

2022

SUBJECT SELECTION GUIDE

SENIOR SCHOOL
YEARS 10, 11 & 12



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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 in both St Patrick's College courses (SPC), Tasmanian Assessment, Standards and Certification (TASC) courses and Vocational Education and Training (VET) courses. Students in Year 10 study Core subjects, based on the Australian Curriculum, are also able to access one TASC Level 2 subject in their option choice as an extension of their previous courses. This provides some students with a direct pathway to a Level 3 subject in their second year in the Senior School.

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,

Mr Tony Daley
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 students 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.

INCLUSIVE LEARNING

Students who have been identified with specific learning needs or who qualify for ESL/EAL funding may be eligible for extra support and assistance via learning enhancement programs. These programs are developed after consultation with parents, teachers, the student and Inclusive Learning staff. Support provided may be subject to formal identification processes and an application for funding from the State and/or Federal government. Part of this process is the formation of a Personalised Learning Plan (PLP). Parents who think that their child might qualify for special needs support are advised to contact the Head of Learning: Inclusive Learning at the beginning of the school year.

ENRICHMENT PROGRAM

Students who have been identified as eligible for enrichment may be invited to join the College's enrichment program. This program is run by the

Learning Leader - Gifted and Extension Learning, who will provide further opportunities for talented or high achieving students through access to external programs and internal enrichment opportunities.

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 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 (ie 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>

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.

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 the College website or via 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 will receive written feedback for Common Assessment Tasks throughout the year. This continuous feedback is available through Schoolbox as a way of keeping the student and their parents/guardians up-to-date with their progress throughout the year.

Parent-teacher-student Interviews

Parent-teacher-student interviews are held Terms 2 and 3 after each reporting process 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 11 Pathway Planning sessions (Term 3)
- Subject Information sessions (Term 3)
- Futures expos (Terms 1, 2 and 3)
- VET suitability interviews (Term 3)

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
- exploring career ideas
- writing a résumé and cover letter

Future Pathway counsellors are available to any student or parent/guardian with career-related concerns. Appointments are available in study periods, lunch, 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 are an insufficient number of students interested in studying a particular course.

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 and 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**

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, and 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 Achievement (TCE)

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').
- Please note that St Patrick's College currently has an arrangement with TASC, whereby students who would ordinarily not obtain the ICT standard/tick through their study program can sit a St Patrick's College ICT test. If eligible students successfully pass this test they will satisfy the ICT standard with TASC;
- 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 really useful tool which can help you work out if your proposed Year 11 and

12 study program puts you on track to achieve the TCE. The Course Planner provides information about the credit point value of your 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 the TASC 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 quality assured certificate issued by TASC that records the participation and achievement of eligible students.

Tertiary Entrance Score (TES)

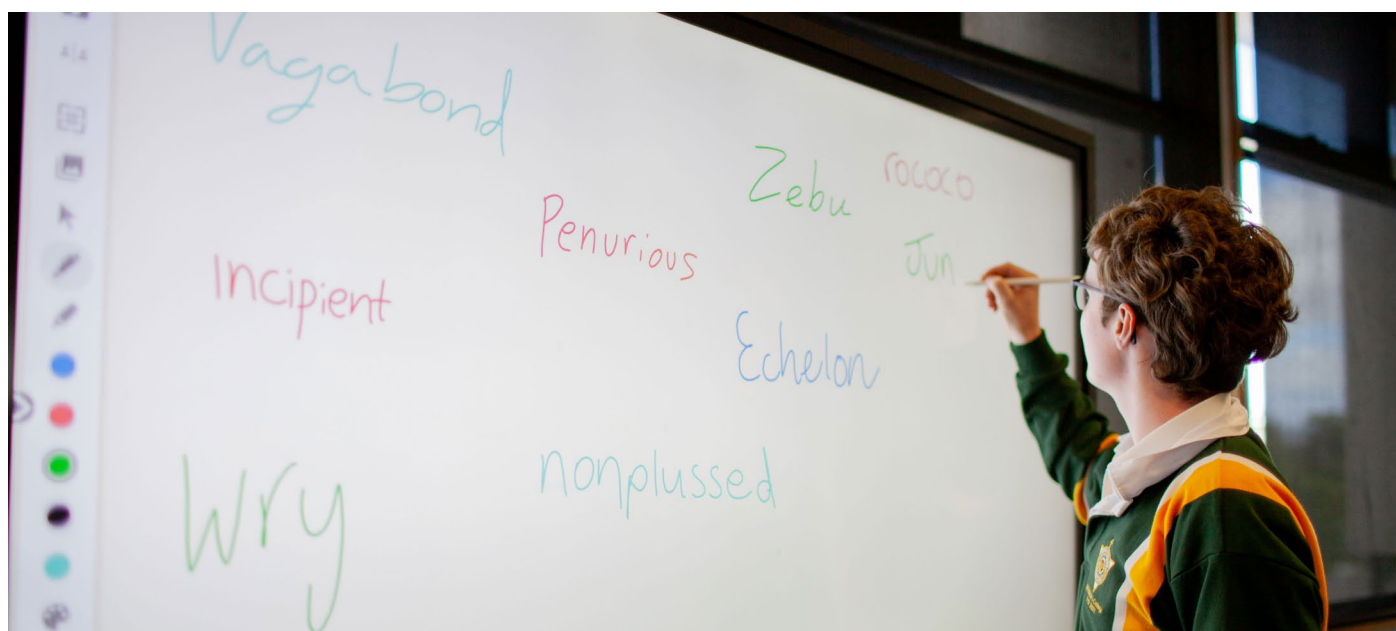
TASC calculates a score for each pre-tertiary subject studied in Year 11 and 12. Your TES is the combined scores of your best five (or four) pre-tertiary subjects over two years. At least three of these must be completed in your final year of senior secondary study. The TES is then used to calculate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

Australian Tertiary Admission Ranking (ATAR)

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

Vocational Education and Training (VET)

VET qualifications are recognised nationally and are developed with industry consultation and for industry-specific requirements. This gives you real-life, practical and industry-relevant skills. In Years 10, 11 and 12, VET courses ranging from Certificate I to Certificate 3 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 Senior School Skills one period per week. This time is utilised for independent study, but also 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.

Students have an opportunity to elect, upon the advice of their teachers and in light of their academic performance to date, what level of Mathematics and Science they attempt in Year 10.

Mathematics Options

Australian Curriculum Mathematics,

- Australian Curriculum 10A Mathematics (Australian Curriculum content is extended upon) or
- Mathematics Methods Foundation TASC Level 3 (extension option available for eligible students).

Please see the Mathematics' faculty section of this Guide for more information about these subjects. Please note that the Mathematics Methods Foundation TASC Level 3 subject is allocated 12 periods per fortnight (meaning students choose one less elective subject). This subject is also externally assessed by TASC with an end of year examination. Mathematics Methods Foundation TASC Level 3 is the most advanced level of mathematics available to Year 10 students but remains optional for eligible students. For strong mathematicians not electing Mathematics Methods TASC Level 3, a student's teacher may recommend Australian Curriculum 10A Mathematics.

Science Options

Australian Curriculum Science or

- Physical Sciences Foundation TASC Level 2.

Please see the Science faculty section of this Guide for more information about these subjects. Please note that the Physical Science Foundation TASC Level 2 subject is allocated 12 periods per cycle (meaning students choose one less elective subject). Physical Science Foundation TASC Level 2 is the most advanced level of science available to Year 10 students.

Electives

Students also study a further 1-4 elective subjects. The number of electives chosen is dependent upon the level of Mathematics and Science nominated, and whether students wish to complete a TASC Level 2 elective subject. In Year 10, students are provided with the opportunity to select a TASC Level 2 elective subject as one of their electives if they have demonstrated the need to be extended in the subject area. Such subjects provide an opportunity to study more intensively in an area of interest or talent and often provide pathways to TASC Level 3 study in Year 11/12.

Academic performance in TASC subjects are recorded on a student's TCE at the end of Year 12. If students utilise this opportunity they use three of their elective options. The diagram below assists students to know how many elective subjects they can choose based on the above choices. Please note if students elect to study both Mathematics Methods Level 3 and Physical Science Foundation Level 2 they cannot study a TASC elective subject - they must choose two St Patrick's College elective subjects.

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 pre-requisites that need to have 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 pre-requisite 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 that 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 about this when making their subject selections.

YEAR 10 SUBJECT SELECTION/COURSE INFORMATION

BUILDING AND CONSTRUCTION PACKAGE OF LEARNING

St Patrick's College is offering eligible students the opportunity to engage with an integrated model of learning for those who are interested in a career pathway in building and construction. Participating students complete their English, HaSS, Mathematics and Science in this class through the lens of this area of interest. Opportunities exist for real life problem solving, some work site learning and potentially 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 not separated into classes of English, Maths, Science, Humanities and Technologies, but students continue to have different classes for Religious Education, Health and Physical Education and some elective classes. Please note, students engaging in this offering are also enrolled in the VET Construction Certificate I Skillset 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 will comprise approximately 60% of a student's learning per week.

WHO IS THIS MOST APPROPRIATE FOR?

Career Path - Students who are on a vocational pathway towards 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 - If a student has an interest 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, where they learn about real world applications of the subjects being studied.

WHERE DOES THIS LEAD IN YEAR 11/12?

Many of the TASC subject offerings for Year 11/12 provided at the College remain available to students who have engaged with 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 - Certificate II in Construction
- Design and Production 2
- Computer Applications 2
- Engineering Design 2
- Object Design (University Career Path)
- Computer Graphics and Design Foundation 2

Other complementary subjects may include:

- English Applied 2
- General Mathematics Foundation 2 or Workplace Mathematics 2
- Business Studies Foundation 2
- Food, Cooking and Nutrition 2
- Certificate II Automotive Vocational Preparation

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 Mrs Hills (Director of Curriculum - Senior School).

HOW DO STUDENTS APPLY?

Students who wish to take up this Package of Learning must submit an expression of interest in writing to Mrs Stretton or Mrs Hills via email on or before the Subject Selections Due Date. Eligible students would then be invited to attend a suitability interview with their parents and the outcome of your application would be advised.



YEAR 10 SUBJECT SELECTION

OPTION 1	OPTION 2	OPTION 3	OPTION 4
Aus Curriculum Maths & Science	Maths Methods 3 & Physical Science 2	Aus Curriculum Maths & Physical Science 2	Maths Methods 3 & Aus Curriculum Science
⋮	⋮	⋮	⋮
4 SPC Electives	2 SPC Electives	3 SPC Electives	3 SPC Electives
OR		OR	OR
1 SPC Elective AND 1 TASC Elective		1 TASC Elective	1 TASC Elective
Need More Help? Contact Mrs Lindsey Hills - Director of Curriculum on lindsey.hills@stpatricks.tas.edu.au or			

YEAR 10 SUBJECTS

CORE SUBJECTS

- Meaning, Value, Purpose & Spirituality (MVPS)
- English
- History & Geography
- Mathematics
- Science
- Health & Physical Education
- Senior School Skills (Supervised)

RELIGIOUS EDUCATION

Head of Learning:

Mr A Viney

Meaning, Value, Purpose & Spirituality (MVPS) (CORE)

CREATIVE ARTS

Head of Learning:

Mr C Ivory

Art (SPC)
 Art Extended (SPC)
 Audio Design (SPC)
 Contemporary Music Studies (SPC)
 Dance (SPC)
 Dance Extended (SPC)
 Drama (SPC)
 Drama Extended (SPC)
 Media Studies (SPC)
 Music Studies (SPC)
 Music Studies Extended (SPC)
 Musical Theatre (SPC)
 Photography (SPC)
 Photography Extended (SPC)
 Technical Theatre (SPC)

(Core) subjects are compulsory and are studied for the full year.

(SPC) are subjects offered by St Patrick's College.

Level 1, Level 2, Level 3 and Level 4 are subjects offered by the Office of Tasmanian Assessment, Standards and Certification (TASC) and studied at St Patrick's College.

YEAR 10 SUBJECTS

HEALTH & PHYSICAL EDUCATION

Head of Learning:

Miss B Johnstone

Australian Curriculum Health & Physical Education (CORE)

Athlete Development General (SPC) **OR**
Athlete Development Specialised (SPC) -

either AFL, Basketball, or Soccer

Sport & Recreation (SPC)

Sport Science (SPC)

Sport Science Foundation Level 2 (EXT)

HUMANITIES AND SOCIAL SCIENCES

Head of Learning:

Mrs K McCulloch

Australian Curriculum History & Geography (CORE)

Child Studies (SPC)

Economics & Business Studies (SPC)

Introduction to Legal Studies (SPC)

Introduction to Philosophy (SPC)

Introduction to Behavioural Studies (SPC)

Introduction to Psychology/Sociology Level 2 (EXT)

Legal Studies Foundation Level 2 (EXT)

Student Directed Inquiry (SPC)

INCLUSIVE LEARNING

Head of Learning:

Mrs C Lobley

Study Skills (SPC)

LANGUAGES

Head of Learning:

Mr R Wiese

Australian Curriculum English (CORE)

English Extension (SPC)

Japanese (SPC)

Japanese Foundation Level 2 (EXT)

MATHEMATICS

Head of Learning:

Mr D Harmon

Developmental Mathematics (CORE)

Australian Curriculum Mathematics (CORE)

Australian Curriculum Mathematics 10A (CORE)

Mathematics Methods Foundation Level 3 (EXT)

OUTDOOR EDUCATION

Head of Learning:

Mr A Biffin

Outdoor Adventure (SPC)

SCIENCE

Head of Learning:

Mr S Reid

Australian Curriculum Science (CORE)

Physical Sciences Foundation Level 2 (EXT)

Design & Engineering (SPC)

Engineering Design Level 2 (EXT)

Introduction to Biology & Environmental Science (SPC)

Life Sciences Level 2 (EXT)

Horticulture (SPC)

TECHNOLOGY

Head of Learning:

Mr B Goode

Computer Applications Level 2 (EXT)

Computer Graphics & Design Level 2 (EXT)

Computer Science (SPC)

Computer Use in Design (SPC)

Design and Production -

Students can elect to specialise in the following areas:

Composite Level 2 (EXT)

Metal Level 2 (EXT)

Textiles Level 2 (EXT)

Wood Level 2 (EXT)

Design and Technology (SPC)

Food Studies (SPC)

Food and Health (SPC)

Food, Cooking & Nutrition Level 2 (EXT)

Housing and Design (SPC)

Metal Design (SPC)

Wood Design (SPC)

VOCATIONAL EDUCATION & TRAINING (VET)

Head of Learning:

Ms M Bassett

Introduction to Animal Studies

Certificate I in Seafood Industry

Certificate II in Construction Pathways Skillset

Hospitality Certificate I

Outdoor Recreation & Drone Flying Skillset

(Core) subjects are compulsory and are studied for the full year.

(SPC) are subjects offered by St Patrick's College.

Level 1, Level 2, Level 3 and Level 4 are subjects offered by the Office of Tasmanian Assessment, Standards and Certification (TASC) and studied at St Patrick's College.

Year 10

Head of Learning:
Mr A Viney

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 Good News for Living.

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
- Comparing Islam & Christianity
- Discernment and Making Connections



(Core) subjects are compulsory and are studied for the full year.

(SPC) are subjects offered by St Patrick's College.

Level 1, Level 2, Level 3 and Level 4 are subjects offered by the Office of Tasmanian Assessment, Standards and Certification (TASC) and studied at St Patrick's College.

CREATIVE ARTS

Year 10

Head of Learning:
Mr C Ivory

Art

Art (SPC)
Art Extended (SPC)

Dance

Dance (SPC)
Dance Extended (SPC)

Drama

Drama (SPC)
Drama Extended (SPC)
Theatre Production (SPC)

Media

Media Studies (SPC)
Photography (SPC)
Photography Extended (SPC)

Music

Audio Design (SPC)
Contemporary Music Studies (SPC)
Music Studies (SPC)
Music Studies Extended (SPC)
Technical Theatre (SPC)

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 and Year 12 study in Art Production Level 3, Visual Art Level 2, Visual Arts Level 2 (Photography), Art Theory & Criticism Level 3, or Art Practice Level 2 or Art Studio Practice Level 3 (Year 12 only)

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 and Year 12 study in Art Production Level 3, Visual Art Level 2, Art Theory & Criticism Level 3, Art Studio Practice Level 3 (Year 12 only)

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 as Dance Choreography and Performance 3 in Year 11/12.

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

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 and Year 12 study in Dance Choreography & Performance Level 3, Drama Foundation Level 2, Drama Level 3 or Theatre Performance Level 3 (Year 12 only)

(Core) subjects are compulsory and are studied for the full year.

(SPC) are subjects offered by St Patrick's College.

Level 1, Level 2, Level 3 and Level 4 are subjects offered by the Office of Tasmanian Assessment, Standards and Certification (TASC) and studied at St Patrick's College.

CREATIVE ARTS

DRAMA

(SPC ELECTIVE SUBJECT)

Year 10 SPC 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 and Year 12 study in Dance Choreography & Performance Level 3, Dance - Foundation Level 2, Drama - Foundation Level 2, Drama Level 3 or Theatre Performance Level 3 (Year 12 only)

DRAMA EXTENDED

(SPC ELECTIVE SUBJECT)

This course enables students enrolled in Year 10 Drama (SPC Elective) to undertake an extra four lessons per fortnight in the drama classroom environment, extending this to eight lessons per fortnight (Year 10 Drama x4 + Art 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 and Year 12 study in Drama Foundations Level 2, Drama Level 3 or Theatre Performance Level 3, Dance Choreography & Performance Level 3, Dance Level 2

TECHNICAL THEATRE

(SPC ELECTIVE SUBJECT)

Year 10 SPC Technical Theatre is a practical hands-on course teaching students all the technical aspects of theatre. This course covers:

- Lighting
- Audio
- Publicity
- Set design and construction

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

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
- Live TV

Pathway: This course provides an excellent background to Year 11 and Year 12 study in Technical Theatre Production Level 2, Media Production Foundations Level 2, Media Production Level 3, Visual Art Level 2, Art Production Level 3 or Art Making Level 1

PHOTOGRAPHY

(SPC ELECTIVE SUBJECT)

Year 10 SPC 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 and Year 12 study in Art Production Level 3, Visual Art Level 2, Visual Art Level 2 (Photography), Art Theory & Criticism Level 3, Art Production Level 3, Media Production Level 3, Media Production Foundations Level 2 or Art Studio Practice Level 3 (Year 12 only)

PHOTOGRAPHY EXTENDED

(SPC ELECTIVE SUBJECT)

This course enables students enrolled in Year 10 Photography (SPC Elective) 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 Art Production (Photography) Level 3, Visual Art (Photography) Level 2, Media Production Level 3, Media Production Foundations Level 2, Art Theory & Criticism Level 3, Art Studio Practice Level 3 (Year 12 only)

(Core) subjects are compulsory and are studied for the full year.

(SPC) are subjects offered by St Patrick's College.

Level 1, Level 2, Level 3 and Level 4 are subjects offered by the Office of Tasmanian Assessment, Standards and Certification (TASC) and studied at St Patrick's College.

