Provides background to Year 11 & Year 12 study in General Mathematics Level 2, General Mathematics Level 3 or Essential Mathematics - Personal or Workplace Level 2

AUSTRALIAN CURRICULUM MATHEMATICS 10A (CORE)

As per Australian Curriculum Mathematics, however 10A provides more focus on Algebraic techniques, better preparing those students who might wish to study Mathematics Methods in Years 11 and 12.

Recommendation: Minimum 'B' award against the Australian Curriculum Year 9 course

Pathway: Provides background to Year 11 & Year 12 study in Mathematics Methods - Foundation Level 3, Mathematics Methods Level 4 or General Mathematics Level 3



TASC MATHEMATICS METHODS - FOUNDATION *

LEVEL 3 - MTM315117

TASC Mathematics Methods - Foundation Level 3 provides for the study of Algebra, functions and their graphs, Calculus, Probability and Statistics. These are necessary prerequisites for the study of Mathematics Methods Level 4 in which the major themes are Calculus and Statistics. For these reasons, this subject provides a foundation for study of Mathematics Methods Level 4 and disciplines in which Mathematics has an important role, including engineering, the sciences, commerce, economics, health and social sciences.

Entry Condition: Approval required from TASC, based on students' need for extension. Please see page 6 for more information.

Pathway: Provides background to Year 11 & Year 12 study General Mathematics Level 3, Mathematics Methods Level 4 and Mathematics Specialised Level 4

OUTDOOR EDUCATION

YEAR 10

Head of Learning: Mr D Hayward
Outdoor Adventure

OUTDOOR ADVENTURE (SPC ELECTIVE SUBJECT)

This course is designed for students to engage in adventurous activities as a way of exploring self, others, the environment, and applying lessons learnt to everyday living. Students assume leadership roles in the field and are increasingly required to assess and manage risk in a range of outdoor contexts. Students have the opportunity to develop their technical skills and understanding of the impact of decision making on natural environments. The following list of excursion/practical activities are an example of activities students may engage in: climbing, MTB, shelter building, overnight camps, navigational skills (orienteering style), Cataract Gorge day walks, flora and fauna identification (Cataract Gorge, Trevallyn Reserve, Havelock Reserve), bushcraft, wildlife and environmental management.

Course Outline:

- Unit 1 - Introduction to Outdoor Education & Personal Development
- Unit 2 - Technical Knowledge
- Unit 3 - Practical Experiences
- Unit 4 - Sustainability and Conservation
- Unit 5 - Connections to Nature

Pathway: Year 10 Outdoor Adventure provides an excellent background to study Outdoor Recreation & Vocational Skills and Outdoor Leadership Level 3



SCIENCE

YEAR 10

Head of Learning: Mrs J Jarvis

Australian Curriculum Science (CORE)

Design & Engineering

Introduction to Biology & Environmental Science

Introduction to Physical Sciences

TASC Physical Sciences - Foundation Level 2 (EXT)*

**As an extension, this subject is studied over one line of Australian Curriculum Science plus one option line*

AUSTRALIAN CURRICULUM SCIENCE

(CORE)

This subject is the Core course for Science in Year 10. It has a real world focus that enables students to cover basic concepts in Science and to become Science literate. It increases their awareness of the importance of Science in society and the impact it has on their lives. It includes topics in the main areas of:

Biological Sciences

- genetics
- evolution and natural selection

Chemical Sciences

- atomic structure and properties of elements
- the Periodic Table
- chemical reactions

Physical Sciences

- motion of objects including forces
- energy transfers and transformations

Earth & Space Sciences

- origins and features of the universe
- global systems including cycles, greenhouse effect and climate; change, loss of biodiversity

Pathway: Provides an excellent background to Year 11 & Year 12 study in Life Sciences Level 2 or Physical Sciences - Foundation Level 2

DESIGN & ENGINEERING

(SPC ELECTIVE SUBJECT)

Design & Engineering is designed as a progression from Year 9 Science electives, however none of these are a prerequisite. The primary desired outcome is problem-solving skills and is based on a hands-on approach to engineering based projects with a focus on design, evaluation, redesign and testing.

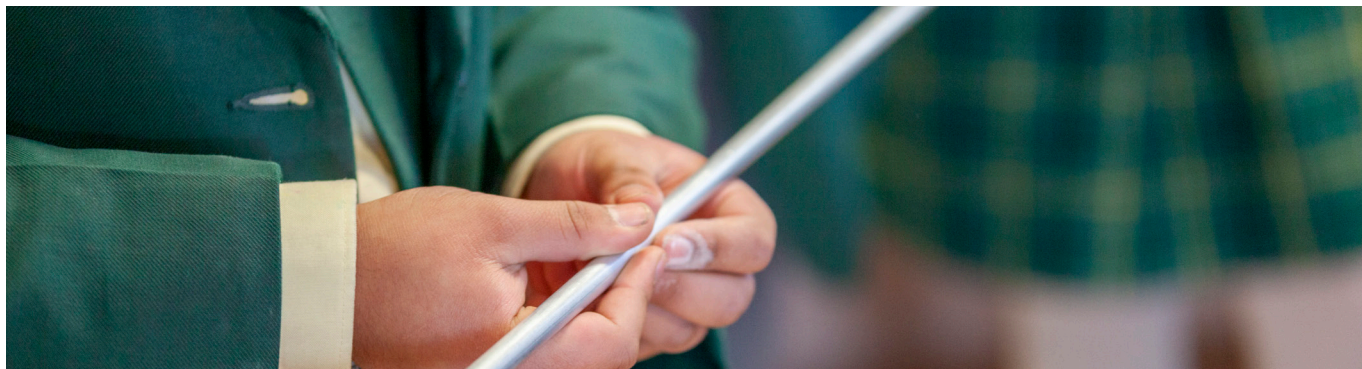
The focus will be on:

- practices of design
- experimentation
- record keeping
- ingenuity and justification
- engineering and technology skills

The content of the course is dependent on student interest but may include such things as rocket building and launching, projectile launcher, preparation of challenges and entering the Science and Engineering Challenge (state competition), robotics, solar boat and car design and other design and engineering challenges.

Pathway: Provides an excellent background to Year 11 & Year 12 study in Engineering Design Level 2 or as a stand-alone subject





INTRODUCTION TO BIOLOGY & ENVIRONMENTAL SCIENCE (SPC ELECTIVE SUBJECT)

Year 10 Introduction to Biology & Environmental Science course is designed for students who may wish to study Biology and/or Environmental Science at pre-tertiary Level in Years 11/12 or for those students who have an interest or strong desire to learn more in these subject areas.

The course may include:

- the chemical basis of life
- cells
- interactions of organisms with their environment
- organisms
- techniques for investigating the natural world
- the role of environmental science in society
- ecology
- ecologically sustainable development
- how humans depend upon and impact on the natural environment

There is no prerequisite for this subject other than a keen interest.

Pathway: Provides an excellent background to Year 11 & Year 12 study in Biology 2 and Biology 3, and Environmental Science 3

INTRODUCTION TO PHYSICAL SCIENCES (SPC ELECTIVE SUBJECT)

The Introduction to Physical Sciences course is designed for students who would like to engage with Chemistry and Physics at a more advanced level than the Year 10 Australian Curriculum level. It is suitable for students who wish to extend their knowledge in Chemistry and Physics through inquiry-based learning, preparing them to advance to Physical Sciences 3 upon successful completion.

To be studied in conjunction with Year 10 Australian Curriculum Science.

This course may include:

- nuclear Physics (Radioactivity)
- kinematics (Motion) and Energy
- structure and properties of materials and the Periodic Table
- chemical reactions and reacting quantities
- building a model plane and flying in a circular motion

Pathway: Provides an excellent background into Physical Sciences - Foundation Level 2 in Year 11 & Physical Sciences Level 3 in Year 12. It can also be a direct pathway to Physical Sciences Level 3 in Year 11, with the option of studying Chemistry Level 4 and Physics Level 4 in Year 12

TASC PHYSICAL SCIENCES - FOUNDATION

LEVEL 2 - (EXT) PSC215118

Students in this course follow an accelerated pathway allowing for study in Physical Sciences Level 3 in Year 11 and leading on to Physics and/or Chemistry Level 4 in Year 12.

This is a senior secondary course and is only offered as an extension course. The allocation for this subject is 12 periods (eight from Australian Curriculum Science and four from an option line). Blocks of time will also be dedicated to units, such as Biology and Earth Science (eg Genetics and natural selection), to satisfy all strands of the Australian Curriculum for Year 10.

This course includes:

Physics

- forces and motion
- sources and properties of energy

Chemistry

- structure and properties of materials
- chemical reactions and change

Entry Condition: Approval required from TASC based on students' need for extension. Please see page 6 for more information.

Pathway: Provides background to Year 11 & Year 12 study in Physical Sciences (Year 11) and then Chemistry and/or Physics Level 4

TECHNOLOGY

YEAR 10

Head of Learning: Mr P Thomas

Computer Science

Computer Use in Design

Designing, Making & Technology

Food and Health

Food Studies

Housing and Design

Metal Design

Metal Design Extending

Wood Design

Wood Design Extending

COMPUTER SCIENCE

(SPC ELECTIVE SUBJECT)

Computer Science in Year 10 focuses on developing a student's knowledge in the core Knowledge and Understandings outlined in the Australian Curriculum. Students have the opportunity to use a variety of learning approaches such as guided and self-directed projects, group work activities and research tasks to develop an understanding of the control and management of networked digital systems and the security implications of the interaction between hardware, software and users. They explain simple data compression, and why content data are separated from presentation. In this course students gain further understandings in:

- active webpages
- webpages and databases
- computer programming (Python and object oriented programming languages including an introduction to Java programming)
- basic digital circuitry
- computer networking
- multi-media production
- project management strategies

Pathway: Provides an excellent background to Year 11 & Year 12 study in Computer Applications & Essential Skills - Using Computers and the Internet Level 2 (combined class), Computer Science Level 3, Data Science and Digital Solutions 3, Computer Graphics and Design Level 2 or Level 3, Housing and Design Level 3

COMPUTER USE IN DESIGN

(SPC ELECTIVE SUBJECT)

Computer Use in Design is a subject that suits students with an interest in digital content creation. The subject focuses on exposing students to a range of computer programs, techniques and creative processes to develop fun and exciting projects.

Students develop their knowledge of design processes and graphical techniques through a range programs such as ArchiCAD, Adobe Animate, Photoshop, Illustrator, Blender and Minecraft Education Edition. Students in this course learn about:

- architecture and how to develop technical drawings
- 2D animation
- 3D modelling and animation
- photo manipulation and content creation
- how computers work and their components
- how to use new technologies such as laser cutters and 3D printers
- basic computer programming
- creating a major project of their choice

Pathway: Provides an excellent background to Year 11 & Year 12 study in Computer Applications and Essential Skills - Using Computers and the Internet Level 2 (combined class), Computer Science Level 3, Data Science and Digital Solutions 3, Computer Graphics and Design Level 2 or Level 3, Housing and Design Level 3

DESIGNING, MAKING & TECHNOLOGY

(SPC ELECTIVE SUBJECT)

The study of Designing, Making & Technology focuses on students learning about innovation and creativity. Students complete a range of hands-on practical activities to develop knowledge and skills relating to a range of design-related areas. Students are encouraged to experiment with tools, materials and technologies to produce prototypes, products and solutions to real-world needs and situations.

Possible units:

- what is design, how do we do it?
- introduction to electronics
- free flight - basic aircraft design and discovering how planes fly
- architecture
- student negotiated project

Pathway: Provides an excellent foundation for future study in Housing and Design Level 3 or Object Design (UTAS)



FOOD STUDIES

(SPC ELECTIVE SUBJECT)

This course is designed to enable students to explore food-related issues through a range of practical experiences. Integral to this course is students developing the ability and confidence to design, produce and evaluate solutions to situations involving food. They will learn to use appropriate ingredients, methods and equipment safely and competently.

Topics for study include:

- nutrition - how to make healthy food choices
- food in Australia - the history of food in Australia including First Nations Peoples, the influence of early European settlers and periods of immigration and their influence on contemporary Australian eating patterns
- seasonal Foods & Sustainability in Australia - why should we eat local and seasonal food and how does food consumption impact the environment
- Taste of Tasmania - focus on local food produce and innovation
- cooking for Special Occasions

This course has a 70% practical component

Pathway: Provides an excellent background to Year 11 & Year 12 study in Food and Nutrition Level 3, Food, Cooking and Nutrition Level 2 and Food and Cooking Essentials Level 1

FOOD AND HEALTH

(SPC ELECTIVE SUBJECT)

This course enables students to develop an awareness of the range of factors which affect individuals' food choices and their effects on dietary behaviour and health. Through a range of theoretical and practical lessons and investigative experiences, students develop an understanding of nutrition and diet related issues in Australia and are provided with opportunities to make informed and appropriate choices. Students analyse factors that drive consumers to eat certain foods and the impacts of food advertising and health promotion. Students also investigate the impacts of current food production on environmental sustainability and food security.

Topics for study include:

- what makes a healthy diet?
Nutrients, energy, dietary models, diet-related disease and special needs, modifying recipes
- why do I eat what I do? Factors affecting food choice, cultural, social and economic factors (multicultural food, meal planning, budget meals)
- how does advertising and health promotion affect what I eat? Food packaging, fast foods, food trends
- what does food for future health and the environment look like?

This course has a 50% practical component

Pathway: Provides an excellent background to Year 11 & Year 12 study in Food and Nutrition Level 3, Food, Cooking and Nutrition Level 2 & Health Studies Level 3



HOUSING AND DESIGN (SPC ELECTIVE SUBJECT)

Housing and Design is for students who have an interest in architecture or want to learn how to make informed decisions regarding future planning schemes and good housing design.

Through investigating architectural history, trends and movements, students develop an awareness of a range of factors which affect building designs, planning matters and developments. Students analyse factors that drive consumers and look at:

- good design
- what makes a building visually appealing
- material and energy usage
- environmental factors
- planning schemes and subdivisions

Students then use this knowledge to design their own house and create a well-functioning housing development that considers social and environmental factors.

Previously undertaking Year 9 Housing and Design is recommended, but not essential.

Pathway: Provides an excellent background to Year 11 & Year 12 study in *Housing and Design Level 3 & Object Design* (UTAS)



METAL DESIGN (SPC ELECTIVE SUBJECT)

Metal Design is a balanced study of both the practical and theoretical aspects of metalwork. Emphasis is placed on fostering safe and effective work habits and practices. Students are encouraged to use initiative in their work as well as the development of problem solving skills. Students are challenged to complete a variety of practical projects and include elements of their own design. Projects may incorporate a range of processes such as:

- engineering drawing
- marking and measuring
- electric welding
- gas welding and cutting
- plasma cutting
- machining processes
- safe operating procedures and practices

Pathway: This course provides an excellent background to Year 11 & Year 12 study in *Design and Production Level 2* (Composite material, Metal, Textiles or Wood)

METAL DESIGN EXTENDING (SPC ELECTIVE SUBJECT)

This is for students who are currently studying Year 10 Metal Design and would like to extend their skill set in this area. Students undertake an additional line of Metal Design and complete more complex projects and also learn about the Cyclical Design Process. This suits students who have a keen interest in working with metals, designing, and learning to use more advanced tools and equipment.

Projects may incorporate:

- the use of MIG welders, forging, milling machines, lathes, and plasma cutting
- developing further hand fabrication skills and techniques
- a deeper understanding of the design process

Pathway: Provides an excellent background to study *Design and Production Level 2* or a lead into *Object Design* (UTAS)

WOOD DESIGN (SPC ELECTIVE SUBJECT)

Wood Design allows a balanced study of both practical and theoretical aspects of wood, its properties and uses. Emphasis will be placed on each student to display a high degree of self-reliance and initiative. Students develop their own design ideas within a set project. The drawing and theory covered within the course will complement the practical component and will provide a solid grounding for each student. Projects may incorporate a range of processes such as:

- design drawing and problem solving
- marking and measuring
- understanding appropriate construction techniques
- safely operating workshop tools and equipment
- research on aesthetics, ergonomics, timber species and manufactured materials
- developing skills and techniques in timber fabrication

Pathway: Provides an excellent background to Year 11 & Year 12 study in *Design and Production Level 2* (Composite material, Metal, Textiles or Wood)

WOOD DESIGN EXTENDING (SPC ELECTIVE SUBJECT)

This is for students who are currently studying Year 10 Wood Design and would like to extend their skill set in this area. Students undertake an additional line of Wood Design and complete more complex projects and also learn about the Cyclical Design process. This suits students who have a keen interest in working with wood, designing, and learning about emerging technologies.

Projects may incorporate:

- integrating technologies, such as CNC routers and Laser Cutters
- developing further hand fabrication skills and techniques
- a deeper understanding of the design process

Pathway: Provides an excellent background to study *Design and Production Level 2* or a lead into *Object Design* (UTAS)

VOCATIONAL EDUCATION & TRAINING - VET

YEAR 10

Head of Learning: Mr J Ray

Introduction to Animal Care
Introduction to Construction
Introduction to Outdoor Recreation & Drone Flying

SFI10119 Certificate I in Seafood Industry
SIT10222 Certificate I Hospitality

IMPORTANT INFORMATION FOR VET CANDIDATES AND PARENTS/GUARDIANS

The following VET courses are educational opportunities for students to gain workplace qualifications while also achieving a Tasmanian Certificate of Education (TCE). The VET courses listed in this Guide will be deemed viable to run if student interest is adequate. VET course delivery is auspiced through Registered Training Organisations (RTOs) and delivered at St Patrick's College utilising either a 'partnership or service' agreement. Contracts with RTOs are subject to change in accordance with regular training package upgrades and logistical arrangements.

Due to the high commercial cost of VET enrolments, we may require parents/guardians to contribute towards some costs associated with a course. These additional costs may include meal allowances, purchase of trade uniforms and/or kits.

It is important to note a course withdrawal fee may apply upon early withdrawal or non-completion of the course.

Course particulars, including terms and conditions and any fees will be explained at a VET Information Session.

PLEASE NOTE ALL COURSES OFFERED ARE SUBJECT TO CHANGE.

INTRODUCTION TO OUTDOOR RECREATION & DRONE FLYING

VET Code	N/A
VET Level	Statement of Attainment
TCE Points	Depends on units gained
TCE Standards	N/A
Course Provider	Outdoor Recreation RTO Guilford Young College 1129 Drone Flying RTO Basair Aviation College 1327
Course Length	12 months
Recommendation	None

This program has been specifically designed for St Patrick's College Year 10 students. It includes a number of nationally recognised units that focus on nature, conservation, bushwalking, first aid and survival in remote locations. Students participate in outdoor wilderness activities where they demonstrate skills in communication, effective teamwork, bushwalking, navigation, first aid and maintaining overnight shelter. Upon successful completion of the units, students receive a statement of attainment.

In the Drone Flying section of the program, students study two units from the National Aviation Training Package through UVAIR and Basair Aviation College. The units provide an introduction to operating remotely piloted systems (RPAS) and learning to operate within the regulatory framework of the Civil Aviation Safety Authority (CASA) and national operating standards. Developed by leaders in the industry, the units have been designed to give students the skills needed to operate multi-rotor unmanned aerial vehicles (UAVs) to the highest standards using industry-based technology. Upon successful completion of the units, students receive a statement of attainment.

UNITS OF COMPETENCY:

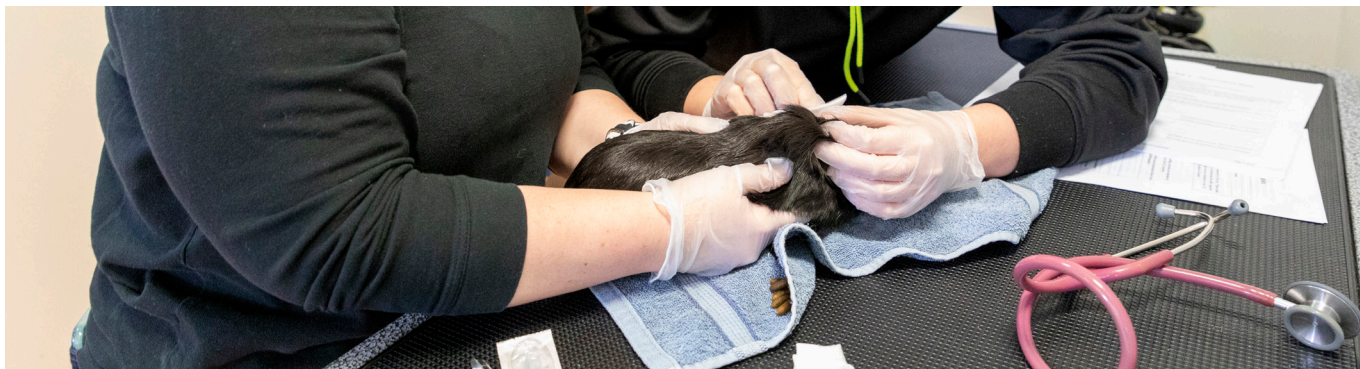
- SISOBWG001 Bushwalk in tracked environments
- AHCWRK312 Operate in isolated and remote situations
- HLTAID011 Apply first aid

I WILL LEARN:

- to bushwalk in tracked environments
- to operate in isolated and remote situations
- to apply first aid
- to operate an aeronautical radio
- to operate a remotely piloted aircraft in excluded category sub-2kg operations

THIS SUBJECT COULD LEAD ME TO:

- employment in land conservation, tourism/guiding, drone piloting, emergency services, park ranger or Australian Defence Forces



INTRODUCTION TO ANIMAL CARE

VET Code	N/A
VET Level	Statement of Attainment
TCE Points	Depends on units gained
TCE Standards	N/A
Course Provider	RTO TasTAFE 60142
Course Length	12 months
Recommendation	None

This course is available for students who are seeking knowledge and practical skills to assist in choosing further study or gaining employment within the animal care industry. This may include career options in wildlife parks, zoos, aquariums, shelters, veterinary clinics and companion animal services such as grooming and boarding. Students may go on to further training at university and move into related fields such as veterinary medicine, marine science or zoology.

Students study in partnership with TasTAFE through a combination of theory and practical classes at both St Patrick's College and off-site visits. This course requires the satisfactory completion of two (2) units from the Certificate II in Animal Care qualification.

I WILL LEARN:

- about the range and needs of species cared for across a range of animal care industries
- how to stay safe and healthy within an animal care workplace
- the range of careers and training pathways within the animal care industry

THIS SUBJECT COULD LEAD ME TO:

- credit towards a certificate II qualification
- a full Certificate II qualification relating to animal care (for students who successfully complete this course and continue their study in Year 11)

INTRODUCTION TO CONSTRUCTION

VET Code	N/A
VET Level	Statement of Attainment
TCE Points	Depends on units gained
TCE Standards	N/A
Course Provider	RTO Guilford Young College 1129
Course Length	12 months
Recommendation	None

Students who enjoy working with wood and/or designing and building structures may consider this introduction to a trade qualification in Construction. All classes for this introduction are delivered at St Patrick's College with activities implemented as enterprise ventures and school improvement projects. Students have the opportunity to achieve three units from Certificate II in Construction Pathways, including the unit of competency required to apply for a White Card.

UNITS OF COMPETENCY:

- CPCWHS1001 Prepare to work safely in the construction industry
- CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry
- MEM16006 Organise and communicate information

I WILL LEARN:

- about industry work health and safety
- trade based measurements and calculations
- how to read and interpret plans
- use basic hand and and power tools
- use industry terminology to organise and communicate information
- to work collaboratively as part of a team to achieve a common goal

THIS SUBJECT COULD LEAD ME TO:

- CPC20220 Certificate II in Construction Pathways (in Year 11)

SIT10222 CERTIFICATE I IN HOSPITALITY

VET Code	SIT10222
VET Level	Certificate I
TCE Points	Depends on units gained
TCE Standards	N/A
Course Provider	RTO Guilford Young College 1129
Course Length	12 months
Recommendation	None

This course is available for students in Year 10 who are seeking knowledge and practical skills to assist in gaining employment in the hospitality/tourism industry. Students attend classes (timetabled during the student's usual class times) at St Patrick's College. The six units delivered in the SIT10222 Certificate I in Hospitality training package offer students the opportunity to gain basic industry skills in bars, kitchens, restaurants and front of house. Students gain an RSA qualification, and attend work placement at local events, the Senior Ball and Valet dinner.