CREATIVE ARTS

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 and Year 12 study in Music Technology Projects Foundation Level 2 or Music Technology Projects (UTAS)

CONTEMPORARY MUSIC STUDIES

(SPC ELECTIVE SUBJECT)

Year 10 SPC 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 and 12 study in Music Studies Level 2, Contemporary Music Level 2, Music Level 3, Foundation Practical Study Level 3 or Advanced Practical Study Level 3 (Year 12 only)

MUSIC STUDIES

(SPC ELECTIVE SUBJECT)

Year 10 SPC 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 and 12 study in Music Studies Level 2, Contemporary Music Level 2, Music Level 3, Foundation Practical Study Level 3 or Advanced Practical Study Level 3 (Year 12 only)

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 (eg. 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 and 12 study in Musical Theatre Level 2, Music Studies Level 2, Contemporary Music Level 2, Music Ensemble Experience Level 2, Music Level 3, Foundation Practical Study Level 3 or Advanced Practical Study Level 3 (Year 12 only)

MUSICAL THEATRE

(SPC ELECTIVE SUBJECT)

Year 10 SPC Musical Theatre course 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 and 12 study in Music Studies Level 2, Contemporary Music Level 2, Music Level 3, Foundation Practical Study Level 3 (Year 12 only)



(Core) subjects are compulsory and are studied for the full year.

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HEALTH & PHYSICAL EDUCATION

Year 10

Head of Learning:
Miss B Johnstone

Australian Curriculum Health & Physical Education (CORE)
Athlete Development General (SPC) **OR**
Athlete Development Specialised (SPC) - either AFL, Basketball, or Soccer
Sport & Recreation (SPC)
Sport Science (SPC)
Sport Science Foundation Level 2 (EXT)

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: Year 10 Health & Physical Education Core subject provides an excellent background to Year 11 and Year 12 study in Health Studies Level 3, Sports Science Level 3, Athlete Development Level 2, Outdoor Education Level 2, Sports Science Foundation Level 2 or Sport, Recreation and Fitness Experiences Level 1

ATHELETE DEVELOPMENT GENERAL (SPC ELECTIVE SUBJECT)

The Year 10 SPC 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
- Drugs in sport
- 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.

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

(Core) subjects are compulsory and are studied for the full year.

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HEALTH & PHYSICAL EDUCATION

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 and 12 study in Sport Science Level 3, Athlete Development Level 2, Sport Science Foundation Level 2 or Sport, Recreation and 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, its functioning as well as promoting life long health benefits. Throughout this course students will 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 and 12 study in Sport Science Level 3, Athlete Development Level 2, Sport Science Foundation Level 2 or Sport, Recreation and Fitness Experiences Level 1

SPORT SCIENCE FOUNDATION LEVEL 2 - (EXT) SPT215118

Sport Science Foundation encompasses both theoretical and practical based learning that promotes immediate, as well as life long, health benefits. Students acquire an understanding of human functioning and physical activity, skills in communication and investigation and the ability to apply theory to practical situations. This course provides an introduction to the components of fitness, body systems and the science of physical performance creating a pathway into Sport Science Level 3. It also informs students of the values of physical activity and provides an overview of the responsibilities people can adopt at different stages in their lives.

The content is divided into 5 units of study. All 5 units are compulsory.

- Body Systems
- Fitness
- Sports Knowledge and Involvement in Sport
- Science of Performance
- Unit of Inquiry

Pathway: Provides an excellent background to Year 11 and Year 12 study in Sport Science Level 3, Sport and Recreation Management UTAS University Connections Program or Sport, Recreation and Fitness Experiences Level 1



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HUMANITIES AND SOCIAL SCIENCES

Year 10

Head of Learning:
Mrs K McCulloch

Australian Curriculum History & Geography (CORE)
Child Studies (SPC)
Economics & Business Studies (SPC)
Introduction to Legal Studies (SPC)
Introduction to Philosophy (SPC)

Introduction to Behavioural Studies (SPC)
Introduction to Psychology/Sociology Level 2 (EXT)
Legal Studies Foundation Level 2 (EXT)
Student Directed Inquiry (SPC)

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: History and Geography (Core) provides an excellent background to Year 11 and Year 12 study in Accounting Level 3, Economics Level 3, Business Studies Level 3, Legal Studies Level 3, Psychology Level 3, Sociology Level 3, A.A.P Level 3, Geography Level 3, Modern History Level 3, Introduction to Sociology & Psychology Level 2 or Working with Children Level 2

CHILD STUDIES (SPC ELECTIVE SUBJECT)

Year 10 Child Studies subject concentrates on positive parenting and childcare. Child Studies helps you to develop skills in caring for children. Students will 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: Economics & Business Studies provides an excellent background to Year 11 and 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. You will 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, you will develop knowledge

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HUMANITIES AND SOCIAL SCIENCES

and understanding of the frameworks which regulate and shape our society. You will look at how disputes are resolved through the courts and the criminal justice system. You will also examine human rights and how they are protected in Australia and internationally. Finally, you will have an opportunity to engage in an independent inquiry, whereby you will select a current legal issue to investigate in depth.

Year 10 introduction to Legal Studies will help develop your 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 pre-requisites are required to select this subject. Would provide an excellent background to Legal Studies Level 2 or 3 subjects in Year 11 and 12

INTRODUCTION TO PHILOSOPHY (SPC ELECTIVE SUBJECT)

This course provides students with 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 pre-requisites 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 and 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: Introduction to Behavioural Studies provides an excellent background to Year 11 and Year 12 study in Sociology Level 3, Psychology Level 3 or Introduction to Sociology & Psychology Level 2

INTRODUCTION TO PSYCHOLOGY/ SOCIOLOGY

LEVEL 2 - (EXT) BHX215116

Introduction to Sociology and Psychology provides an introduction to the disciplines of sociology and psychology. The syllabus covers an introduction to each discipline. Major units studied are:

- Psychological development, which includes a consideration of the interaction of heredity and environment on areas of individual development such as cognitive, emotional and social development.
- Youth culture, where students examine the extent to which social, economic, and cultural changes have shaped the lives of young people. They examine the beliefs, values, customs, and practices of youth culture in comparison with other cultures in Australia and in other places.
- One other sociological area such as social stratification, gender or cross-cultural differences will also be considered.
- Another psychological area such as non-verbal communication, forensic psychology or pro-social and anti-social behaviour will also be studied.

Pathway: Introduction to Sociology & Psychology provides an excellent background to Year 11 and Year 12 study in Sociology Level 3 and/or Psychology Level 3.

LEGAL STUDIES FOUNDATION

LEVEL 2 - (EXT) LST215115

Legal Studies Foundation is a Level 2 foundation course designed to help students develop the knowledge and skills necessary to become active citizens. It provides an opportunity for students to develop an awareness of the law as it relates to individuals in Australian society. The syllabus requires objective and wide-ranging enquiry into the role of individuals in the legal system and the shortcomings of the Australian Legal System.

Legal Studies Foundation develops students' knowledge and understanding of the Australian legal system and extend their skills of research, investigation, data use and analysis, critical thinking and applied learning. The course supports students to apply knowledge and skills to real world issues and ideas. There is a practical component to the course, which includes visits to both the Magistrates and the Supreme Courts and students will also have the opportunity to see police operations and the Tasmanian Parliament in action.

Pathway: Legal Studies Level 2 provides an excellent background to Year 11 and Year 12 study in Legal Studies Level 3, Sociology Level 3 and/or Psychology Level 3

STUDENT DIRECTED INQUIRY

(SPC ELECTIVE SUBJECT)

This course presents students with an exciting opportunity to develop and pursue a topic of particular individual interest. This could take the form of an investigation or the creation of a product, with process documentation. Students develop vital future skills in research, problem solving, communication and self-management. This course encourages initiative and innovation in a personalised, authentic and meaningful learning context.

Examples of topics could embrace any field or subject such as documentary making, mythology, local history, costume design, mechanics, culture and language, forensics, ethics, upcycling, meteorology, human evolution, zoology, alternative medicines, cottage industries ... the possibilities are only limited by your imagination!

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Year 10

Head of Learning:
Mrs C Lobley

Study Skills (SPC)

STUDY SKILLS

(SPC ELECTIVE SUBJECT)

Study Skills is designed for students who wish to enrich their existing literacy capabilities. Students learn:

- Time-management strategies
- Effective note taking
- The skill of summarising
- Skimming and scanning reading skills
- Task organisation
- Long and short term planning
- Listening skills
- Strategies for exam planning, revision and sitting exams



(Core) subjects are compulsory and are studied for the full year.

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LANGUAGES

Year 10

Head of Learning:
Mr R Wiese

Australian Curriculum English (CORE)
English Extension (SPC)
Japanese (SPC)
Japanese Foundation Level 2 (EXT)

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.

www.australiancurriculum.edu.au/english/curriculum/f-10?layout=1 - level10

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

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 and Year 12 study in English Foundations Level 2, English Level 3, English Literature Level 3 and English Writing Level 3

(Core) subjects are compulsory and are studied for the full year.

(SPC) are subjects offered by St Patrick's College.

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LANGUAGES

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

Pre-requisites: Year 9 Japanese

Students must receive an A or B award in this subject for direct entry to Japanese Level 3

JAPANESE FOUNDATION LEVEL 2 - (EXT) JPN215114

This course is open to students with either some or no Japanese experience. Level 2 Japanese is a comprehensive course that covers all forms of communication and intercultural learning. Students with no experience can expect to learn to communicate in basic to intermediate Japanese on familiar topics such as family, hobbies, interests, school life, pets, birthdays, daily life, travel and Tasmania. This communication involves learning the Japanese scripts hiragana, katakana and some kanji (Chinese letters). For students with some Japanese experience, this course will be an excellent opportunity to brush up on skills learnt in previous years and to further enhance learning with more advanced grammatical structures and vocabulary. Successful completion of this course allows students to continue their studies of Japanese in the Level 3 pre-tertiary course in the following year.



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MATHEMATICS

Year 10

Head of Learning:
Mr D Harmon

Australian Curriculum Mathematics (CORE)

Australian Curriculum Mathematics 10A (CORE)

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)

In Year 10, the proficiency strands: Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

Pathway: Provides background to Year 11 and Year 12 study in General Mathematics Foundation Level 2, General Mathematics Level 3 or Workplace Maths 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.

Pre-requisite: Recommended minimum of B award against the Australian Curriculum Year 9 course

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

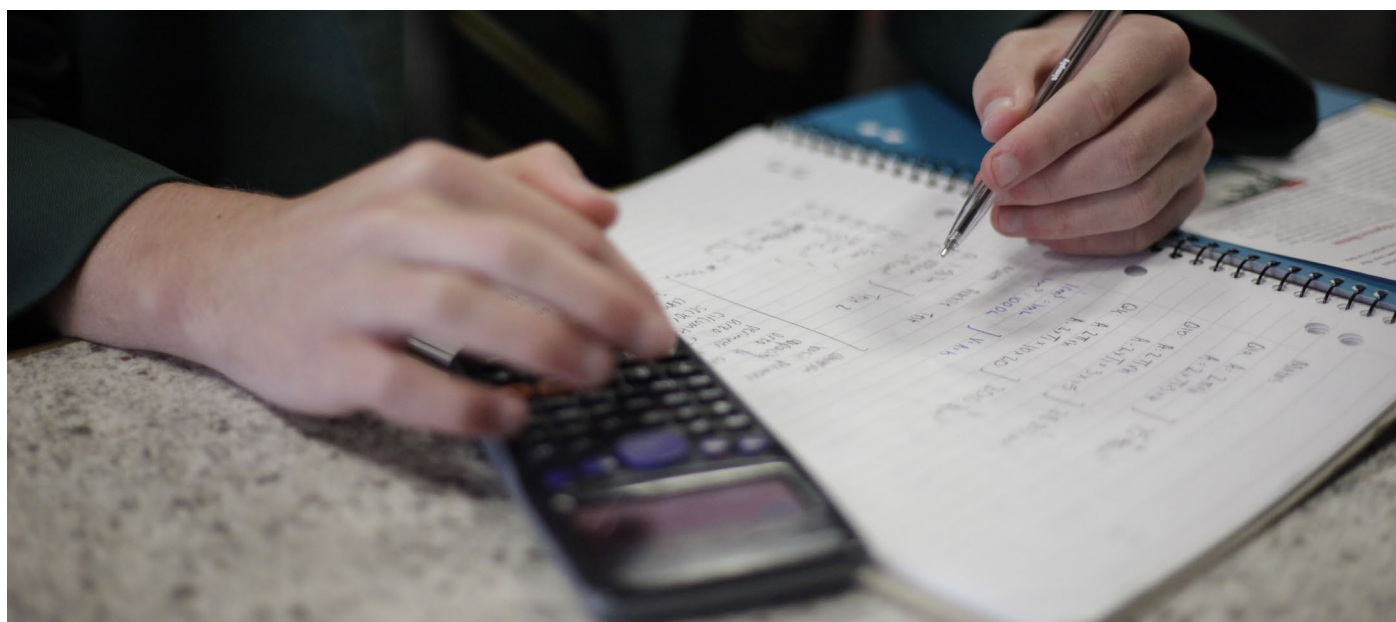
MATHEMATICS METHODS FOUNDATION

LEVEL 3 - MTM315117

Mathematics Methods Foundation Level 3 provides for the study of Algebra, functions and their graphs, Calculus, Probability and Statistics. These are necessary pre-requisites 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.

Pre-requisite: Students enrolling in this subject must have successfully completed Year 9 Australian Curriculum Extended Mathematics (9.4) with an A or B award.

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



Year 10

Head of Learning:
Mr A Biffin

Outdoor Adventure (SPC)

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 (orienteeing 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 Education Level 2 and Outdoor Leadership Level 3



(Core) subjects are compulsory and are studied for the full year.

(SPC) are subjects offered by St Patrick's College.

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SCIENCE

Year 10

Head of Learning: Mr S Reid

Australian Curriculum Science (CORE)
Physical Sciences Foundation Level 2 (EXT)*

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

Design & Engineering (SPC)
Engineering Design Level 2
Introduction to Biology & Environmental Science (SPC)
Life Sciences Level 2 (EXT)
Horticulture (SPC)

AUSTRALIAN CURRICULUM SCIENCE (CORE)

This subject is the Core course for Science in Year 10. It is recommended for students who do not wish to study pre-tertiary science in Year 11, however, it does not preclude them from doing so (in consultation with the Head of Learning). 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: Year 10 General Science provides an excellent background to Year 11 and Year 12 study in Life Sciences Level 2 or Physical Sciences Foundation Level 2

PHYSICAL SCIENCES FOUNDATION LEVEL 2 - (EXT) SPW215114

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.

NOTE: Students wanting to study Physical Sciences Foundation Level 2 must choose it as one of their option subjects.

This course includes:

Physics

- forces and motion
- sources and properties of energy

Chemistry

- structure and properties of materials
- chemical reactions and change

Pre-requisite: Year 9 Science 'A' or 'B' and, Year 9 Maths Level 3/4 (preferred but negotiable)

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

DESIGN & ENGINEERING (SPC ELECTIVE SUBJECT)

Year 10 SPC 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 cars design and other design and engineering challenges.

Pathway: Year 10 Design & Engineering provides an excellent background to Year 11 and Year 12 study in Engineering Design Level 2 or as a standalone subject

(Core) subjects are compulsory and are studied for the full year.

(SPC) are subjects offered by St Patrick's College.

Level 1, Level 2, Level 3 and Level 4 are subjects offered by the Office of Tasmanian Assessment, Standards and Certification (TASC) and studied at St Patrick's College.

SCIENCE

INTRODUCTION TO BIOLOGY & ENVIRONMENTAL SCIENCE (SPC ELECTIVE SUBJECT)

Year 10 SPC Introduction to Biology and 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: Year 10 Introduction to Biology & Environmental Science provides an excellent background to Year 11 and Year 12 study in Biology Level 3, Environmental Science Level 3

ENGINEERING DESIGN LEVEL 2 - (EXT) END215118

IN ENGINEERING DESIGN 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.

TO ENROL IN THIS SUBJECT I NEED:

- no previous experience, however an interest developing scientific literacy skills through a hands on environment is recommended.

ENGINEERING DESIGN 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.

Pathway: Year 10 Engineering Design Level 2 provides an excellent background to Year 11 and Year 12 subject Object Design UTAS University Connections Program as well as Design and Production 2

LIFE SCIENCES LEVEL 2 - (EXT) LSC215115

This course is for students who have an interest in Biology but either do not wish to study it at a pre-tertiary level or require it as a pre-requisite for Biology Level 3 or Environmental Science Level 3 in Year 11. The theme of Human Biology is favoured

throughout this course. It will include: Biodiversity and the Interdependence of Organisms and Resources; Structure and Function; Continuity, Change and Biotechnology.

Pathway: Year 10 Life Science Level 2 provides an excellent background to Year 11 and Year 12 study in Biology Level 3, Environmental Science & Society Level 3.

HORTICULTURE (SPC ELECTIVE SUBJECT)

Year 10 Horticulture is suitable for both those who have studied this subject in Year 9 as well as those who have not. This subject focuses broadly on Agriculture in Australia, narrowing down into the specific area of Horticulture as we progress through the year. We build on our basic knowledge of plant, soil and chemical sciences as they relate to our main focus of producing nursery plants through three main methods of propagation. We also continue to explore sustainability through food production and amenity horticulture by hands-on experiences on the College grounds. This subject continues to be a largely hands-on practical subject and is very suitable for those students who don't mind physical activity and spending time outside the classroom.

Horticulture can be a launching pad into a number of career options, such as sporting ground maintenance or council grounds work, small engine mechanics or nursery retail, national parks and recreation employees or food production, plant propagation and nursery careers, mowing or landscape contractors. Botanists, taxonomists or agronomists all have a basis in horticulture.

Pathway: Year 10 Horticulture will provide a very solid pathway for students wishing to study VET Horticulture or Agricultural Systems Level 3 in Years 11 or 12

(Core) subjects are compulsory and are studied for the full year.

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Level 1, Level 2, Level 3 and Level 4 are subjects offered by the Office of Tasmanian Assessment, Standards and Certification (TASC) and studied at St Patrick's College.

TECHNOLOGY

Year 10

Head of Learning:
Mr B Goode

Computer Science (SPC)
Computer Applications Level 2 (EXT)
Computer Graphics & Design Level 2 (EXT)
Computer Use in Design (SPC)
Design and Production - choice of
Composite Level 2 (EXT)
Metal Level 2 (EXT)
Textiles Level 2 (EXT)
Wood Level 2 (EXT) OR

Design and Technology (SPC)
Food and Health (SPC)
Food Studies (SPC)
Food, Cooking & Nutrition Level 2 (EXT)
Housing and Design (SPC)
Metal Design (SPC)
Wood Design (SPC)

COMPUTER SCIENCE (SPC ELECTIVE SUBJECT)

Computer Science in Year 10 focuses on developing the 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: This course provides an excellent background to Year 11 and 12 study in Computer Applications Level 2, Computer Science Level 3, Information Systems & Digital Technologies Level 3, Computer Graphics & Design Level 2 or Level 3, Housing & Design Level 3

COMPUTER APPLICATIONS LEVEL 2 - (EXT) ICT20511

This course is designed for learners who desire to gain greater competency in the use of specific computing applications. It allows for development of practical computing skills and detailed coverage of social issues, along with occupational health and safety concerns. It builds on the knowledge, understanding and skills articulated in the Essential Skills - Using Computers and the Internet course. It is designed to allow learners to undertake focused learning in a particular, applied area of computing. This approach recognises that the application of computers and associated digital technologies covers a wide range of context and areas of speciality and provides opportunity for a greater depth of learning to be acquired in contexts that are relevant to learners' needs and interests.