I WILL LEARN:

- how to work effectively with others
- about industry work, health and safety
- about providing customer assistance and service
- food hygiene
- basic food and beverage service

THIS SUBJECT COULD LEAD ME TO:

Credit towards a Certificate II/III in Hospitality and/or Certificate II in Tourism or a specific qualification as food and beverage attendant, chef or bar attendant. Hospitality training can lead to multi-tasking career options in kitchens, restaurants, bars, events management, public relations, human resource management, accommodation services, hotel management and front reception

SFI10119 CERTIFICATE I IN SEAFOOD INDUSTRY

VET Code	SFI10119
VET Level	Certificate I
TCE Points	Depends on units gained
TCE Standards	N/A
Course Provider	RTO Seafood and Maritime Training 7074
Course Length	12 months
Recommendation	None

Aquaculture production is one of Tasmania's largest local industries and it involves a broad range of enterprises culturing a variety of animals, including seahorses, shellfish, crustaceans, tropical and temperate marine and freshwater fish. SFI10119 Certificate I in Seafood Industry provides a foundational pathway for students interested in a career in Aquaculture. Employment positions in this industry are increasing for trained applicants as it is the fastest growing primary industry in our nation and Tasmania has the ideal climate and clean water to further develop this industry.

SFI10119 Certificate I in Seafood Industry requires the satisfactory completion of six Aquaculture oriented units, which are delivered on-campus in the St Patrick's College Aquaculture Trade Training Centre and issued by Seafood and Maritime Training. This facility is fully equipped with modern technological equipment, replicating best industry practice. The course includes excursions to visit Aquaculture farm sites and wader safety training with an external provider.



I WILL LEARN:

- about the seafood/aquaculture industry in Australia
- about the life cycle of farmed seafood such as salmon and trout
- how to stay healthy and safe in the workplace
- the skills employers value in young workers
- about feeding a variety of aquatic animals
- taking water samples and monitoring water quality
- about aquaponics and resource sustainability
- about wader safety

THIS SUBJECT COULD LEAD ME TO:

- SFI20119 Certificate II in Aquaculture (for students who successfully complete this course and continue their studies in Year 11)



YEAR 11 & 12 COURSE INFORMATION

YEAR 11 & 12 SUBJECT SELECTION/ COURSE INFORMATION

STUDY LINES

Year 11 and Year 12 students have study periods when they are not attending formal lessons during the school day. Students are expected to use this time effectively in order to cope with the demands of senior study. Year 11 and 12 students are responsible for their use of study periods, and these are managed by the Senior Study Supervisor, in collaboration with the Deputy Principal, Learning & Achievement; Head of Senior School; Director of Curriculum – Senior School; and Director of Pastoral Care – Senior School. The College Library is a place for quiet study. The Library can assist with students with their studies, including academic integrity and referencing, and conducting research. The Waterford and Treacy Rooms in the Edmund Rice Centre are also available for quiet study and discussion.

YEAR 11 & YEAR 12 EXAMINATIONS

Mid-year examinations are held for many Level 3/4 subjects in mid-June. Examination papers are set by Senior School staff and represent a trial prior to the final end of year examinations conducted by TASC, which are held in November with TASC appointed supervisors.

REASONABLE ADJUSTMENTS FOR EXAMS & TESTS

The Office of Tasmanian Assessment, Standards and Certification (TASC) provides students with Reasonable Adjustments to support equitable access and opportunity in the completion of their studies. This provides fairness for all students while preserving the integrity of the assessment process. These adjustments are made with the intention of enabling a student to demonstrate the required knowledge, skills and standards in their subjects. Reasonable Adjustments apply to internal exams and tests.

TASC will consider the following grounds for eligibility:

- formal diagnosis of a condition, impairment, disorder or disability that results in a functional impact and will affect the student's ability to perform in an exam. This includes but is not limited to a physical disability, vision impairment, hearing impairment, medical condition, psychological/mental health condition, and specific learning disorder
- misadventure (e.g. injury, accident, illness during exam period)
- Refugee student status (length of time in Australia)
- Personal circumstances (causing disruption to schooling, e.g. death of close family member, religious obligations)

The application requires formal written supporting evidence from an appropriate professional outlining the condition and diagnosis and describing the Reasonable Adjustments requested. For refugee status, a copy of the visa is required. Further information is available from the TASC website - <http://www.tasc.tas.gov.au>

Please contact the Director of Curriculum – Senior School or the Psychologist for further information.

Applications for Reasonable Adjustments are to be submitted at the end of May 2024.

TASMANIAN CERTIFICATE OF EDUCATION (TCE)

All Senior students must be aware that in order to gain an ATAR score for entry to university they need to also complete the requirements of the TCE.

RELIGIOUS EDUCATION (RE)

The Religious Education program continues to be a principal focus of learning in the Senior School. Year 11 and 12 students are required to study subjects within the RE Faculty. There are several options available to students, of varying levels of difficulty and time allocation. Further information about this can be located in the RE section of this Guide.

CHOOSING A PERSONALLY RELEVANT STUDY PROGRAM IN YEAR 11/12

In Year 11 and Year 12 students should choose subjects in which they show aptitude and interest in, challenges them and contributes towards a career, or future educational goals. Consider:

- choosing subjects that allows students to meet the requirements of the TCE (see Understanding the Terminology for more information on the TCE).
- selecting a manageable workload from a range of subjects. Look at the degree of difficulty of subjects, and try particularly in Year 11, to get a balance of subjects. If a student wishes to study pre-tertiary subjects, it is important to remember that only two pre-tertiary subjects from Year 11 are counted towards the ATAR;
- acknowledging strengths and weaknesses and choose subject areas in which students have experienced previous success. If subjects need to be chosen where weaknesses exist, take two steps towards the objective so that the student gradually accomplishes what is required (e.g. study Level 2 before Level 3/4 equivalent subjects);
- whether the student has successfully completed prerequisite subjects for the subject to be enrolled in. If no previous experience is necessary, be certain that there is a particular interest, ability or need to study the subject.

HIGH ACHIEVER PROGRAM (HAP)

The University of Tasmania High Achiever Program (HAP) provides high-achieving Tasmanian senior secondary students with the opportunity to enrol in University units to complement and extend their TCE studies in Year 12. For further information about this Program, please see page 2 of this Guide.

TERTIARY PATHWAY

If a student is aiming for entry into a tertiary institution post Year 12, they will need to complete four to five Level 3 and/or 4 subjects in Years 11 and 12. Students must achieve their TCE to receive an ATAR (see Understanding the Terminology for further information). The ATAR is calculated using the student's best five pre-tertiary subject scores, three of which must be from Year 12 and two can be from either Year 11 or 12. The ATAR can be calculated from four subjects.

If a student wishes to attend university they should consider which subjects need to be studied in Year 11/12 for the tertiary course they want to apply for. For example, to undertake a Bachelor of Nursing, there are no prerequisites, but it is highly recommended that students undertake English, Biology/Health Studies and a Humanities subject. Other university courses have prerequisite subjects that must be studied in Year 11/12. Students can discuss this further with the Future Pathways team.

St Patrick's College has close links with the University of Tasmania and provides students with the opportunity to participate in a range of programs and activities including:

- University High Achiever Program where university subjects can be undertaken while studying for the TCE.
- Course, scholarship and application information sessions.
- Step Up program using university library resources.
- For further information please see the Future Pathways team or visit: <http://www.utas.edu.au/access-participation-andpartnerships/ucp> or call 03 6324 3343.

COOP STUDY

Additional subjects may become accessible through our cooperative arrangement with Launceston Church Grammar School, Scotch Oakburn College and Launceston Christian School. This arrangement endeavours to maximise subject availability by enabling students to study a subject offered at one of the cooperative schools. This will be discussed with students if this option is relevant for their chosen study program.

SUBJECT AVAILABILITY

This Subject Selection Guide contains descriptions of all subjects that **may** be offered at St Patrick's College. The majority of subjects in this Guide are offered on a regular basis, however, the availability of these subjects can vary year to year. **If there is an insufficient number of students interested in studying a particular course, it may not be offered.**

YEAR 11 & 12 SUBJECT SELECTION

RELIGIOUS EDUCATION

Head of Learning: Ms K Rockliffe

Project Implementation Level 2
Studies of Religion Level 2
Studies of Religion Level 3

CREATIVE ARTS

Head of Learning: Mr C Ivory

Contemporary Art Practice Level 2
Contemporary Art Practice Level 3
Art Studio Practice Level 3 (*Year 12 only*)
Contemporary Music and Songwriting Level 2
Dance Level 2
Dance Level 3
Drama Foundations Level 2
Drama Level 3
Media Production Foundations Level 2
Media Production Level 3
Music Studies Level 2
Music Level 3
Music Technology Projects - Foundation Level 2
Music Technology Projects 1 or 2 (*University Connections Program*)
Object Design (*University Connections Program*)
Practical Study (Performance or Composition)
Foundation or Advanced (*University Connections Program*)
Technical Theatre Production Level 2
Theatre Performance Level 3 (*Year 12 only*)
Visual Art Level 2
Visual Art (Photography) Level 2
Visual Art Level 3
Visual Art (Photography) Level 3

HEALTH & PHYSICAL EDUCATION

Head of Learning: Miss A Guest & Mr A Biffin

Athlete Development 2
Students can elect to specialise in the following areas:
» General OR
» Australian Rules Football OR
» Basketball OR
» Soccer
Health Studies Level 3
Personal Health and Wellbeing Level 2
Sport, Recreation & Fitness Experiences Level 1
Sport Science - Foundation Level 2
Sport Science Level 3
Sports and Recreation Management (*University Connections Program*)

HUMANITIES AND SOCIAL SCIENCES**Head of Learning: Mr S Mountney**

Accounting Level 3
 Ancient History Level 3
 Australia in Asia and the Pacific Level 3
 Business Studies - Foundation Level 2
 Business Studies Level 3
 Economics Level 3
 Exploring Issues in Society Level 2
 First Nations Studies Level 3
 Focus on Children Level 1
 Geography Level 3
 History Level 2
 Introduction to Sociology and Psychology Level 2
 Legal Studies - Foundation Level 2
 Legal Studies Level 3
 Modern History Level 3
 Philosophy Level 3
 Psychology Level 3
 Sociology Level 3
 Student Directed Inquiry Level 3
 Tasmanian Aboriginal Studies Level 2
 Working with Children Level 2

LANGUAGES**Head of Learning: Mrs G Saunders**

English as an Additional Language or Dialect Level 1, 2 or 3
 English Foundations Level 2
 English Inquiry Level 1
 English Inquiry Level 2
 English Level 3
 English Literature Level 3
 English Studio Level 3
 Essential Skills - Reading and Writing Level 2
 Japanese Level 2
 Japanese Level 3

MATHEMATICS**Head of Learning: Mr D Harmon**

Essential Mathematics - Personal Level 2
 Essential Mathematics - Workplace Level 2
 General Mathematics Level 2
 General Mathematics Level 3
 Mathematics Level 1
 Mathematics Methods - Foundation Level 3
 Mathematics Methods Level 4
 Mathematics Specialised Level 4

OUTDOOR EDUCATION**Head of Learning: Mr D Hayward**

Outdoor Leadership Level 3

SCIENCE**Head of Learning: Mrs J Jarvis**

Biology Level 2
 Biology Level 3
 Chemistry Level 4
 Engineering Design Level 2
 Engineering Design Level 3
 Environmental Science Level 3
 Physical Sciences - Foundation Level 2
 Physical Sciences Level 3
 Physics Level 4

TECHNOLOGY**Head of Learning: Mr P Thomas**

Agricultural Systems Level 3
 Computer Applications Level 2 + Essential Skills - Using Computers and the Internet Level 2 (Combined Class)
 Computer Graphics and Design - Foundation Level 2
 Computer Graphics and Design Level 3
 Computer Science Level 3
 Data Science and Digital Solutions Level 3
 Design and Production Level 2 *Students can elect to specialise in the following areas:*

- » Composite materials OR
- » Metal OR
- » Textiles OR
- » Wood

Digital Technologies Level 2
 Food and Cooking Essentials Level 1 + Essential Skills - Using Computers and the Internet Level 2 (Combined Class)
 Food, Cooking and Nutrition Level 2
 Food and Nutrition Level 3
 Housing and Design Level 3
 Object Design (*University Connections Program*)
 Workshop Techniques - Introduction Level 1 + Essential Skills - Using Computers and the Internet Level 2 (Combined Class)

VOCATIONAL EDUCATION & TRAINING (VET)**Head of Learning: Mr J Ray**

ACM20121 Certificate II in Animal Care
 AUR20720 Certificate II in Automotive Vocational Preparation
 CPC20220 Certificate II in Construction Pathways
 Discover your Personal Style
 Introduction to Electrotechnology
 MAR10418 Certificate I in Maritime Operations (Coxswain Grade 2 Near Coastal) & Aquaculture Skillset
 Outdoor Recreation & Vocational Skills
 SFI10119 Certificate I in Seafood Industry
 SFI20119 Certificate II in Aquaculture
 SIS20321 Certificate II in Sports Coaching
 SIS30321 Certificate III in Fitness
 SIT10222 Certificate I in Hospitality
 SIT20122 Certificate II in Tourism
 SIT20322 Certificate II in Hospitality
 SIT30622 Certificate III in Hospitality (*Year 12 only*)

RELIGIOUS EDUCATION

Head of Learning: Ms K Rockliffe

RELIGIOUS EDUCATION

YOU HAVE:	TASC SUBJECTS	MAY LEAD TO:
No previous experience	Project Implementation 2 PRJ205113	Further study or careers in a range of service industries Introduction to Sociology and Psychology 2, Exploring Issues in Society 2, Legal Studies 3, Studies of Religion 3, Philosophy 3
'C' in Year 10 Curriculum English is recommended	Studies of Religion 2 REL215124	Studies of Religion 3
'A/B' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum English, History or English	Studies of Religion 3 REL315124	Further study at university level

OVERVIEW

Students are required to undertake a minimum of one (1) of the following endorsed courses for Religious Education in Year 11 and one (1) in Year 12.

- Studies of Religion 2- TASC accredited. See course for specific details including prerequisites.
- Studies of Religion 3 - TASC accredited. See course for specific details including prerequisites.
- Project Implementation 2 - TASC accredited. See course for specific details.



PATHWAYS

BASED ON THE OPTIONS provided STUDENTS CAN CHOOSE ONE OF THE FOLLOWING STUDY PATHWAYS IN RELIGIOUS EDUCATION:

A	
FULL LINE IN YEAR 11 AND YEAR 12	
In this pathway students use one of their full line choices to undertake a 15 point TASC course in Year 11 and Year 12	
YEAR 11	YEAR 12
<i>Studies of Religion 2 OR Studies of Religion 3</i>	<i>Studies of Religion 2 OR Studies of Religion 3</i>

B	
FULL LINE IN YEAR 11/PROJECT IMPLEMENTATION 2 IN YEAR 12	
In this pathway students use one of their full line choices to undertake a 15 point TASC course in Year 11 and study 2 Project Implementation 2 modules offline in Year 12 (2024) or study line RE (2025)	
YEAR 11	YEAR 12
<i>Studies of Religion 2 OR Studies of Religion 3</i>	Project Implementation 2 Note: module studied offline through Retreat, Lap It Up, Founders' Day and House charities in 2024. Study line RE in 2025.

C	
PROJECT IMPLEMENTATION 2 - STUDY LINE RE	
In this pathway students study three modules in both Year 11 and Year 12 as part of their study line	
YEAR 11	YEAR 12
<i>Project Implementation 2</i>	<i>Project Implementation 2</i>

PROJECT IMPLEMENTATION 2

TASC Code	PRJ205113
TASC Level	2
TCE Points	5
TCE Standards	N/A
Recommendation	None

I WILL LEARN:

- how to set goals and make a plan to achieve them
- how to manage and evaluate a project using technology and project management resources

IN TYPICAL LESSONS I MIGHT:

- develop a project which results in a culminating event
- work with others to manage tasks within a specific time frame and budget
- reflect upon my own performance and that of others and provide feedback to the group

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- likes to be organised and work as part of a team to make things happen

THIS SUBJECT COULD LEAD ME TO:

- managing tasks and projects as part of my study, work or entrepreneurial ventures

STUDIES OF RELIGION 2

TASC Code	REL215124
TASC Level	2
TCE Points	15
TCE Standard	Literacy
Recommendation	'C' in Year 10 Curriculum English is recommended

I WILL LEARN:

- about specific religious traditions that will include aspects of spirituality, individual and communal faith

IN TYPICAL LESSONS I MIGHT:

- engage in individual and group work
- undertake projects that investigate different religious beliefs, values and practices

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- is curious about different religious views
- is wishing to broaden their inquiry and communication skills

THIS SUBJECT COULD LEAD ME TO:

- a pathway to Studies of Religion 3 and Philosophy 3 and builds skills relevant to Modern History 3, Ancient History 3, and Sociology 3
- a pathway to further studies in Asian studies, philosophy, education, counselling, politics, theology or other humanities courses such as history and anthropology



STUDIES OF RELIGION 3

TASC Code	REL315124
TASC Level	3
TCE Points	15
TCE Standards	Literacy
Recommendation	'A'/'B' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum History or English

I WILL LEARN:

- how religious traditions apply their teachings to the changing world
- how religious beliefs, values, practices and perspectives are varied
- how different religious traditions have major variants

IN TYPICAL LESSONS I MIGHT:

- engage in group discussions and presentations
- conduct individual and group research
- analyse arguments about religious beliefs, values and practices
- explore the inter-related beliefs, values and practices of two different religious traditions
- investigate a variety of ethical codes of world religious traditions and other ethical frameworks
- explore and apply the skills of communication, metacognition, reflection and evaluation
- acknowledge different perspectives and points of view
- apply a contemporary issue to a religious tradition

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- is interested in studying how religion interfaces with culture, ethics and society
- enjoys reading on religious and ethical topics
- is interested in interpreting religious issues from a range of perspectives of religious traditions or viewpoints
- understands and is willing to engage in a course that is designed to be available to all learners, irrespective of the existence, or nature, of any individual religious beliefs

THIS SUBJECT COULD LEAD ME TO:

- a pathway to Philosophy 3 and builds skills relevant to Modern History 3 and Ancient History 3
- a pathway to further studies in Asian studies, philosophy, education, counselling, politics or other humanities courses such as history and anthropology

CREATIVE ARTS

Head of Learning: Mr C Ivory

PERFORMING ARTS

YOU HAVE:	TASC SUBJECTS	MAY LEAD TO:	
An interest in dance Previous experience an advantage	Dance 2 DNC215124	Dance 3	DANCE
Dance 2 or equivalent experience	Dance 3 DNC315124	Study and a career in dance or choreography	
No previous experience	Drama Foundations 2 SDS215117	Drama 3	DRAMA
No previous experience An interest in the technical aspects of theatre To enjoy participating in a range of practical theatrical experiences, both individually and in group situations	Technical Theatre Production 2 SDT215120	Further study in performing arts	
Drama 2 or considerable experience in the performing arts Good writing skills A strong commitment to teamwork, rehearsal and performance obligations	Drama 3 SDD315120	Theatre Performance 3	
A strong commitment to teamwork, rehearsal and performance obligations	Theatre Performance 3 SDP315120 (Year 12)	Further study and career in the performing arts	
Instrumental or vocal experience	Contemporary Music and Songwriting 2 CMS215123	Music 3 Practical Study (University Connections Program)	MUSIC
Instrumental or vocal experience Some ability to read and write music Grade 2 AMEB or equivalent	Music Studies 2 MSS215120	Music 3	
Audio/music production interest and ability	Music Technology Projects - Foundation 2 AUD215120	Further study	
Grade 4 music qualifications	Music 3 MSM315120	Practical Study (University Connections Program) or study in music	
Some prior experience with music technology tools (desirable but not mandatory)	Music Technology Projects University Connections Program FCJ110 or FCJ111	Pathway to further university music technology and audio studies	
A history of musical instrument/vocal tuition Some examination and/or performing experience Some music literacy skills	Practical Study (Performance or Composition) University Connections Program FCP113 or FCP120	Pathway to further university music studies	



DANCE 2

TASC Code	DNC215124
TASC Level	2
TCE Points	15
TCE Standards	N/A
Recommendation	None

I WILL LEARN:

- choreographic skills
- a range of dance styles and genres
- dance in different cultural and social settings
- literacy skills to discuss and write about different dance works
- to develop an awareness of physical and emotional wellbeing

IN TYPICAL LESSONS I MIGHT:

- explore safe dance practices
- lead warm ups or cool downs
- use the elements of dance to generate movement phrases
- work individually or as part of an ensemble
- describe the dance works of others

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- enjoys creativity through movement
- wants to improve their spatial awareness, self confidence, fitness and flexibility

THIS SUBJECT COULD LEAD ME TO:

- further study in Dance 3

DANCE 3

TASC Code	DNC315124
TASC Level	3
TCE Points	15
TCE Standards	Literacy
Entry Conditions	None

I WILL LEARN:

- about movement principles
- how to perform solo and as a member of an ensemble
- how to appraise dance works
- about safe dance practices
- how to compose/choreograph dances
- about dance styles and history
- choreographic design skills
- how to prepare for, and perform dance works
- how to analyse and reflect on dance works

IN TYPICAL LESSONS I MIGHT:

- participate in warm ups and safe dance activities
- learn and explore choreographic and composition techniques
- expand and develop own movement vocabulary
- create sequences and dance works using personal movement vocabulary
- learn the principles of contemporary dance
- view and respond to dance works of others
- review and analyse dance works

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- enjoys developing their creativity, kinaesthetic awareness, performance skills, analytical thinking and flexibility
- is confident performing in front of others
- enjoys contemporary dance

THIS SUBJECT COULD LEAD ME TO:

- a pathway to a career in dance performance or choreography

DRAMA FOUNDATIONS 2

TASC Code	SDS215117
TASC Level	2
TCE Points	15
TCE Standards	N/A
Entry Conditions	None

I WILL LEARN:

- about performing solo and in an ensemble
- about different drama texts
- about storytelling
- how to review live theatre
- the role of technical elements
- about improvisation
- vocal and movement skills
- how to devise drama
- how to turn script into a performance

IN TYPICAL LESSONS I MIGHT:

- create solo and group performances
- participate in warm ups and workshops
- devise drama work
- keep a reflective journal

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- wants to build confidence and communication skills
- enjoys performing
- has an interest in drama and acting

THIS SUBJECT COULD LEAD ME TO:

- further study in Drama 3



TECHNICAL THEATRE PRODUCTION 2

TASC Code	SDT215120
TASC Level	2
TCE Points	15
TCE Standards	N/A
Recommendation	None

I WILL LEARN:

- about lighting and sound
- about set and properties design and construction
- about costume and theatrical makeup
- about stage management
- what is involved in publicity and front of house responsibilities
- how to operate lighting and audio
- how to make and keep costumes and sets
- aspects of theatre production and event management

IN TYPICAL LESSONS I MIGHT:

- decorate and paint set or properties
- maintain costume and wardrobe
- rig and operate lighting
- set up and run audio equipment, selecting and developing sound effects and music
- undertake publicity and marketing
- attend and write reports on live theatre performances
- reflect on my work in a production team context

TO ENROL IN THIS SUBJECT I NEED:

- no previous experience
- an interest in the technical aspects of theatre
- to enjoy participating in a range of practical theatrical experiences, both individually and in group situations

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- has an interest in the technical aspects of theatre
- enjoys participating in a range of practical theatrical experiences, both individually and in group situations

THIS SUBJECT COULD LEAD ME TO:

- Drama Foundations 2
- further study in the performing arts

DRAMA 3

TASC Code	SDD315120
TASC Level	3
TCE Points	15
TCE Standards	Literacy
Recommendation	Drama Foundations 2

I WILL LEARN:

- how to create characters from scripts
- vocal techniques for characterisation
- about presenting solo and ensemble performances
- how to review and evaluate live theatre
- about theatrical genres
- vocal and movement skills
- how to interpret drama texts

IN TYPICAL LESSONS I MIGHT:

- perform for an audience
- participate in warm ups and workshops
- participate in improvisation work
- study acting skills and techniques
- interpret text
- undertake solo and ensemble work
- attend theatre performances and write reviews
- rehearse for practical exams
- prepare for written external exams

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- enjoys performing
- is interested in the Performing Arts
- can commit to rehearsals and performances
- works effectively in team situations

THIS SUBJECT COULD LEAD ME TO:

- further study in Theatre Performance 3

THEATRE PERFORMANCE 3

TASC Code	SDP315120
TASC Level	3
TCE Points	15
TCE Standards	Literacy
Recommendation	A strong commitment to teamwork, rehearsal and performance obligations

I WILL LEARN:

- acting skills
- about ensemble and solo performance
- how to work in a theatre company
- vocal techniques
- about improvisation
- how to create an effective character
- physicalisation techniques
- about theatrical conventions
- about performing to an audience
- about the history of theatre

IN TYPICAL LESSONS I MIGHT:

- attend live performances
- perform for an audience
- rehearse and develop monologues
- participate in improvisation activities
- interpret text
- rehearse a play
- undertake solo and ensemble work
- attend theatre performances and write reviews
- rehearse for practical exams

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- enjoys performing
- can commit to rehearsals and performances
- enjoys writing about the development of their work
- works effectively in an ensemble

THIS SUBJECT COULD LEAD ME TO:

- further study in the performing arts and/or a career in performing arts or entertainment industries
(Year 12 only)



CONTEMPORARY MUSIC AND SONGWRITING 2

TASC Code	CMS215123
TASC Level	2
TCE Points	15
TCE Standards	N/A
Recommendation	None

I WILL LEARN:

- about producing, performing and reflecting on original music making
- to compose original music as a creative response
- to market and share contemporary music
- to recognise and effectively use music elements in aural, written and practical contexts
- about copyright laws and legal issues within the music industry

IN TYPICAL LESSONS I MIGHT:

- perform as a member of an ensemble
- study music theory
- write original songs
- perform for an audience
- set up and use musical equipment
- record my own and others work
- complete assignments

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- wants to perform as a member of an ensemble
- enjoys writing or arranging music has an interest in contemporary music
- wishes to gain an AMEB grading or equivalent

THIS SUBJECT COULD LEAD ME TO:

- further study in Music 3

MUSIC STUDIES 2

TASC Code	MSS215120
TASC Level	2
TCE Points	15
TCE Standards	N/A
Entry Condition	Grade 2 AMEB or equivalent

I WILL LEARN:

- instrumental/vocal techniques
- about styles of music
- performance skills
- music literacy

IN TYPICAL LESSONS I MIGHT:

- perform solo or as a member of an ensemble
- develop vocal/instrumental technique
- study basic theory and musicianship
- participate in music appreciation activities
- complete assignments and tests
- undertake recordings

TO ENROL IN THIS SUBJECT I NEED:

- skills/experience on an instrument/voice
- some ability to read and write music is an advantage
- Grade 2 AMEB or equivalent

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- wants to improve their vocal/playing skills
- wants to learn basic music theory

THIS SUBJECT COULD LEAD ME TO:

- further study in Music 3
- University Connections Program FCP113 and FCP120

MUSIC 3

TASC Code	MSM315120
TASC Level	3
TCE Points	15
TCE Standards	N/A
Entry Condition	Grade 4 music qualifications

I WILL LEARN:

- about musical ideas and styles
- compositional techniques, improvisation and arranging
- about developing performance skills
- skills in musical analysis
- listening (aural) skills

IN TYPICAL LESSONS I MIGHT:

- undertake solo performance (tutor provided where required and available)
- participate in ensemble playing (as required and available)
- complete assignments and tests
- perform to the class and public
- create recordings and videos
- participate in creative tasks including composition, arrangement and/or improvisation

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- has studied music and music theory for a considerable period of time
- has a solid understanding of music theory
- wants to develop their musicianship and theoretical knowledge

THIS SUBJECT COULD LEAD ME TO:

- University Connections Program FCP113 and FCP120
- further studies in music

MUSIC TECHNOLOGY PROJECTS - FOUNDATION 2

TASC Code	AUD215120
TASC Level	2
TCE Points	15
TCE Standards	N/A
Recommendation	None

I WILL LEARN:

- basic audio engineering techniques
- studio and/or location recording techniques about sound reinforcement (PA)
- how to use music technology
- about working with a range of clients, musicians and production personnel

IN TYPICAL LESSONS I MIGHT:

- study microphone types and techniques
- explore the use of analogue and digital hardware/software
- learn about occupational health and safety
- discuss commercial and legal issues
- develop audio engineering/sound system design techniques
- explore audio editing techniques
- participate in solo and group multi-track recording
- participate in editing/post production processes
- create and produce practical work
- set up and operate small and large public address systems
- undertake live sound mixing

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- enjoys recording and editing music
- has an interest in music technology

THIS SUBJECT COULD LEAD ME TO:

- further study in Music and career in music industry

MUSIC TECHNOLOGY PROJECTS UTAS

UTAS Code	FCJ110 FCJ111
TASC Level	University Connections Program
TCE Points	15
TCE Standards	N/A
Entry Condition	FCJ110 N/A FCJ110 is the prerequisite for FCJ111

I WILL LEARN:

- about creating and shaping an audio product
- the tools used and skill-sets required in the audio/music technology industry
- how to read, interpret and fulfil the requirements of a music technology project brief
- how to work effectively as an individual and as a member of a project team
- about workplace health and safety issues relevant to the field

YOU DO THIS BY:

- four modules of work (including three practical project briefs)
- learning activities which may include:
 - » small ensemble recording
 - » MIDI sequencing
 - » mixing
 - » remixing
 - » mashups
 - » multi-track recording
 - » sound design for vision
 - » mastering

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- has some prior experience with music technology tools (desirable but not mandatory)

THIS SUBJECT COULD LEAD ME TO:

- accreditation by the University of Tasmania
- further university music technology and audio studies

Please note: these units cannot be studied at the same time (as FCJ110 is the prerequisite for entry into FCJ111)

Courses are accredited by the University of Tasmania. For more information, please visit the University's website and discuss your University Connections Program course options with a teacher or course counsellor



Offered as part of the University of Tasmania's University Connections Program and counts towards your TCE and ATAR. Successful completion of this subject may give you the opportunity to gain credit towards a University of Tasmania course

PRACTICAL STUDY (PERFORMANCE OR COMPOSITION) UTAS

UTAS Code	FCP113 Foundation FCP120 Advanced
TASC Level	University Connections Program
TCE Points	15
TCE Standards	N/A
Entry Condition	FCP113 - Considerable and successful experience in music and/or Grade 5 music qualifications FCP113 is the prerequisite for entry into FCP120

I WILL LEARN:

- music performance skills or development and notation and realisation of original works
- how to develop and improve level of musicianship
- communicating ideas and information

YOU DO THIS BY:

- performance or composition
- learning activities may include:
 - » performing (either instrumental or vocal)
 - » composing music
 - » analysing and reflecting on performances and compositions

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- has a history of musical instrument/vocal tuition
- has some examination and/or performing experience
- has some music literacy skills

THIS SUBJECT COULD LEAD ME TO:

- a pathway to further university music studies

Please note: requires a portfolio which may include critiques, reflections, program notes, topic assignments, concert attendance log and a personal performance log

VISUAL ARTS & MEDIA		
YOU HAVE:	TASC SUBJECTS	MAY LEAD TO:
No previous experience	Media Production Foundations 2 MED215117	Media Production 3
An interest in art	Contemporary Art Practice 2 CAP215124	Visual Art 3 Further study in the visual arts
	Visual Art 2 ART215123	
An interest in photomedia	Visual Art (Photography) 2 ART215117	Visual Art (Photography) 3 Further study in the visual arts
Strong interest in media production	Media Production 3 MED315117	Study and careers in journalism, television, radio and print media
A strong interest in art or previous experience in art	Visual Art 3 ART315123	Art Studio Practice 3 <i>(Year 12 only)</i> Further study in the visual arts
A strong interest in photomedia or previous experience in photomedia	Visual Art (Photography) 3 ART315117	
An interest in visual art, art history and critical analysis Competent English writing skills and good research skills	Contemporary Art Practice 3 CAP315124	Further study in the visual arts
Visual Art 3	Art Studio Practice 3 ART315214 <i>(Year 12 only)</i>	
To have a genuine interest in creativity and design. To have preferably already completed a Technology or Art Level 2 or 3 subject Design and Production 2 Housing and Design 3 Computer Graphics and Design 3	Object Design University Connections Program FSF104 For detailed information please go to the Technology Faculty section	May lead to further study or employment in a design-related area

MEDIA PRODUCTION FOUNDATIONS 2	
TASC Code	MED215117
TASC Level	2
TCE Points	15
TCE Standards	ICT
Recommendation	None

I WILL LEARN:

- convergent media
- about communicating to an audience
- media technical and production skills
- how to work in a media team
- how to use a range of media technologies
- about analysing and appreciating the media

IN TYPICAL LESSONS I MIGHT:

- undertake roles in a media production team
- develop technical skills on industry-standard equipment and software
- write script for media
- develop editing techniques
- create media products
- undertake research assignments
- develop writing and story-telling skills
- learn about the media industry

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- enjoys media and communications
- enjoys creating media products

THIS SUBJECT COULD LEAD ME TO:

- further studies in Media Production 3

CONTEMPORARY ART PRACTICE 2

TASC Code	CAP215124
TASC Level	2
TCE Points	15
TCE Standards	N/A
Recommendation	None

I WILL LEARN:

- to create works of art in three or more different studio areas
- the relationship between my work and the work of others
- skills to interpret and make meaning from information presented in images
- about ideas and themes in historical art contexts and contemporary arts practice

IN TYPICAL LESSONS I MIGHT:

- view the work of contemporary artists
- use a visual diary to document ideas, inspirations and influences
- experiment with the elements and principles of art
- create works of art
- view and respond to works of art
- share and exhibit works of art

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- enjoys exploring different art studio areas
- wants to explore different artforms
- wants to develop their own art making skills

THIS SUBJECT COULD LEAD ME TO:

- further study in Visual Art 2 or 3
- careers in the cultural and creative industries, communication fields, education, public relations, marketing or advertising sectors

VISUAL ART 2

TASC Code	ART215123
TASC Level	2
TCE Points	15
TCE Standards	N/A
Recommendation	None

I WILL LEARN:

- about art techniques and processes specialising in a single art studio from the following areas:
 - » assemblage
 - » ceramics
 - » collage
 - » craft and design
 - » digital art and media
 - » documented forms
 - » drawing
 - » environmental art
 - » graphic design
 - » life drawing
 - » mixed-media
 - » painting
 - » photography
 - » print making
 - » sculpture
 - » street art
 - » wearable art
- a range of techniques in a specific studio area
- how to create finished artworks
- about art materials and processes
- about other artists and their work
- about ideas and themes in art

IN TYPICAL LESSONS I MIGHT:

- explore a range of art techniques
- discuss ideas and themes in art
- view exhibitions
- research artists and their work
- create artworks in response to concepts and stimuli
- share and exhibit work
- keep a visual diary

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- enjoys working in a specific art studio
- wants to explore techniques related to a specific art studio
- wants to develop their art making skills

THIS SUBJECT COULD LEAD ME TO:

- further study in Visual Art Level 3 and/or further study in the visual arts

VISUAL ART (PHOTOGRAPHY) 2

TASC Code	ART215117
TASC Level	2
TCE Points	15
TCE Standards	N/A
Recommendation	None

I WILL LEARN:

- about art techniques and processes specialising in photomedia
- a range of techniques in photomedia
- how to create finished artworks
- about art materials and processes
- about artists and their work
- about ideas and themes in art

IN TYPICAL LESSONS I MIGHT:

- explore a range of art techniques
- discuss ideas and themes in art
- view exhibitions
- research artists and their work
- create artworks in response to concepts and stimuli
- share and exhibit work
- keep a visual diary

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- enjoys working in photomedia
- wants to explore techniques related to photomedia
- wants to develop their art making skills

THIS SUBJECT COULD LEAD ME TO:

- further study in Visual Art (Photography) Level 3 and/or further study in the visual arts



MEDIA PRODUCTION 3

TASC Code	MED315117
TASC Level	3
TCE Points	15
TCE Standards	ICT
Recommendation	None

I WILL LEARN:

- about communicating to an audience
- how to apply technical and production processes to create media narrative
- how to work in a media team
- about the use of a range of media technologies and techniques
- skills for analysing and appreciating the media
- how to create media products for a purpose
- the codes and conventions of specific media

IN TYPICAL LESSONS I MIGHT:

- undertake roles in a media production team
- apply technical skills on industry-standard equipment and software
- script media
- use editing techniques
- create media products
- discuss workplace safety and OH&S issues
- create products with regard to a particular audience
- document evidence of technical skills with equipment
- research media issues
- discuss the role of media in society
- explore writing and story-telling skills
- prepare for the externally assessed folio and exam

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- enjoys creating media products
- enjoys using technology
- is interested in the role of the media

THIS SUBJECT COULD LEAD ME TO:

- further studies in journalism and television, radio and print media
- careers in camera operation, film, radio and print production/editing and sound recording

VISUAL ART 3

TASC Code	ART315123
TASC Level	3
TCE Points	15
TCE Standards	N/A
Recommendation	None

I WILL LEARN:

- about art techniques specialising in a single art studio from the following areas:
 - » assemblage
 - » ceramics
 - » collage
 - » digital art and media
 - » documented forms
 - » drawing
 - » environmental art
 - » fabrication/fibre art
 - » graphic design
 - » life drawing
 - » mixed-media
 - » painting
 - » photography
 - » print making
 - » sculpture
 - » time based forms
- how to develop my own artistic ideas and styles
- about artists and their work
- how artists represent their ideas
- how to create a body of work in a single studio
- how to exhibit work

IN TYPICAL LESSONS I MIGHT:

- discuss key ideas and themes in art
- view and respond to exhibitions
- share and exhibit work
- keep a visual diary
- explore artistic processes, skills and techniques involved in producing art
- undertake art theory and analysis
- complete art theory assignments
- create a portfolio of artwork for display and external assessment

TO ENROL IN THIS SUBJECT I NEED:

- a high level of visual art competence, or a strong interest and personal experience in the visual arts

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- has strong skills in artmaking in a specific studio area
- can develop an idea across several artworks
- enjoys making and responding to artworks

THIS SUBJECT COULD LEAD ME TO:

- further study in Art Studio Practice 3 (Year 12 only) and/or further study in the visual arts

VISUAL ART (PHOTOGRAPHY) 3

TASC Code	ART315117
TASC Level	3
TCE Points	15
TCE Standards	N/A
Recommendation	None

I WILL LEARN:

- about art techniques specialising in photomedia
- how to develop my own artistic ideas and styles
- about artists and their work
- how artists represent their ideas
- how to create a body of work in photomedia
- how to exhibit work

IN TYPICAL LESSONS I MIGHT:

- discuss key ideas and themes in art
- view and respond to exhibitions
- share and exhibit work
- keep a visual diary
- explore artistic processes, skills and techniques involved in producing art
- undertake art theory and analysis
- complete art theory assignments
- create a portfolio of artwork for display and external assessment

TO ENROL IN THIS SUBJECT I NEED:

- a high level of visual art competence
- a strong interest and personal experience in the visual arts

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- has strong skills in artmaking in a specific studio area
- can develop an idea across several artworks
- enjoys making and responding to artworks

THIS SUBJECT COULD LEAD ME TO:

- further study in Art Studio Practice 3 (Year 12 only) and/or further study in the visual arts





CONTEMPORARY ART PRACTICE 3

TASC Code	CAP315124
TASC Level	3
TCE Points	15
TCE Standards	Literacy
Recommendation	None

I WILL LEARN:

- about contemporary and historical art and culture
- about contemporary arts industry knowledge and skills
- about professional practice and creative entrepreneurship

IN TYPICAL LESSONS I MIGHT:

- analyse social, cultural and historical contexts of visual arts
- explore the roles of form and function, intention and purpose in art and design
- investigate and discuss themes, styles, genres and/or art movements
- art criticism and inquiry
- communicate using visual art terminology and vocabulary
- visit art galleries, museums and artists studios in person, virtually, digitally or simulated
- make connections between visual arts practice and personal experience

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- is interested in art, architecture and/or design
- is interested in creative and cultural industries
- has competent English writing skills and strong research and inquiry skills

THIS SUBJECT COULD LEAD ME TO:

- further study in the visual arts
- courses at a tertiary level in fine arts, art history, curatorial studies, cultural leadership, librarianship, museum studies and creative arts
- a career in the cultural and creative industries, communication fields, education, public relations, marketing and advertising sectors

ART STUDIO PRACTICE 3

TASC Code	ART315214
TASC Level	3
TCE Points	15
TCE Standards	N/A
Entry Condition	Visual Art 3 or equivalent (Year 12 only)

I WILL LEARN:

- about the refinement of skills and art techniques in one of the following studio areas:
 - » ceramics
 - » digital art and media
 - » drawing
 - » graphic design
 - » painting
 - » photography
 - » printmaking
 - » sculpture
- how to negotiate and plan an exhibition
- how to complete a schematic overview

IN TYPICAL LESSONS I MIGHT:

- produce artworks
- create planning documents and schematic overviews
- communicate ideas and concepts through making art
- participate in group appraisal and critique forums to evaluate your own art and the artwork of others
- study relevant artists, styles and influences

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- has making skills
- has a strong sense of artistic direction
- enjoys preparing and conceptualising for exhibitions

THIS SUBJECT COULD LEAD ME TO:

- a pathway to tertiary study at TasTAFE or university

OBJECT DESIGN UTAS

FOR DETAILED INFORMATION PLEASE GO TO THE TECHNOLOGY FACULTY SECTION

Click here or refer to page 79



HEALTH & PHYSICAL EDUCATION

Head of Learning: Miss A Guest & Mr A Biffin

HEALTH & PE

YOU HAVE:	TASC SUBJECTS	MAY LEAD TO:
Interest in improving your health and wellbeing	Sport, Recreation & Fitness Experiences 1 HPE110118	Athlete Development 2 Sport Science - Foundation 2
Participated in a recognised sporting competition	Athlete Development 2 ATH215118	Further study
Interest in improving your health and wellbeing	Personal Health and Wellbeing 2 PER215118	Health Studies 3
'C' in Year 10 Australian Curriculum HPE, 'C' in Year 10 Sport Science or 'SA' in Athlete Development 2	Sport Science - Foundation 2 SPT215118	Employment Sport Science 3
'A/B' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum English	Health Studies 3 HLT315118	Study and careers in education and a wide range of health-related areas
'A/B' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum English, or Sport Science - Foundation 2	Sport Science 3 SPT315118	Further study
Must be at least 16 years of age in 2024	Sports and Recreation Management University Connections Program BMA114	

ALTERNATIVE VET COURSE OPTIONS

For detailed information please go to the VET Faculty section

SPORT, RECREATION & FITNESS EXPERIENCES 1

TASC Code	HPE110118
TASC Level	1
TCE Points	15
TCE Standards	N/A
Recommendation	None

I WILL LEARN:

- about the need to encourage physical activity and balance other out of hours' time pressures associated with study, part-time work and transition to adult life
- to develop skills orientated towards work, personal fitness, general health and wellbeing
- to achieve enjoyment and relaxation by taking time out for diversion from other tasks and areas of life

IN TYPICAL LESSONS I MIGHT:

- participate in a diverse range of selected fitness and recreation activities to experience the practical health benefits of active recreation
- build personal skills, develop tactical knowledge and support others across various roles in competitive sport
- reflect and record journal entries after activities

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- has an interest in improving their health and wellbeing

THIS SUBJECT COULD LEAD ME TO:

- a broad pathway to other Year 11/12 courses such as: Sport Science - Foundation 2, Outdoor Recreation and Vocational Skills 2 or Athlete Development 2
- VET qualifications such as Certificate III in Fitness

ATHLETE DEVELOPMENT 2

TASC Code	ATH215118
TASC Level	2
TCE Points	15
TCE Standards	N/A
Entry Condition	<p>To have a coach provide written programs and feedback</p> <p>To have the coach provide written endorsement of enrolment and verify your capacity to successfully complete the course</p> <p>To be in physical preparation, sport-specific coaching and technical training programs</p> <p>To represent the College in a sport</p>

Students choose one of the following areas - general, Australian Rules Football, Soccer OR Basketball

I WILL LEARN:

- how to manage a sport specific, well-organised, systematic training program
- about developing and maintaining a level of physical conditioning to achieve optimal sporting performance
- strategies for setting goals and outlining ways in which these can be achieved
- how basic physical, psychological and social factors influence sporting performance
- about current trends in sports nutrition and hydration
- how various recovery methods affect performance
- strategies to reduce the incidence of injury and how to manage injuries
- methods of sport-specific conditioning (physical preparation and recovery)
- how to evaluate and review personal performance

IN TYPICAL LESSONS I MIGHT:

- participate in a personal/training group conditioning and/or recovery program
- choose and use a suitable testing battery to regularly monitor improvement and my personal athlete profile
- trial various experiences that support the work done with my specialist coach e.g. massage, pool-based recovery or rehabilitation, strength training, plyometrics and visualisation
- do sport specific training under the direction of a suitable coach
- review and reflect on journal entries and look for patterns in performance and training to develop a personalised plan in keeping with my profile, season and progress

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- has a high work ethic and commitment to developing their personal potential
- is aiming to develop their personal attributes as an athlete and are willing to apply themselves in their chosen sport
- wants to work with their teacher and a coach on developing their personal program

THIS SUBJECT COULD LEAD ME TO:

- a pathway for ongoing study in the areas of physical education, sport science, exercise science and personal training

PERSONAL HEALTH AND WELLBEING 2

TASC Code	PER215118
TASC Level	2
TCE Points	15
TCE Standards	N/A
Recommendation	None

I WILL LEARN:

- personality and learning styles
- diet and healthy eating choices
- risk taking and adolescent behaviours, including performance drugs
- lifestyle choices and personal health issues

IN TYPICAL LESSONS I MIGHT:

- be evaluated by self, peer and teacher
- maintain a folio of class work and experiences
- work on individual and group investigation projects
- participate in a variety of activities

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- has an interest in improving their health and wellbeing

THIS SUBJECT COULD LEAD ME TO:

- Health Studies 3



SPORT SCIENCE - FOUNDATION 2

TASC Code	SPT215118
TASC Level	2
TCE Points	15
TCE Standards	N/A
Recommendation	'C' in Year 10 Australian Curriculum HPE, 'C' in Year 10 Sport Science or an 'SA' in Athlete Development 2

I WILL LEARN:

- about factors that influence individual and community participation in sport
- the positive benefits of participation and involvement in physical activity
- key elements around maintaining a level of fitness to support an active lifestyle
- relevant rules, regulations and sport safety considerations
- some of the key knowledge and skills used in coaching, officiating and administrative roles
- about body systems and how they contribute during sports performance
- how sport is valued and contributes to society

IN TYPICAL LESSONS I MIGHT:

- complete class assignments, tests or work on an individual research project
- work in a group on roster management
- participate and evaluate different in-class sports and recreational activities
- lead some small group activities or conduct sport science testing
- visit local facilities
- explain how tolerance, cooperation and interpersonal skills enable people to work independently, and constructively with others

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- wants to develop their understanding of the specialised professional fields and discipline areas related to HPE
- wants to gain insight into the broader application of sport science across all levels of contemporary sport and how science can help an athlete perform at their best
- is interested in how theory is applied to improving performance in sport
- may be looking for a general platform that may lead to a range of destinations and possible future study or employment pathways or volunteer roles in sport science related areas

THIS SUBJECT COULD LEAD ME TO:

- Sport Science 3
- Sports and Recreation Management (UTAS, Year 12 only)
- undertake VET qualifications
- a career or further study in the sport industry



HEALTH STUDIES 3

TASC Code	HLT315118
TASC Level	3
TCE Points	15
TCE Standards	Literacy
Recommendation	'B' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum English

I WILL LEARN:

- about personal health, Australian health and global health
- the physical, social, emotional and spiritual elements of health and how they are related
- how the media and community respond and shape health issues
- how technology impacts on the health of individuals in the 21st century
- about informed health choices and risk taking
- how data reflects the factors influencing health
- about chronic conditions, Australia's health care system and inequities that exist
- Australia's role in global health with regard to less developed and more developed countries
- international health approaches and policies including sustainable development goals, primary health care and foreign aid

IN TYPICAL LESSONS I MIGHT:

- research and investigate a variety of global health related issues
- examine significant health issues
- work within a small group to compare different countries, summarise data, identify issues and suggest solutions
- work both independently and collaboratively

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- may be interested in future employment in a health related vocation
- is interested in how health is influenced, monitored and managed in communities
- likes to research key health related factors and examine the impact it may have globally

THIS SUBJECT COULD LEAD ME TO:

- further tertiary studies in education (health and physical education), nursing and health science
- vocational study in areas such as community services and health, including aged care and health support, children's services, community and disability services, and enrolled nursing

SPORT SCIENCE 3

TASC Code	SPT315118
TASC Level	3
TCE Points	15
TCE Standards	N/A
Recommendation	'A/B' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum English, or Sport Science - Foundation 2

I WILL LEARN:

- about the three main disciplines that contribute to current sport science practice;
 - » sport psychology including goal setting, motivation, stress and anxiety and visualisation
 - » exercise physiology, energy systems, recovery, training programs (and their effects)
 - » skill acquisition with regard to motor skills, information processing, feedback and movement analysis
- how various factors influence and contribute to sports performance and why certain approaches are widely used
- about ways athletes learn sports skills and the implications for coaching and practice
- how different training types are designed to target particular responses in athletes
- ways to examine human systems and respond during exercise
- how the connections between physiology, skill acquisition and sports psychology can impact on performance

IN TYPICAL LESSONS I MIGHT:

- watch and analyse footage of various sports people, identify and discuss the strategies or techniques they are using and target options to improve performance
- work online to research and compare my findings in a small group discussion
- prepare digital presentations and/or negotiated research assignments
- learn how to use technology and equipment in practical lab work and athlete performance testing
- research scientific evidence and publications around specific sports and trends

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- is interested in balancing a theoretical focus with a range of applied experiences designed to develop their skills, knowledge and understanding of issues related to the training and performance of athletes of all ages and levels
- wants to examine contemporary practice in the sport science fields
- likes high order thinking and the challenge of analysing and explaining performance by recognising, connecting and explaining complex concepts
- may be interested in a professional or volunteer role in the sport or health areas

THIS SUBJECT COULD LEAD ME TO:

- Sports and Recreation Management (*UTAS, Year 12 only*)
- further vocational and/or tertiary study including health and allied health careers, exercise science, education, health science, physiotherapy, personal training, coaching and other sport related careers

SPORTS AND RECREATION MANAGEMENT (UTAS)

UTAS Code	BMA114
TASC Level	University Connections Program
TCE Points	15
TCE Standards	N/A
Entry Condition	Must be at least 16 years of age in 2024

I WILL LEARN:

- to apply theories, concepts, practical principles, and processes integral to improving sports management activities for community
- to analyse sports data such as facts and figures and recommend solutions for sports management organisations to serve the community
- to effectively communicate an argument supported by sports management (SM) academic literature (or other accepted literature in SM)

IN TYPICAL LESSONS I MIGHT:

- be involved group discussions and presentations
- learn through case studies
- be engaged in/conduct interviews, blogs or journals, use of social media
- use reflective learning
- undertake tests and quizzes, assignments/essays

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- interested in the different managerial and administrative components of the sport industry at local, state, national and international levels
- wants to learn more about the business side of a wide range of sports and recreation ventures
- wants to develop university-specific study skills and techniques

THIS SUBJECT COULD LEAD ME TO:

- a number of areas in sport, recreation and business management or associated fields

Successful completion of this subject may give you the opportunity to gain 25% credit points towards a University of Tasmania course

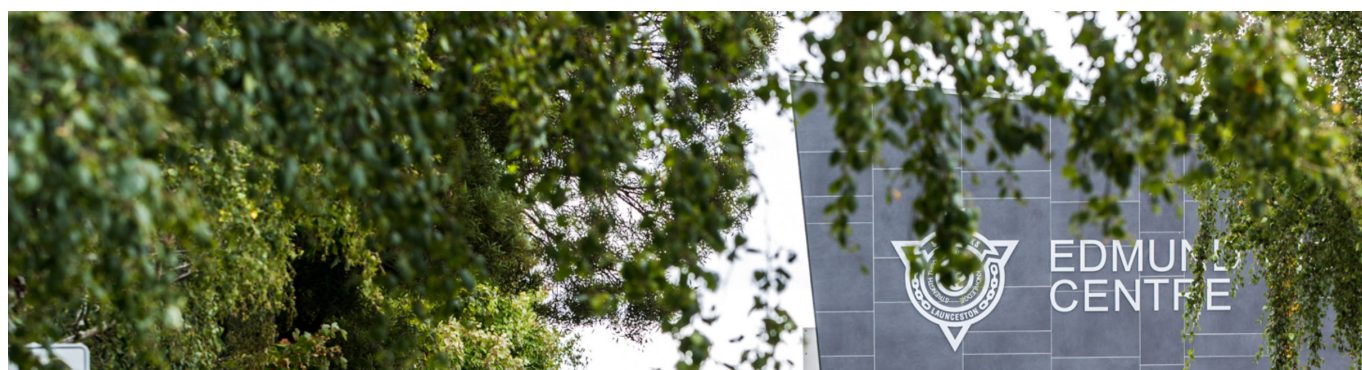


HUMANITIES AND SOCIAL SCIENCES

Head of Learning: Mr S Mountney

BEHAVIOURAL STUDIES

YOU HAVE:	TASC SUBJECTS	MAY LEAD TO:
No previous experience <i>Working with Vulnerable People Card (Department of Justice) must be obtained prior to placement</i>	Focus on Children 1 BHC115116	Working with Children 2
No previous experience A willingness to be actively involved in group activities <i>Working with Vulnerable People Card (Department of Justice) must be obtained prior to placement</i>	Working with Children 2 BHC215116	Introduction to Sociology & Psychology 2 Sociology 3 Psychology 3 Further study
'C' in Year 10 Australian Curriculum English	Introduction to Sociology and Psychology 2 BHX215118	Further study or careers in a range of service industries Sociology 3 Psychology 3
'A/B' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum English	Sociology 3 BHS315116	Further study or careers in a range of service industries
	Psychology 3 BHP315116	



FOCUS ON CHILDREN 1

TASC Code	BHC115116
TASC Level	1
TCE Points	15
TCE Standards	N/A
Entry Condition	Working with Vulnerable People Card (Department of Justice) must be obtained prior to placement

I WILL LEARN:

- how to care for children
- how to interact confidently and appropriately with children
- how children develop and learn
- about how children, parents and others work together in the child care environment
- safe and appropriate environments for children; benefits of play; guiding children's behaviour

IN TYPICAL LESSONS I MIGHT:

- take part in practical experiences and observations in childcare environments
- participate in activities and discussions about the stages of growth for children
- interact with children
- observe and respond to children's basic needs
- complete some assignments and practical tasks

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- is interested in working with children
- is interested in developing the basic knowledge and skills required to work with children and others in a range of child care environments, including the home
- enjoys a range practical tasks
- appreciates that the care of children is valuable and rewarding

THIS SUBJECT COULD LEAD ME TO:

- further study in Behavioural Sciences, such as Working with Children 2 and other level 2 courses

INTRODUCTION TO SOCIOLOGY AND PSYCHOLOGY 2

TASC Code	BXH215118
TASC Level	2
TCE Points	15
TCE Standards	Literacy
Recommendation	'C' in Year 10 Australian Curriculum English

I WILL LEARN:

- the disciplines of sociology and psychology
- about society, behavioural sciences and culture and the various social interactions of individuals and groups
- why other people behave the way they do (individually and in groups)
- the way human societies are structured and major issues facing these societies
- theories and ideas to explain human actions and behaviours

IN TYPICAL LESSONS I MIGHT:

- investigate sociology as a study that seeks to explain human behaviour in contemporary social life
- investigate psychology as a study that provides an understanding of human behaviour and the experiences of the individual
- discuss key topics on sociology and psychology
- use basic terms, concepts and ideas to describe human behaviour and motivation
- apply appropriate theories to interpret evidence and information from a variety of sources
- examine the forces that influence behaviour
- investigate sociological and psychological concepts
- investigate topics from the fields of sociology and psychology

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- is interested in developing understanding of themselves and other individuals, groups and institutions within society
- is interested in a Level 2 course in the Behavioural Sciences that may also provide a pathway to further studies at Level 3

THIS SUBJECT COULD LEAD ME TO:

a pathway to Sociology 3 and Psychology 3 and further studies in psychology, sociology or career pathways in the community, social work and health sectors for students who are not necessarily planning a pathway to pre-tertiary study

WORKING WITH CHILDREN 2

TASC Code	BHC215116
TASC Level	2
TCE Points	15
TCE Standards	N/A
Entry Condition	Working with Vulnerable People Card (Department of Justice) must be obtained prior to placement

I WILL LEARN:

- skills and knowledge required for the care of children in practical and theoretical contexts
- theories of child development
- about the educational, social and ethical frameworks of child care environments

IN TYPICAL LESSONS I MIGHT:

- investigate how children develop and their stages of development
- learn how to interact appropriately with children, care providers, parents and others in the childcare environment
- design and implement safe and age-appropriate activities in the childcare environment
- develop understandings of the importance of health and hygiene, children's play and how to guide children's behaviour
- interview playgroups and/or childcare providers
- discuss topics related to child care
- implement safe and age-appropriate activities in a child care environment
- engage in optional studies which may include: careers with children; nutrition and health; children and technology; sustainable practices

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- is willing to actively participate in childcare environments (includes song, dance and dynamic engagement in activities with young children)
- has a genuine interest in children
- enjoys working with children

THIS SUBJECT COULD LEAD ME TO:

- a pathway to Introduction to Sociology and Psychology 2, Sociology 3 and Psychology 3
- further study leading to careers such as teaching, early childhood education, paediatric or child health nursing

PSYCHOLOGY 3

TASC Code	BHP315116
TASC Level	3
TCE Points	15
TCE Standards	Literacy, ICT
Recommendation	'A'/'B' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum English

I WILL LEARN:

- about human behaviour and experiences of the individual
- how individuals make sense of the world
- the relationship between thoughts, feelings and behaviour, and how these are underpinned by environmental and biological factors
- how to conduct research in the field of psychology

IN TYPICAL LESSONS I MIGHT:

- investigate theories and ideas that explain human behaviour
- learn how to conduct research in the field of psychology
- develop an understanding of the scientific method used in psychology
- investigate topics such as personality, intelligence and gender-specific behaviour; sensation, perception and altered states of consciousness; learning, memory, perception and individual differences
- engage in group discussion and presentations
- complete practical exercises, investigations, essays and report writing
- undertake and complete an Individual Project (externally assessed)

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- is curious about the nature of human behaviour and factors that impact on behaviour
- enjoys engaging in inquiry projects and a range of required reading
- is capable of creating a range of texts such as essays and reports
- has good reading, writing and organisational skills

THIS SUBJECT COULD LEAD ME TO:

- undertaking other Level 3 courses in humanities and behavioural sciences
- a pathway to university or a career in the police or defence forces, social work, nursing, teaching, business, law, medicine and psychology, the sport sciences

SOCIOLOGY 3

TASC Code	BHS315116
TASC Level	3
TCE Points	15
TCE Standards	Literacy, ICT
Recommendation	'A'/'B' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum English

I WILL LEARN:

- the structure of society with particular reference to contemporary Australian society
- factors that influence groups of people within society and the their opportunities in life
- how social, political, economic and cultural of social groups are created and their influence on the individual
- different ways of looking at society in order to explain how it works
- how to conduct research in the field of sociology

IN TYPICAL LESSONS I MIGHT:

- analyse the patterns and organisations that shape human behaviour
- investigate theory on a range of sociological concepts
- examine the link between individual experiences and social structures
- investigate a range of topics including: major social institutions such as the family, education and the mass media; deviance and crime; class and inequality in Australian society; perceptions, attitudes and prejudices towards a range of social issues
- engage in group discussions and presentations
- complete an Individual Project (externally assessed)

THIS SUBJECT WOULD SUIT SOMEONE WHO:

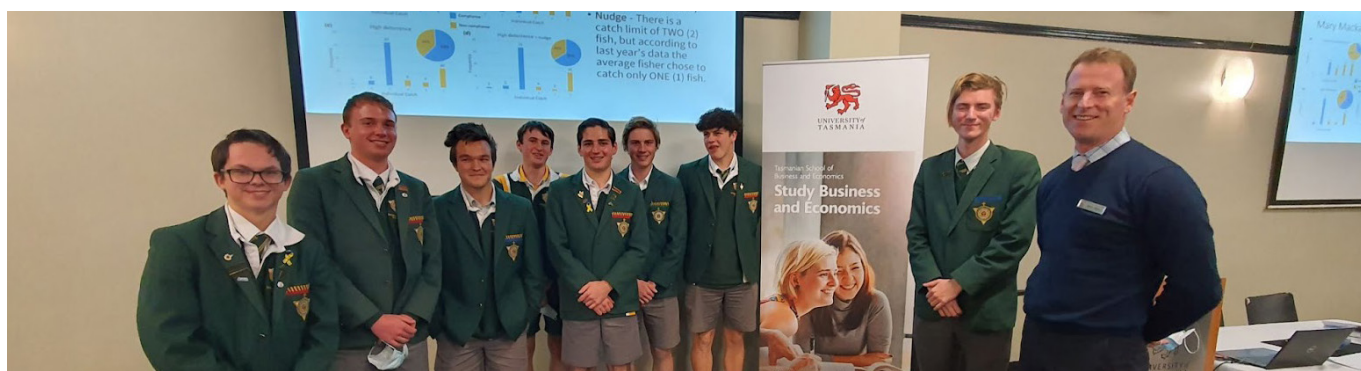
- is curious about the structure of society in Australia and globally
- enjoys engaging in inquiry projects and a range of required reading
- is capable of creating a range of texts such as essays and reports
- has good reading, writing and organisational skills

THIS SUBJECT COULD LEAD ME TO:

- undertaking other Level 3 courses in humanities and behavioural sciences
- a pathway to university leading to a career in law, journalism, nursing, the police, teaching, the armed services, the public service, welfare, business, or general research

ECONOMICS & BUSINESS

YOU HAVE:	TASC SUBJECTS	MAY LEAD TO:
'C' in Year 10 Australian Curriculum English and Mathematics	Business Studies - Foundation 2 BST215116	Business Studies 3 Accounting 3 Economics 3
'A/B' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum English and Mathematics	Accounting 3 ACC315116	Further study Employment
	Business Studies 3 BST315116	
	Economics 3 ECN315116	



BUSINESS STUDIES - FOUNDATION 2

TASC Code	BST215116
TASC Level	2
TCE Points	15
TCE Standards	N/A
Recommendation	'C' in Year 10 Australian Curriculum Mathematics and English

I WILL LEARN:

- to use business terms, concepts and processes
- to understand the internal and external forces which influence business
- to develop a business plan
- to understand the qualities of a successful entrepreneur

IN TYPICAL LESSONS I MIGHT:

- research the role of business in the Australian economy
- identify how marketing, accounting and finance are important in business
- apply models, techniques and processes to provide data and information for making business decisions
- work with others to apply relevant business ideas in the development of a business plan

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- is interested in business and those who are successfully involved in business
- wants to know more about establishing a small business
- has well developed organisational skills

THIS SUBJECT COULD LEAD ME TO:

- Further study in Business Studies 3, Accounting 3, Economics 3 or certificate courses in the business sector

ACCOUNTING 3

TASC Code	ACC315116
TASC Level	3
TCE Points	15
TCE Standards	Numeracy
Recommendation	'A' or 'B' ('C' in consultation with teachers) in Year 10 Australian Curriculum Mathematics and English

I WILL LEARN:

- how to record financial information for a business
- how to prepare business financial statements
- how firms use financial statements to run their businesses
- how to better manage my own money

IN TYPICAL LESSONS I MIGHT:

- participate in practical accounting exercises
- prepare cash budgets and bank reconciliations
- use accounting packages and spreadsheets to prepare and analyse financial reports
- interpret accounting and financial information to make decisions for business purposes
- undertake finance related assignments, inquiry and tests

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- has a good 'feel' for numbers and who is numerically literate
- wants to understand the financial elements which guide business decision-making
- wants to understand what it's like to work in a commercial environment

THIS SUBJECT COULD LEAD ME TO:

- further study and/or a career in accounting or business

BUSINESS STUDIES 3

TASC Code	BST315116
TASC Level	3
TCE Points	15
TCE Standards	N/A
Recommendation	'A' or 'B' ('C' in consultation with teachers) in Year 10 Australian Curriculum Mathematics and English

I WILL LEARN:

- about the nature of business
- about the importance of key business functions, including marketing, human resources and financial management
- the economic, environmental, ethical and governmental issues related to managing a business
- about the legal, social and technological issues which impact on business in Australia

IN TYPICAL LESSONS I MIGHT:

- participate in group discussions, presentations and activities
- undertake assignments and practical tasks designed to develop understanding of business issues
- research successful businesses as well as entrepreneurial traits and characteristics
- prepare a feasibility study for a start-up business idea

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- is interested in marketing, human resource management and/or accounting and finance
- wants to learn more about forms of business communication
- wants to understand the world of business and is interested in learning the skills to influence the operations of a business
- has well developed organisational skills

THIS SUBJECT COULD LEAD ME TO:

- further study at university and/or future employment in areas such as finance, administration, marketing, management, economics and accounting

ECONOMICS 3

TASC Code	ECN315116
TASC Level	3
TCE Points	15
TCE Standards	Literacy
Recommendation	'A' or 'B' ('C' in consultation with teachers) in Year 10 Australian Curriculum Mathematics and English

I WILL LEARN:

- how markets operate
- the foundational elements of the Australian economy and the factors that impact on growth, jobs and standard of living
- how the government manages the economy, including management of unemployment, inflation and interest rates
- the role of government in the economy and global financial markets
- Australia's role in the global economy
- issues of environmental economics as well as income inequality in Australia

IN TYPICAL LESSONS I MIGHT:

- participate in group discussions, presentations and activities designed to develop understanding and appreciation of economic issues
- undertake investigations into poverty or environmental issues in economics
- interpret and analyse economic data and economic policy alternatives
- complete assignments and tests

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- has an active interest in economic issues that affect people both in Australia and the global economy
- is interested in understanding why interest rates go up and down
- would like a better understanding of Australia's major trading partners and why we export and import
- is curious about the origin and impact of major economic decisions and policies such as the federal budget
- has well developed organisational skills

THIS SUBJECT COULD LEAD ME TO:

- further study and/or careers in economics, business, commerce, the public service or journalism

CIVICS & CITIZENSHIP

YOU HAVE:

'C' in Year 10 Australian Curriculum English

Solid communication skills

'A' or 'B' in Year 10 Australian Curriculum English (or consolidating achievement level in consultation with teacher/s)

TASC SUBJECTS

Legal Studies - Foundation 2
LST215117

Legal Studies 3
LST315117

MAY LEAD TO:

Legal Studies 3

Further study
Employment

LEGAL STUDIES -
FOUNDATION 2

TASC Code	LST215117
TASC Level	2
TCE Points	15
TCE Standards	Literacy
Recommendation	'C' in Year 10 Australian Curriculum English

I WILL LEARN:

- the role of the law in Australian society
- the theory and practice of Australian Consumer Law
- key aspects of Australian Family Law
- how Australian Employment Law impacts on me
- what is crime and what are the powers of the police

IN TYPICAL LESSONS I MIGHT:

- participate in visits to law courts, prison and parliament
- investigate the structure and responsibilities of the three levels of government in Australia
- apply my understanding of employment law to real world examples
- individually or in groups, undertake research on legal issues
- complete tasks and assignments

THIS SUBJECT WOULD SUIT
SOMEONE WHO:

- enjoys research, investigation and analysis
- wants to know how Australian law directly impacts them
- has an interest in the relationship between informal rules and the law
- is curious, and is seeking insights into the basis of applied justice

THIS SUBJECT COULD LEAD
ME TO:

- further study, as this course provides a pathway to Legal Studies 3
- careers in government positions, the legal profession, policing, journalism or social work

LEGAL STUDIES 3

TASC Code	LST315117
TASC Level	3
TCE Points	15
TCE Standards	Literacy
Recommendation	Solid communication skills 'A' or 'B' in Year 10 Australian Curriculum English (or consolidating achievement level in consultation with teacher/s)

I WILL LEARN:

- about dispute resolution systems; including the court system and criminal justice system
- about law making processes - through parliament and the courts and international law
- about the Australian legal and political system, including government structures
- about a current topical legal issue

IN TYPICAL LESSONS I MIGHT:

- engage in individual and group activities on topics such as the sentencing of criminals, court processes, international law, court processes
- reflect on the effectiveness of different elements of our legal system
- respond to concerns about the efficacy of the legal system, including the criminal justice system
- undertake research on a topical legal issue or current legal/political situation
- visit the Supreme Court, Parliament House or attend LawFest at UTAS in Hobart

THIS SUBJECT WOULD SUIT
SOMEONE WHO:

- has an interest in crime, the court system, how laws are made and evolve, the Australian legal and political system, law, government or politics
- enjoys research, writing and analysis
- wants to become an informed, critical thinking member of society

THIS SUBJECT COULD LEAD
ME TO:

- careers in law, journalism, police, social work, government, commerce, business
- further tertiary study



HISTORY, SOCIETY & ENVIRONMENT

YOU HAVE:	TASC SUBJECTS	MAY LEAD TO:
To be willing to work on projects that reflect the nature of community issues 'C' in Year 10 Australian Curriculum English is recommended	Exploring Issues in Society 2 BHF215116	Further study or careers in a range of service industries Sociology 3 Psychology 3
'C' in Australian Curriculum History/Geography/English is recommended	History 2 HIS215124	Modern History 3 Further study at university level
Respect for the course content 'C' in Year 10 Australian Curriculum History or English	Tasmanian Aboriginal Studies 2 TAS215118	First Nations Studies 3
'A/B' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum English or History is recommended	First Nations Studies 3 TAS315120	Further study at university level
'A'/'B' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum Geography, History or English	Geography 3 GGY315120	
'C' in Australian Curriculum History/Geography/English is recommended	Ancient History 3 ANH315117	
'A/B' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum English or History is recommended	Modern History 3 HSM315117	
'A'/'B' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum English or History is recommended Exploring Issues in Society 2 and Studies of Religion 3 is recommended	Philosophy 3 PHL315118	
'A/B' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum English or Geography is recommended	Australia in Asia and the Pacific 3 AAP315116	Geography 3 Modern History 3 Philosophy 3 Further study at university level
Independent study skills Strong research methods, the ability to analyse primary and secondary sources and draw conclusions Minimum 'B' in Australian Curriculum English Year 10 To take part in a selection process	Student Directed Inquiry 3 SDI315117	Further study

ALTERNATIVE VET COURSE OPTIONS
For detailed information please go to the VET Faculty section

EXPLORING ISSUES IN SOCIETY 2

TASC Code	BHF215116
TASC Level	2
TCE Points	15
TCE Standards	N/A
Recommendation	'C' in Year 10 Australian Curriculum English is recommended

I WILL LEARN:

- about issues faced by families and communities in today's society
- how actions by government, communities, families and individuals have an impact on resolving issues
- about the role of community organisations in responding to social issues
- how to contribute to community organisations by direct participation
- how social and cultural differences contribute to public debate
- about the ideas, values and perspectives of myself and others

IN TYPICAL LESSONS I MIGHT:

- look at a social issue related to family, community; health; income and poverty
- propose a practical project to investigate
- look at social and cultural diversity in Australia
- look at issues related to:
 - » population and migration
 - » the influence of technology
 - » societies and environments
 - » children or aged care
- create a portfolio on a community project
- complete assignments in a range of formats that may include:
 - » flow charts
 - » visual maps
 - » posters, collages
 - » electronic or multi-modal presentations
 - » oral presentations
 - » reports

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- is interested in social issues of today
- is well organised and enjoys engaging in community projects
- enjoys working with others

THIS SUBJECT COULD LEAD ME TO:

- further studies in Working with Children 2; Introduction to Sociology and Psychology 2; Sport Science Foundation 2; Health Studies 3; Food and Nutrition 3
- work and further studies in community service, food and nutrition, health and wellbeing

HISTORY 2

TASC Code	HIS215124
TASC Level	2
TCE Points	15
TCE Standards	Literacy
Recommendation	'C' in Australian Curriculum History/ Geography/ English is recommended

I WILL LEARN:

- about the past through an examination of issues relevant to the nature and use of evidence
- about developments of significance that led to the modern era
- about significant movements in the 20th century that led to change in society, including changes in people's attitudes and circumstances

IN TYPICAL LESSONS I MIGHT:

- investigate the past through an examination of issues relevant to the nature and use of the evidence
- investigate key aspects of the ancient world through studies
- analyse artifacts, events, legends, personalities and controversies of the ancient world
- explore crucial changes
- explore the nature of the sources for the study of history
- study developments that have helped define the modern world
- investigate the ways in which individuals, groups and institutions have challenged existing political structures

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- has an interest in history
- enjoys investigating historiography
- enjoys responding to key historical questions
- enjoys investigating key historical events that changed the course of history
- is interested in the impact of change on people's lives

THIS SUBJECT COULD LEAD ME TO:

- a pathway to further study at TASC Level 3 - Ancient and Modern History
- a pathway to university in history, Asian studies or international relations
- a career in law, journalism, teaching, the public service and diplomatic corps