Pathway: This course provides an excellent background to Year 11 and Year 12 study in Computer Applications Level 2, Computer Science Level 3, Information Systems & Digital Technologies Level 3, Computer Graphics & Design Level 3, Housing & Design Level 3

COMPUTER GRAPHICS & DESIGN LEVEL 2 - (EXT) CGD215118

This is a subject where students are able to freely design and express their own ideas as well as design and solve problems with which industry is faced. It provides for personal development, lays a foundation for career opportunities and

allows the students to undertake further studies in the computer graphics and design industry.

This subject offers students the opportunity to:

- Increase their knowledge in the area of computer equipment
- Learn new computer graphic processes
- Use specialist software
- Explore 3 dimensional computer modelling
- Create high quality animations

Pathway: This course provides an excellent background to Year 11 and Year 12 study in Computer Applications Level 2, Computer Science Level 3, Information Systems & Digital Technologies Level 3, Computer Graphics & Design Level 3, Housing & 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,

(Core) subjects are compulsory and are studied for the full year.

(SPC) are subjects offered by St Patrick's College.

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TECHNOLOGY

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
- Students will also have the opportunity to create a major project of their choice

Pathway: This course provides an excellent background to Year 11 and Year 12 study in Level 2 Computer Applications, Level 3 Computer Science, Level 3 Information Systems & Digital Technologies, Level 2 or Level 3 Computer Graphics & Design, Level 3 Housing & Design

DESIGN AND PRODUCTION LEVEL 2 - (EXT) DAP215116

Students choose one of the following areas - Composite (combination of materials), Metal, Textiles OR Wood

Design and Production develops skills in the design and construction of products within an area of specialisation. An understanding and skills in handling the nominated material will be gained through to producing items in response to design briefs. This course enables learners to design and make products in one of the following areas of specialisation: metal, textiles or wood. Students develop an understanding of the design process to generate well-considered responses to the briefs. Students learn to draw on a range of strategies to plan, generate and realise commercial and domestic products. They use a diverse range of techniques to communicate their intentions and their design proposals. These may include: colour visuals; orthographic; working drawings; sketches; digital; virtual or three-dimensional presentations; and written notes/comments.

Students submit a design folio and complete products exhibiting competent technical skills and processes in working

with their chosen materials. Review and evaluation of processes and products will be undertaken. Through the study of design fundamentals and the application of the design process in the production of objects and samples, the learner will develop skills and knowledge relevant to industry, cultural, personal and domestic contexts.

DESIGN AND TECHNOLOGY (SPC ELECTIVE SUBJECT)

- The study of Design and 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, and how do we do it?
- Introduction to electronics
- Free flight - basic aircraft design and discovering how do planes fly
- Architecture
- Possibility of a student negotiated project

Pathway: This subject will provide an excellent foundation for future study in Housing and Design Level 3 or Object Design UTAS University Connections Program

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: This course provides an excellent background to Year 11 and 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 both theoretical and practical lessons and investigative experiences, students develop an understanding of nutrition and diet related issues in Australia and be 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: This course provides an excellent background to Year 11 and 12 study in Food & Nutrition Level 3 and Food, Cooking and Nutrition Level 2

(Core) subjects are compulsory and are studied for the full year.

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TECHNOLOGY

FOOD, COOKING & NUTRITION

LEVEL 2 - (EXT) FDN215118

This course provides students an opportunity to develop knowledge of food and food preparation skills with an emphasis on healthy choices. They learn about factors influencing food choice, menu planning and recipe modification to implement current nutrition information. Students consider the cultural and environmental aspects of food in Australia. Students will work individually and in a team to prepare foods for a range of contexts.

Pathway: This course provides an excellent background to Year 11 and Year 12 Food and Cooking Essentials I, Food, Cooking and Nutrition 2 and Food and Nutrition 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: This course provides an excellent background to Year 11 and 12 study in Housing and Design Level 3 and Object Design UTAS University Connections Program

METAL DESIGN

(SPC ELECTIVE SUBJECT)

Metal Design is a balanced study of both the practical and theory 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 will be 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 and Year 12 study in Design and Production Level 2 (Metal, Wood or Composite Materials)

WOOD DESIGN

(SPC ELECTIVE SUBJECT)

Wood Design allows a balanced study of both practical and theory 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 will 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: This course provides an excellent background to Year 11 and 12 study in Design and Production Level 2 (Metal, Textiles, Wood or Composite Materials)



(Core) subjects are compulsory and are studied for the full year.

(SPC) are subjects offered by St Patrick's College.

Level 1, Level 2, Level 3 and Level 4 are subjects offered by the Office of Tasmanian Assessment, Standards and Certification (TASC) and studied at St Patrick's College.

Year 10

Head of Learning:
Ms M Bassett

Introduction to Animal Studies
Seafood Industry Certificate I
Construction - Certificate II in Construction Pathways Skillset
Hospitality Certificate I
Outdoor Recreation & Drone Flying Skillset

IMPORTANT INFORMATION FOR VET CANDIDATES AND PARENTS/GUARDIANS

The list of VET courses offered in the following pages are presented as educational opportunities for students to gain workplace qualifications while also achieving a Tasmanian Certificate of Education (TCE).

The VET courses listed in this Guide are offered to the St Patrick's College Senior School student cohort, and will be deemed viable to run in 2022 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. Students and their families will be notified of changes if/when they present.

Acceptance into a VET course requires students and their parents/guardians to attend an interview to discuss the course content and student suitability for the adult learning training commitment. Interested candidates need to be aware that the certificate levels in VET contain a similar workload and can be compared to TCE subjects. For example a Certificate III VET course requires the same level of study commitment as a TASC Level 3 pre-tertiary subject. In some instances a Certificate III course can be completed over a period of three years if students commence their VET experience in

Year 10. The level of study for individual students will be negotiated at the suitability interview with the VET trainer. The VET coordinator and RTO team leader will also determine a suitable program for each student. The following aspects will determine the certificate level that candidates will be enrolled in - overall commitment to study, obligation to other pre-tertiary subjects, student part-time employment commitments, prior learning/understanding in a particular subject area, Language, Literacy and Numeracy (LLN) standards.

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.

The College has removed the levy and bond for these courses. However, as VET courses apply full commercial training fees under the auspices of the RTOs, a course withdrawal fee will apply upon early withdrawal or non-completion of the course.

Course particulars, including terms and conditions will be explained at the suitability interview held in October/November.

INTRODUCTION TO ANIMAL STUDIES

This course is available for students in Year 10 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.

IN INTRODUCTION TO ANIMAL STUDIES 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
- basic husbandry for animals including handling and grooming

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 Studies qualification. Students who successfully complete this course can apply to continue their study in Year 11 to complete a full Certificate II qualification relating to animal care.

*(Core) subjects are compulsory and are studied for the full year.
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Year 10

SFI10119

CERTIFICATE I IN SEAFOOD INDUSTRY

Aquaculture is becoming one of Tasmania's largest local industries and it involves a broad range of enterprises ranging from seahorses, shellfish, crustaceans, tropical, cold water, marine and fresh water fish to name a few. Seafood Industry Certificate I requires the satisfactory completion of eight selected units.

IN CERTIFICATE I IN SEAFOOD INDUSTRY 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
- how to use power tools to build aquaculture systems
- about aquaponics and resource sustainability.

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. This course is delivered in the St Patrick's College Aquaculture Trade Training Centre which is fully equipped with modern technological equipment that replicates best industry practice. The course includes a number of specialised training sessions with external providers in wader safety and fire suppression training. Students who satisfactorily complete this course can apply to continue their study in Year 11 to undertake Certificate II in Aquaculture.

CERTIFICATE II IN CONSTRUCTION PATHWAYS SKILLSET

Year 10 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 will be delivered at St Patrick's College with a number of activities implemented as enterprise ventures (work placement) and school improvement projects. Students will achieve three units from Certificate II in Building and Construction (Carpentry) Pre-apprenticeship and a WHS- White Card qualification.

SIT10216

HOSPITALITY - CERTIFICATE I

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 will 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 and Front of House-restaurant. Successful completion of this certificate will provide 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 kitchen, restaurant, bar, events management, public relations, human resource management, accommodation services, hotel management and front office. Students gain an RSA qualification, fire suppression training and attend work placement at local events, the Senior Ball and Valet dinner.

RTO, Guilford Young College 1129

OUTDOOR RECREATION & DRONE FLYING

VOCATIONAL SKILLSET

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 OUTDOOR RECREATION I WILL LEARN TO:

- bushwalk in tracked environments (SISOBWG001)
- operate in isolated and remote situations (AHCWRK312)
- apply first aid (HLTAID003).

RTO, Guilford Young College 1129

In the Drone Flying section of the program, students study two units from the National Aviation Training Package through 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.

IN DRONE FLYING I WILL LEARN TO:

- operate aeronautical radio (AVIE0003)
- operate remotely piloted aircraft in excluded category sub-2kg operations (AVIY0028)

RTO, Guilford Young College 1129

Pathway: may lead to employment in land conservation, tourism/guiding, drone piloting, emergency services, park ranger or Australian Defence Forces.

(Core) subjects are compulsory and are studied for the full year.

(SPC) are subjects offered by St Patrick's College.

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YEARS 11 & 12 COURSE INFORMATION

YEAR 11/12 SUBJECT SELECTION/ COURSE INFORMATION

GENERAL INFORMATION ABOUT YEAR 11/12 SUBJECT PROGRAMS

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 you with your 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.

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 Faculty of RE. 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). Please note St Patrick's College currently has an arrangement

with TASC, whereby students who would not ordinarily obtain the ICT standard/tick through their study program can sit a St Patrick's College ICT test. If eligible students successfully pass this test they will satisfy the ICT standard with TASC;

- 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.

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 are needed to study in Year 11/12 for the tertiary course they are wanting 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 pre-requisite 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

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 2 or 3 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.

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 are an insufficient number of students interested in studying a particular course.

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.

YEAR 11 & 12 SUBJECTS

RELIGIOUS EDUCATION

Head of Learning:
Mr A Viney

Exploring Issues in Society Level 2
Good News for Living (Project Implementation Level 2)
Studies of Religion Level 3

CREATIVE ARTS

Head of Learning:
Mr C Ivory

Art Making Level 1
Art Practice Level 2
Art Production Level 3
Art Production (Photography) Level 3
Art Studio Practice Level 3 (Year 12 only)
Art Theory and Criticism Level 3
Preliminary Arts Stages 1-4
Contemporary Music Level 2
Dance the Basic Moves Level 1
Dance Level 2
Dance Choreography and Performance 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 & 2 (University Connections Program)
Practical Study (Performance or Composition) Foundation (University Connections Program)
Practical Study (Performance or Composition) 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

HEALTH & PHYSICAL EDUCATION

Head of Learning:
Miss Bianca Johnstone

Athlete Development
Students can elect to specialise in the following areas:
General Level 2
AFL Level 2
Basketball Level 2 OR
Soccer Level 2
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
Sport and Recreation Management (University Connections Program)

HUMANITIES AND SOCIAL SCIENCES**Head of Learning:****Mrs K McCulloch**

Accounting 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 3
 Focus on Children Level 1
 Geography Level 3
 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:****Mr R Wiese**

Basic Communication
 English as an Additional Language or Dialect Level 1, 2 & 3
 English Level 3
 English Applied Level 2
 English Foundations Level 2
 English Literature Level 3
 English Writing Level 3
 Essential Skills - Reading & Writing Level 2
 Practical English Level 1
 Japanese Level 3
 Japanese Foundation Level 2

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

Everyday Maths Level 1
 Essential Skills - Maths Level 2
 General Mathematics Foundation Level 2
 General Mathematics Level 3
 Mathematics Methods Foundation Level 3
 Mathematics Methods Level 4
 Mathematics Specialised Level 4
 Workplace Maths Level 2

OUTDOOR EDUCATION**Head of Learning:****Mr A Biffin**

Outdoor Education (Expedition) Level 2
 Outdoor Leadership Level 3

TECHNOLOGY**Head of Learning:****Mr B Goode**

Agricultural Systems Level 3
 Computer Applications Level 2 + Essential Skills - Using Computers and the Internet Level 2 (Combined Class)
 Computer Graphics & Design Foundation Level 2
 Computer Graphics & Design Level 3
 Computer Science Level 3
 Design & Production
 Students can elect to specialise in the following areas:
 Composite (combination of materials) Level 2
 Metal Level 2
 Textiles Level 2 OR
 Wood Level 2
 Food and Cooking Essentials Level 1
 Food, Cooking and Nutrition Level 2
 Food and Nutrition Level 3
 Housing & Design Level 3
 Information Systems and Digital Technologies Level 3
 Object Design (University Connections Program)
 Workshop Techniques Level 1

SCIENCE**Head of Learning:****Mr S Reid**

Biology Level 3
 Chemistry Level 4
 Engineering Design Level 2
 Environmental Science Level 3
 Life Sciences Level 2
 Physical Sciences Foundation Level 2
 Physical Sciences Level 3
 Physics Level 4 (Year 12 only)

VOCATIONAL EDUCATION & TRAINING (VET)**Head of Learning:****Ms M Bassett**

Animal Studies Certificate II
 Animal Studies Certificate III (Year 12 only)
 Aquaculture Certificate II
 Aquaculture Certificate III (Year 12 only)
 Automotive Certificate II Vocational Preparation
 Construction Certificate II
 Discover Hair & Beauty Statement of Attainment
 Introduction to Electrotechnology Statement of Attainment
 Emergency Responses, Survival & Wilderness
 Conservation Vocational Skills
 Fitness Certificate III
 Horticulture Certificate II
 Hospitality Certificate I
 Hospitality Certificate II
 Hospitality Certificate III (Year 12 only)
 Seafood Industry Certificate I
 Tourism Certificate II

(Core) subjects are compulsory and are studied for the full year.

(SPC) are subjects offered by St Patrick's College.

Level 1, Level 2, Level 3 and Level 4 are subjects offered by the Office of Tasmanian Assessment, Standards and Certification (TASC) and studied at St Patrick's College.

RELIGIOUS EDUCATION

'C' in Year 10 Curriculum English is recommended	Exploring Issues in Society 2	Further study or careers in a range of service industries Sociology 3, Psychology 3, Pre tertiary studies of Religion 3
No previous experience	Good News for Living (Project Implementation 2)	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
'A/B' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum English, History or RE is recommended	Studies of Religion 3	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.

- A) Exploring Issues in Society 2 - **TASC accredited**. See course for specific details including prerequisites.
- B) Studies of Religion 3 - **TASC accredited**. See course for specific details including prerequisites.
- C) Good News for Living (Project Implementation) 2 - a formal study in Catholic theology and teaching for Years 11 and 12. This course is for students seeking an understanding of the Catholic faith and is a continuation of the learning undertaken in Years 7-10 in Religious Education in Catholic

schools in the Archdiocese of Hobart. The course is accredited by Catholic Education Tasmania and consists of a minimum of six (6) core modules. Each module consists of twenty (20) hours of formal learning and teaching of Religious Education. There are no prerequisites for this course.

Note - this course is not accredited by TASC. In conjunction with this course students will also study Project Implementation 2 in Years 11 and 12 gaining 5 accreditation points per year for their TCE.

RELIGIOUS EDUCATION

Pathways

BASED ON THE OPTIONS LISTED ABOVE 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 will use one of their full line choices to undertake a 15 point TASC course in Year 11 and Year 12	
YEAR 11	YEAR 12
Exploring Issues in Society 2 OR Studies of Religion 3	Exploring Issues in Society 2 OR Studies of Religion 3

B

FULL LINE IN YEAR 11/OFFLINE IN YEAR 12	
In this pathway students will use one of their full line choices to undertake a 15 point TASC course in Year 11 and study 2 Good News for Living modules offline in Year 12	
YEAR 11	YEAR 12
Exploring Issues in Society 2 OR Studies of Religion 3	<i>Nurturing Spirituality</i> module AND <i>Action for the Common Good</i> Note: module studied offline through St Patrick's Day, Retreat, Lap it Up, Founders' Day, House Charities

C

GOOD NEWS FOR LIVING/PROJECT IMPLEMENTATION (STUDY LINE RE)	
In this pathway students will study 3 modules in both Year 11 and Year 12 as part of their study line	
YEAR 11	YEAR 12
<i>Imaging God</i> module AND <i>Vocation: Choosing a Way of Life</i> module AND <i>Church: Witness for Life</i> module study in RE classroom	<i>Nurturing Spirituality</i> module AND <i>Jesus: Living Word of God</i> module AND <i>Action for the Common Good</i> module study in RE classroom

RELIGIOUS EDUCATION

EXPLORING ISSUES IN SOCIETY 2 BHF215116

IN EXPLORING ISSUES IN SOCIETY 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, collage
 - » electronic or multi-modal presentations
 - » oral presentation
 - » reports.

TO ENROL IN THIS SUBJECT I NEED:

- to be willing to work in projects that reflect the nature of community issues.

GOOD NEWS FOR LIVING (PROJECT IMPLEMENTATION 2) PRJ205113

IN GOOD NEWS FOR LIVING (PROJECT IMPLEMENTATION) 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.

TO ENROL IN THIS SUBJECT I NEED:

- no previous experience
- a willingness to work as part of a team.

GOOD NEWS FOR LIVING (PROJECT IMPLEMENTATION) WILL 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.

Project Implementation 2 contributes 5 credit points towards the Tasmanian Certificate of Education.

STUDIES OF RELIGION 3 REL315116

IN STUDIES OF RELIGION I WILL LEARN:

- how religious affiliations, ideas, movements and belief systems have shaped society and culture, past and present
- how religious tradition contributes to the development of world view and comprehension of meaning and purpose for individuals and communities
- how religious debate contributes to social, cultural, political and ethical issues
- how particular beliefs and perspectives contribute to the role of religion in society
- how issues and challenges for religious traditions manifest in contemporary society.

IN TYPICAL LESSONS I MIGHT:

- engage in group discussions and presentations
- conduct individual and group research
- select topics to study eg one religious tradition from: Islam, Buddhism, Judaism, Christianity, Hinduism, Aboriginal spirituality

- investigate inter-related aspects of religious traditions eg ritual, practices, symbols, structures and festivals, or sacred texts
- investigate ethics as a discipline that articulates the thinking that goes into developing a moral position
- investigate a variety of ethical codes of world religious traditions and other ethical frameworks (such as natural law ethics, virtue ethics, situation ethics, Kantian ethics)
- investigate significant challenge and change encountered by a religious tradition within a key period (may be historical or contemporary)
- undertake non-biased investigation into co-existence of religious and secular traditions in Australia and globally.

TO ENROL IN THIS SUBJECT I NEED:

- 'A'/'B' (or 'C' in consultation with teachers) in Year 10 *Australian Curriculum History* or *English*

STUDIES OF RELIGION 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* (via COOP)
- a pathway to further studies in Asian studies, philosophy, education, counselling, politics or other humanities courses such as history and anthropology.

Studies of Religion 3 meets the standard for **Everyday Adult Reading, Writing and Communication Skills** and contributes 15 credit points towards the Tasmanian Certificate of Education.

CREATIVE ARTS - PERFORMING

You have:

TASC subjects

May lead to:

Dance

No/little experience	Dance: the Basic Moves 1	Dance 2
Previous experience an advantage	Dance 2	Dance Choreography and Performance 3
Dance 2 or equivalent experience	Dance Choreography and Performance 3	Study and a career in dance or choreography

Drama

No previous experience	Preliminary Arts Stage 1 Preliminary Arts Stage 2 Preliminary Arts Stage 3 Preliminary Arts Stage 4	Access achievable pathways to further education and training, a range of employment opportunities or inclusion in appropriate community option settings
	Drama Foundations 2	Drama 3
	Technical Theatre Production 2	Further study in performing arts
	Drama 3	Theatre Performance 3
	Theatre Performance 3 (Year 12 only)	Further study and career in the performing arts

Music

Instrumental or vocal experience	Contemporary Music 2	Music 3 Practical Study (University Connections Program)
	Music Studies 2	Music 3
Strong background in music	Music 3	Practical Study (University Connections Program) or study in music

Music Technology

Audio/Music Production interest and ability	Music Technology Projects Foundation 2	Further study
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Media

No previous experience	Media Production Foundations 2	Media Production 3
Strong interest in media production	Media Production 3	Study and careers in journalism, television, radio and print media
Music 3 or considerable and successful experience in music	Practical Study (Performance) (University Connections Program)	Further study/performance

CREATIVE ARTS - DANCE

TASC Subjects

DANCE THE BASIC MOVES 1

DNC110115

IN DANCE THE BASIC MOVES I WILL LEARN:

- how to prepare the body for dance
- performance skills
- about working as an ensemble member
- to create and perform dance works
- different dance styles
- dance skills
- dance making
- about safe dance practices
- about dance contexts and dance history.

IN TYPICAL LESSONS I MIGHT:

- participate in warm ups
- learn dance making techniques
- undertake practical work
- view and review performances
- participate in self/peer assessment
- keep a journal.

TO ENROL IN THIS SUBJECT I NEED:

- an interest in dance.

DANCE THE BASIC MOVES WOULD SUIT SOMEONE WHO:

- wants to develop creativity, spatial awareness and flexibility.

THIS SUBJECT COULD LEAD ME TO:

- further study in Dance 2.

Dance the Basic Moves 1 contributes 10 credit points towards the Tasmanian Certificate of Education

DANCE 2

DNC215115

IN DANCE I WILL LEARN:

- movement principles
- solo and ensemble performing
- how to appraise dance works
- about dance composition
- about the history of dance
- dance skills
- dance making techniques (choreography)
- how to prepare for and perform dance works
- how to reflect on and review dance works
- different dance genres.

IN TYPICAL LESSONS I MIGHT:

- participate in warm ups
- learn dance and composition techniques
- create movement sequences
- perform for peers
- participate in self-assessment
- keep a reflective journal
- write reviews.

TO ENROL IN THIS SUBJECT I NEED:

- an interest in dance. Previous experience is an advantage, but not a requirement.

DANCE WOULD SUIT SOMEONE WHO:

- enjoys creativity and movement
- wants to improve their spatial awareness, confidence and flexibility.

THIS SUBJECT COULD LEAD ME TO:

- further study In Dance Choreography and Performance 3.

Dance 2 contributes 15 credit points towards the Tasmanian Certificate of Education.

DANCE CHOREOGRAPHY AND PERFORMANCE 3

DNC315115

IN DANCE CHOREOGRAPHY AND PERFORMANCE 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.

TO ENROL IN THIS SUBJECT I NEED:

- a strong commitment to teamwork, rehearsal and performance obligations
- sound literacy skills
- a strong interest in choreography and creative movement, prior dance training or success in Dance 2.

DANCE CHOREOGRAPHY AND PERFORMANCE 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.

Dance Choreography and Performance 3 contributes 15 credit points towards the Tasmanian Certificate of Education

CREATIVE ARTS - DRAMA

PRELIMINARY ARTS

STAGE 1 PRA005119, STAGE 2
PRA005219, STAGE 3 PRA005319,
STAGE 4 PRA005419

Depending on complexity of evidence learners will be assessed using one of four stages:

IN PRELIMINARY ARTS I WILL DEVELOP:
(with or without coactive support)

- artistic skills, processes and techniques particular to an art discipline
- sense of curiosity, aesthetic knowledge, enjoyment and achievement
- appreciation of my own and others' artworks as a way to engage audiences and create meaning
- respect for and knowledge of the diverse purposes, traditions, histories and cultures of The Arts by making and responding as critical and active participants, and informed audience members.

IN TYPICAL LESSONS I MIGHT:
(with or without coactive support)

- create a stop/start filmed animation using clay sculptures
- improvise dance movements to different styles of music to communicate ideas or feelings
- learn and practice playing taiko drums and perform for audiences
- attend a music concert and describe features I like or dislike.

TO ENROL IN THIS COURSE I NEED:

- no previous experience
- an interest or desire to artistically express myself is recommended.

PRELIMINARY ARTS WILL SUIT SOMEONE WHO:

- requires flexible and individualised programs
- would benefit from learning artistic skills and creative expression.

THIS COURSE COULD LEAD ME TO:

- access achievable pathways to further education and training, a range of employment outcomes, or inclusion in appropriate community option settings.

Preliminary Arts Stages 1-4 do not provide credit points towards the TCE.

TECHNICAL THEATRE PRODUCTION 2 SDT215115

IN TECHNICAL THEATRE PRODUCTION 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 COULD LEAD ME TO:

- further study in VET courses
- further study in the Performing Arts.

Technical Theatre Production 2 contributes 15 credit points towards the Tasmanian Certificate of Education.

DRAMA FOUNDATIONS 2 SDS215117

IN DRAMA FOUNDATIONS 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.

TO ENROL IN THIS SUBJECT I NEED:

- no previous experience

DRAMA FOUNDATIONS 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.

Drama Foundations 2 contributes 15 credit points towards the Tasmanian Certificate of Education.

DRAMA 3 SDD315115

IN DRAMA 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

CREATIVE ARTS - DRAMA & MUSIC

- undertake solo and ensemble work
- attend theatre performances and write reviews
- rehearse for practical exams
- prepare for written external exams.

TO ENROL IN THIS SUBJECT I NEED:

- Drama 2 or considerable experience in the performing arts
- good writing skills
- a keen interest and experience in drama
- a strong commitment to teamwork, rehearsal and performance obligations.

DRAMA 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.

Drama 3 meets the standard for Everyday Adult Reading, Writing and Communication Skills and contributes 15 credit points towards the Tasmanian Certificate of Education.

THEATRE PERFORMANCE 3 SDP315115

IN THEATRE PERFORMANCE I WILL LEARN:

- acting skills
- about ensemble and solo performance
- how to work as 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.

TO ENROL IN THIS SUBJECT I NEED:

- a strong commitment to teamwork, rehearsal and performance obligations.

THEATRE PERFORMANCE 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).

Theatre Performance 3 meets the standard for Everyday Adult Reading, Writing and Communication Skills and contributes 15 credit points towards the Tasmanian Certificate of Education.

CONTEMPORARY MUSIC 2 MSC215117

IN CONTEMPORARY MUSIC I WILL LEARN:

- instrumental and vocal techniques
- about different styles of music
- performance skills
- music literacy
- about the Australian music industry
- how to market and promote an event
- recording techniques
- how to compose and arrange music.

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.

TO ENROL IN THIS SUBJECT I NEED:

- skills/experience on an instrument/voice.

CONTEMPORARY MUSIC 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 and Practical Study (University of Tasmania).

Contemporary Music 2 contributes 15 credit points towards the Tasmanian Certificate of Education.

MUSIC STUDIES 2 MSS215115

IN MUSIC STUDIES 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.

MUSIC STUDIES 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
- practical study (UTAS).

Music Studies 2 contributes 15 credit points towards the Tasmanian Certificate of Education.

CREATIVE ARTS - MUSIC & MUSIC TECHNOLOGY

MUSIC 3 MSM315115

IN MUSIC 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.

TO ENROL IN THIS SUBJECT I NEED:

- strong music literacy skills – the ability to read and write music
- considerable and successful experience in music
- Grade 4 music qualifications.

MUSIC 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:

- further music studies at university level
- practical study (UTAS).

Music 3 contributes 15 credit points towards the Tasmanian Certificate of Education.

UNIVERSITY CONNECTIONS PROGRAM: PRACTICAL STUDY (PERFORMANCE OR COMPOSITION)
FOUNDATION: FCP113 (LEVEL 100 UNIVERSITY UNIT)
ADVANCED: FCP120 (LEVEL 100 UNIVERSITY UNIT)

YOU WILL LEARN ABOUT:

- 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 STUDYING:

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

TO ENROL IN FOUNDATION PRACTICAL STUDY (FCP113) YOU NEED:

- to have a history of musical instrument/vocal tuition
- considerable and successful experience in music and/or Grade 5 music qualifications
- some examination and/or performing experience
- some music literacy skills.

TO ENROL IN ADVANCED PRACTICAL STUDY (FCP120) YOU NEED:

- to have successfully completed FCP113.

THESE SUBJECTS:

- are accredited by the University of Tasmania
- provide a pathway to further university music studies
- cannot be studied concurrently (as FCP113 is the prerequisite for entry into FCP120)
- require a portfolio which may include critiques, reflections, program notes, topic assignments, concert attendance log and a personal performance log
- are 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.

For more information, please visit the University's website and discuss your University Connections Program course options with a teacher or course counsellor at your school.



MUSIC TECHNOLOGY PROJECTS FOUNDATION 2 AUD215115

IN MUSIC TECHNOLOGY PROJECTS FOUNDATION 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.

TO ENROL IN THIS SUBJECT I NEED:

- an interest in audio
- to be willing to work on audio projects.

MUSIC TECHNOLOGY PROJECTS FOUNDATION 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 Technology Projects (University Connections Program).

Music Technology Projects Foundation contributes 15 credit points towards the Tasmanian Certificate of Education.

UNIVERSITY CONNECTIONS

PROGRAM:

MUSIC TECHNOLOGY PROJECTS

FCJ110 (LEVEL 100 UNIVERSITY UNIT)

FCJ111 (LEVEL 100 UNIVERSITY UNIT)

YOU 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
- working effectively as an individual and as a member of a project team
- workplace health and safety issues relevant to the field.

YOU DO THIS BY STUDYING:

- four modules of work (including three practical project briefs).

LEARNING ACTIVITIES MAY INCLUDE:

- small ensemble recording
- MIDI sequencing
- mixing
- remixing
- mashups
- multi-track recording
- sound design for vision
- mastering.

TO ENROL IN MUSIC TECHNOLOGY PROJECTS 1 (FCJ110) YOU NEED:

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

TO ENROL IN MUSIC TECHNOLOGY PROJECTS 2 (FCJ111) YOU NEED:

- to have successfully completed FCJ110.

THIS SUBJECT:

- is accredited by the University of Tasmania
- provides a pathway to further university music technology and audio studies
- cannot be studied at the same time (as FCJ110 is the prerequisite for entry into FCJ111)

- Is 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.

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



MEDIA PRODUCTION FOUNDATIONS 2 MED215117

IN MEDIA PRODUCTION FOUNDATIONS I WILL LEARN:

- about an area of focus - either
- screen (TV, film, online content)
- print and digital media
- radio (radio, digital media)
- 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.

TO ENROL IN THIS SUBJECT I NEED:

- no previous experience.
- media production foundations would suit someone who:
- enjoys media and communications
- enjoys creating media products.

THIS SUBJECT COULD LEAD ME TO:

- further studies in Media Production 3.

Media Production Foundations 2 contributes 15 credit points towards the Tasmanian Certificate of Education.

MEDIA PRODUCTION 3

MED315117

IN MEDIA PRODUCTION I WILL LEARN:

- about an area of specialisation either:
- radio (radio, digital media)
- screen (TV, film, online content)
- print and digital media
- 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.

CREATIVE ARTS - MEDIA

TO ENROL IN THIS SUBJECT
I NEED:

- a strong interest in media production.
- technical skills in an area of specialisation and strong written skills are an advantage.

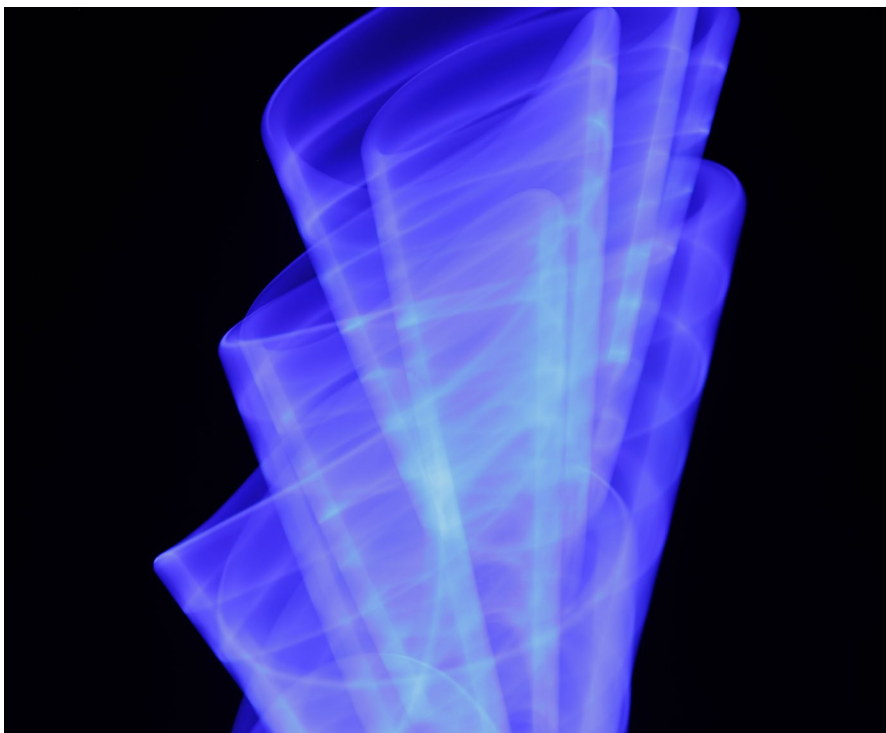
MEDIA PRODUCTION 3 WOULD SUIT
SOMEONE WHO:

- 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.

Media Production 3 contributes 15 credit points towards the Tasmanian Certificate of Education.



CREATIVE ARTS - VISUAL

You have:

TASC subjects

May lead to:

No previous experience	Art Making 1	Art Practice 2, Visual Art 2 Further study in visual arts
An interest in art	Art Practice 2	Art Production 3 Further study in the arts
An interest in photomedia	Visual Art 2	TasTAFE University
A strong interest in art or previous experience in art	Visual Art (Photography) 2	Art Studio Practice 3 TasTAFE University
A strong interest in photomedia or previous experience in photomedia	Art Production 3	Art Studio Practice 3 TasTAFE University
Good writing skills and a strong interest in art	Art Production (Photography) 3	TasTAFE University
Art Production 3	Art Theory and Criticism 3	TasTAFE University
	Art Studio Practice 3 (Year 12)	

CREATIVE ARTS - VISUAL

TASC Subjects

ART MAKING 1

ART110117

IN ART MAKING I WILL LEARN:

- art techniques focusing on three different areas from the following:
 - » assemblage
 - » body adornment
 - » ceramics
 - » collage
 - » craft and design
 - » digital art and media
 - » documented forms
 - » drawing
 - » environmental art
 - » fabrication/fibre art
 - » graphic design
 - » hybrid art
 - » life drawing
 - » mixed media
 - » painting
 - » photography
- a variety of techniques in three different areas
- how to develop my own artistic ideas and individual style
- how to respond to artworks.

IN TYPICAL LESSONS I MIGHT:

- experience making art and responding to artworks
- create a portfolio of artwork
- discuss artmaking techniques and approaches
- develop a journal of ideas and support material.

TO ENROL IN THIS SUBJECT I NEED:

- no previous experience.

ART MAKING WOULD SUIT SOMEONE WHO:

- enjoys art making
- is looking to develop basic skills with teacher guidance.

THIS SUBJECT COULD LEAD ME TO:

- further study in *Art Practice 2, Visual Art 2* and/or further study in the visual arts.

Art Making 1 contributes 10 credit points towards the Tasmanian Certificate of Education.

ART PRACTICE 2

ART215217

IN ART PRACTICE I WILL LEARN:

- about art techniques and processes focusing on three of the following:
 - » *assemblage, collage or mixed media*
 - » *painting, drawing or life drawing*
 - » *ceramics*
 - » *print making*
 - » *digital art and media*
 - » *sculpture*
 - » *environmental art*
 - » *wearable art or textiles/fibre art*
 - » *body adornment or jewellery*
 - » *graphic design*
 - » *installation*
 - » *street art*
 - » *documented forms*
 - » *time based forms*
 - » *craft and design*
 - » *hybrid art*
- about art materials
- about other artists and their work
- about ideas and themes in art
- how to create finished artworks.

IN TYPICAL LESSONS I MIGHT:

- experiment with a range of techniques and processes
- view exhibitions
- research artists and their work
- create artworks in response to concepts and stimuli
- share and exhibit work
- keep a visual diary.

TO ENROL IN THIS SUBJECT I NEED:

- an interest in art.

ART PRACTICE WOULD SUIT SOMEONE WHO:

- enjoys exploring different art studios
- wants to explore different art forms
- wants to develop their art making skills.

THIS SUBJECT COULD LEAD ME TO:

- further study in *Art Production 3* and/or further study in the visual arts.

Art Practice 2 contributes 15 credit points towards the Tasmanian Certificate of Education.

VISUAL ART 2

ART215117

IN VISUAL ART 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.

TO ENROL IN THIS SUBJECT I NEED:

- an interest in art.

VISUAL ART 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 *Art Production 3* and/or further study in the visual arts.

Visual Art 2 contributes 15 credit points towards the Tasmanian Certificate of Education.

CREATIVE ARTS - VISUAL

VISUAL ART (PHOTOGRAPHY) 2 ART215117

IN VISUAL ART 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 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.

TO ENROL IN THIS SUBJECT I NEED:

- an interest in photomedia.

VISUAL ART WOULD SUIT SOMEONE WHO:

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

THIS SUBJECT COULD LEAD ME TO:

- further study In Art Production (Photography) 3 and/or further study in the visual arts.

Visual Art 2 contributes 15 credit points towards the Tasmanian Certificate of Education.

ART PRODUCTION 3 ART315117

IN ART PRODUCTION 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

ART PRODUCTION 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.

Art Production 3 contributes 15 credit towards the Tasmanian Certificate of Education.

ART PRODUCTION (PHOTOGRAPHY) 3 ART315117

IN ART PRODUCTION 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.

ART PRODUCTION 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.

Art Production 3 contributes 15 credit towards the Tasmanian Certificate of Education.

CREATIVE ARTS - VISUAL

ART THEORY AND CRITICISM 3 ARA315116

IN ART THEORY AND CRITICISM
I WILL LEARN:

- about art and culture, aesthetics, philosophy and critical analysis
- about art in various contexts
- the history and theory of images
- art processes.

IN TYPICAL LESSONS I MIGHT:

- explore art history and art criticism
- discuss the context in which art was made
- explore the context of the viewer
- participate in visits to art galleries and artist studios
- discuss and debate a range of topics
- complete essays and assignments
- use an ideas journal.

TO ENROL IN THIS SUBJECT I NEED:

- an interest in visual art, art history and critical analysis
- competent English writing skills and good research skills.

ART THEORY AND CRITICISM WOULD
SUIT SOMEONE WHO:

- has an interest in history
- enjoys research, analysis and inquiry
- has an interest in artists and their work.

THIS SUBJECT COULD LEAD ME TO:

- further study in the visual arts/ curatorial studies/humanities/ academia areas.

Art Theory and Criticism 3 meets the standards for both Everyday Adult Reading, Writing and Communication and Everyday Adult Use of Computers and the Internet and contributes 15 credit points towards the Tasmanian Certificate of Education.