TASMANIAN ABORIGINAL STUDIES 2

TASC Code	TAS215118
TASC Level	2
TCE Points	15
TCE Standards	Literacy
Recommendation	'C' in Australian Curriculum History or English

I WILL LEARN:

- about the histories, cultures, values, beliefs, lifestyles of Tasmanian Aboriginal people in the past and present
- about the contributions of Tasmanian Aboriginal people in the past and present
- to be an active participant in reconciliation
- about units of study, such as:
 - » country and place (including Aboriginal migration to Tasmania, use of the land and European contact)
 - » culture
 - » people (including original clans, significant individuals and contemporary Tasmanian Aborigines)
- personal inquiry where you examine an aspect of the Tasmanian Aboriginal experience of your choice

IN TYPICAL LESSONS I MIGHT:

- learn about ice age migration to Tasmania and ice age hunting patterns
- examine land settlement patterns for the last 12,000 years
- learn about sacred country and creation stories
- learn about the European search for Terra Australia and first contact
- study the Black War
- assess the impact of dispossession
- examine the political, social and legal struggles for recognition and rights
- learn about world heritage and protected areas
- learn about ruling spirits and afterlife



- appreciate the cultural resurgence of language, music and ceremony
- examine the 1967 Referendum and government policies regarding indigenous peoples
- study the original Tasmanian Aboriginal clans
- research a significant individual
- complete a personal written report into a topic of choice

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- wants a better understanding of the history and lived experience of Tasmanian Aborigines
- has an interest in historical, sociological and anthropological inquiry
- seeks to be involved in community engagement and wishes to develop an understanding of multiple historical perspectives
- wishes to involve themselves in active reconciliation

THIS SUBJECT COULD LEAD ME TO:

- further study
- careers in history, sociology or anthropology

FIRST NATIONS STUDIES 3

TASC Code	TAS315119
TASC Level	3
TCE Points	15
TCE Standards	Literacy, ICT
Recommendation	A/'B' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum History or English

I WILL LEARN:

- about the basis of First Nations identity, culture, ways of knowing and being, relationships and historical narratives
- about the causes and consequences of First Nations' interactions with non-Aboriginal people
- about the challenges and opportunities which such interaction lead to
- about the assertion of First Nations' rights and inter-relationships globally
- about units of study such as:
 - » First Nations of Australia which includes Tasmanian First Nations
 - » First Nations of New Zealand
 - » First Nations of Scandinavia
 - » First Nations of Canada
 - » First Nations of the United States of America

IN TYPICAL LESSONS I MIGHT:

- communicate historical, anthropological, sociological and political ideas

- apply inquiry skills to plan, organise and complete investigations into historical and contemporary First Nations issues and experiences
- use evidence and historical, anthropological and sociological terms, concepts and ideas to support and assess interpretations and arguments relating to First Nations
- work individually and collaboratively using effective time management, planning and negotiation skills
- describe and explain characteristics of nations, states and relevant terms applicable to the study of First Nations traditional worldviews, technology, social networks, communication and religion
- analyse the experiences, perspectives and effects of contact, colonisation and resistance on First Nations
- analyse processes and impacts of First Nations contemporary political advocacy, self-determination and global politics
- explain the resurgence of First Nations identity, community, connection to place and culture in the contemporary period

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- has an interest in the experiences and histories of First Nations Peoples
- has an interest in historical, anthropological and sociological research
- seeks to be involved in community engagement and wishes to develop an understanding of multiple historical perspectives
- wishes to learn more about being involved in reconciliation
- is an independent learner with skills in research and extended writing

THIS SUBJECT COULD LEAD ME TO:

- a pathway and skills relevant to other Level 3 courses such as Geography 3, Philosophy 3 and Australia in Asia and the Pacific 3
- a pathway to further study at university in anthropology, history, sociology, studies of religion, philosophy, politics, the law, education and associated fields

AUSTRALIA IN ASIA AND THE PACIFIC 3

TASC Code	AAP315116
TASC Level	3
TCE Points	15
TCE Standard	Literacy
Recommendation	'A'/'B' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum English, History or Geography

I WILL LEARN:

- about the social, cultural, religious and geographical diversity of the Australia, Asia and Pacific region
- what the relevance of Australia's relationships are within the region in the 20th and 21st centuries
- about geographic and human diversity, relationships and environmental issues of the Asia Pacific region
- what it means to be a global citizen and to respect diversity
- how Australia's role in the region is changing
- how immigration has changed in the Asia Pacific region
- what the impact of tourism is on the land and people of the region
- what the historical and geographical features of the Asia Pacific region are
- how Pacific and Asian nations respond to human and natural crises

IN TYPICAL LESSONS I MIGHT:

- describe the diversity of the physical and human geography in the Australia, Asia and Pacific region
- investigate Australia's changing role in the region: partnerships (overseas trade, security and aid) or immigration (White Australia Policy, post war immigration, refugees and multiculturalism)
- map the location of nations, major landforms, climate and environmental degradation
- use generalisations – based on knowledge of human and physical geography, tourism, and cause, effect and responses to national crises in the Australia, Asia and Pacific region
- make logical predictions and reach valid conclusions in real and hypothetical contexts
- investigate human characteristics e.g. population size and density, religion, identity and culture
- investigate immigration to Australia including the White Australia Policy, post war immigration, refugees and multiculturalism
- investigate tourism and impact on environment, culture, society

and economy; reasons for growth; management strategies

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- is interested in the evolving relationships between Australia and Asia Pacific nations
- is interested in aspects of 'Asia literacy' and its impact on understanding Australia's relationships with our Asia Pacific neighbours

THIS SUBJECT COULD LEAD ME TO:

- a pathway to other Level 3 subjects such as Geography 3, Modern History 3, or Studies of Religion 3
- a pathway to further study in subjects such as geography, history, tourism and religion, and careers in travel, international relations, journalism, teaching, government, trade, overseas aid programs and diplomacy

GEOGRAPHY 3

TASC Code	GGY315120
TASC Level	3
TCE Points	15
TCE Standards	Literacy
Recommendation	'A'/'B' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum Geography, History or English

I WILL LEARN:

- how to develop concepts of place, space, environment, inter-connection, sustainability, scale and change through inquiries into geographical phenomena and issues
- how environmental, social and economic factors impact on the challenges facing humanity
- how global land cover changes are impacted by natural and human causes
- how sustainability of places, changing land covers and urbanisation are impacted by non-sustainable choices
- how technology and transport has been enhanced by globalisation

IN TYPICAL LESSONS I MIGHT:

- identify contemporary issues related to sustainability, human impact and globalisation
- apply general geographical skills
- plan and undertake field trips
- use statistical information (Population Data Sheet) to investigate topics related to human population
- use spatial technologies
- engage in group and individual

investigations

- write reports and essays
- use graphs, maps, population pyramids and climate graphs to investigate topics
- investigate geographical phenomena and issues: sustainability; the process of urbanisation; its implications for world population growth; human wellbeing and urban and rural places
- select a topic for a depth study on the challenges faced in a megacity in a developing country including: rapid population growth; development; environmental degradation; waste; social/economic division; infrastructure
- investigate anthropogenic climate change and direct human activity on the earth's land cover eg deforestation, drainage, irrigation, reclamation, mining
- investigate globalisation: potential spatial; economic; social; political; cultural; technological; transport and temporal consequences/impacts of globalisation
- investigate EITHER international economic integration OR international cultural integration as a depth study
- look at the process of globalisation and the impact of technology, transport, cities and changing economic power; international economic and cultural integration; the changing distribution of production and consumption; the internationalisation of culture

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- is well organised
- enjoys undertaking individual investigations as well as group work
- is interested in creative solutions to global issues relating to human activity, climate change and globalisation
- is interested in analysing graphs, statistical data and maps
- is interested in spatial technologies to investigate geographical issues
- is interested in how human activity is impacting the world and potential sustainable solutions

THIS SUBJECT COULD LEAD ME TO:

- a pathway and skills relevant to other subjects such as Environmental Science 3, Ancient History 3 (via COOP), Philosophy 3
- further studies in areas such as geography, education, geomorphology, geomatics, environmental studies, sustainability, urban planning, agriculture

ANCIENT HISTORY 3

TASC Code	ANH315117
TASC Level	3
TCE Points	15
TCE Standards	Literacy
Recommendation	'C' in Australian Curriculum History/ Geography/ English

I WILL LEARN:

- about the ancient past including key individuals, institutions, structures and features of ancient societies
- to develop historical inquiry using evidence
- analytical and critical thinking skills
- to appreciate the origin, impact and legacy of ideas, beliefs and values of the ancient world

IN TYPICAL LESSONS I MIGHT:

- investigate the past through an examination of issues relevant to the nature and use of evidence
- investigate key aspects of the ancient world through studies
- analyse artifacts, events, legends, personalities and controversies of the ancient world
- explore crucial changes
- explore the nature of the sources for the study of history
- investigate the ways in which individuals, groups and institutions have challenged existing political structures

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- has an interest in ancient history
- enjoys investigating historiography
- enjoys responding to key historical questions
- enjoys investigating key historical events
- is interested in the impact of change on people's lives

THIS SUBJECT COULD LEAD ME TO:

- a pathway to university in history, international relations, archaeology
- a career in law, journalism, teaching, philosophy and the diplomatic corps

MODERN HISTORY 3

TASC Code	HSM315117
TASC Level	3
TCE Points	15
TCE Standards	Literacy
Recommendation	'A'/'B' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum History or English

I WILL LEARN:

- how modern political systems and ideologies differ in the modern history of some nations
- how internal and external threats impacted on the history of modern nations
- how national responses were shaped by internal and external factors
- how historical change was impacted by social, political and economic change
- how the political and social forces of the twentieth century have shaped our world to use primary and secondary documents to investigate historical events
- how history has been interpreted by historians

IN TYPICAL LESSONS I MIGHT:

- investigate the history of modern nations (ONE Western and ONE Asian nation)
- investigate post World War II developments and the changing world order 1945-2010, including topics such as the Cold War, Australia's engagement with Asia; peace, conflict and the nature of terrorism; migration
- assess the significance of modern political systems and ideologies and describe their manifestations in the modern history of some nations
- identify and assess drivers of social, political and economic change, and assess nature and impact of such changes in the modern history of some nations
- assess the internal divisions and external threats in the development of modern nations
- describe and assess key historical concepts in the historical record
- describe and assess the causes and impacts of particular events, ideas, movements and developments that have shaped the modern world
- describe and assess historical significance of individuals, events, movements and organisations



THIS SUBJECT WOULD SUIT SOMEONE WHO:

- has an interest in modern history
- enjoys investigating historiography and the historical debates that arise
- enjoys responding to key historical questions
- enjoys investigating key historical events that changed the course of history
- is interested in the impact of political ideologies on people's lives

THIS SUBJECT COULD LEAD ME TO:

- a pathway to further study at university in history, Asian studies or international relations
- a career in law, journalism, teaching, the public service and diplomatic corps

PHILOSOPHY 3

TASC Code	PHL315118
TASC Level	3
TCE Points	15
TCE Standard	Literacy
Recommendation	'A'/'B' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum English is recommended. Exploring Issues in Society 2 and Studies of Religion 3 is recommended

I WILL LEARN:

- about the basics of philosophy
- about major philosophers and their ideas
- how to investigate and explain philosophical ideas, issues and positions
- how to identify strengths and weaknesses of philosophical arguments
- how to formulate and provide relevant evidence to support philosophical questions
- how to question and develop informed opinions on various philosophical issues
- how to communicate ideas clearly and effectively in verbal and written forms
- how to explore responses to philosophical questions and contemporary issues
- how to reflect, critically with an open mind, on my own thinking and that of others, and explore alternative approaches to philosophical questions
- how to explain the significance of philosophical positions to contemporary issues
- about units of study such as:
 - » epistemology
 - » mind/body: is our mind separate from our body?
 - » free will: are we free to make choices or are our options determined for us?
 - » elective study on either Contemporary Conflicts In Moral Theory OR Life the Universe and everything; competing views to the universal questions around the origin of the universe and life on earth
 - » philosophers' views on how to live 'the good life'

IN TYPICAL LESSONS I MIGHT:

- engage in class discussions
- read, reflect upon and analyse philosophical opinions
- undertake inquiry, evaluation of sources, synthesis of evidence, analysis of interpretations and representations, and communication of findings
- identify and articulate philosophical questions
- analyse significant philosophical ideas, viewpoints and arguments, in their historical contexts

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- is well organised
- enjoys reading on philosophical topics
- enjoys discussing and supporting an argument

THIS SUBJECT COULD LEAD ME TO:

- a range of further studies in history, politics, law, religion, ethics and philosophy, business, sociology, psychology, natural sciences, journalism, nursing, medicine and the creative arts



STUDENT DIRECTED INQUIRY 3

TASC Code	SDI315117
TASC Level	3
TCE Points	15
TCE Standard	N/A
Recommendation	A minimum 'B' in Australian Curriculum English Year 10 To take part in a selection process

I WILL LEARN:

- to apply capabilities of decision making, thinking globally, risk management and self-regulation to an inquiry
- to apply critical and creative thinking to a transdisciplinary inquiry
- to work individually and collaboratively, using effective time management, planning and organising strategies and skills
- to reflect on processes, new learnings and feedback and transfer knowledge into new contexts

IN TYPICAL LESSONS I MIGHT:

- formulate an inquiry question and plan the inquiry
- conduct in-depth research into an area of interest
- investigate and record information and resources, analyse and synthesise the data and draw conclusions from the inquiry

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- enjoys planning and managing their own learning
- has a passion they would like to pursue through an inquiry process

THIS SUBJECT COULD LEAD ME TO:

- a pathway to university study in all learning areas or to work

Student Directed Inquiry may be used as evidence for portfolio entrance to university undergraduate degree where appropriate

LANGUAGES

Head of Learning: Mrs Saunders

ENGLISH

YOU HAVE:	TASC SUBJECTS	MAY LEAD TO:
No previous skills	English Inquiry 1 ENT115123	Essential Skills - Reading and Writing 2 English Inquiry 2
An interest or need for literacy skills in work and everyday life Meet TASC entry requirements	Essential Skills - Reading and Writing 2 ERW210114	Further study
'C' 'in (or 'D' in consultation with teachers) Year 10 Australian Curriculum English	English Inquiry 2 ENT215123	Training or job where working English skills are required English 3
'B/C' in Year 10 Australian Curriculum English	English Foundations 2 ENG215117	English 3 English Literature 3 English Studio 3
'A' or 'B' in Year 10 Australian Curriculum English, or 'CA' or above in English Foundations 2 Successful completion of extension English in Year 10 would be beneficial	English 3 ENG315117	University study in arts, education, media, journalism, graphic design Pre-tertiary English is often a prerequisite for mainland university courses Vocational study
	English Literature 3 ENL315114	
	English Studio 3 ENS315124	

ENGLISH INQUIRY 1

TASC Code	ENT115123
TASC Level	1
TCE Points	15
TCE Standards	N/A
Recommendation	None

I WILL LEARN:

- to communicate through speaking, listening, reading, writing, viewing and responding
- to explore attitudes, values, themes and issues in texts
- to make transdisciplinary connections through the study of contemporary text
- how to use the English language in different forms to make and communicate meaning
- how to develop basic inquiry skills through the transdisciplinary study of English

IN TYPICAL LESSONS I MIGHT:

- investigate the ways in which attitudes, beliefs and values about Australian identity are represented in texts
- explore ways in which a theme is represented in creative, persuasive, or informative texts across disciplines
- create a folio of work that investigates contemporary issues represented in English and other disciplines

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- wants to consolidate their literacy skills
- wants to undertake a transdisciplinary English course
- wants to investigate ideas that are relevant to their learning needs, abilities and interests through inquiry-based experiences

THIS SUBJECT COULD LEAD ME TO:

- further study in TASC Level 2 courses and/or pursue a pathway to further training or employment

ESSENTIAL SKILLS - READING AND WRITING 2

TASC Code	ERW210114
TASC Level	2
TCE Points	10
TCE Standards	Literacy
Recommendation	To complete an assessment at College to see if I meet the TASC requirements for entry into this course

I WILL LEARN:

- to read routine texts (a text that provides information or instruction)
- to use reading strategies to interpret routine texts
- to produce written, routine texts
- to use correct spelling, punctuation and grammar when writing a routine text
- to recognise and understand specialised vocabulary used in routine texts
- to review and share my work progress

IN TYPICAL LESSONS I MIGHT:

- read, identify and locate information from routine texts (letters, emails, manuals, instructions charts, rosters, graphs, tables, diagrams, spread sheets, maps, memos, accounts, reports)
- produce (plan, draft and write) a range of routine texts

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- wishes to improve their everyday reading and writing skills
- requires a well-structured and supportive learning program to develop their literacy skills

THIS SUBJECT COULD LEAD ME TO:

- pursue a pathway to further training or employment

ENGLISH INQUIRY 2

TASC Code	ENT215123
TASC Level	2
TCE Points	15
TCE Standards	Literacy
Recommendation	'C' in (or 'D' in consultation with teachers) Year 10 Australian Curriculum English

I WILL LEARN:

- skills to communicate confidently and effectively
- choose structures, language and language features to convey meaning
- skills to read and view for meaning, purpose and to use, critique and appreciate a range of contemporary texts drawn from a range of discipline areas
- effective use of language to ideate, design and produce texts for a variety of purposes and audiences
- critical and imaginative thinking to explore their own world and the worlds of others
- active and critical interaction with transdisciplinary texts

IN TYPICAL LESSONS I MIGHT:

- investigate the way language is used to communicate meaning in texts across disciplines. For example, explore how differing work-related texts relevant to a particular occupation communicate meaning
- investigate the way different text types across a range of disciplines construct an argument
- select and investigate a national or local issue that is of interest to learning needs, crafting a negotiated study that communicates how the issue is represented in texts

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- wishes to consolidate and develop their knowledge, skills and understanding of English
- wants to engage in inquiry-based learning
- wants to develop their language and literacy skills through transdisciplinary study of English

THIS SUBJECT COULD LEAD ME TO:

- English Level 3 courses (but is not a pathway to English Literature 3 or English Studio 3)
- confidently pursue a pathway to further training or employment

ENGLISH FOUNDATIONS 2

TASC Code	ENG215117
TASC Level	2
TCE Points	15
TCE Standards	Literacy
Recommendation	'B/C' in Year 10 Australian Curriculum English

I WILL LEARN:

- the ways texts work to communicate and shape meaning
- the ways language is used to represent ideas, attitudes and voices in texts
- to engage critically and imaginatively with texts

IN TYPICAL LESSONS I MIGHT:

- explore the same idea or issue across a range of imaginative, interpretive or persuasive texts
- produce a negotiated study, oral presentation or multimodal presentation
- examine how texts represent the world and human experience
- examine how composers persuade audiences through texts
- read, view and examine a wide variety of print, oral, visual, fiction and non-fiction texts
- respond to texts in a variety of ways (discussing, debating, creating)
- create imaginative, interpretive and analytical responses

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- enjoys reading, viewing and discussion of a range of texts
- is interested in responding creatively and critically to texts
- wishes to further develop and extend their communication skills (oral and written), and language and literacy skills in preparation to study a Level 3 English subject

THIS SUBJECT COULD LEAD ME TO:

- further study and/or a pathway to further training or employment

ENGLISH 3

TASC Code	ENG315117
TASC Level	3
TCE Points	15
TCE Standards	Literacy
Recommendation	'A' or 'B' in Year 10 Australian Curriculum English or a rating of 'CA' or above for English 2

I WILL LEARN:

- the ways themes, ideas and concepts are represented by comparing a range of literary and media texts
- the ways attitudes and perspectives in texts shape audience response and interpretation

IN TYPICAL LESSONS I MIGHT:

- study a genre such as Dystopian fiction, Thriller or Life Writing
- compare how texts have been adapted from novel to film
- closely analyse a single study text
- produce a negotiated study, oral presentation or multimodal presentation
- read, view and examine a wide variety of print, oral, visual, fiction and non-fiction texts
- respond to texts in a variety of ways (discussing, debating, creating)
- create imaginative, interpretive and analytical responses

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- enjoys reading and viewing a range of contemporary literature and media texts from Australia and other cultures
- readily engages in discussion and debate and considers differing perspectives, enjoys responding critically and creatively to texts, is interested in the ways language works to create meaning

THIS SUBJECT COULD LEAD ME TO:

- university studies: a Bachelor of Arts, International Studies, Visual Communication, Media and Communication, Journalism, Education, Social Sciences, Law, Economics and Applied Learning Communication, Journalism, Education, Social Sciences, Law, Economics and Applied Learning
- vocational education: creative industries, hospitality, tourism, community services, early childhood education and care, information and cultural services

ENGLISH LITERATURE 3

TASC Code	ENL315114
TASC Level	3
TCE Points	15
TCE Standards	Literacy, ICT
Recommendation	'A' or 'B' in Year 10 Australian Curriculum English or a rating of 'CA' or above for English 2

I WILL LEARN:

- the ways literary texts can be interpreted
- the ways in which literary texts represent culture and identity
- the relationship between authors, texts, audiences and contexts
- the ways values and ideas are represented in texts and how they are understood by audiences
- the ways historical and cultural contexts influence texts

IN TYPICAL LESSONS I MIGHT:

- compare a set of poems from different historical and cultural contexts unified by a theme (love or loss)
- study two texts that share common ideas or issues
- undertake in-depth study critically examining one substantial text
- negotiate and produce an independent text study
- study literary texts drawn from the past and present, Australian and other cultures
- respond to texts in a variety of ways (discussing, debating, creating)
- create imaginative, interpretive and analytical responses

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- enjoys reading and responding critically and creatively to complex texts from the past, present and from Australia and other cultures
- appreciates aesthetic use of language and discussing ideas in depth and is interested in exploring how literary texts shape perceptions of the world and enable us to enter other worlds of the imagination

THIS SUBJECT COULD LEAD ME TO:

- university studies: a Bachelor of Arts, International Studies, Visual Communication, Media and Communication, Journalism, Education, Social Sciences, Law, Economics and Applied Learning
- vocational education: creative industries, hospitality, tourism, community services, early childhood education and care, information and cultural services

ENGLISH STUDIO 3

TASC Code	ENS315124
TASC Level	3
TCE Points	15
TCE Standards	Literacy, ICT
Recommendation	'A' or 'B' in Year 10 Australian Curriculum English or a rating of 'CA' or above for English 2

I WILL LEARN:

- how to research and plan texts for a range of purposes, publications, audiences and contexts
- use language to draft texts establishing personal style and voice and shaping meaning and response
- craft manuscript-standard texts applying conventions of formatting and publishing
- critically analyse own compositions and those of others to acquire professional compositional and editorial skills

- evaluate and apply relevant knowledge and practices required as a professional writer in the development of own texts
- investigate and apply the processes and elements of the creative non-fiction genre
- craft original texts for different purposes, audiences and contexts by adapting conventions of genre and style

IN TYPICAL LESSONS I MIGHT:

- craft short prose fiction stories and creative non-fiction texts created for specific audiences, purposes and contexts for a range of physical or digital platforms
- investigate current writing industry professional knowledge and practices
- develop and hone my ability to read like a writer, learning about the craft of writing from reading the work of others
- craft a polished, original text and a pitch to convey ideas with power and increasing precision for authentic audiences and purposes

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- enjoys reading
- wants to explore their passion for creative writing
- is focused and works well independently, readily reflecting on their own writing
- wants exposure to professional writing practice and publication
- wants to participate in active, collaborative and work-related learning

THIS SUBJECT COULD LEAD ME TO:

- university studies: a Bachelor of Arts, International Studies, Visual Communication, Media and Communication, Journalism, Education, Social Sciences, Law, Economics and Applied Learning
- a career as a writer: copywriting, content writing, screen writing, editing, journalism, speech writing, technical writing and creative writing
- vocational education: creative industries, hospitality, tourism, community services, early childhood education and care, information and cultural services



ENGLISH AS AN ADDITIONAL LANGUAGE

YOU HAVE:	TASC SUBJECTS	MAY LEAD TO:
An interest in developing English language skills	English as an Additional Language or Dialect 1 EAL115114	English as an Additional Language or Dialect 2 Further study
A sound foundation in the use and comprehension of English as a second language or additional language or dialect	English as an Additional Language or Dialect 2 EAL215114	English as an Additional Language or Dialect 3 Further study
A solid foundation in using spoken and written English as a second or additional language or dialect Some proficiency in using English for formal and school purposes	English as an Additional Language or Dialect 3 EAL315120	Further study Employment

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT 1

TASC Code	EAL115114
TASC Level	1
TCE Points	15
TCE Standards	N/A
Recommendation	To check entry requirements as outlined in the course document

I WILL LEARN:

- skills in listening, speaking, reading and writing in Standard Australian English
- to communicate and use language socially and in personal contexts
- to read and understand a range of everyday texts
- to consider aspects of Australian life and culture

IN TYPICAL LESSONS I MIGHT:

- speak, view, read and write
- identify and discuss aspects of Australian life and culture
- create simple oral, written and multi-modal texts to express ideas about familiar topics
- use basic research skills
- read and understand texts presented in a range of forms

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- wants to develop their understanding and use of the English language
- is developing the confidence to communicate in English
- is preparing for further study

THIS SUBJECT COULD LEAD ME TO:

- vocational and or further study including English as an Additional Language or Dialect 2

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT 2

TASC Code	EAL215114
TASC Level	2
TCE Points	15
TCE Standards	N/A
Recommendation	To check entry requirements as outlined in the course document

I WILL LEARN:

- to consolidate my skills in listening, speaking, reading, viewing and writing in Standard Australian English
- to comprehend and create spoken, written and multi-modal texts for different purposes and audiences
- to study and reflect on language and meaning in and through English to consider how language influences my own and others' personal, social and cultural identities and thought processes

IN TYPICAL LESSONS I MIGHT:

- use English to listen, speak, view, read and write
- discuss issues, ideas and attitudes that change across cultures and contexts
- create and present oral, written and multi-modal texts to a range of audiences
- study texts and explore ways in which language choices shape meaning and influence audiences

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- wants to develop their understanding and use of the English language
- is interested in developing a greater understanding of communication and culture
- wants to develop the ability to participate fully in senior secondary courses
- is preparing for further study

THIS SUBJECT COULD LEAD ME TO:

- vocational and/or further study including English as an Additional Language or Dialect 3

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT 3

TASC Code	EAL315120
TASC Level	3
TCE Points	15
TCE Standards	Literacy
Recommendation	To check entry requirements as outlined in the course document

I WILL LEARN:

- skills in listening, speaking, reading, viewing and writing in Standard Australian English
- to communicate and respond to issues and ideas effectively
- to create and comprehend extended spoken, written and multi-modal texts for different purposes and audiences
- to examine and consider how language influences my own and others' personal, social and cultural identities and thought processes

IN TYPICAL LESSONS I MIGHT:

- use English to describe, interpret, entertain, persuade and analyse
- discuss issues, ideas and attitudes that change across cultures and contexts
- create and present oral, written and multi-modal texts to a range of audiences
- study texts and explore ways in which language choices shape meaning and influence audiences

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- wants to develop and refine their English language skills
- is interested in the ways language works to create meaning
- wishes to develop a greater understanding of communication and culture
- wishes to go on to further study

THIS SUBJECT COULD LEAD ME TO:

- further study, training or employment

JAPANESE

YOU HAVE:	TASC SUBJECTS	MAY LEAD TO:
No previous experience	Japanese 2 JPN215123	Japanese 3
Japanese 2 or Year 10 Japanese (SPC)	Japanese 3 JPN315114	University Study

Learning an additional language helps you to:

- engage with the global community;
- widen your cultural understanding and experiences;
- develop new perspectives and opportunities;
- strengthen your communication skills;
- gain a competitive edge in the job market;
- travel.