ART STUDIO PRACTICE 3 ART315214

IN ART STUDIO PRACTICE 3 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.

TO ENROL IN THIS SUBJECT I NEED:

- *Art Production 3* (or equivalent).

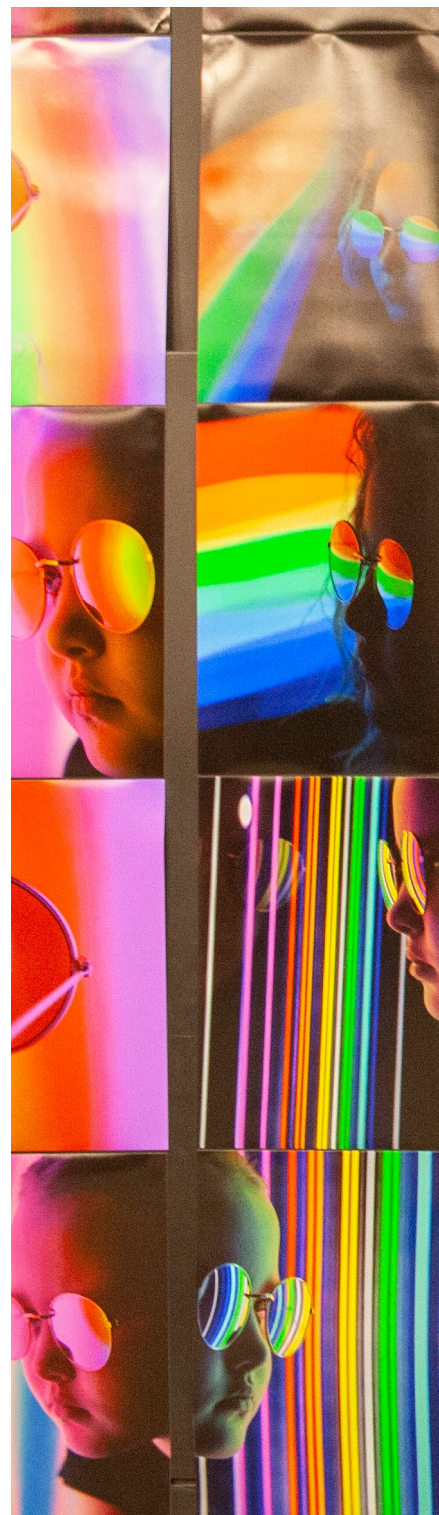
ART STUDIO PRACTICE WOULD SUIT
SOMEONE WHO:

- wants to refine their high level art 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.

Art Studio Practice 3 contributes 15 credit points towards the Tasmanian Certificate of Education.



HEALTH & PHYSICAL EDUCATION

You have:	TASC subjects	May lead to:
Interest in improving your health and wellbeing	Sport, Recreation & Fitness Experiences 1	Athlete Development 2 Sport Science Foundation 2
Participated in a recognised sporting competition	Athlete Development 2	Further study
Interest in improving your health and wellbeing	Personal Health and Wellbeing 2	Health Studies 3
No previous experience	Sport Science Foundation 2	Employment Sport Science 3
'A/B' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum English	Health Studies 3	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	Further study
To be in Year 12 or 13	Sports and Recreation Management (University Connections Program)	

You have:	TASC subjects	May lead to:
An interest in the area	Certificate III in Fitness	Certificate IV in Fitness

For detailed information please go to the VET Faculty section on page 85

TASC subjects

SPORT, RECREATION & FITNESS EXPERIENCES 1

HPE105118/HPE110118

IN SPORT, RECREATION & FITNESS EXPERIENCES 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.

TO ENROL IN THIS SUBJECT I NEED:

- to enjoy being, or want to be, healthy and active
- no previous experience.

THIS SUBJECT COULD LEAD ME TO:

- a broad pathway to other Year 11/12 courses such as: *Sports Science - Foundation 2*, *Outdoor Education 2* or *Athlete Development 2*
- VET qualifications such as *Certificate II/III in Sport & Recreation*, *Certificate III in Fitness*

HEALTH & PHYSICAL EDUCATION

ATHLETE DEVELOPMENT 2

ATH215118

Students choose one of the following areas - general, AFL, Soccer OR Basketball

IN ATHLETE DEVELOPMENT 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.

TO ENROL IN THIS SUBJECT I NEED:

- a 'C' in Year 10 Australian Curriculum HPE, Year 10 Athlete Development or Year 10 Sport and Recreation
- to have a coach provide written programs and feedback
- to have the coach provide written endorsement of enrolment and verify your capacity to successfully complete the course
- to be in physical preparation, sport-

specific coaching and technical training programs.

- to represent the College in a sport.

ATHLETE DEVELOPMENT 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.

Athlete Development 2 contributes 15 credit points towards the Tasmanian Certificate of Education.



HEALTH & PHYSICAL EDUCATION

PERSONAL HEALTH AND WELLBEING 2 PER215118

IN PERSONAL HEALTH AND WELLBEING I WILL LEARN ABOUT

- 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:

- evaluation by self, peer and teacher
- maintaining a folio of class work and experiences
- individual and group investigation projects
- participation in a variety of activities.

TO ENROL IN THIS SUBJECT I NEED:

- a keen interest in improving personal fitness, health and wellbeing
- a willingness to be active and to participate fully in activities.

THIS SUBJECT COULD LEAD ME TO:

- provides a pathway to Health Studies 3

Personal Health and Wellbeing contributes 15 credit points towards the Tasmanian Certificate of Education.

SPORT SCIENCE FOUNDATION 2 SPT215118

IN SPORT SCIENCE FOUNDATION 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.

TO ENROL IN THIS SUBJECT I NEED:

- no previous experience
- 'C' in Year 10 Australian Curriculum HPE, 'C' in Year 10 Sports Science or an 'SA' in Athlete Development 2

SPORT SCIENCE FOUNDATION 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
- Sport and Recreation Management (Year 12 only)
- undertake VET qualifications such as: Certificate II in Community Activities; Certificate II in Aquatics and Community Recreation; and Certificate III in Fitness
- a career or further study in the sport industry.

Sport Science Foundation 2 contributes 15 credit points towards the Tasmanian Certificate of Education.

HEALTH STUDIES 3 HLT315118

IN HEALTH STUDIES 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.

TO ENROL IN THIS SUBJECT I NEED:

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

HEALTH STUDIES 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.

*Health Studies 3 meets the standards for **Everyday Adult Reading and Writing and Communication** and contributes 15 credit points towards the Tasmanian Certificate of Education.*

HEALTH & PHYSICAL EDUCATION

SPORT SCIENCE 3

SPT315118

IN SPORT SCIENCE 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 function 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 your 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.

TO ENROL IN THIS SUBJECT I NEED:

- 'B' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum Science
- 'C' in Year 10 Sports Science
- 'SA' in Sport Science Foundation 2.

SPORT SCIENCE 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:

- Sport and Recreation Management (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.

Sport Science 3 contributes 15 credit points towards the Tasmanian Certificate of Education.

UNIVERSITY CONNECTIONS PROGRAM:

SPORT AND RECREATION MANAGEMENT

BMA 114 SPORT & RECREATION MANAGEMENT

(FULL YEAR UNIT - LEVEL 3)

IN SPORT AND RECREATION MANAGEMENT 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.

TO ENROL IN THIS SUBJECT I NEED:

- must be at least 16 years of age in 2021

SPORT AND RECREATION MANAGEMENT WOULD SUIT SOMEONE WHO:

- is 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.

Sport and Recreation Management is offered as part of the University of Tasmania's University Connections Program and counts towards the Tasmanian Certificate of Education and ATAR. It counts for 15 credit points towards the Tasmanian Certificate of Education. Successful completion of this subject may give you the opportunity to gain 25% credit points towards a University of Tasmania course.



**UNIVERSITY of
TASMANIA**

HUMANITIES AND SOCIAL SCIENCES - BEHAVIOURAL STUDIES

You have:	TASC subjects	May lead to:
No previous experience	Focus on Children 1	Working with Children 2
No previous experience	Working with Children 2	Introduction to Sociology and Psychology 2 Sociology 3 Psychology 3 Further study
'C' in Year 10 Australian Curriculum English is recommended	Introduction to Sociology and Psychology 2	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 is recommended	Psychology 3	Further study or careers in a range of service industries
	Sociology 3	

TASC SUBJECTS

FOCUS ON CHILDREN 1 BHC115116

IN FOCUS ON CHILDREN 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.

TO ENROL IN THIS SUBJECT I NEED:

- no previous experience
- to acquire a Working with Vulnerable People registration prior to placement.

FOCUS ON CHILDREN 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.

Focus on Children 1 contributes 10 credit points towards the Tasmanian Certificate of Education.

WORKING WITH CHILDREN 2 BHC215116

IN WORKING WITH CHILDREN 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.

TO ENROL IN THIS SUBJECT I NEED:

- no previous experience
- a willingness to be actively involved in group activities
- to acquire, or be able to acquire, a Working with Vulnerable People registration prior to placement.

HUMANITIES AND SOCIAL SCIENCES - BEHAVIOURAL STUDIES

WORKING WITH CHILDREN 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 Certificate II in Community Services, Certificate III in Early Childhood Education and Care; as well as 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.

Working with Children 2 contributes 15 credit points towards the Tasmanian Certificate of Education.

INTRODUCTION TO SOCIOLOGY AND PSYCHOLOGY 2 BHX215118

IN INTRODUCTION TO SOCIOLOGY AND PSYCHOLOGY 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.

TO ENROL IN THIS SUBJECT I NEED:

- 'C' in Year 10 Australian Curriculum English.

INTRODUCTION TO SOCIOLOGY AND PSYCHOLOGY 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 WOULD 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.

*Introduction to Sociology and Psychology 2 meets the standard for **Everyday Adult Reading and Writing and Communication** and contributes 15 credit points towards the Tasmanian Certificate of Education.*

SOCIOLOGY 3 BHS315116

IN SOCIOLOGY 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).

TO ENROL IN THIS SUBJECT I NEED:

- 'A'/'B' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum English.

SOCIOLOGY 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 the Humanities and Behavioural Sciences
- a pathway to further study at university leading to a career in law, journalism, nursing, the police, teaching, the armed services, the public service, welfare, business, or general research.

*Sociology 3 meets the standards for both **Everyday Adult Reading, Writing and Communication** and **Everyday Adult use of Computers and the Internet** and contributes 15 credit points towards the Tasmanian Certificate of Education.*

PSYCHOLOGY 3 BHP315116

IN PSYCHOLOGY 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.

HUMANITIES AND SOCIAL SCIENCES - BEHAVIOURAL STUDIES

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).

TO ENROL IN THIS SUBJECT I NEED:

- 'A'/'B' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum English.

PSYCHOLOGY 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:

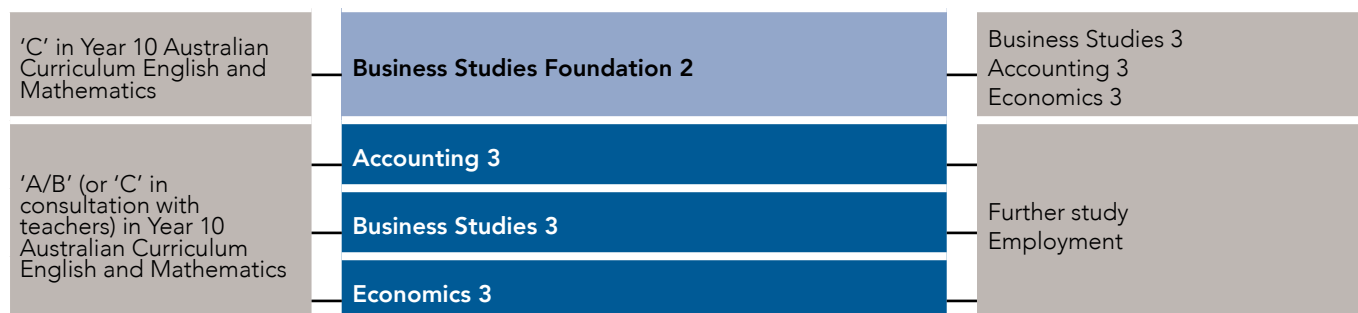
- undertaking other Level 3 courses in the Humanities and Behavioural Sciences
- a pathway to further study at university and a career in the police or defence forces, social work, nursing, teaching, management, law, medicine and psychology, the sport sciences, or public relations.

*Psychology 3 meets the standards for both **Everyday Adult Reading, Writing and Communication and Everyday Adult use of Computers and the Internet** and contributes 15 credit points towards the Tasmanian Certificate of Education.*

You have:

TASC subjects

May lead to:



HUMANITIES AND SOCIAL SCIENCES - ECONOMICS & BUSINESS

TASC SUBJECTS

BUSINESS STUDIES FOUNDATION 2 BST215116

IN BUSINESS STUDIES FOUNDATION 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.

TO ENROL IN THIS SUBJECT I NEED:

- 'C' in Year 10 Australian Curriculum Mathematics and English.

BUSINESS STUDIES FOUNDATION 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.

Business Studies Foundation 2 contributes 15 credit points towards the Tasmanian Certificate of Education.

ACCOUNTING 3

ACC315116

IN ACCOUNTING 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.

TO ENROL IN THIS SUBJECT I NEED:

- 'A' or 'B' ('C' in consultation with teachers) in Year 10 Australian Curriculum Mathematics and English.

ACCOUNTING 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.

*Accounting 3 meets the standard for **Everyday Adult Mathematics** and contributes 15 credit points towards the Tasmanian Certificate of Education*

BUSINESS STUDIES 3

BST315116

IN BUSINESS STUDIES I WILL LEARN:

- about the nature of business
- about the importance of key business functions, including marketing, human resource 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.

TO ENROL IN THIS SUBJECT I NEED:

- 'A' or 'B' ('C' in consultation with teachers) in Year 10 Australian Curriculum Mathematics and English.

BUSINESS STUDIES 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.

Business Studies 3 contributes 15 credit points towards the Tasmanian Certificate of Education.

ECONOMICS 3

ECN315116

IN ECONOMICS 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.

TO ENROL IN THIS SUBJECT I NEED:

- 'A' or 'B' ('C' in consultation with teachers) in Year 10 Australian Curriculum Mathematics and English.

ECONOMICS 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.

*Economics 3 meets the standard for **Everyday Adult Reading, Writing and Communication** and contributes 15 credit points towards the Tasmanian Certificate of Education.*

HUMANITIES AND SOCIAL SCIENCES - CIVICS & CITIZENSHIP

You have:

TASC subjects

May lead to:

'C' in Year 10 Australian Curriculum English

Legal Studies Foundation 2

Legal Studies 3

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

Legal Studies 3

Further study
Employment

TASC SUBJECTS

LEGAL STUDIES FOUNDATION 2

LST215117

IN LEGAL STUDIES FOUNDATION 2 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.

TO ENROL IN THIS SUBJECT I NEED:

- 'C' in Year 10 Australian Curriculum English.

LEGAL STUDIES 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 Foundation 2 meets the standard for **Everyday Adult Reading, Writing and Communication** and contributes 15 credit points towards the Tasmanian Certificate of Education.*

LEGAL STUDIES 3

LST315117

IN LEGAL STUDIES I WILL LEARN:

- dispute resolution systems; including the court system and criminal justice system
- law making processes - through parliament and the courts and international law
- the Australian legal and political system, including government structures
- 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 Law Fest at UTAS in Hobart

TO ENROL IN THIS SUBJECT I NEED:

- solid communication skills
- 'A' or 'B' in Year 10 AC English (or consolidating achievement level in consultation with teacher/s).

LEGAL STUDIES 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.

*Legal Studies 3 meets the standard for everyday **Adult Reading, Writing and Communication** and contributes 15 credit points towards the Tasmanian Certificate of Education.*

HUMANITIES AND SOCIAL SCIENCES - HISTORY, SOCIETY & THE ENVIRONMENT

You have:	TASC subjects	May lead to:
'C' in Year 10 Australian Curriculum English is recommended	Exploring Issues in Society 2	Further study or careers in a range of service industries Sociology 3 Psychology 3
'C' in Year 10 Australian Curriculum History or English	Tasmanian Aboriginal Studies 2	Further study
'A/B' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum English or History is recommended	First Nations Studies 3	Further study at university level
	Geography 3	
'A/B' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum English or History is recommended	Modern History 3	Further study at university level
	Philosophy 3	
'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	Geography 3 Modern History 3 Ancient History 3 (via COOP) Further study at university level
Independent study skills	Student Directed Inquiry 3	Further study

You have:	VET courses	May lead to:
No previous experience	Certificate II in Tourism	Certificate III in Tourism

For detailed information please go to the VET Faculty section on page 87

TASC SUBJECTS

EXPLORING ISSUES IN SOCIETY 2 BHF215116

IN EXPLORING ISSUES IN SOCIETY 2 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, collage
 - » electronic or multi-modal presentations
 - » oral presentation
 - » reports.

TO ENROL IN THIS SUBJECT I NEED:

- to be willing to work on projects that reflect the nature of community issues.

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; Community Service Learning 2; Sports Science Foundation 2; Personal Health and Wellbeing 2; Health Studies 3; Food and Nutrition 3
- work and further studies in community service, food and nutrition, health and well-being.

Exploring Issues in Society 2 contributes 15 credit points towards the Tasmanian Certificate of Education.

HUMANITIES AND SOCIAL SCIENCES - HISTORY, SOCIETY & THE ENVIRONMENT

TASMANIAN ABORIGINAL STUDIES 2 TAS215118

IN TASMANIAN ABORIGINAL STUDIES 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 a range of 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 on a significant individual
- complete a personal written report into a topic of choice.

TO ENROL IN THIS SUBJECT I NEED:

- to be willing to show respect to the content of the course
- at least a 'C' in Australian Curriculum History or English.

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.

*Tasmanian Aboriginal Studies 2 meets the standard for **Everyday Adult Reading, Writing and Communications** and contributes 15 credit points towards the Tasmanian Certificate of Education.*

FIRST NATIONS STUDIES 3 TAS315119

IN FIRST NATIONS STUDIES 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 a range of 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

TO ENROL IN THIS SUBJECT I NEED:

- 'A'/'B' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum History or English.

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 Modern History 3, Geography 3, Philosophy 3 and Australia in the Asia and Pacific 3
- a pathway to further study at university in anthropology, history, sociology, studies of religion, philosophy, politics, the law, education and associated fields.

*First Nations Studies 3 meets the standards for both **Everyday Adult Reading, Writing and Communication** and **Everyday Adult use of Computers and the Internet** and contributes 15 credit points towards the Tasmanian Certificate of Education.*

HUMANITIES AND SOCIAL SCIENCES - HISTORY, SOCIETY & THE ENVIRONMENT

GEOGRAPHY 3 GGY315115

IN GEOGRAPHY 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.

TO ENROL IN THIS SUBJECT I NEED:

- 'A'/'B' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum Geography, History or English.

GEOGRAPHY 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
- how human activity is impacting on the world and potential sustainable solutions.

THIS SUBJECT COULD LEAD ME TO:

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

*Geography 3 meets the standard for **Everyday Adult Reading, Writing and Communication** and contributes 15 credit points towards the Tasmanian Certificate of Education.*

MODERN HISTORY 3 HSM315117

IN MODERN HISTORY 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 studies of 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.

HUMANITIES AND SOCIAL SCIENCES - HISTORY, SOCIETY & THE ENVIRONMENT

TO ENROL IN THIS SUBJECT I NEED:

- 'A'/'B' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum History or English.

MODERN HISTORY 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.

Modern History 3 meets the standard for **Everyday Adult Reading, Writing and Communication** and contributes 15 credit points towards the Tasmanian Certificate of Education.

PHILOSOPHY 3

PHL315118

IN PHILOSOPHY 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 a range of 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.

TO ENROL IN THIS SUBJECT I NEED:

- '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 also provide pathways to this course.

PHILOSOPHY 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.

Philosophy 3 meets the standard for **Everyday Adult Reading, Writing and Communication** and contributes 15 credit points towards the Tasmanian Certificate of Education



HUMANITIES AND SOCIAL SCIENCES - HISTORY, SOCIETY & THE ENVIRONMENT

AUSTRALIA IN ASIA AND THE PACIFIC 3 AAP315116

IN AUSTRALIA IN ASIA AND THE PACIFIC 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. populations 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.

TO ENROL IN THIS SUBJECT I NEED:

- 'A'/'B' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum English, History or Geography.

AUSTRALIA IN ASIA AND THE PACIFIC 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.

*Australia in Asia and the Pacific 3 meets the standard for **Everyday Adult Reading, Writing and Communication** and contributes 15 credit points towards the Tasmanian Certificate of Education.*

STUDENT DIRECTED INQUIRY 3 SDI315117

IN STUDENT DIRECTED INQUIRY 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.

TO ENROL IN THIS SUBJECT I NEED:

- the capacity for self-directed learning
- a minimum 'B' standard in Australian Curriculum English at Year 10
- strong research methods, the ability to analyse primary and secondary sources and draw conclusions
- to take part in a selection process.

STUDENT DIRECTED INQUIRY WILL 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 a university undergraduate degrees where appropriate.

Student Directed Inquiry 3 contributes 15 credit points towards the Tasmanian Certificate of Education.

LANGUAGES - ENGLISH

You have:

TASC subjects

May lead to:

No previous skills	Basic Communication	Further study
An interest or need for literacy skills in work and everyday life	Practical English 1	Essential Skills - Reading and Writing 2
Meet TASC entry requirements	Essential Skills - Reading and Writing 2	English Applied 2
'C' in (or D in consultation with teachers) Year 10 Australian Curriculum English	English Applied 2	Further study
'B/C' in Year 10 Australian Curriculum English	English Foundations 2	Training or job where working English skills are required
'A' in (or 'strong B' in consultation with teachers) Year 10 Australian Curriculum English, or 'CA' or above in English Foundation 2	English 3	English 3
	English Literature 3	English Literature 3
	English Writing 3	English Writing 3
		University study in arts, education, media, journalism, graphic design
		Pre-tertiary English is often a pre-requisite for mainland university courses

English as an Additional Language

English is not your first language	English as an Additional Language or Dialect 1	Further study
	English as an Additional Language or Dialect 2	
	English as an Additional Language or Dialect 3	

TASC Subjects

BASIC COMMUNICATION PRE015115

IN BASIC COMMUNICATION I WILL LEARN:

- to communicate effectively in familiar situations
- to share ideas, messages and feelings face-to-face
- to recognise a limited range of important words, symbols, signs and sounds
- to use a variety of materials and media.

IN TYPICAL LESSONS I MIGHT:

- work in groups communicating with my peers respectfully and effectively
- create written texts that may include the use of communication aids such as COMPIC, PECS and voice to text software
- practise communicating with a variety of people in my community
- engage with and respond to a range of materials and media, such as film, music and news articles.

TO ENROL IN THIS SUBJECT I NEED:

- no previous experience
- a willingness to communicate appropriately with a variety of people.

BASIC COMMUNICATION WILL SUIT SOMEONE WHO:

- requires flexible and individualised programs
- would like explicit teaching of social, emotional and communication skills.

THIS SUBJECT COULD LEAD ME TO:

- access achievable pathways to further education and training, a range of employment outcomes, or inclusion in appropriate community option settings.

Basic Communication does not provide credit points towards the TCE.

LANGUAGES - ENGLISH

PRACTICAL ENGLISH 1 ENG110114

IN PRACTICAL ENGLISH I WILL LEARN:

- to develop my vocabulary and participate effectively in everyday conversations and discussions
- to read, view and interpret information from simple, everyday texts
- to write and create simple, everyday texts
- to use correct spelling, punctuation and grammar
- to communicate appropriately in everyday adult contexts; personal, community and the workplace.

IN TYPICAL LESSONS I MIGHT:

- discuss books, films and websites, make phone enquiries and ask questions about job roles
- identify and interpret information from websites, emails, newspaper and magazine articles, application forms and payslips
- write a brief dot-point CV/resume and basic job applications, make notes and draft posters.

TO ENROL IN THIS SUBJECT I NEED:

- no previous experience.

PRACTICAL ENGLISH WOULD SUIT SOMEONE WHO:

- wants to practise their skills with functional literacy, especially spelling, punctuation and grammar
- wants to develop skills in reading (understanding, comprehending, interpreting) texts for work, learning, community and everyday personal contexts
- wants to develop skills in writing and creating texts for work, learning, community and everyday personal contexts
- wants to develop skills in speaking and listening for work, learning, community and everyday personal contexts.

THIS SUBJECT COULD LEAD ME TO:

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

Practical English 1 contributes 10 level 1 credit points towards the Tasmanian Certificate of Education.

Note: Learners who are visually or hearing impaired or require speech communication assistance can utilise the assistance of learning aides and technological devices.

ESSENTIAL SKILLS READING & WRITING 2 ERW210114

IN ESSENTIAL SKILLS – READING & WRITING 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.

TO ENROL IN THIS SUBJECT I NEED:

- to complete an assessment at College to see if I meet the TASC requirements for entry into this course.

ESSENTIAL SKILLS- READING AND WRITING 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.

Essential Skills Reading and Writing 2 meets the standard for Everyday Adult Reading, Writing and Communication and contributes 10 credit points towards the Tasmanian Certificate of Education.

ENGLISH APPLIED 2 ENA215114

IN ENGLISH APPLIED I WILL LEARN:

- to develop and strengthen my literacy skills to communicate confidently and effectively with others
- to read, understand and examine ideas, issues, attitudes and values from a range of texts
- to respond to, and create oral, written and multi-modal texts
- to research and present ideas and information
- to work both independently and collaboratively.

IN TYPICAL LESSONS I MIGHT:

- collaboratively discuss, share and present what I have learned
- examine and assess ideas, attitudes and points of view in texts
- create texts for individual, community and workplace audiences
- produce and share a Negotiated Study based on a topic of interest.

TO ENROL IN THIS SUBJECT I NEED:

- 'C' in Year 10 Australian Curriculum English.

ENGLISH APPLIED WOULD SUIT SOMEONE WHO:

- wants to consolidate their literacy skills
- wants to undertake a practical English course
- wants to expand their ability to understand and communicate effectively in a range of contexts including every day, community, social, further education, training and workplace.

THIS SUBJECT COULD LEAD ME TO:

- confidently pursue a pathway to further training or employment.

English Applied 2 meets the standard for **Everyday Adult Reading, Writing and Communication** and contributes 15 credit points towards the Tasmanian Certificate of Education.

LANGUAGES - ENGLISH

ENGLISH FOUNDATIONS 2 ENG215117

IN ENGLISH FOUNDATIONS 2 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.

TO ENROL IN THIS SUBJECT I NEED:

- 'B/C' in Year 10 Australian Curriculum English.

ENGLISH FOUNDATIONS 2 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 Foundations 2 meets the standard for **Everyday Adult Reading, Writing and Communication** and contributes 15 credit points towards the Tasmanian Certificate of Education.*

ENGLISH 3 ENG315117

IN ENGLISH 3 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.

TO ENROL IN THIS SUBJECT I NEED:

- 'A' or 'B' in Year 10 Australian Curriculum English or a rating of CA or above for English 2. Successful completion of Extension English in Year 10 would be beneficial.

ENGLISH 3 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

- vocational education: creative industries, hospitality, tourism, community services, early childhood education and care, information and cultural services.

*English 3 meets the standards for **Everyday Adult Reading, Writing and Communication** and contributes 15 credit points towards the Tasmanian Certificate of Education.*

ENGLISH LITERATURE 3 ENL315114

IN ENGLISH LITERATURE 3 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.

TO ENROL IN THIS SUBJECT I NEED:

- 'A' or 'B' in Year 10 Australian Curriculum English or a rating of CA or above for English 2. Successful completion of Extension English in Year 10 would be beneficial.

LANGUAGES - ENGLISH

ENGLISH LITERATURE 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
- 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 Literature 3 meets both the standards for **Everyday Adult Reading, Writing and Communication and Everyday Adult Use of Computers and the Internet***

ENGLISH WRITING 3 ENW315114

IN ENGLISH WRITING I WILL LEARN:

- about the different styles and forms of writing e.g. poetry, short story, news article, monologue, memoir
- to write for a variety of purposes, audiences and contexts
- composition, drafting and revision techniques
- to respond to feedback through reflection and drafting
- the ways writers employ writing techniques and styles to explore ideas and issues.

IN TYPICAL LESSONS I MIGHT:

- study writers and their work
- study the craft of writing and the writing process
- explore text forms and genres and the way texts communicate ideas
- explore the impact of technology and the internet on writers and writing
- undertake a major writing project
- explore topics and writing forms of interest to me
- create imaginative and expository texts
- workshop my own and others writing.

TO ENROL IN THIS SUBJECT I NEED:

- 'A' or 'B' in Year 10 Australian Curriculum English or a rating of CA or above for English 2. Successful completion of Extension English in Year 10 would be beneficial.

ENGLISH WRITING WOULD SUIT SOMEONE WHO:

- enjoys reading
- enjoys crafting imaginative texts and experimenting with compositional styles of writing
- is focused and works well independently and readily reflects on their own 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 Writing 3 meets the standard for both **Everyday Adult Reading, Writing and Communication and Everyday Adult Use of Computers and the Internet** and contributes 15 credit points towards the Tasmanian Certificate of Education.*

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT 1 EAL115114

IN ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT 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:

- use English to listen, 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.

TO ENROL IN THIS SUBJECT I NEED:

- an interest in developing my English language skills
- to check requirements for course entry as outlined in the course document.

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT 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 1 contributes 15 points towards the Tasmanian Certificate of Education.

LANGUAGES - ENGLISH

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT 2 EAL215114

IN ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT 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.

TO ENROL IN THIS SUBJECT I NEED:

- a sound foundation in the use and comprehension of English as a second language or additional language or dialect
- to check requirements for course entry, as outlined in the course document.

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT 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 2 contributes 15 points towards the Tasmanian Certificate of Education.

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT 3 EAL315115

IN ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT 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.

TO ENROL IN THIS SUBJECT I NEED:

- 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
- to check entry requirements as outlined in the course document.

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT 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.

*English as an Additional Language 3 meets the standard for **Everyday Adult Reading, Writing and Communications** and contributes 15 points towards the Tasmanian Certificate of Education.*



LANGUAGES - JAPANESE

You have:	TASC subjects	May lead to:
No previous experience	Japanese Foundation 2	Japanese 3
Level 2 language study or good standard in the language at high school	Japanese 3	Further study in the selected language at university level

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
- opportunities to travel.

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

TASC subjects

JAPANESE FOUNDATION 2 JPN215114

JAPANESE 3 JPN315114

IN JAPANESE 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 components (Japanese 3).

TO ENROL IN THIS SUBJECT I NEED:

- no previous experience for Level 2
- completion of Level 2 or a good standard in the language at high school for Level 3.

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.

Japanese courses contribute 15 points towards the Tasmanian Certificate of Education.



MATHEMATICS

You have:

TASC subjects

May lead to:

An interest or need to develop mathematical skills	Everyday Maths 1	Essential Skills - Maths 2 Training or job where mathematical skills are required
	Essential Skills - Maths 2	Workplace Maths 2 Training or job where mathematical skills are required
'D' in Year 10 Australian Curriculum Mathematics	Workplace Maths 2	General Mathematics Foundation 2 Training or job where mathematical skills are required
'C' in Year 10 Australian Curriculum Mathematics Basic algebra skills	General Mathematics Foundation 2	General Mathematics 3 Training or job where mathematical skills are required
'B' in Year 10A Australian Curriculum Mathematics Good algebra skills	Mathematics Methods Foundation 3	Mathematics Methods Foundation 4 General Mathematics 3
'A' or strong 'B' in Year 10A Australian Curriculum Mathematics OR 'CA' in General Mathematics Foundation 2 OR 'C' in Year 10A Australian Curriculum Mathematics	General Mathematics 3	University study in fields requiring mathematics
'B' in Year 10 and Year 10A Australian Curriculum Mathematics with some calculus OR 'CA' in Mathematics Methods Foundation 3	Mathematics Methods 4	Mathematics Specialised 4 Required by the University of Tasmania and some mainland universities as pre-requisite for further study in some areas
'CA' in Mathematics Methods 4	Mathematics Specialised 4	A recommended subject for university subjects in Science, Technology, Engineering and Mathematics (STEM). Please see university guides for details.

TASC SUBJECTS

EVERYDAY MATHS 1 MTE110114

IN EVERYDAY MATHS I WILL LEARN:

- to apply mathematical skills in practical everyday situations.

IN TYPICAL LESSONS I MIGHT:

- review my working knowledge of basic operations
- learn how to better work with everyday maths concepts
- collect and interpret data
- undertake a range of practical tasks and investigations.

TO ENROL IN THIS SUBJECT I NEED:

- an interest or a need to develop mathematical skills.

EVERYDAY MATHS WOULD SUIT SOMEONE WHO:

- needs to further develop their core numeracy and mathematical skills

- needs to apply these skills better in their everyday lives.

THIS SUBJECT COULD LEAD ME TO:

- more efficiently utilise my everyday mathematics skills
- Essential Skills - Maths 2.

Everyday Maths 1 contributes 10 credit points for the Tasmanian Certificate of Education.

ESSENTIAL SKILLS - MATHS 2 MTN210114

IN ESSENTIAL SKILLS MATHS I WILL LEARN:

- how to apply essential numeracy and mathematical skills in practical everyday situations.

IN TYPICAL LESSONS I MIGHT:

- review my working knowledge of basic operations
- measure length, area, time and interpret maps
- learn how to better work with money and manage a budget
- solve problems
- collect and interpret data
- undertake a range of practical tasks and investigations.

TO ENROL IN THIS SUBJECT I NEED:

- an interest or a need to develop mathematical skills
- to meet some entry requirements (this could mean sitting a short assessment test).

ESSENTIAL SKILLS MATHS WOULD SUIT SOMEONE WHO:

- needs to further develop their core numeracy and mathematical skills in

- order to seek employment
- wants to get their TCE and is unable to access another mathematics subject.

THIS SUBJECT COULD LEAD ME TO:

- more efficiently utilise my everyday mathematics skills
- Workplace Maths 2.

Essential Skills Maths 2 meets the Standard For Everyday Adult Mathematics and contributes 10 credit points towards the Tasmanian Certificate of Education.

WORKPLACE MATHS 2

MTW215114

IN WORKPLACE MATHS I WILL LEARN:

- to further develop essential numeracy and mathematical skills for use in the workplace and in everyday life.

IN TYPICAL LESSONS I MIGHT:

- review my working knowledge of core mathematical operations
- measure length, area, volume and time
- learn how to better manage money and to prepare and manage a budget
- interpret and construct maps
- collect, manipulate and interpret data
- undertake a range of practical tasks and investigations.

TO ENROL IN THIS SUBJECT I NEED:

- 'D' in Year 10 Australian Curriculum Mathematics.

WORKPLACE MATHS 2 WOULD SUIT SOMEONE WHO:

- needs to consolidate and build upon the core mathematical skills needed in many workplace and everyday life situations.

THIS SUBJECT COULD LEAD ME TO:

- more efficiently utilise my everyday mathematics skills in potential workplace applications
- VET subjects
- General Mathematics Foundation 2.

Workplace Maths 2 meets the standard for Everyday Adult Mathematics and contributes 15 credit points towards the Tasmanian Certificate of Education.

GENERAL MATHEMATICS

FOUNDATION 2

MTG215114

IN GENERAL MATHEMATICS FOUNDATION I WILL LEARN:

- to apply reasoning skills and solve practical problems in consumer arithmetic, algebra, measurement, univariate data analysis and graphs and networks
- 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 algebra, consumer arithmetic, data analysis and in measurement
- further develop my working knowledge and problem solving skills in data analysis and in graphs and networks
- undertake a range of assessment tasks, practical tasks and investigations.

TO ENROL IN THIS SUBJECT I NEED:

- 'C' in Year 10 Australian Curriculum Mathematics.

GENERAL MATHEMATICS

FOUNDATION WOULD SUIT SOMEONE WHO:

- needs to build upon and extend their mathematical skills that are required in many workplace and everyday life situations
- has well developed organisational and problem solving skills.

THIS SUBJECT COULD LEAD ME TO:

- more efficiently utilise mathematics skills in everyday and workplace situations
- VET courses
- General Mathematics 3.

General Mathematics Foundation 2 meets the standard for Everyday Adult Mathematics and contributes 15 credit points towards the Tasmanian Certificate of Education.

MATHEMATICS METHODS

FOUNDATION 3

MTM315117

IN MATHEMATICS METHODS FOUNDATION 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.

TO ENROL IN THIS SUBJECT I NEED:

- very good algebra skills
- 'B' in Year 10A Australian Curriculum Mathematics.

MATHEMATICS METHODS

FOUNDATION 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 Foundation 3 meets the standard for **Everyday Adult Mathematics** and contributes 15 credit points towards the Tasmanian Certificate of Education.*

GENERAL MATHEMATICS 3 MTG315115

IN GENERAL MATHEMATICS 3 I WILL LEARN:

- to apply reasoning skills and solve practical problems involving finance, bivariate data analysis, graphs and networks, growth and decay and trigonometry
- 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 utilise skills in the core areas of finance, bivariate data analysis, graphs and networks, growth and decay and in trigonometry
- undertake a range of assessment tasks, practical tasks and investigations.

TO ENROL IN THIS SUBJECT I NEED:

- good algebra skills
- 'A' or strong 'B' in Year 10 Australian Curriculum Mathematics OR
- 'CA' in General Mathematics Foundation 2 OR
- 'C' in Year 10A Australian Curriculum Mathematics.

GENERAL MATHEMATICS 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 tourism management and banking or for further study in fields requiring mathematics, such as teaching and accounting.

General Mathematics 3 meets the standard for **Everyday Adult Mathematics** and contributes 15 credit points towards the Tasmanian Certificate of Education.

MATHEMATICS METHODS 4 MTM415117

IN MATHEMATICS METHODS 4 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.

TO ENROL IN THIS SUBJECT I NEED:

- 'CA' in Mathematics Methods Foundation 3.

MATHEMATICS METHODS 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 pre-requisite or a preferred subject for university entrance in many STEM and health related fields.

Mathematics Methods 4 meets the standard for **Everyday Adult Mathematics** and contributes 15 credit points towards the Tasmanian Certificate of Education.

MATHEMATICS SPECIALISED 4 MTS415118

IN MATHEMATICS SPECIALISED 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.

TO ENROL IN THIS SUBJECT I NEED:

- 'CA' in Mathematics Methods 4.

MATHEMATICS SPECIALISED 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.