Many courses complement your language studies. For example, students learning an Asian language may be interested in Australia in Asia and the Pacific.

JAPANESE 2

TASC Code	JPN215123
TASC Level	2
TCE Points	15
TCE Standards	N/A
Recommendation	None

I WILL LEARN:

- how to analyse and respond to spoken and written texts presented in basic Japanese
- communicate in basic spoken and written Japanese
- analyse, integrate and create responses from a variety of sources in basic Japanese that demonstrate an awareness of language as a system
- use strategies to engage with the concepts of identity, responsibility and legacy through the use of basic Japanese language, self-management skills and intercultural studies

IN TYPICAL LESSONS I MIGHT:

- explore the topic of identity by learning how to communicate information about yourself, your family and friends
- learn and use vocabulary and grammatical structures to explore topics related to identity, responsibility and legacy
- use spoken, written and visual texts, role play and opportunities to engage with other speakers of Japanese



THIS SUBJECT WOULD SUIT SOMEONE WHO:

- has an interest in learning about people from other cultures
- has an interest in learning about how to communicate in basic Japanese and wants to develop an understanding of Japanese language and culture
- wants to develop their intercultural understandings to gain a competitive edge in the job market

THIS SUBJECT COULD LEAD ME TO:

- further study in Japanese 3
- global work opportunities particularly in areas such as tourism and hospitality, business, education and communications, diplomacy and the arts
- travel opportunities

JAPANESE 3

TASC Code	JPN315114
TASC Level	3
TCE Points	15
TCE Standards	N/A
Recommendation	Japanese 2 or Year 10 Japanese (SPC)

I WILL LEARN:

- to communicate in spoken Japanese
- to express ideas and information in written Japanese
- to read and respond to written Japanese
- to explore, understand and appreciate Japanese customs, traditions and culture

IN TYPICAL LESSONS I MIGHT:

- communicate about myself, my life and plans for the future
- explore, research, compare and critically reflect on Japanese and Australian culture
- prepare for internal and external assessment of oral and written

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- is interested in living and learning as part of a global community
- enjoys communicating and connecting with Japanese speakers and communities
- is open to developing new perspectives and widening cultural understanding
- wants to gain a competitive edge in the job market

THIS SUBJECT COULD LEAD ME TO:

- further study
- global work opportunities particularly in areas such as tourism and hospitality, business, education and communications, diplomacy and the arts
- possible opportunities to travel

Head of Learning: Mr D Harmon

MATHEMATICS

YOU HAVE:

TASC SUBJECTS

MAY LEAD TO:

A need to develop basic mathematical skills

**Mathematics 1
MAT115123**

Essential Mathematics - Personal Level 2
OR Essential Mathematics - Workplace Level 2

'D' in Year 10 Australian Curriculum Mathematics

**Essential Mathematics -
Personal 2
MEP215123**

Essential Mathematics - Workplace Level 2

'D' in Year 10 Australian Curriculum Mathematics

**Essential Mathematics -
Workplace 2
MEW215123**

Essential Mathematics - Personal Level 2

'C' in Year 10 Australian Curriculum Mathematics

**General Mathematics 2
MTG215123**

General Mathematics Level 3

'A' or strong 'B' in Year 10 Australian Curriculum Mathematics OR 'B' or strong 'C' in Year 10A Australian Curriculum Mathematics

**General Mathematics 3
MTG315123**

University study in fields requiring a Level 3 Mathematics

'A' or strong 'B' in Year 10A Australian Curriculum Mathematics
Strong Algebra Skills

**Mathematics
Methods - Foundation 3
MTM315117**

Mathematics Methods Level 4

'SA' in Mathematics Methods Level 3

**Mathematics
Methods 4
MTM415117**

Mathematics Specialised Level 4
University study

'SA' in Mathematics Methods Level 4

**Mathematics
Specialised 4
MTS415118**

University subjects in Science, Technology, Engineering and Mathematics (STEM)

MATHEMATICS 1

TASC Code	MAT115123
TASC Level	1
TCE Points	15
TCE Standards	N/A
Recommendation	None

I WILL LEARN:

- to build on foundational knowledge of mathematics
- to interpret everyday practical situations
- to make informed personal decisions based on mathematical understanding in everyday practical situations

IN TYPICAL LESSONS I MIGHT:

- carry out the four operations with integers, using efficient mental and written strategies and appropriate digital technologies
- solve problems involving purchases and the calculation of change due using a range of strategies
- collect, represent and interpret data
- undertake a range of practical tasks and investigations involving measurement

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- wants to consolidate their numeracy skills

THIS SUBJECT COULD LEAD ME TO:

- further study in TASC Level 2 courses and/or attempt the Everyday Adult Numeracy Standard



ESSENTIAL MATHEMATICS - PERSONAL 2

TASC Code	MEP215123
TASC Level	2
TCE Points	15
TCE Standards	Numeracy
Recommendation	'D' in Year 10 Australian Curriculum Mathematics

I WILL LEARN:

- to develop an understanding of concepts and techniques drawn from proportion and finance, collection and handling of data, measurement of time, motion, energy and mass
- to make informed decisions in relation to their use of mathematics
- to develop an ability to identify and solve problems in real contexts, and in a range of personal, further learning, everyday and community settings

IN TYPICAL LESSONS I MIGHT:

- use percentages, rates and ratios to make comparisons to practical problems
- create a personal budget or plan for the purchase, running and maintenance of a car
- collect and analyse bivariate data
- interpret relationships between two variables
- determine the probability of outcomes for an experiment
- Solve problems involving the measurement of energy and mass, and time and motion

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- wishes to consolidate and develop their knowledge, skills and understanding of mathematics
- wants to continue to broaden the mathematical skills having completed Essential Mathematics - Workplace 2
- wants to get their TCE and and is not wishing to pursue a level 3 mathematics subject

THIS SUBJECT COULD LEAD ME TO:

- Essential Mathematics - Workplace 2 and/or confidently pursue a pathway to further training, VET or employment

ESSENTIAL MATHEMATICS - WORKPLACE 2

TASC Code	MEW215123
TASC Level	2
TCE Points	15
TCE Standards	Numeracy
Recommendation	'D' in Year 10 Australian Curriculum Mathematics

I WILL LEARN:

- to develop an understanding of concepts and techniques drawn from finance and money management, construction and analysis of graphs, interpretation and measurement of shape, scale and models
- to make informed decisions particularly relating to the workplace
- to develop an ability to identify and solve problems in real contexts, and in a range of workplace, individual, further learning and community settings

IN TYPICAL LESSONS I MIGHT:

- calculate monthly, fortnightly, weekly, daily or hourly pay rates from a given salary; wages involving hourly rates and penalty rates, including situations involving overtime and other special allowances; and earnings based on commission
- use technology to compare, numerically and graphically, the growth of simple interest and compound interest loans and investments
- compare the suitability of different methods of data presentation and measures of central tendency in real-world contexts
- Solve practical problems involving taking measurements and calculating perimeters, area, surface area, volumes and capacity in a variety of contexts

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- wishes to consolidate and develop their knowledge, skills and understanding of mathematics needed in many workplaces and everyday life situations
- wants to continue to broaden their mathematical skills having completed Essential Mathematics - Personal 2
- wants to get their TCE and and is not wishing to pursue a level 3 mathematics subject

THIS SUBJECT COULD LEAD ME TO:

- Essential Mathematics - Personal 2 and/or confidently pursue a pathway to further training, VET, or employment

GENERAL MATHEMATICS 2

TASC Code	MTG215123
TASC Level	2
TCE Points	15
TCE Standards	Numeracy
Recommendation	'C' in Year 10 Australian Curriculum Mathematics

I WILL LEARN:

- to apply reasoning skills and solve practical problems in consumer arithmetic, linear algebra and matrices, measurement and trigonometry, and univariate data analysis
- to use statistical and mathematical language to communicate arguments and strategies when solving mathematical problems
- to choose and use technology appropriately

IN TYPICAL LESSONS I MIGHT:

- review and apply my working knowledge of core mathematical concepts in linear algebra, consumer arithmetic, data analysis and in measurement
- further develop my working knowledge and problem solving skills in data analysis and trigonometry
- undertake a range of assessment tasks, practical tasks and investigations

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- wishes to extend their knowledge, skills and understanding of mathematics that are required in many workplaces and everyday life situations
- would like to enrol in General Mathematics Level 3 but requires an extra year to consolidate their mathematical skills
- wants to get their TCE and and is not wishing to pursue a level 3 mathematics subject

THIS SUBJECT COULD LEAD ME TO:

- General Mathematics Level 3 and/or confidently pursue a pathway to further training, VET, or employment

GENERAL MATHEMATICS 3

TASC Code	MTG315123
TASC Level	3
TCE Points	15
TCE Standards	Numeracy
Recommendation	'A' or strong 'B' in Year 10 Australian Curriculum Mathematics or 'B' or strong 'C' in Year 10A Australian Curriculum Mathematics

I WILL LEARN:

- to apply reasoning skills and solve practical problems involving growth and decay, standard financial models, bivariate data analysis, time series analysis, trigonometry, geometry, networks and decision mathematics
- to communicate reasoned arguments, solve problems and explain the reasonableness of solutions
- to model and investigate situations with and without the use of technology

IN TYPICAL LESSONS I MIGHT:

- develop and utilise skills in the core areas of growth and decay, standard financial models, bivariate data analysis, time series analysis, trigonometry, geometry, networks and decision mathematics
- undertake a range of assessment tasks, practical tasks and investigations

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- needs to build upon and extend their mathematical skills for future, tertiary studies
- has well developed organisational and problem solving skills

THIS SUBJECT COULD LEAD ME TO:

- tertiary and TasTAFE studies where higher order practical mathematical working knowledge and skills are required
- careers in areas such as management, banking or for further study in fields requiring mathematics, such as teaching and accounting

MATHEMATICS METHODS - FOUNDATION 3

TASC Code	MTM315117
TASC Level	3
TCE Points	15
TCE Standards	Numeracy
Recommendation	'A' or strong 'B' in Year 10A Australian Curriculum Mathematics Strong algebra skills

I WILL LEARN:

- to apply reasoning skills and solve problems involving algebra, functions and graphs, exponential functions, circular functions, differential calculus and probability
- to use mathematical and statistical language to communicate arguments and strategies when solving mathematical problems
- to choose and use CAS and other technology appropriately

IN TYPICAL LESSONS I MIGHT:

- further develop and utilise skills in the core areas of algebra, functions and graphs, exponential and circular functions, differential calculus and probability
- undertake a range of assessment tasks, practical tasks and analytical tasks

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- needs to build upon and extend their mathematical skills in the STEM and related areas
- has well developed organisational and problem solving skills

THIS SUBJECT COULD LEAD ME TO:

- many other pre-tertiary STEM and related subjects and is a pathway to Mathematics Methods 4



MATHEMATICS METHODS 4

TASC Code	MTM415117
TASC Level	4
TCE Points	15
TCE Standards	Numeracy
Recommendation	'SA' in Mathematics Methods Level 3

I WILL LEARN:

- to apply reasoning skills and solve problems involving algebra, functions, circular functions, differential and integral calculus and in probability
- to use mathematical and statistical language to communicate arguments and strategies when solving mathematical problems
- to choose and use CAS and other technology appropriately

IN TYPICAL LESSONS I MIGHT:

- develop and then utilise skills in the core areas of algebra, function study, circular functions, differential and integral calculus and in probability
- undertake a range of assessment and analytical tasks

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- needs to build upon and extend their pure mathematical skills to pursue future STEM and related studies
- has very well developed organisational and problem solving skills

THIS SUBJECT COULD LEAD ME TO:

- tertiary studies in mathematics, science or engineering (STEM), computing, health studies, economics, pharmacy, agricultural sciences and any other fields that involve a background in higher order practical and pure mathematical working knowledge and skills

This subject is a prerequisite or a preferred subject for university entrance to many STEM and health related fields

MATHEMATICS SPECIALISED 4

TASC Code	MTS415118
TASC Level	4
TCE Points	15
TCE Standards	Numeracy
Recommendation	'SA' in Mathematics Methods Level 4

I WILL LEARN:

- to apply reasoning skills and solve problems involving matrices, sequence and series, differential and integral calculus and complex numbers
- to use mathematical language to communicate arguments and strategies when solving mathematical problems
- to choose and use CAS and other technology appropriately

IN TYPICAL LESSONS I MIGHT:

- develop and then utilise skills in the core areas of matrices, sequence and series, differential and integral calculus and complex numbers
- undertake a range of assessment, analytical and investigative tasks

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- needs to build upon and extend their pure mathematical skills to pursue future STEM and related studies
- has very well developed organisational and problem solving skills

THIS SUBJECT COULD LEAD ME TO:

- tertiary studies in mathematics, science or engineering (STEM) and computing sciences

This is a recommended subject for university entrance to many STEM fields

OUTDOOR EDUCATION

Head of Learning: Mr D Hayward

TASC SUBJECTS

YOU HAVE:

Outdoor Adventure
'B' (or 'C' in consultation with teachers)
in Year 10 Australian Curriculum English

TASC SUBJECTS

**Outdoor Leadership 3
OXP315118**

MAY LEAD TO:

Further study

ALTERNATIVE VET COURSE OPTION - OUTDOOR RECREATION & VOCATIONAL SKILLS
For detailed information please go to the VET Faculty section

OUTDOOR LEADERSHIP 3

TASC Code	OXP315118
TASC Level	3
TCE Points	15
TCE Standards	Literacy
Recommendation	'B' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum English

I WILL LEARN:

- key elements and considerations required to plan for activities and lead groups
- to develop my adventure activity skills and knowledge through participating in outdoor activities
- several research based theories and ways to develop leadership capacity
- emergency and risk management procedures
- how leaders consider environmental management to ensure sustainable practices
- about the ways humans experience and relate to the natural environment

IN TYPICAL LESSONS I MIGHT:

- have a small group discussion to help each other with planning, leading and managing an outdoor experience for a group
- research and debate a current environmental management or access issue
- experience a variety of field and classroom-based challenges involving the planning of activities, problem solving and research tasks
- prepare and participate in sessions for bushwalking, caving, rafting and low ropes challenges
- apply leadership theory through a range of practical outdoor activities

TO ENROL IN THIS SUBJECT:

- 'B' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum English
- some background in outdoor activities is desirable but not essential

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- enjoys working in the natural environment and has a dedicated and enthusiastic approach to safe participation in adventure experiences
- enjoys new challenges and wants to understand appropriate ways to work with and lead people in various situations or settings
- wants to study and develop their own leadership knowledge and skills

THIS SUBJECT COULD LEAD ME TO:

- a wide range of personal, vocational and further education and training options. This subject provides a transferable skillset for learners wishing to move into employment where there is a requirement for people managers and team workers, particularly those working outdoors and/or where leadership, responsibility, decision-making and resourcefulness are crucial, such as the defence forces, police, ambulance and fire departments, the Antarctic division, and adventure tourism and education
- further study in related VET courses or tertiary qualifications in outdoor education





Head of Learning: Mrs J Jarvis

SCIENCE

YOU HAVE:	TASC SUBJECTS	MAY LEAD TO:
An interest in or need to develop scientific skills	Engineering Design 2 EDN215122	Further study
	Biology 2 BIO215123	Biology 3 Environmental Science 3 Food and Nutrition 3 Geography 3 Health Studies 3 Sport Science 3 Further study at tertiary level or work
	Physical Sciences - Foundation 2 PSC215118	Physical Sciences 3 Work where knowledge of science is beneficial
Strong 'SA' in Engineering Design or equivalent, and a strong background in Mathematics, e.g. Level 3 Mathematics is highly recommended	Engineering Design 3 EDN315123	
'B' (or a 'C' in consultation with teachers) in Year 10 Australian Curriculum Science and English An interest in environmental issues and management	Environmental Science 3 ESS315118	Further study at tertiary level or work
'B' in Year 10 Australian Curriculum Science and English	Biology 3 BIO31524	
At least an 'A' or 'SA' in Physical Sciences Level 2 or strong 'B' in Year 10 Australian Curriculum Science	Physical Sciences 3 PSC315118	Essential for Physics 4 and Chemistry 4 Further study at tertiary level or work
At least an 'A' or 'SA' in Physical Sciences Level 3 or strong 'B' in Year 10 Australian Curriculum Science	Chemistry 4 CHM415115	Further study at tertiary level or work
	Physics 4 PHY415115	

ALTERNATIVE VET COURSE OPTIONS

For detailed information please go to the VET Faculty section



ENGINEERING DESIGN 2

TASC Code	EDN215122
TASC Level	2
TCE Points	15
TCE Standards	N/A
Recommendation	None

I WILL LEARN:

- to explore and apply the basic principals of the engineering lifecycle
- to explore and apply the logical methodology to solve complex problems
- how we relate the basic principles of physics and practical data to describe natural phenomena
- how to link experimental prototype design and aim to solve problems
- the role and impact of engineering in society

IN TYPICAL LESSONS I MIGHT:

- analyse a real world problem and begin to formulate a solution
- compare materials for building a design based on a set of self-chosen criteria
- learn how to use basic physics to explain phenomena in a mechanical nature
- research other people's solution to a problem and try to improve on them

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- intends working in technical trades
- needs to lay some foundation of study for engineering
- wants to understand science issues in society and their local community

THIS SUBJECT COULD LEAD ME TO:

- further study
- careers in automotive engineering (trades), electrical engineering (trades), mechanics and physical sciences or other areas where a practical knowledge of physics and engineering is beneficial

BIOLOGY 2

TASC Code	BIO215123
TASC Level	2
TCE Points	15
TCE Standards	N/A
Recommendation	None

I WILL LEARN:

- about the the building blocks of life
- how to explore cell structure, processes and function
- about organ systems and their place within multicellular organisms
- to apply knowledge to investigate ecosystems and biodiversity

IN TYPICAL LESSONS I MIGHT:

- use concepts to explore one or more ideas or themes about such topics as human biology, agriculture, environmental biology, biochemistry or marine studies
- learn to understand how applying biological knowledge is central to society
- explore the relationships between biology and society
- investigate the processes of biological discovery
- undertake practical inquiry to engage with and understand the natural world

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- has an interest in or need to develop scientific skills

THIS SUBJECT COULD LEAD ME TO:

- Biology 3, Environmental Science 3, Food and Nutrition 3, Geography 3, Health Studies 3 and Sport Science 3
- a pathway to vocational opportunities including agriculture, food and natural resources and health and community services

PHYSICAL SCIENCES - FOUNDATION 2

TASC Code	PSC215118
TASC Level	2
TCE Points	15
TCE Standards	N/A
Recommendation	None

I WILL LEARN:

- to explore and apply the basic principles of chemistry to describe properties of matter
- how we relate the basic principles of physics and practical data to describe natural phenomena
- how to link experimental design with scientific understanding, and carry out and interpret experiments
- the role and impact of chemistry and physics in society

IN TYPICAL LESSONS I MIGHT:

- investigate rocketry by measuring, using physical data to describe the force, work and energy involved
- use practical observations and simple measurements to explain chemistry within reactions
- learn how to use basic chemistry or physics to explain phenomena
- research the role of scientists and the application of science in decision making

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- intends working in technical trades
- needs preparation for Physical Sciences 3
- wants to understand science issues in society and their local community

THIS SUBJECT COULD LEAD ME TO:

- further study
- careers in automotive engineering (trades), electrical engineering (trades), mechanics and physical sciences, or other areas where a practical knowledge of physics and chemistry is beneficial

BIOLOGY 3

TASC Code	BIO315124
TASC Level	3
TCE Points	15
TCE Standards	N/A
Recommendation	Above average or a 'B' for Australian Curriculum Science in Year 10, or successful completion of Biology 2 in Year 11

I WILL LEARN:

- undertake biological inquiry to generate and evaluate data
- analyse the role of biological context
- analyse the processes and mechanisms by which biological systems are regulated
- analyse homeostatic concepts, processes and interrelationships
- analyse concepts, processes and interrelationships as organisms respond to pathogens
- analyse cell division, genetics and evolution to explain biological persistence and diversity

IN TYPICAL LESSONS I MIGHT:

- control variables while investigating enzymes and biochemical pathways
- explore the role of homeostasis and what this means
- examine organisms that cause disease
- Develop science inquiry skills through hands on investigations

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- wants to better understand living things and how they work
- would like to make informed decisions about science issues in society and their local community

THIS SUBJECT COULD LEAD ME TO:

- further study and careers in teaching, nursing, medicine, dietetics, pharmacy, dentistry, child care, optometry, speech therapy, veterinary science, agriculture, marine science, aquaculture, botany, zoology, and developing biotechnologies

ENGINEERING DESIGN 3

TASC Code	EDN315123
TASC Level	3
TCE Points	15
TCE Standards	N/A
Recommendation	Strong 'SA' in Engineering Design 2 or equivalent, and a strong background in Mathematics, e.g. Level 3 Mathematics

I WILL LEARN:

- how to critically and creatively respond to needs, problems or challenges
- how to apply project management skills to create engineered solutions in response to real-world problems
- to actively engage in the process of engineering

IN TYPICAL LESSONS I MIGHT:

- apply engineering, scientific and mathematical principles to turn ideas into reality
- develop solutions to problems
- explore the interrelationships between engineering and society

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- is interested in studying a sequential design process to explore possible solutions to a problem or opportunity
- wants to make positive contributions to the future of societies and the environment
- would like to understand the engineering profession's role in improving the quality of people's lives

THIS SUBJECT COULD LEAD ME TO:

- further training or careers in mathematics, science, computing, electronics, automotive and mechanical technologies, and computer graphics



ENVIRONMENTAL SCIENCE 3

TASC Code	ESS315118
TASC Level	3
TCE Points	15
TCE Standard	N/A
Recommendation	'B' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum English and Science

I WILL LEARN:

- to apply scientific method and experimental design to understand ecological processes
- about changes to ecosystems locally and globally; focusing on current and topical environmental issues
- how humans depend on and impact upon ecosystems
- what measures can be used to sustainably manage the environment

IN TYPICAL LESSONS I MIGHT:

- go on a field trip to collect environmental data from local environments, including rivers and estuaries, forests and beaches, to deepen understanding of an ecosystem
- compare factors affecting ecosystems such as climatic factors, fire, biodiversity, introduced species and greenhouse gas composition
- perform an investigation, survey and case study to explore how natural events and humans impact upon ecosystems
- research the role of scientists in decision making about the sustainable use of resources, and strategies for their management

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- wants to better understand our place in ecology and how it is managed
- would like to make informed decisions about environmental issues both locally and globally, and their increasing importance to our planet

THIS SUBJECT COULD LEAD ME TO:

- careers in conservation, parks and wildlife, fisheries and oceanography, environmental science, biology, ecology, environmental engineering, forestry, geography journalism, environmental management, science, tourism, aquaculture, teaching, and life sciences

PHYSICAL SCIENCES 3

TASC Code	PSC315118
TASC Level	3
TCE Points	15
TCE Standards	Numeracy
Recommendation	At least an 'A' or 'SA' in Physical Sciences Level 2 or strong 'B' in Year 10 Australian Curriculum Science

I WILL LEARN:

- the underlying principles of chemistry and the fundamentals of reacting quantities
- the underlying principles of physics and how they are modelled mathematically
- how to represent and interpret data when inquiring into a system
- the role and impact of physics and chemistry in society

IN TYPICAL LESSONS I MIGHT:

- perform experiments to explore the principles of force
- research the properties of carbon and why it is the basis of life
- investigate the properties of radioactive sources
- create, analyse and interpret data to identify properties of a substance

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- needs to enrol into Physics 4 and Chemistry 4 in Year 12
- would like to understand physics and chemistry within their lives
- would like to make informed decisions about science issues in society and their local community

THIS SUBJECT COULD LEAD ME TO:

- further study and careers in many university courses including those in health sciences, environmental science and engineering, including Australian Maritime College science degrees



CHEMISTRY 4

TASC Code	CHM415115
TASC Level	4
TCE Points	15
TCE Standards	Numeracy
Recommendation	Strong 'SA' in Physical Sciences 3 or equivalent, and a strong background in Mathematics, e.g. Level 3 Mathematics

I WILL LEARN:

- the fundamental principles and theories of electrochemistry, thermochemistry, kinetics and equilibrium
- what underlies the properties and reactions of organic and inorganic matter
- to apply chemical and quantitative principles for analysis, interpretation and solve problems
- to further appreciate the role and impact of chemistry in society

IN TYPICAL LESSONS I MIGHT:

- apply knowledge and understanding of electrochemistry to predict reactions within batteries and the voltage produced
- analyse for unknown concentrations of substances in household chemicals
- use a variety of tests to identify unknown organic compounds
- research and investigate how the rate and direction of reactions are manipulated to produce desired products

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- wants to better understand the underlying chemistry within our world
- would like to make informed decisions about science issues in society and your local community

THIS SUBJECT COULD LEAD ME TO:

- further study or careers in chemistry, medicine, biotechnology, biochemistry, medical research, pharmacy and agricultural, environmental science agriculture, pharmacy, environmental science, engineering, health and medical science

Please note: Chemistry is a prerequisite for many tertiary courses. Please check with each university for more information

PHYSICS 4

TASC Code	PHY415115
TASC Level	4
TCE Points	15
TCE Standards	Numeracy
Recommendation	Strong 'SA' in Physical Sciences 3 or equivalent, and a strong background in Mathematics, e.g. Level 3 Mathematics

I WILL LEARN:

- to understand and apply the principles of Newtonian mechanics, including gravitational fields
- to apply the principles and theories of electricity and magnetism, including electric and magnetic fields
- to utilise the general principles of waves and extend this to wave particle duality in light
- to apply principles in atomic and nuclear physics and models of the nucleus and nuclear processes
- to further appreciate the role and impact of physics in society

IN TYPICAL LESSONS I MIGHT:

- model collisions in two dimensions using conservation of momentum
- practically investigate and model the physics within a DC electric motor
- replicate and interpret Young's double slit experiment
- research practical applications of the theory of relativity

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- wants to better understand the underlying physics within our world
- would like to be able to make informed decisions about science issues in society and local community

THIS SUBJECT COULD LEAD ME TO:

- further study or careers in physics, medical/health sciences and engineering technology

Please note: Physics is a prerequisite for many tertiary courses. Please check with each university for more information

Head of Learning: Mr P Thomas

DESIGN & TECHNOLOGY

YOU HAVE:

TASC SUBJECTS

MAY LEAD TO:

No previous experience

**Workshop Techniques -
Introduction 1
WTE110114
Essential Skills - Using Computers
and the Internet 2
ESC205114**

VET Trades program
Design and Production 2

Basic computer skills

**Computer Graphics and
Design - Foundation 2
CGD215118**

Further study

No previous experience

**Design and Production 2
DAP215116**

Good computer skills and an
understanding of a design process
and their application OR
Year 9/10 Australian Curriculum
Technologies OR
To have successfully completed
Computer Graphics and Design
Foundation Level 2, Design and
Production Level 2, Housing and Design
Level 3

**Computer Graphics and
Design 3
CGD315118**

Object Design (University Connections
Program)
Housing and Design 3
Student Directed Inquiry 3

'B' (or 'C' in consultation with teachers)
in Year 10 Australian Curriculum English

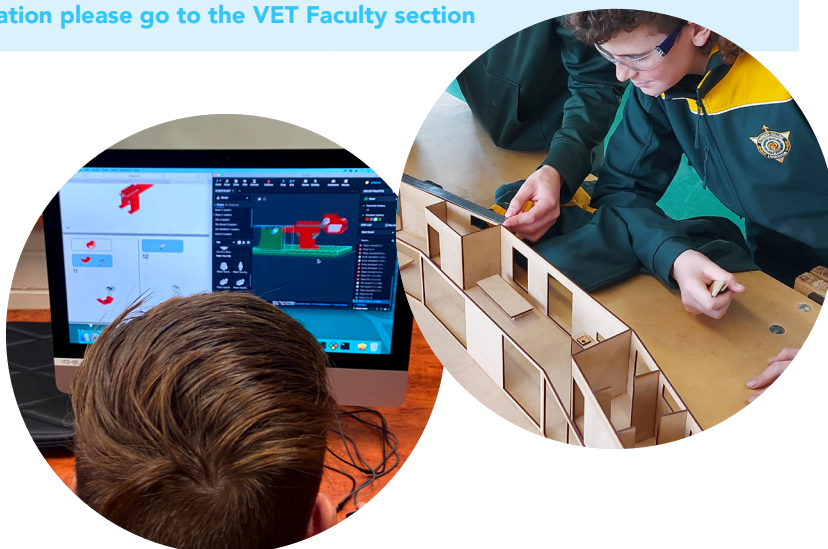
**Housing and Design 3
HDS315118**

To have a genuine interest in creativity
and design
To have preferably already completed a
Technology or Art Level 2 or 3 subject
Design and Production 2
Housing and Design 3
Computer Graphics and Design 3

**Object Design
University Connections Program
FSF104**

May lead to further study or employment
in a design-related area

ALTERNATIVE VET COURSE OPTIONS
For detailed information please go to the VET Faculty section



WORKSHOP TECHNIQUES - INTRODUCTION 1 + ESSENTIAL SKILLS - USING COMPUTERS AND THE INTERNET 2

TASC Code	WTE110114 <i>Workshop Techniques - Introduction ESC205114 Essential Skills - Using Computers and the Internet</i>
TASC Level	1 & 2
TCE Points	15 (10 & 5)
TCE Standards	ICT
Recommendation	None

I WILL LEARN:

- how to work with my chosen material to make projects
- the safe use of tools and equipment, including power tools and machines where appropriate
- about software applications, internet usage, and email communication
- safe and effective digital technology usage, and online etiquette

IN TYPICAL LESSONS I MIGHT:

- use the workshop tools and technologies to make projects
- combine my computer literacy skills with practical workshop tasks
- merge digital fluency and hands-on expertise to navigate digital environments and bring my creative projects to life
- document work in a project using innovative and engaging ways
- engage in practical tasks to develop digital competencies
- learn to confidently navigate digital environments

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- enjoys making products in the workshop
- is interested in digital communication and using new technologies to make projects
- wants to develop useful computing skills

THIS SUBJECT COULD LEAD ME TO:

- a pathway to further study, a VET course, or employment in a practical area
- further study or employment in an area requiring basic computing skills

COMPUTER GRAPHICS AND DESIGN - FOUNDATION 2

TASC Code	CGD215118
TASC Level	2
TCE Points	15
TCE Standards	ICT
Recommendation	None

I WILL LEARN:

- how to use a design process to communicate ideas and develop digital content
- how to use and develop computer graphic techniques and processes to solve problems
- how to create 2D and 3D digital graphics and animation

IN TYPICAL LESSONS I MIGHT:

- learn to use a range of software packages
- produce a digital solution to solve a design challenge
- spend time developing skills in one of the following elective areas:
 - » interactive design
 - » solid modelling
 - » video and motion graphics
 - » asset development

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- enjoys developing design ideas to solve problems
- is interested in computer graphics applications

THIS SUBJECT COULD LEAD ME TO:

- further study
- a career in any design-related field including game design, multi-media, environmental design, landscape, fashion design, visual communication, architecture, surveying and engineering

DESIGN AND PRODUCTION 2

TASC Code	DAP215116
TASC Level	2
TCE Points	15
TCE Standards	N/A
Recommendation	None

Students choose one area to study - metal OR, textiles OR, wood OR composite materials

I WILL LEARN:

- how to design and make objects using one type of material
- about the tools, equipment and processes used to manipulate and construct items using my chosen material
- the appropriate workplace health and safety requirements for the materials being used

IN TYPICAL LESSONS I MIGHT:

- research possible design solutions to address a design brief
- communicate design ideas through sketching or drawing
- develop techniques and processes to make designed projects
- work practically on projects

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- enjoys creative tasks and has an interest in developing their own designs
- is interested in making products

THIS SUBJECT COULD LEAD ME TO:

- a range of VET programs in areas such as applied fashion design and technology; art, craft and design; clothing and textiles; construction; engineering; furniture production; manufacturing; or soft furnishings
- further study in TASC design based courses



COMPUTER GRAPHICS AND DESIGN 3

TASC Code	CGD315118
TASC Level	3
TCE Points	15
TCE Standards	ICT
Recommendation	Year 9/10 Australian Curriculum Technologies OR to have successfully completed Computer Graphics and Design Foundation - Level 2, Design and Production Level 2, Housing and Design Level 3 Level 3

I WILL LEARN:

- processes and systems of 3D modelling to develop design solutions in products, engineering, architectural/visualisation, games, character or film/television
- the application of design process, principles and practice in specialised contexts
- sketching and graphic communication including orthographic, isometric and perspective drawing
- the fundamentals of contemporary digital technologies in design and computer graphics
- about the impact design has in society including the ethical, cultural and sustainability impacts

IN TYPICAL LESSONS I MIGHT:

- use a variety of open source and industry standard software packages
- undertake design briefs, research assignments or work on my major project
- spend time developing skills in two of the following elective areas:
 - » interactive design
 - » solid modelling and 3D fabrication
 - » video and motion graphics
 - » animation
 - » asset development, game design and production

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- enjoys developing design ideas to solve problems
- has a strong interest in computer graphics applications
- has good organisational skills

THIS SUBJECT COULD LEAD ME TO:

- further study
- a career in any design-related field including game design, multi-media, environmental design, landscape, fashion design, visual communication, architecture, surveying and engineering

HOUSING AND DESIGN 3

TASC Code	HDS315118
TASC Level	3
TCE Points	15
TCE Standards	ICT
Recommendation	'B' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum English

I WILL LEARN:

- to understand and apply the elements and principles of design
- to develop and communicate designs, including room layouts for functional use and interior design
- to manage design projects and collaborate with others
- the importance of sustainability in housing design, including passive solar design

IN TYPICAL LESSONS I MIGHT:

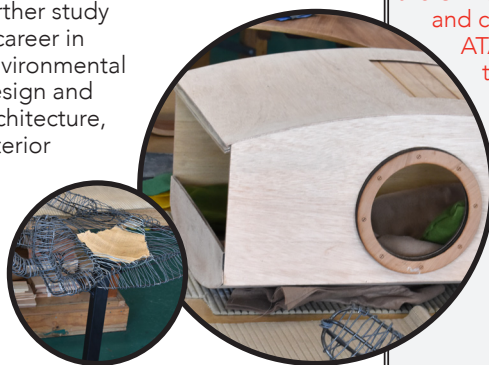
- respond to design briefs and challenges by creating designs for specific purposes
- communicate designs through sketching and technical drawing
- participate in excursions to local buildings to see design theory in practice
- work on my individually negotiated design folio

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- is interested in the built environment
- enjoys responding to creative challenges
- has well developed organisational skills

THIS SUBJECT COULD LEAD ME TO:

- further study
- a career in environmental design and architecture, interior



OBJECT DESIGN UTAS

UTAS Code	FSF104
TASC Level	University Connections Program
TCE Points	15
TCE Standards	N/A
Recommendation	Design and Production 3 or Housing and Design 3 or Computer Graphics and Design 3

I WILL LEARN:

- about designers and their approach to design problems
- how to develop a designed object in response to a brief
- how to document and communicate my design process
- technical skills to work with the materials and finishes for my object

IN TYPICAL LESSONS I MIGHT:

- work on the design and development of an object that addresses the design brief
- receive technical instruction and mentoring from a university mentor to support the design and making of my object
- work on my journal reflecting my design development

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- has an interest in and understanding of the design process
- would like to find out about university life and opportunities

THIS SUBJECT COULD LEAD ME TO:

- future pathways in art and design including degrees in fine arts, contemporary arts, 3D design, furniture, environmental design, architecture and education

If you are concerned about enrolling in this subject, please contact the Head of Learning - Technology

Object Design is offered as part of the University Connections Program and counts towards your TCE and ATAR. Successful completion of this subject may give you the opportunity to gain credit towards a University of Tasmania course. For more information, please visit the University's website and discuss your course options with a teacher or course counsellor

DIGITAL TECHNOLOGIES		
YOU HAVE:	TASC SUBJECTS	MAY LEAD TO:
No previous experience	Computer Applications 2 ICT205114 Essential Skills - Using Computers and the Internet 2 ESC205114	Employment and further computer studies
No previous experience	Digital Technologies 2 DGT215124	Study in technology fields
'B' (or 'C' in consultation with teachers) in Australian Year 10 Curriculum Mathematics, and computing skills	Computer Science 3 ITC315118	Study in computing, education, health and other areas
Some prior digital technologies experience	Data Science and Digital Solutions 3 DSD315124	



COMPUTER APPLICATIONS 2 + ESSENTIAL SKILLS - USING COMPUTERS AND THE INTERNET 2

TASC Code	ICT205114 <i>Computer Applications</i> ESC205114 <i>Essential Skills - Using Computers and the Internet</i>
TASC Level	2
TCE Points	10 (5 for each)
TCE Standards	ICT
Recommendation	None

I WILL LEARN:

- knowledge and skills within an area of focus including:
 - » business
 - » game design
 - » information processing
 - » information management
 - » multimedia (website development, digital imagery, etc)
 - » programming and control
 - » robotics
 - » publishing
 - » system management and support
 - » computer hardware and software
 - » social, legal and ethical issues
 - » a range of information and communication technology skills

IN TYPICAL LESSONS I MIGHT:

- learn about computer applications and systems
- learn about computer software and computer use
- complete tutorials and assignments
- focus on a major project relating to my chosen area
- learn about copyright
- work on creating spreadsheets
- transfer data, e.g. saving images or text from one source to another
- use information from the internet and digital storage services

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- wants to develop useful computing skills

THIS SUBJECT COULD LEAD ME TO:

- further study or employment in an area requiring basic computing skills

DIGITAL TECHNOLOGIES LEVEL 2

TASC Code	DGT215124
TASC Level	2
TCE Points	15
TCE Standards	ICT
Recommendation	None

I WILL LEARN:

- digital systems, security, user design and programming
- to focus on the interactions and impacts of digital technology in today's world

IN TYPICAL LESSONS I MIGHT:

- develop programming skills in making apps or games or in programming machines such as robots and drones
- undertake a project or a series of small projects focused on user design
- develop skills in critical, creative, computational and algorithmic thinking
- work individually and collaboratively to solve problems; use real-world project management and problem-solving skills
- learn how to apply 'safe by design' principles; apply science, technology, engineering and mathematics (STEM) knowledge and competencies to investigate an existing challenge or need
- investigate ethical issues such as privacy and security in the digital world

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- has an interest in technology
- wants to build on prior knowledge and skills from Years 7-8 in the Australian Curriculum: Technologies - Digital Technologies

THIS SUBJECT COULD LEAD ME TO:

- building highly desirable digital skills, knowledge and understanding that can be applied in a wide range of future learning and workplace contexts
- further study in vocational education or Level 3 courses in technology fields

COMPUTER SCIENCE 3

TASC Code	ITC315118
TASC Level	3
TCE Points	15
TCE Standards	ICT
Recommendation	'B' (or 'C' in consultation with a teacher) in Year 10 Australian Curriculum Mathematics and some computing skills

I WILL LEARN:

- how to design programing solutions for a range of problems
- programing using appropriate structures
- about the components and applications of computer architecture
- in what ways data is manipulated, stored and represented

IN TYPICAL LESSONS I MIGHT:

- design algorithms to solve problems
- program using an object oriented programming language
- test, debug and document courses
- understand and apply how computers store and represent data

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- is interested in solving complex and diverse problems through programming using a flexible high-level computing language

THIS SUBJECT COULD LEAD ME TO:

- further study in computing, engineering, the sciences, business and other areas involving analytical and problem-solving skills

DATA SCIENCE AND DIGITAL SOLUTIONS 3

TASC Code	DSD315124
TASC Level	3
TCE Points	15
TCE Standards	ICT
Recommendation	Some prior digital technologies experience

I WILL LEARN:

- To explore the connections between people, data, and digital systems:
 - » developing an understanding of how organisations manage, use, and organise data to solve a range of information problems
 - » using systems development processes along with contemporary and agile project management strategies
 - » working individually and collaboratively with others, responding to client-driven briefs, conducting user-centered research, and communicating using professional standards

IN TYPICAL LESSONS I MIGHT:

- investigate how data is processed and communicated through hardware and software applications to solve a range of information problems
- investigate information systems past, current, and emerging
- engage in an exploration of the Information Technology (IT) profession
- explore methods of data collection, management, and analysis
- learn the application of project management techniques
- collaborate with others to identify a need or opportunity and evaluate processes and products
- investigate digital system weaknesses in terms of ethical data management, privacy, and cyber security
- apply a 'safe by design' approach to the development of digital solutions
- undertake a real-world case study that uses data to design a solution to user problems

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- has a keen interest in the Information Technology profession and wants to develop industry-based skills in data science and the creation of digital solutions which are highly advantageous across a range of careers
- is interested in further study in vocational and university courses in STEM and business-related pathways

THIS SUBJECT COULD LEAD ME TO:

- exploring the wide-ranging career opportunities that exist both within this and other sectors such as public health, energy, defence, food and agribusiness, advanced manufacturing, community organisations, building and construction, and the cultural and tourism industry

FOOD & NUTRITION		
YOU HAVE:	TASC SUBJECTS	MAY LEAD TO:
No previous experience	Food and Cooking Essentials 1 FCE110114 Essential Skills - Using Computers and the Internet 2 ESC205114	Further study
	Food, Cooking and Nutrition 2 FDN215118	Food and Nutrition 3
'B' in Year 10 Australian Curriculum English, (or 'C' in consultation with Food and Nutrition teacher)	Food and Nutrition 3 FDN315118	Further study or careers in food and nutrition
ALTERNATIVE VET COURSE OPTIONS For detailed information please go to the VET Faculty section		

FOOD AND COOKING ESSENTIALS 1 + ESSENTIAL SKILLS- USING COMPUTERS & THE INTERNET 2

TASC Code	<i>FCE110114 Food and Cooking Essentials</i> <i>ESC205114 Essential Skills - Using Computers and the Internet</i>
TASC Level	1 & 2
TCE Points	15 (10 & 5)
TCE Standards	ICT
Recommendation	None

I WILL LEARN:

- to cook a range of healthy foods
- to make healthy food choices
- to budget and plan for meals using file management
- about software applications, internet usage, and email communication
- safe and effective digital technology usage, and online etiquette

IN TYPICAL LESSONS I MIGHT:

- undertake hands-on practical cooking sessions
- merge digital fluency and hands-on expertise, through presenting and reflecting on practical work using technology in innovative and engaging ways
- create a digital recipe book and resources for future use
- engage in practical tasks to develop digital competencies
- learn to confidently navigate digital environments

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- is interested or needs to develop practical cooking skills
- is interested in digital communication and using new technologies
- wants to develop useful computing skills

THIS SUBJECT COULD LEAD ME TO:

- further study in other food-related courses
- further study or employment in an area requiring basic computing skills

FOOD, COOKING AND NUTRITION 2

TASC Code	<i>FDN215118</i>
TASC Level	2
TCE Points	15
TCE Standards	N/A
Recommendation	None

I WILL LEARN:

- how to prepare a range of foods, with an emphasis on making healthy food choices
- how to keep food safe
- menu planning and recipe modification to implement current nutrition information
- about food issues and influences related to culture, environment, technology and the food industry

IN TYPICAL LESSONS I MIGHT:

- prepare food to make individual dishes or meals
- present practical work through photographs and evaluation
- design and adapt recipes and menus
- investigate food and food-related issues

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- is interested in practical food preparation and learning about healthy choices
- may be considering a career in a food-related area

THIS SUBJECT COULD LEAD ME TO:

- further study in a food related area

FOOD AND NUTRITION 3

TASC Code	FDN315118
TASC Level	3
TCE Points	15
TCE Standards	Literacy
Recommendation	'B' in Year 10 Australian Curriculum English, (or 'C' in consultation with Food and Nutrition teacher)

I WILL LEARN:

- about different nutrients in food and how they contribute to health
- how a range of factors affect people's food choices
- dietary analysis and the role of health promotion
- to investigate food issues, such as global food security and ecological sustainability

IN TYPICAL LESSONS I MIGHT:

- research current nutrition and dietary trends
- analyse diets and nutritional data
- research and write about food issues
- work as an individual and as part of a group

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- has an interest in nutrition, health and food issues
- may be considering a career or further study in a food or nutrition field

THIS SUBJECT COULD LEAD ME TO:

- further study or a career in food and nutrition as well as health and related fields

Please note: this subject has limited practical food preparation

PRIMARY INDUSTRIES

YOU HAVE:	TASC SUBJECTS	MAY LEAD TO:
No previous experience	Agricultural Systems 3 AGR315117	Further study and employment

ALTERNATIVE VET COURSE OPTIONS

For detailed information please go to the VET Faculty section

AGRICULTURAL SYSTEMS 3

TASC Code	AGR315117
TASC Level	3
TCE Points	15
TCE Standards	ICT
Recommendation	None

I WILL LEARN:

- about various systems that support agricultural production
- business and financial management systems
- theory of food and fibre production
- agricultural technologies systems

IN TYPICAL LESSONS I MIGHT:

- develop an engineering solution to an agricultural problem
- research an agribusiness case study

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- is interested in farming systems and operations with a focus on Science, Technologies, Engineering and Mathematics (STEM)

THIS SUBJECT COULD LEAD ME TO:

- employment, self-employment; and further education or training

VOCATIONAL EDUCATION & TRAINING - VET

Head of Learning: Mr J Ray

All certificate courses contribute credit points towards the Tasmanian Certificate of Education. The number of credit points is dependent on the units of competence. For details view the TCE planner tool at: www.tasc.tas.gov.au

IMPORTANT INFORMATION FOR VET CANDIDATES AND PARENTS/GUARDIANS

The following VET courses are educational opportunities for students to gain workplace qualifications while also achieving a Tasmanian Certificate of Education (TCE). The VET courses listed in this Guide will be deemed viable to run if student interest is adequate. VET course delivery is auspiced through Registered Training Organisations (RTOs) and delivered at St Patrick's College utilising either a 'partnership or service' agreement. Contracts with RTOs are subject to change in accordance with regular training package upgrades and logistical arrangements.