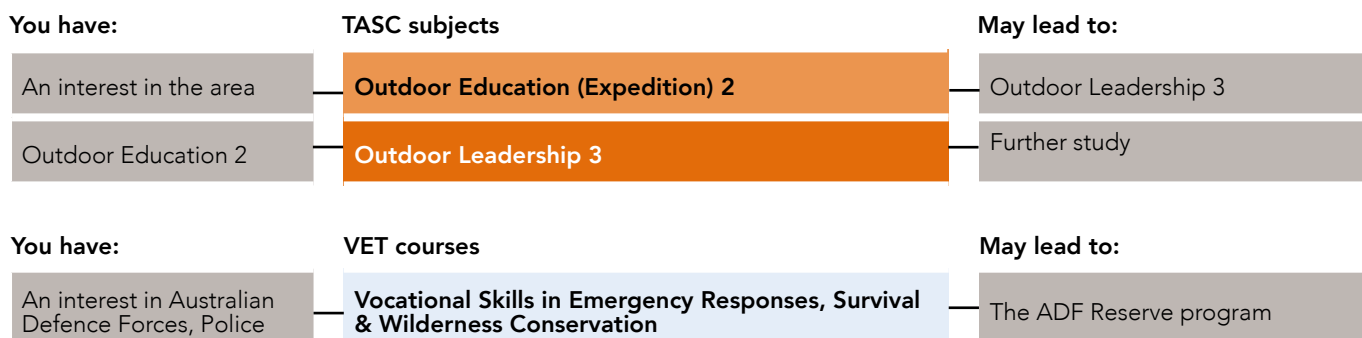
THIS SUBJECT COULD LEAD ME TO:

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

This is a recommended subject for university entrance in many STEM fields.

Mathematics Specialised 4 meets the standard for **Everyday Adult Mathematics** and contributes 15 credit points towards the Tasmanian Certificate of Education.

OUTDOOR EDUCATION



For detailed information please go to the VET Faculty section on page 92

TASC Subjects

OUTDOOR EDUCATION 2 (EXPEDITION) OXP215118

IN OUTDOOR EDUCATION I WILL LEARN:

- 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
- 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.

IN TYPICAL LESSONS I MIGHT:

- undertake a variety of shorter in the field and classroom-based 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 (trip planning), mountain biking and weather interpretation, climbing and first aid and games and survival activities.
- prepare a digital or verbal presentation reflecting on my experiences and their impact
- do an overnight self-contained land and/or water journey-based expedition.

TO ENROL IN THIS SUBJECT I NEED:

- no previous experience
- 'C' in Year 10 Australian Curriculum HPE or Year 10 Sport and Recreation.

OUTDOOR EDUCATION 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 five 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:

- guiding, adventure tourism, natural science, training academies and Registered Training Organisations. The Defence Forces, State Police, Fire and Forestry departments are also examples of employment areas in the public sector that rely on people with the skills and knowledge developed through studying this subject.
- a range of options in the adventure tourism industry and also may lead to further study such as Outdoor Leadership 3 or tertiary studies.

Outdoor Education 2 contributes 15 credit points towards the Tasmanian Certificate of Education.

OUTDOOR LEADERSHIP 3 OXP315118

IN OUTDOOR LEADERSHIP 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.

OUTDOOR EDUCATION

TO ENROL IN THIS SUBJECT I NEED:

- 'B' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum English
- some background in outdoor activities or an 'SA' in Outdoor Education 2 is desirable but not essential.

OUTDOOR LEADERSHIP 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 areas of 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.

*Outdoor Leadership 3 meets the standards for **Everyday Adult Reading and Writing and Communication** and contributes 15 credit points towards the Tasmanian Certificate of Education.*



You have:	TASC subjects	May lead to:
An interest in or need to develop scientific skills	Engineering Design 2	Further study
	Life Sciences 2	Biology 3 Environmental Science 3 Work where knowledge of science is beneficial
	Physical Sciences Foundation 2	Physical Sciences 3 Work where knowledge of science is beneficial
At least a 'B' (or a 'C' in consultation with teachers) in Year 10 Australian Curriculum Science and English	Environmental Science 3	Further study at tertiary level or work
At least a 'B' in Year 10 Australian Curriculum Science and English	Biology 3	
At least an 'SA' in Physical Sciences Foundation level 2 OR an interview with HOF if no Physical Sciences background	Physical Sciences 3	Essential for Physics 4 and Chemistry 4 Further study at tertiary level or work
At least an 'SA' in Physical Sciences 3 and a level 3 Maths is recommended	Chemistry 4	Further study at tertiary level or work
	Physics 4	

You have:	VET courses	May lead to:
An interest in	Certificate II in Animal Studies	Employment in veterinary nursing, zoo or native animal parks, the companion animal service industry, animal rescue, animal control and regulation, animal technology, captive animals
	Certificate III in Animal Studies	

For detailed information please go to the VET Faculty section on page 98

TASC Subjects

ENGINEERING DESIGN 2 EDN215118

IN ENGINEERING DESIGN 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.

TO ENROL IN THIS SUBJECT I NEED:

- no previous experience, however an interest developing scientific literacy skills through a hands on environment is recommended.

ENGINEERING DESIGN 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.

Engineering Design contributes 15 credit points towards the Tasmanian Certificate of Education.

LIFE SCIENCES 2 LSC215115

IN LIFE SCIENCES I WILL LEARN:

- how we understand ecosystems, biotechnology, and the structure and function of living organisms
- how to design, carry out and interpret experiments
- the role and impact of biology in society
- to apply my understanding to a theme; for example, Human Science, Marine Studies, Environment, Biochemistry, or Agriculture.

IN TYPICAL LESSONS I MIGHT:

- investigate cells, organs and systems of plants and animals with practical work
- explore exchange between cells and transport of materials through a cell
- make a field trip to deepen understanding of the chosen theme
- inquire into the role of scientists and the application of science in decision making.

TO ENROL IN THIS SUBJECT I NEED:

- no previous experience, however an interest and/or a need to develop scientific literacy skills is recommended.

LIFE SCIENCES WOULD SUIT SOMEONE WHO:

- is interested in working hands-on with plants, animals, or the environment
- is planning to do a pre-tertiary science in Year 12
- wants to understand science issues in society and their local community.

THIS SUBJECT COULD LEAD ME TO:

- Biology 3 and Environmental Science 3
- further study
- careers in teaching, health, agriculture, aquaculture, forestry, medical/nursing, environmental management, hairdressing and other areas where a practical knowledge of science is beneficial.

Life Sciences 2 contributes 15 credit points towards the Tasmanian Certificate of Education.

PHYSICAL SCIENCES FOUNDATION 2 SPW215118

IN PHYSICAL SCIENCES FOUNDATION 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.

TO ENROL IN THIS SUBJECT I NEED:

- no previous experience, however, an interest in developing scientific literacy skills is recommended.

PHYSICAL SCIENCES FOUNDATION 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.

Physical Sciences Foundation 2 contributes 15 credit points towards the Tasmanian Certificate of Education.

ENVIRONMENTAL SCIENCE 3 ESS315118

IN ENVIRONMENTAL SCIENCE I WILL LEARN:

- to apply scientific method and experimental design to understand ecological processes
- about changes to ecosystems locally and globally; focussing 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.

TO ENROL IN THIS SUBJECT I NEED:

- 'B' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum English and Science
- an interest in environmental issues and management.

ENVIRONMENTAL SCIENCE 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:

- further study
- 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.

Environmental Science 3 contributes 15 credit points towards the Tasmanian Certificate of Education.

BIOLOGY 3

BIO315116

IN BIOLOGY I WILL LEARN:

- how the chemistry and processes within cells supports their function
- about the structure and function of biological systems of organisms (including humans)
- the underlying theory of natural selection and how your body defends against disease
- scientific method and experimental design and the role and impact of biology in society.

IN TYPICAL LESSONS I MIGHT:

- control variables while investigating photosynthesis and respiration in the laboratory
- explore digestion and absorption, gas exchange, transport, excretion in organisms
- research or genetic variation, DNA and natural selection
- examine the role of scientists in responding to organisms that cause disease.

TO ENROL IN THIS SUBJECT I NEED:

- a strong interest in the biological sciences
- 'B' in Year 10 Australian Curriculum English and Science.

BIOLOGY 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.

Please note: It is generally advised that you enrol in this subject in Year 12.

Biology 3 contributes 15 credit points towards the Tasmanian Certificate of Education.

PHYSICAL SCIENCES 3

PSC315118

IN PHYSICAL SCIENCES 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.

TO ENROL IN THIS SUBJECT I NEED:

- at least an 'A' or 'SA' in Physical Sciences level 2 or a strong 'B' in Year 10 Australian Curriculum Science.

PHYSICAL SCIENCES 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.

*Physical Sciences 3 meets the standard for **Everyday Adult Mathematics** and contributes 15 credit points towards the Tasmanian Certificate of Education.*

CHEMISTRY 4

CHM415115

IN CHEMISTRY 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.

TO ENROL IN THIS SUBJECT I NEED:

- a strong 'SA' in Physical Sciences 3 or equivalent, and
- a strong background in mathematics, e.g. Level 3 Mathematics, is highly recommended.

CHEMISTRY 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 pre-requisite for many tertiary courses. Please check with each university for more information.**

*Chemistry 4 meets the standard for **Everyday Adult Mathematics** and contributes 15 credit points towards the Tasmanian Certificate of Education.*

PHYSICS 4 PHY415115

IN PHYSICS 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.

TO ENROL IN THIS SUBJECT I NEED:

- a strong 'SA' in Physical Sciences 3 or equivalent, and
- a strong background in mathematics, eg Level 3 Mathematics, is highly recommended.

PHYSICS 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 pre-requisite for many tertiary courses. Please check with each university for more information.**

Physics 4 meets the standard for **Everyday Adult Mathematics** and contributes 15 credit points towards the Tasmanian Certificate of Education.



TECHNOLOGY - DESIGN & TECHNOLOGIES

You have:	TASC subjects	May lead to:
No previous experience	Workshop Techniques Introduction 1	VET Trades program Design and Production 2
Basic computer skills	Computer Graphics and Design Foundation 2	Further study
No previous experience	Design and Production 2)	Object Design (University Connections Program) Housing and Design 3 Student Directed Inquiry 3
An understanding of design process and the application of this	Computer Graphics and Design 3	May lead to further study or employment in a design-related area
'B' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum English	Housing and Design 3	Housing and Design 3 and Computer Graphics and Design 3 may lead to Object Design (University Connections Program)
Design and Production 2 Housing and Design 3 Computer Graphics and Design 3	Object Design (University Connections Program)	

You have:	VET courses	May lead to:
No previous experience Basic literacy, numeracy, ICT and comprehension skills	Statement of Attainment Electrotechnology Introduction	Further study or employment in the industry area
	Certificate II in Automotive Vocational Preparation	
	Certificate II in Construction	

For detailed information please go to the VET Faculty section on pages 86 & 87

TASC Subjects

WORKSHOP TECHNIQUES INTRODUCTION 1 WTE110114

IN WORKSHOP TECHNIQUES I WILL LEARN:

- how to work with my chosen material
- the safe use of tools and equipment, including power tools and machines where appropriate
- how to use a variety of construction and embellishment techniques.

IN TYPICAL LESSONS I MIGHT:

- identify and organise the materials needed for a practical project
- work practically to make products using my chosen material
- research embellishment techniques to use on projects.

TO ENROL IN THIS SUBJECT I NEED:

- no previous experience.

WORKSHOP TECHNIQUES WOULD SUIT SOMEONE WHO:

- is interested in making products.

THIS SUBJECT COULD LEAD ME TO:

- a pathway to further study, a VET course or employment in a practical area.

Workshop Techniques 1 contributes 10 credit points towards the Tasmanian Certificate of Education

TECHNOLOGY - DESIGN & TECHNOLOGIES

COMPUTER GRAPHICS AND DESIGN FOUNDATION 2 CGD215118

IN COMPUTER GRAPHICS AND DESIGN
FOUNDATION 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.

TO ENROL IN THIS SUBJECT I NEED:

- basic computer skills.

COMPUTER GRAPHICS AND DESIGN
FOUNDATION 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.

Computer Graphics and Design –
Foundation 2 meets the standard for
**Everyday Adult Use of Computers and
the Internet** and contributes 15 credit
points towards the Tasmanian Certificate
of Education.

DESIGN AND PRODUCTION 2 DAP215116

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

IN DESIGN AND PRODUCTION I WILL
LEARN:

- how to design and make objects using one type of material
- about the tools, equipment and processes to use 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.

TO ENROL IN THIS SUBJECT I NEED:

- no previous experience.

DESIGN AND PRODUCTION 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.

Design and Production 2 contributes
15 credit points towards the Tasmanian
Certificate of Education.

COMPUTER GRAPHICS AND DESIGN 3 CGD315118

IN COMPUTER GRAPHICS AND DESIGN
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.

TO ENROL IN THIS SUBJECT I NEED:

- 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 Level 3.

COMPUTER GRAPHICS AND DESIGN
WOULD SUIT SOMEONE WHO:

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

TECHNOLOGY - DESIGN & TECHNOLOGIES

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.

Computer Graphics and Design 3 meets the standard for **Everyday Adult Use of Computers and the Internet** and contributes 15 credit points towards the Tasmanian Certificate of Education.

HOUSING AND DESIGN 3 HDS315118

IN HOUSING AND DESIGN 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.

TO ENROL IN THIS SUBJECT I NEED:

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

HOUSING AND DESIGN 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 design or landscape design.

Housing and Design 3 meets the standard for **Everyday Adult Use of Computers and the Internet** and contributes 15 credit points towards the Tasmanian Certificate of Education.

UNIVERSITY CONNECTIONS PROGRAM OBJECT DESIGN FSF104 (LEVEL 3)

IN OBJECT DESIGN 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.

TO ENROL IN THIS SUBJECT I NEED:

- to have a genuine interest in creativity and design.
- to have preferably already completed a Technology or Art Level 2 or 3 subject.

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

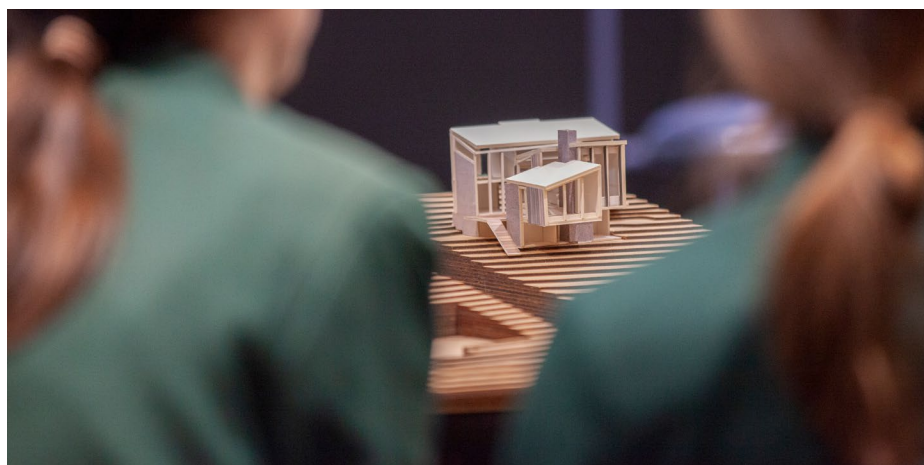
OBJECT DESIGN WOULD SUIT SOMEONE WHO:

- 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.

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.



TECHNOLOGY - DIGITAL TECHNOLOGIES

You have:

TASC subjects

May lead to:

No previous experience	Computer Applications 2 & Essential Skills - Using Computers and the Internet 2 (Combined course)	Employment and further computer studies
'B' (or 'C' in consultation with teachers) in Australian Year 10 Curriculum Mathematics, and Computing Skills	Computer Science 3	Study in computing, engineering, sciences and other areas
'C' in Year 10 Australian Curriculum English. Successful completion of this course relies on strong literacy skills.	Information Systems and Digital Technologies 3	

TASC Subjects

COMPUTER APPLICATIONS 2

ICT205114

ESSENTIAL SKILLS - USING COMPUTERS AND THE INTERNET 2

ESC205114

IN COMPUTER APPLICATIONS 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

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.

TO ENROL IN THIS SUBJECT I NEED:

- no previous experience.

COMPUTER APPLICATIONS WOULD SUIT SOMEONE WHO:

- wants to develop useful computing skills.

THIS SUBJECT COULD LEAD ME TO:

- a pathway for further study in computing

Computer Applications 2 contributes 5 credit points towards the Tasmanian Certificate of Education.

IN ESSENTIAL SKILLS - USING COMPUTERS AND THE INTERNET I WILL LEARN:

- a range of information and communication technology skills.

IN TYPICAL LESSONS I MIGHT:

- work on creating and using spread sheets
- use information from the internet and digital storage devices
- transfer data, e.g. saving images or text from one source to use in another
- learn about copyright.

TO ENROL IN THIS SUBJECT I NEED:

- no previous experience.

ESSENTIAL SKILLS - USING COMPUTERS AND THE INTERNET WOULD SUIT SOMEONE WHO:

- has an interest in understanding and developing widely used computing skills.

THIS SUBJECT COULD LEAD ME TO:

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

Computer Applications 2/Essential Skills - Using Computers and the Internet 2 meets the standard for **Everyday Adult**

use of Computers and the Internet and contributes 10 credit points towards the Tasmanian Certificate of Education.

COMPUTER SCIENCE 3

ITC315118

IN COMPUTER SCIENCE I WILL LEARN:

- how to design programming solutions for a range of problems
- programming 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.

TO ENROL IN THIS SUBJECT I NEED:

- 'B' (or 'C' in consultation with a teacher) in Year 10 Australian Curriculum Mathematics
- some computing skills.

COMPUTER SCIENCE WOULD SUIT SOMEONE WHO:

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

TECHNOLOGY - DIGITAL TECHNOLOGIES

THIS SUBJECT COULD LEAD ME TO:

- further study in computing, engineering, the sciences, business and other areas involving analytical and problem-solving skills.

Computer Science 3 meets the standard for **Everyday Adult use of Computers and the Internet** and contributes 15 credit points towards the Tasmanian Certificate of Education.

INFORMATION SYSTEMS AND DIGITAL TECHNOLOGIES 3

ITS315118

IN INFORMATION SYSTEMS AND DIGITAL TECHNOLOGIES I WILL LEARN:

- how to identify, analyse and solve real world information problems
- about the components of information systems and their inter-relationships
- the social, legal and ethical issues associated with information systems
- what strategies and tools are required to use and evaluate information systems.

IN TYPICAL LESSONS I MIGHT:

- use a variety of software tools that transform data into information
- solve complex problem using a systems development life cycle and project management
- explore how the key components within an information system and their environment interact
- monitor current news and IT developments for the social, ethical and legal issues of information systems.

TO ENROL IN THIS SUBJECT I NEED:

- 'C' in Year 10 Australian Curriculum English
- strong literacy skills.

INFORMATION SYSTEMS AND DIGITAL TECHNOLOGIES WOULD SUIT SOMEONE WHO:

- wants to gain an understanding of how organisations manage, use and organise data to solve a range of information problems, and acquire highly-valued, current skills and understanding by developing creative solutions and learning about the digital tools used to create them.

THIS SUBJECT COULD LEAD ME TO:

- wide range of study areas and employment including information technology, business, health, law, commerce, engineering, education, arts and sciences.