Due to the high commercial cost of VET enrolments, we may require parents/guardians to contribute towards some costs associated with a course. These additional costs may include meal allowances, purchase of trade uniforms and/or kits.

It is important to note a course withdrawal fee may apply upon early withdrawal or non-completion of the course. Course particulars, including terms and conditions and any fees will be explained at a VET Information Session.

PLEASE NOTE ALL COURSES OFFERED ARE SUBJECT TO CHANGE.



ANIMAL CARE

YOU HAVE:	VET SUBJECT	MAY LEAD TO:
An interest in the animal care industry	ACM20121 Certificate II in Animal Care	Employment Further study Traineeship

ACM20121 CERTIFICATE II IN ANIMAL CARE

VET Code	ACM20121
VET Level	Certificate II
TCE Points	Depends on units gained
TCE Standards	N/A
Course Provider	RTO TasTAFE 60142
Course Length	12 months
Recommendation	None

I WILL LEARN:

- how to care for animals including behaviour, handling, first aid and nutrition
- how to stay safe and healthy within an animal care workplace
- the skills employers value in young workers

IN TYPICAL LESSONS I MIGHT:

- feed, water and provide general husbandry for a range of animals
- learn about products and services in animal care
- investigate some of the career paths in animal care
- gather information about caring for domestic pets and other animals
- visit an animal care business such as an animal park

THIS SUBJECT COULD LEAD ME TO:

- work in animal care or other areas of interest
- further study
- apprenticeship

Please note: Students attend Alanvale TasTAFE every Wednesday throughout the school year. To attain the qualification, this course requires the satisfactory completion of twelve (12) units; students receive a Statement of Attainment for all completed units. Students continuing in this qualification after completing Introduction to Animal Care in Year 10 will have two units of credit transferred. Certificate II in Animal Care contributes points towards the Tasmanian Certificate of Education.

CONSTRUCTION, ELECTROTECHNOLOGY & AUTOMATIVE

YOU HAVE:	VET SUBJECT	MAY LEAD TO:
An interest in electrotechnology Literacy, numeracy and science skills	Introduction to Electrotechnology	Employment Further study Apprenticeship Traineeship
An interest in construction A practical way of working An interest in working as part of a team	CPC20220 Certificate II in Construction Pathways	
An interest in the automotive industry Literacy and numeracy skills An interest and skills in computing (desirable)	AUR20720 Certificate II in Automotive Vocational Preparation	

AUR20720
CERTIFICATE II
IN AUTOMOTIVE
VOCATIONAL
PREPARATION

VET Code	AUR20720
VET Level	Certificate II
TCE Points	Depends on units gained
TCE Standards	N/A
Course Provider	RTO TasTAFE 60142
Course Length	2 Years
Recommendation	None

I WILL LEARN:

- skills needed to work in the automotive industry
- to solve problems related to vehicles
- how to stay safe and healthy in the workplace
- the skills employers value in young workers

IN TYPICAL LESSONS I MIGHT:

- perform minor maintenance and repair of an automotive vehicle body
- use and maintain tools and equipment
- inspect and identify mechanical and electrical components and systems

THIS SUBJECT COULD LEAD ME TO:

- further study
- an apprenticeship
- traineeships

CPC20220
CERTIFICATE II IN
CONSTRUCTION
PATHWAYS

VET Code	CPC20220
VET Level	Certificate II
TCE Points	Depends on units gained
TCE Standards	N/A
Course Provider	RTO Guilford Young College 1129
Course Length	2 Years
Recommendation	None

During this course, students develop their underpinning knowledge and skills that are required to work effectively in the construction industry.

All classes are delivered at St Patrick's College with activities implemented as enterprise ventures and school improvement projects.

I WILL LEARN:

- skills needed to work in construction
- about measurements and calculations
- how to stay safe and healthy in the workplace
- the skills employers value

IN TYPICAL LESSONS I MIGHT:

- read and interpret plans
- use construction tools and equipment correctly
- partake in a 10-day industry work placement
- follow procedure and instructions
- prepare and plan for construction projects
- organise and cost out construction projects

THIS SUBJECT COULD LEAD ME TO:

- further study
- an apprenticeship
- career in the building trades

INTRODUCTION TO
ELECTROTECHNOLOGY

VET Code	N/A
VET Level	Statement of Attainment
TCE Points	Depends on units gained
TCE Standards	N/A
Course Provider	RTO TasTAFE 60142
Course Length	12 months
Recommendation	None

I WILL LEARN:

- about the basic skills required to work within a wide range of electrotechnology roles (electrical, refrigeration, electronics and telecommunications trades)
- how to use tools and equipment
- how to stay safe and healthy in the workplace
- the skills employers value in young workers

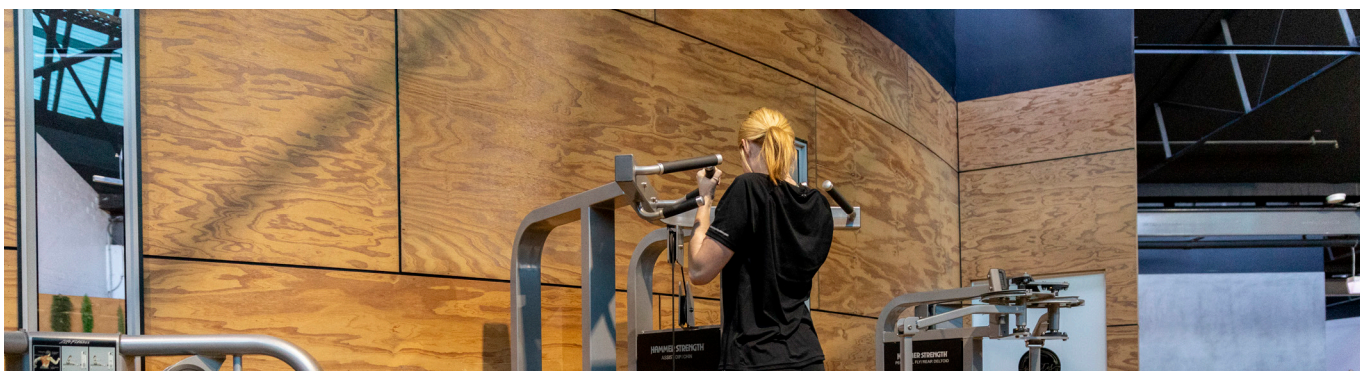
IN TYPICAL LESSONS I MIGHT:

- gather information about possible career paths in electrotechnology
- name and identify electrotechnology components
- use drawings and diagrams to problem solve and fix electrotechnology faults
- use hand tools to assemble, dismantle and construct equipment in the electrotechnology industry

THIS SUBJECT COULD LEAD ME TO:

- further study
- work in electrotechnology or other areas of interest
- apprenticeship

FITNESS		
YOU HAVE:	VET SUBJECT	MAY LEAD TO:
A current involvement in sport The desire to pursue sport as a career	SIS20321 Certificate II in Sport Coaching	Employment within sporting organisations as an assistant coach
An interest in physical health and wellbeing Enjoy group fitness activities	SIS30321 Certificate III in Fitness	Employment Further study in the area Traineeship



SIS20321 CERTIFICATE II IN SPORT COACHING

VET Code	SIS20321
VET Level	Certificate II
TCE Points	Depends on units gained
TCE Standards	N/A
Course Provider	RTO Guilford Young College 1129
Course Length	12 months
Recommendation	None

I WILL LEARN:

- about industry workplace health and safety
- organisational skills
- how to plan for sporting success

IN TYPICAL LESSONS I MIGHT:

- plan and undertake training sessions
- participate in conditioning for sport
- officiate in sporting activities

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- is actively involved in sport
- is community minded
- would like a career within sport, not necessarily as an elite athlete

THIS SUBJECT COULD LEAD ME TO:

- coaching junior sports persons or teams
- assistant coach of senior teams
- further study in the area

SIS30321 CERTIFICATE III IN FITNESS

VET Code	SIS30321
VET Level	Certificate III
TCE Points	Depends on units gained
TCE Standards	N/A
Course Provider	RTO Global Fitness Institute 21793
Course Length	12 months
Recommendation	None

I WILL LEARN:

- about working with clients as a fitness instructor
- how the body works
- about basic nutrition
- how to effectively deal with customers and clients
- how to stay safe and healthy in the workplace, including first aid

IN TYPICAL LESSONS I MIGHT:

- plan and instruct a group exercise class
- learn about the risks involved in some fitness activities
- use exercise equipment
- maintain exercise equipment

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- is interested in this area
- has an interest in working with clients

THIS SUBJECT COULD LEAD ME TO:

- employment as a fitness instructor
- further study in the area



HAIR & BEAUTY

YOU HAVE:	VET SUBJECT	MAY LEAD TO:
A desire to work in the beauty industry An interest in upskilling current beauty skills to professional standards	Discover Your Personal Style	Further study Apprenticeship Traineeship



DISCOVER YOUR PERSONAL STYLE

VET Code	N/A
VET Level	Statement of Attainment
TASC Points	Depends on units gained
TASC Standards	N/A
Course Provider	RTO TasTAFE 60142
Course Length	12 months
Recommendation	None

Discover Your Personal Style is a pathway in the hairdressing, beauty and nail industries. Specifically designed for Year 11 and 12, units are alternated each year so students can participate in the program and complete a range of units over the two years.

Students attend Alanvale TasTAFE campus every Wednesday throughout the school year. Students need to purchase a TasTAFE uniform and custom designed hair and beauty kit.

I WILL LEARN:

- workplace health and safety
- the skills required to work in a salon

IN TYPICAL LESSONS I MIGHT:

- undertake practical makeup sessions
- practice hand and nail care
- learn about hairstyling and braiding
- use Spray Tanning
- apply lash extensions

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- has an interest in the hair and beauty industry
- would like to develop salon level skills and techniques
- is prepared to work on clients

THIS SUBJECT COULD LEAD ME TO:

- part time work in a salon
- Certificate II Hairdressing or Certificate III Beauty Services
- an apprenticeship or traineeship



HOSPITALITY

YOU HAVE:	VET SUBJECT	MAY LEAD TO:
An interest in food preparation and the hospitality industry	SIT10222 Certificate I in Hospitality	Employment Further study Apprenticeship Traineeship
SIT10222 Certificate I in Hospitality An interest in food preparation and the hospitality industry	SIT20322 Certificate II in Hospitality	
SIT20322 Certificate II in Hospitality An interest in food preparation and the hospitality industry	SIT30622 Certificate III in Hospitality <i>Year 12 Only</i>	

SIT10222 CERTIFICATE I IN HOSPITALITY

VET Code	SIT10222
VET Level	Certificate I
TCE Points	Depends on units gained
TCE Standards	N/A
Course Provider	RTO Guilford Young College 1129
Course Length	12 months
Entry Condition	None

This course is available for students who are seeking knowledge and practical skills to assist in gaining employment in the hospitality/tourism industry. Students attend classes (timetabled during the student's usual class times) at St Patrick's College. The six units delivered in the Certificate I in Hospitality training package offer students the opportunity to gain basic industry skills in bar, kitchen, restaurant and departments within the hospitality industry.

I WILL LEARN:

- introductory skills and knowledge needed to work in hospitality
- correct cleaning and sanitising methods
- how to stay safe and healthy in the workplace
- the skills employers value in workers

IN TYPICAL LESSONS I MIGHT:

- gather information about personal and environmental hygiene
- organise and store food
- prepare and present food using the correct methods
- undertake practical work placement
- learn about the responsible service of alcohol

THIS SUBJECT COULD LEAD ME TO:

- further study
- work in hospitality or other areas of interest

SIT20322 CERTIFICATE II IN HOSPITALITY

VET Code	SIT20322
VET Level	Certificate II
TCE Points	Depends on units gained
TCE Standards	N/A
Course Provider	RTO Guilford Young College 1129
Course Length	12 months
Entry Condition	SIT10222 Certificate I in Hospitality

This course is available for students who are seeking further knowledge and practical skills to assist in gaining employment in the hospitality/tourism industry. Students attend classes (timetabled during the student's usual class times) at St Patrick's College. The units delivered in the Certificate II in Hospitality training package offer students the opportunity to gain industry skills in bar, kitchen, restaurant and departments within the hospitality industry.

I WILL LEARN:

- about the hospitality industry
- food and beverage service skills
- coffee making skills
- how to stay safe and healthy in the workplace
- the skills employers value in workers

IN TYPICAL LESSONS I MIGHT:

- prepare and present coffee and beverages
- use industry related equipment correctly
- undertake practical work placement
- prepare food for cafe service

THIS SUBJECT COULD LEAD ME TO:

- further study
- work in hospitality or other areas of interest
- a credit towards SIT30622 Certificate III in Hospitality (if successfully completed)

SIT30622 CERTIFICATE III IN HOSPITALITY

VET Code	SIT30622
VET Level	Certificate III
TCE Points	Depends on units gained
TCE Standards	N/A
Course Provider	RTO Guilford Young College 1129
Course Length	12 months
Entry Condition	SIT20322 Certificate II in Hospitality <i>Year 12 Only</i>

Students enrolling in this course will extend their knowledge and skills regarding working in the hospitality industry. This course is delivered at St Patrick's College.

I WILL LEARN:

- about the hospitality industry
- food and beverage service skills
- coffee making skills
- how to stay safe and healthy in the workplace
- the skills employers value in workers

IN TYPICAL LESSONS I MIGHT:

- prepare and present coffee and beverages
- use industry related equipment correctly
- undertake practical work placement (36 service periods)
- prepare food for cafe service

THIS SUBJECT COULD LEAD ME TO:

- further study
- work in hospitality or other areas of interest

OUTDOOR RECREATION

YOU HAVE:

The desire to work in outdoor environments
An appreciation of spending time in nature
'C' in Year 10 Australian Curriculum HPE or Year 10 Sport and Recreation

VET SUBJECT

Outdoor Recreation & Vocational Skills

MAY LEAD TO:

Employment in the outdoor recreation industry
Employment in the emergency response area
Traineeship

OUTDOOR RECREATION & VOCATIONAL SKILLS

VET Code	N/A
VET Level	Statement of Attainment
TCE Points	Depends on units gained
TCE Standards	N/A
Course Provider	RTO Guilford Young College 1129
Course Length	12 months
Recommendation	'C' in Year 10 Australian Curriculum HPE or Year 10 Sport and Recreation

UNITS OF COMPETENCY:

- DEFGEN001 Work in a team
- DEFGEN006 Work with equity and diversity
- SISOFLOD006 Navigate in tracked environments
- SISOBWG001 Bushwalk in tracked environments
- HLTAID011 Apply first aid
- SISXEMR001 Respond to emergency situations

I WILL LEARN:

- bushwalking and navigation skills
- first aid and how to respond to multiple emergencies
- how to preserve life and be safe in remote areas
- about technical knowledge and safety skills required to participate in adventure recreation and/or expedition experiences
- personal and social skills and how to operate as an effective group member
- about what it takes to be in the services of parks and wildlife, police force, fire brigade, ambulance service or the defence force
- to set and reflect on personal goals related to various outdoor activities
- the importance of sustainable practice to help protect our natural environments for future generations
- about planning, logistics, nutrition, first aid, navigation, weather interpretation and risk management considerations related to planning for outdoor recreation activities

TYPICAL LESSONS I MIGHT:

- participate in emergency first aid and remote area first aid training
- plan and attend a multi-day bushwalk (minimum of 3)
- learn wilderness and bush survival skills.
- undertake a variety of shorter in the field and classroom-based outdoor experiences
- prepare for specific adventure activities and/or expeditions, problem solving and team building exercises
- take part in activities which may include bushwalking and navigation, mountain biking, climbing, first aid and survival activities
- prepare a digital or verbal presentation reflecting on my experiences
- do an overnight self-contained land and/or water journey-based expedition

THIS SUBJECT WOULD SUIT SOMEONE WHO:

- enjoys unique and challenging experiences and has a sense of adventure.
- has good time management and organisational skills to enable significant participation in at least three different outdoor activities.
- likes completing new or tough tasks that provide a sense of achievement and satisfaction.
- wants to test and develop their personal, interpersonal and technical skills

THIS SUBJECT COULD LEAD ME TO:

- employment in area such as: parks and wildlife, police force, fire brigade, ambulance service, defence force, outdoor guiding, adventure tourism, natural science, further training
- Outdoor Leadership 3 or tertiary studies

Please note: this is a combined VET/TASC course. Students also complete TASC Outdoor Experience OXP105118



SEAFOOD INDUSTRIES, AQUACULTURE

YOU HAVE:	VET SUBJECT	MAY LEAD TO:
An interest in piloting and/or working on or around watercraft and/or interest in Aquaculture or ornamental fish A passion for working outdoors	MAR10418 Certificate I in Maritime Operations (Coxswain Grade 2 Near Coastal) & Aquaculture Skillset	Employment Further study Traineeship
An interest in aquaculture or ornamental fish A passion for working outdoors	SFI10119 Certificate I in Seafood Industry	
SFI110119 Certificate I in Seafood Industry Certificate I	SFI20119 Certificate II in Aquaculture	

MAR10418 CERTIFICATE I MARITIME OPERATIONS (COXSWAIN GRADE 2 NEAR COASTAL) & AQUACULTURE SKILLSET

VET Code	MAR10418 + Depends on units gained
VET Level	Certificate I + Statement of Attainment
TCE Points	Depends on units gained
TCE Standards	N/A
Course Provider	RTO for Certificate I in Maritime Operations (Coxswain Grade 2 Near Coastal) - Australian Maritime College 60131 RTO for Aquaculture Skillset - Seafood and Maritime Training 7074
Course Length	12 months
Recommendation	None

This course focuses on aquatic environmental stewardship and the development of practical seamanship skills that will increase employability within the maritime sector. Students will learn about environmentally responsible and sustainable aquaculture practice, how to culture algal and live feeds, and the importance of quality control and monitoring systems. This course includes the MAR10418 Certificate I in Maritime Operations (Coxswain Grade 2 Near Coastal) qualification, which is delivered externally by the Australian Maritime College and will provide students with the knowledge and practical skills to command and operate commercial vessels less than 12 metres in length within sheltered waters.

Aquaculture - Maritime Operations consists of a hybrid delivery. The MAR10418 Certificate I in Maritime Operations (Coxswain Grade 2 Near Coastal) units are delivered off-site at the Australian Maritime College over 15 full days. The Aquaculture Skillset units are delivered on-site at St Patrick's College within the Aquaculture Trade Training Centre. This facility is fully equipped with modern technological equipment, replicating best industry practice. This course does not require completion of the SFI20119 Certificate II in Aquaculture, but will complement and enhance the learning outcomes for students who have completed that qualification.



I WILL LEARN:

- seamanship skills for vessels
- how to command and operate vessels less than 12 metres in length
- how to operate outboard motors of unlimited propulsion power
- how to operate inboard motors of less than 100 kW propulsion power
- maritime safety and emergency procedures
- how to splice rope and tie knots commonly used in the maritime industry
- how to produce live feed cultures
- about environmentally sustainable aquaculture practice
- about product quality control
- about aquaponics and resource sustainability
- basic rules around safe food handling
- how to prepare and cook simple seafood meals

IN TYPICAL LESSONS I MIGHT:

- undertake specialised practical training within the maritime sector
- feed a variety of aquatic animals
- take water samples and monitor water quality
- use and maintain equipment and machinery
- practice rope splicing or tie common maritime knots
- assess the health and growth of aquaponic plants
- initiate, monitor and/or maintain live feed cultures
- visit marine farms or undertake a practical work placement
- prepare and cook simple seafood dishes

THIS SUBJECT COULD LEAD ME TO:

- further study
- work in the aquaculture industry
- work within any sectors of the maritime industry

SFI10119 CERTIFICATE I IN SEAFOOD INDUSTRY

VET Code	SFI10119
VET Level	Certificate I
TCE Points	Depends on units gained
TCE Standards	N/A
Course Provider	RTO Seafood and Maritime Training 7074
Course Length	12 months
Recommendation	None

SFI10119 Certificate I in Seafood Industry requires the satisfactory completion of six Aquaculture oriented units, which are delivered on-campus in the St Patrick's College Aquaculture Trade Training Centre and issued by Seafood and Maritime Training. The Trade Training Centre is fully equipped with modern technological equipment, replicating best industry practices. The course includes excursions to visit Aquaculture farm sites and wader safety training with an external provider.

I WILL LEARN:

- about the seafood/aquaculture industry in Australia
- about the life cycle of farmed seafood such as salmon and trout
- how to care for aquatic animals
- how to stay healthy and safe in the workplace
- the values employees look for in workers
- how to use power tools to build Recirculating Aquaculture Systems (RAS)
- how to prepare and cook simple seafood meals

IN TYPICAL LESSONS I MIGHT:

- feed a variety of aquatic animals
- take water samples and monitor water quality
- use and maintain equipment and machinery
- assess growth of aquatic animals
- visit marine farms or undertake a practical work placement

TO ENROL IN THIS SUBJECT I NEED:

- an interest in aquaculture or ornamental fish
- to enjoy working outdoors

THIS SUBJECT COULD LEAD ME TO:

- further study
- work in aquaculture or other areas of interest

SFI20119 CERTIFICATE II IN AQUACULTURE

VET Code	SFI20119
VET Level	Certificate II
TCE Points	Depends on units gained
TCE Standards	N/A
Course Provider	RTO Seafood and Maritime Training 7074
Course Length	2 Years
Recommendation	None

SFI20119 Certificate II in Aquaculture builds upon what has been learnt the previous year and requires the satisfactory completion of 12 selected units, which are delivered on-campus in the St Patrick's College Aquaculture Trade Training Centre and issued by Seafood and Maritime Training. Students studying this course will perform advanced practical husbandry tasks and work more closely with the aquatic animals within the Trade Training Centre. This facility is fully equipped with modern technological equipment, replicating best industry practice.

Aquaculture courses include excursions to visit industry stakeholders (e.g., aquaculture farm sites, research centres and seafood processing facilities) and includes specialised training sessions with an external provider in Elements of Shipboard Safety (ESS) training.

I WILL LEARN:

- about the seafood/aquaculture industry in Australia
- about the life cycle, feeding and care of farmed seafood such as salmon and oysters
- about water quality, how to monitor it and how it impacts aquatic animals
- correct basic techniques for caring for and handling aquatic animals
- how to measure the growth of aquatic animals
- how to inspect and maintain equipment
- how to control and put out fires on a boat
- how to operate emergency safety equipment on boats
- how to survive at sea in the event of an emergency

IN TYPICAL LESSONS I MIGHT:

- feed a variety of aquatic animals
- take water samples and monitor water quality
- use and maintain equipment and machinery
- assess the growth of aquatic animals
- visit marine farms or undertake a practical work placement

THIS SUBJECT COULD LEAD ME TO:

- further study
- work in aquaculture or other areas of interest



TOURISM

YOU HAVE:

An interest in tourism and travel industry
A passion for working with people

VET SUBJECT

SIT20122
Certificate II in Tourism

MAY LEAD TO:

Employment
Further Study
Traineeship



SIT20122 CERTIFICATE II IN TOURISM

VET Code	<i>SIT20122</i>
VET Level	<i>Certificate II</i>
TCE Ponts	Depends on units gained
TCE Standards	N/A
Course Provider	<i>RTO Guilford Young College 1129</i>
Course Length	<i>2 Years</i>
Recommendation	<i>None</i>

I WILL LEARN:

- about the tourism industry including the possible jobs and pathways
- how to stay safe and healthy in the workplace, including first aid
- about social media for businesses
- Responsible Serving of Alcohol (RSA)
- the skills employers value in young workers
- to communicate and work with a range of people in the community

IN TYPICAL LESSONS I MIGHT:

- visit different types of tourist attractions and services
- gather information about a tourist destination
- create a file containing media releases about the tourism industry
- undertake a practical work placement

THIS SUBJECT COULD LEAD ME TO:

- further study
- work in tourism, travel or other areas of interest





St Patrick's College

LAUNCESTON

Roman Catholic Trust Corporation of the Archdiocese of Hobart trading as **St Patrick's College**

**St Patrick's College
(Main Campus)**

282 Westbury Road
Prospect, TAS 7250
Tel: 03 6341 9988

**Croagh Patrick
(Year 9 Campus)**

251 Peel Street West
Prospect, TAS 7250
Tel: 03 6341 9999

Email: contact@stpatricks.tas.edu.au
Website: www.stpatricks.tas.edu.au