*Information Systems and Digital Technologies 3 meets the standard for **Everyday Adult use of Computers and the Internet** and contributes 15 credit points towards the Tasmanian Certificate of Education.*



TECHNOLOGY - PRIMARY INDUSTRIES

You have:	TASC subjects	May lead to:
No previous experience	Agricultural Systems 3	Further study and employment

You have:	VET courses	May lead to:
No previous experience	Seafood Industry Certificate I Certificate II in Aquaculture Certificate II in Horticulture	Further study and employment
Certificate II in Aquaculture	Certificate III in Aquaculture (Year 12 only)	Further study and employment

For detailed information please go to the VET Faculty section on pages 88 & 89

TASC Subjects

AGRICULTURAL SYSTEMS 3 AGR315117

IN AGRICULTURAL SYSTEMS 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.

TO ENROL IN THIS SUBJECT I NEED:

- no previous experience.

AGRICULTURAL SYSTEMS WILL 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.

*Agricultural Systems 3 meets the standard for **Everyday Adult use of Computers and the Internet** and contributes 15 credit points towards the Tasmanian Certificate of Education.*

TECHNOLOGY - FOOD & NUTRITION

You have:	TASC subjects	May lead to:
No previous experience	Food and Cooking Essentials I Food, Cooking and Nutrition 2	Further study Food and Nutrition 3
'C'/'B' in Year 10 Australian Curriculum English, or Food, Cooking and Nutrition 2	Food and Nutrition 3	Further study or careers in food and nutrition

You have:	VET courses	May lead to:
An interest in the hospitality industry	Certificate I in Hospitality Certificate II in Hospitality	Certificate II in Hospitality Certificate III in Hospitality
Certificate II in Hospitality	Certificate III in Hospitality (Year 12 only)	Employment Further study

For detailed information please go to the VET Faculty section page 90

TECHNOLOGY - FOOD & NUTRITION

TASC Subjects

FOOD AND COOKING ESSENTIALS 1 FCE110114

IN FOOD AND COOKING ESSENTIALS I WILL LEARN:

- to cook a range of healthy foods
- to make healthy food choices
- to budget and plan for meals.

IN TYPICAL LESSONS I MIGHT:

- complete practical cooking sessions
- work on written activities and investigations
- present my practical work through photographs and evaluations.

TO ENROL IN THIS SUBJECT I NEED:

- no previous experience.

FOOD AND COOKING ESSENTIALS WILL SUIT SOMEONE WHO:

- is interested or has a need to develop practical cooking skills.

THIS SUBJECT COULD LEAD ME TO:

- further study in other food-related courses.

Food and Cooking Essentials 1 contributes 10 credit points towards the Tasmanian Certificate of Education.

FOOD, COOKING AND NUTRITION 2 FDN215118

IN FOOD, COOKING AND NUTRITION 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.

TO ENROL IN THIS SUBJECT I NEED:

- no previous experience.

FOOD, COOKING AND NUTRITION WILL 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 WOULD LEAD ME TO:

- further study in a food related area.

Food, Cooking and Nutrition 2 contributes 15 credit points towards the Tasmanian Certificate of Education.

FOOD AND NUTRITION 3 FDN315118

IN FOOD AND NUTRITION 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.

TO ENROL IN THIS SUBJECT I NEED:

- 'B' in Year 10 *Australian Curriculum English* (or 'C' in consultation with a Food and Nutrition teacher).

FOOD AND NUTRITION WILL 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.

*Food and Nutrition 3 meets the standard for **Everyday Adult Reading, Writing and Communication** and contributes 15 credit points towards the Tasmanian Certificate of Education.*



IMPORTANT INFORMATION FOR ALL VET CANDIDATES & PARENTS/GUARDIANS

The list of VET courses offered in the following pages are presented as educational opportunities for students to gain workplace qualifications while also achieving a Tasmanian Certificate of Education (TCE).

The VET courses listed in this handbook are offered to the St Patrick's College, Senior School student cohort and will be deemed viable to run in 2022 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. Students and their families will be notified of changes if/when they present.

Acceptance into a VET course will require students and their parent/guardian/s to attend an interview to

discuss the course content and student suitability for the adult learning training commitment. Interested candidates need to be aware that certificate levels in VET contain a similar workload and can be compared to TCE subjects. For example a Certificate III VET course requires the same level of study commitment as a TASC Level 3 pre-tertiary subject. In some instances a Certificate III course can be completed over a period of three years if students commence their VET experience in Year 10. The level of study for individual students will be negotiated at the suitability interview with the VET trainer. The VET coordinator and RTO team leader also determine a suitable program for each student. The following aspects determine the certificate level that candidates are enrolled in: overall commitment to study, obligation to other pre-tertiary subjects, student part-time employment commitments, prior learning/understanding in a particular subject area, Language, Literacy and Numeracy (LLN) standards.

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 and purchase of trade uniforms and/or kits.

The College has removed the levy and bond for these courses. However, as VET courses apply full commercial training fees under the auspices of the RTOs, a course withdrawal fee will apply upon early withdrawal or non-completion of the course.

Course particulars, including terms and conditions will be explained at the suitability interview held in October/November.

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



VOCATIONAL EDUCATION & TRAINING - VET

You have:

An interest in the police force, parks and wildlife, fire brigade, Australian defence forces

VET courses

Vocational Skills in Emergency Responses, Survival & Wilderness Conservation

May lead to:

The ADF Reserve program, police force, parks and wildlife, fire brigade

VET Courses

EMERGENCY RESPONSES, SURVIVAL & WILDERNESS CONSERVATION VOCATIONAL SKILLS

In Vocational Skills in Emergency Responses, Survival & Wilderness Conservation you will be offered the following units of competency:

SISXEMR001 Respond to emergency situations

AHCNAR101 Support natural area conservation

SISOFLD006 Navigate in tracked environments

SISOBWG001 Bushwalk in tracked environment

DEFGEN001 Work in a team

DEFGEN006 Work with equity and diversity

HLTAID003 Apply first aid

DEFSUR005 Maintain physical and emotional health and fitness in a survival environment

IN EMERGENCY RESPONSES, SURVIVAL & WILDERNESS CONSERVATION VOCATIONAL SKILLS I WILL LEARN:

- about what it takes to be in the services of parks and wildlife, police force, fire brigade, ambulance service or the defence force
- first aid and how to respond to multiple emergencies
- how to preserve life and be safe in remote areas
- land conservation and restoration
- bushwalking and navigation skills
- survival skills in remote areas.

IN TYPICAL LESSONS I MIGHT:

- participate in emergency training
- learn about land conservation and restoration techniques
- visit an emergency service facility
- plan and attend a multi-day bushwalk
- learn how to produce a fire using improvised means
- plant identification and animal tracking techniques
- learn wilderness and bush survival skills.

TO ENROL IN THIS SUBJECT I NEED:

- an interest in a career in parks and wildlife, police force, fire brigade, ambulance service or defence force.

THIS SUBJECT COULD LEAD ME TO:

- employment in parks and wildlife, police force, fire brigade, ambulance service or the defence force.

Emergency Responses, Survival & Wilderness Conservation Vocational Skills contributes points towards the Tasmanian Certificate of Education.

RTO, Guilford Young College 1129

You have:

An interest in the area

VET courses

Certificate III in Fitness

May lead to:

Employment
Further study in the area

VET Courses

SIS30315 CERTIFICATE III IN FITNESS

IN CERTIFICATE III IN FITNESS 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.

TO ENROL IN THIS SUBJECT I NEED:

- an interest in this area
- an interest in working with clients
- basic ICT, literacy and numeracy skills.

THIS SUBJECT COULD LEAD ME TO:

- employment as a fitness instructor
- further study in the area.

RTO: Global Fitness Institute 21793

VOCATIONAL EDUCATION & TRAINING - VET

You have:

An interest in Tourism

VET courses

Certificate II in Tourism

May lead to:

Certificate III in Tourism,
Certificate III in Events,
Certificate III in Travel

VET Courses

SIT20116

CERTIFICATE II IN TOURISM

Certificate II in Tourism is studied over a period of two years

IN CERTIFICATE II IN TOURISM 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)

- coffee skills
- 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.

TO ENROL IN THIS SUBJECT I NEED:

- an interest in tourism.

THIS SUBJECT COULD LEAD ME TO:

- further study
- work in tourism, travel or other areas of interest.

Certificate II in Tourism contributes points towards the Tasmanian Certificate of Education.

RTO, Guilford Young College 1129

You have:

No previous experience
Basic literacy, numeracy,
ICT and comprehension
skills

VET courses

**Electrotechnology Introduction
Statement of Attainment**

Certificate II in Construction

Certificate II in Automotive Vocational Preparation

May lead to:

Employment
Further study

VET Courses

AUR20716

CERTIFICATE II IN AUTOMOTIVE VOCATIONAL PREPARATION

Certificate II in Automotive Vocational Preparation is studied over a period of two years.

IN CERTIFICATE II IN AUTOMOTIVE VOCATIONAL PREPARATION 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.

TO ENROL IN THIS SUBJECT I NEED:

- an interest in the automotive industry
- literacy and numeracy skills
- interest in skills in computing is desirable.

THIS SUBJECT COULD LEAD ME TO:

- further study
- apprenticeship
- traineeships.

Certificate II in Automotive Vocational Preparation contributes points towards the Tasmanian Certificate of Education.

CPC20220

CERTIFICATE II IN CONSTRUCTION PATHWAYS

Certificate II in Construction Pathways is studied over a period of two years.

IN CERTIFICATE II IN CONSTRUCTION I WILL LEARN:

- skills needed to work in construction
- how to carry out measurements and calculations
- how to stay safe and healthy in the workplace
- the skills employers value in young workers.

IN TYPICAL LESSONS I MIGHT:

- read and interpret plans
- use construction tools and equipment correctly.

Continued on next page

VOCATIONAL EDUCATION & TRAINING - VET

TO ENROL IN THIS SUBJECT I NEED:

- an interest in construction
- to enjoy working in a practical way
- basic literacy and numeracy skills.

THIS SUBJECT COULD LEAD ME TO:

- further study
- an apprenticeship in the construction industry
- work instruction or other areas of interest.

Certificate II in Construction contributes points towards the Tasmanian Certificate of Education.

RTO, Guilford Young College 1129

STATEMENT OF ATTAINMENT INTRODUCTION TO ELECTROTECHNOLOGY

IN ELECTROTECHNOLOGY INTRODUCTION 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 A TYPICAL CLASS I MIGHT:

- gather information about possible career paths in electrotechnology
- name and identify electrotechnology components

- using drawings and diagrams to problem solve and fix electrotechnology faults
- use hand tools to assemble, dismantle and construct equipment in the electrotechnology industry.

TO ENROL IN THIS SUBJECT I NEED:

- an interest in electrotechnology
- literacy, numeracy and science skills.

THIS SUBJECT COULD LEAD ME TO:

- further study
- work in electrotechnology or other areas of interest
- apprenticeship.

Electrotechnology Introduction contributes points towards the Tasmanian Certificate of Education.

You have:

VET courses

May lead to:

No previous experience and/or an interest in the industry area	Certificate I in Seafood Industry	Employment Further study
	Certificate II in Horticulture	
Certificate I in Seafood Industry	Certificate II in Aquaculture	
Certificate II in Aquaculture	Certificate III in Aquaculture (Year 12 only)	

Aquaculture production is one of Tasmania's largest local industries and involves a broad range of enterprises culturing a variety of animals, including seahorses, shellfish, crustaceans, tropical and temperate marine and fresh water fish to name a few. 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 the industry.

Aquaculture qualifications are delivered on-campus in the St Patrick's College Aquaculture Trade Training Centre. This facility is fully equipped with modern technological equipment, replicating best industry practice. Aquaculture courses

include excursions to Aquaculture farm sites, research centres (eg IMAS/AMC) and seafood processing facilities.

The Certificate I in Seafood Industry and Certificate II in Aquaculture qualifications are issued by Seafood & Maritime Training (no 7074). The Certificate III in Aquaculture qualification is issued by LMC Training (no 32341).



VOCATIONAL EDUCATION & TRAINING - VET

VET Courses

SFI110119

SEAFOOD INDUSTRY CERTIFICATE I

IN CERTIFICATE I IN SEAFOOD INDUSTRY 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 skills employers value in young workers
- how to use power tools to build Recirculating Aquaculture Systems (RAS)
- about aquaponics and resource sustainability
- basic rules about safe food handling
- 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.

SFI10119 Certificate I in Aquaculture contributes points towards the Tasmanian Certificate of Education

SFI20119

AQUACULTURE CERTIFICATE II

IN CERTIFICATE II IN AQUACULTURE 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 growth of aquatic animals
- visit marine farms or undertake a practical work placement.

TO ENROL IN THIS SUBJECT I NEED:

- to have completed SFI10119 Certificate I in Seafood Industry
- 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 contributes points towards the Tasmanian Certificate of Education.

SFI30119

AQUACULTURE CERTIFICATE III

IN CERTIFICATE III IN AQUACULTURE 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 the importance of monitoring water quality and how it impacts aquatic ecosystems
- how to make adjustments to water parameters to improve poor water quality conditions
- advanced techniques for caring for and handling aquatic animals
- how to accurately measure and

- administer anaesthetic to aquatic animals for growth measurements
- how to inspect, maintain and fault test equipment
- how to operate a small motorboat.

IN TYPICAL LESSONS I MIGHT:

- feed a variety of aquatic animals
- take water samples and monitor water quality
- monitor the health of aquatic animals
- use and maintain equipment and machinery
- assess growth of aquatic animals
- visit marine farms or undertake a practical work placement
- oversee and assist Certificate I or II students perform tasks in the wet lab.

TO ENROL IN THIS COURSE I NEED:

- to have completed SFI20119 Certificate II in Aquaculture
- an interest in aquaculture or ornamental fish
- to enjoy working outdoors.

THIS COURSE COULD LEAD ME TO:

- tertiary study
- work in Aquaculture or other areas of interest.

*SFI30119 Certificate III in Aquaculture contributes points towards the Tasmanian Certificate of Education.
(Year 12 only).*

AHC20416

HORTICULTURE CERTIFICATE II

Certificate II in Horticulture is studied over a period of two years.

IN CERTIFICATE II IN HORTICULTURE I WILL LEARN:

- skills and knowledge needed to work in horticulture; this might include turf management, fruit and vegetable growing, landscaping, retail and wholesale plant supply and garden design
- how to treat weeds, recognise plants, plant pests, diseases and disorders
- how to pick grapes and prune grapevines
- how to assist with soil or growing media sampling and testing

Continued on next page

VOCATIONAL EDUCATION & TRAINING - VET

IN TYPICAL LESSONS I MIGHT:

- be involved in propagation activities
- plant and prune small trees and shrubs
- renovate grass areas
- learn how to apply chemicals under supervision
- operate basic machinery and equipment.

TO ENROL IN THIS SUBJECT I NEED:

- an interest in horticulture.

THIS SUBJECT COULD LEAD ME TO:

- further study
- work in horticulture or other areas of interest.

Certificate II in Horticulture contributes points towards the Tasmanian Certificate of Education.

You have:

VET courses

May lead to:

An interest in the hospitality industry	Certificate I in Hospitality	Certificate II in Hospitality
Certificate I in Hospitality	Certificate II in Hospitality	Certificate III in Hospitality
Certificate II in Hospitality	Certificate III in Hospitality (Year 12 only)	Employment Further study

VET Courses

SIT10216

CERTIFICATE I IN HOSPITALITY

- In Certificate I in Hospitality 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 A TYPICAL LESSON 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.

TO ENROL IN THIS SUBJECT I NEED:

- an interest in food preparation and the hospitality industry.

THIS SUBJECT COULD LEAD ME TO:

- further study
- work in hospitality or other areas of interest.

Certificate I in Hospitality contributes points towards the Tasmanian Certificate of Education.

RTO, Guilford Young College 1129

SIT20316

CERTIFICATE II IN HOSPITALITY

IN CERTIFICATE II IN HOSPITALITY 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 A TYPICAL LESSON I MIGHT:

- prepare and present coffee and beverages
- use industry related equipment correctly
- undertake practical work placement
- prepare food for cafe service.

TO ENROL IN THIS SUBJECT I NEED:

- an interest in food preparation and the hospitality industry.

THIS SUBJECT COULD LEAD ME TO

- further study
- work in hospitality or other areas of interest.

Certificate II in Hospitality contributes points to the Tasmanian Certificate of Education.

RTO, Guilford Young College 1129

SIT30616

CERTIFICATE III IN HOSPITALITY

IN CERTIFICATE III IN HOSPITALITY I WILL LEARN:

- to specialise in customer service focusing on food and beverage service
- about job opportunities in hospitality
- how to stay safe and healthy in the workplace including first aid
- the skills employers value in workers.

IN A TYPICAL LESSON I MIGHT:

- mentor or coach another student in a job skill
- improve my communication skills
- lead and manage cafe service
- undertake practical work placement.

TO ENROL IN THIS COURSE I NEED:

- to have completed Certificate II in Hospitality or have had recent employment in hospitality.

THIS SUBJECT COULD LEAD ME TO:

- further study
- work in hospitality or other areas of interest.

Certificate III in Hospitality contributes points to the Tasmanian Certificate of Education. **(Year 12 only).**

RTO, Guilford Young College 1129

VOCATIONAL EDUCATION & TRAINING - VET

You have:

VET courses

May lead to:

An interest in animal care industry	Certificate II in Animal Studies (Year 11 or 12)	Employment Further Study
Certificate II in Animal Studies	Certificate III in Animal Studies (Year 12 only)	Employment Further Study

VET Courses

ACM20117

CERTIFICATE II IN ANIMAL STUDIES

IN CERTIFICATE II IN ANIMAL STUDIES 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.

TO ENROL IN THIS SUBJECT I NEED:

- an interest in working with animals

THIS SUBJECT COULD LEAD ME TO:

- work in animal care or other areas of interest
- further study.

Certificate II in Animal Studies contributed points towards the Tasmanian Certificate of Education.

ACM0117

CERTIFICATE III IN ANIMAL STUDIES

IN CERTIFICATE III IN ANIMAL STUDIES I WILL LEARN:

- skills and knowledge to operate at an assistant role in animal care
- infection control processes, species-specific care requirements including nutrition and enrichment
- how to care for young animals in the workplace.

IN TYPICAL LESSONS I MIGHT:

- provide husbandry care for a range of animals
- develop enrichment tools for a range of animals
- monitor and maintain the health of animals in the classroom.

TO ENROL IN THIS SUBJECT I NEED:

- to have completed Certificate II in Animal Studies

THIS SUBJECT COULD LEAD ME TO:

- further study
- work in animal care or other areas of interest.

Certificate III in Animal Studies contributed points towards the Tasmanian Certificate of Education. (Year 12 only).

You have:

VET courses

May lead to:

An interest in the area	Discover Hair & Beauty Statement of Attainment	Further study
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VET courses

DISCOVERY HAIR & BEAUTY STATEMENT OF ATTAINMENT

Discover Hair and Beauty is a pathway in the hairdressing, beauty and nail industries. Specifically designed for Year 11 and 12, this program offers practical make-up sessions, skin-care, hand and nail care, hair styling, braiding, applying basic colour, participating in a photo

shoot and a hair competition. Guest speakers in skin-care, make-up and hairdressing professionals are integral to the course. Units are alternated each year so the students can participate in the program in Year 11 and Year 12 and complete a range of units over the two years. Students will attend Alanvale TasTAFE campus every Wednesday throughout the school year and will

need to purchase a TasTAFE uniform and custom designed hair and beauty kit. Students will receive a Statement of Attainment for the units completed and points will be credited towards the TCE. If students also wish to continue to study Certificate II Hairdressing or Certificate III Beauty Services they will gain credit transfer for the units from this course.

Roman Catholic Trust Corporation of the Archdiocese of Hobart
trading as

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
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