

2025 |



# YEARS 11 AND 12 HANDBOOK

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# Welcome to Years 11 and 12 at Fahan School

Welcome to our pre-tertiary program, where you will embark on a journey of academic and personal growth! During these pivotal years, you'll prepare for tertiary study or enter the workforce, all within a secure and supportive environment. At Fahan, we offer a challenging and enriching academic environment tailored to all abilities. You will be nurtured and supported to achieve your personal best. As senior students, you will be expected to take responsibility for your actions and study habits, recognising your role as part of the school's leadership.

You will have the opportunity to represent Fahan in public speaking competitions, Amnesty International activities, debating, musical and dramatic performances, and sports. Many senior students take on House responsibilities, coach junior teams, assist with the Outdoor Education Program, serve as Big Sisters, and participate in the Pastoral Care Program. Your enthusiasm, attitude, and appearance will set the standard for younger students and the Fahan family will increasingly rely on your leadership.

These opportunities will enrich your experience as a senior student at Fahan. Throughout this journey, our staff will provide the guidance and support you need. By the time you leave Fahan at the end of Year 12, you will be well-prepared to face whatever the future holds.

## Leadership at Fahan

Authentic leadership from the student body is critical to ensure effectiveness. It involves supporting the School's mission, promoting the welfare of others before self, demonstrating a purpose and passion for what needs to be achieved and having the courage to follow through. These qualities, along with a willingness to learn and grow, are essential to authentic leadership.

All Years 11 and 12 students at Fahan belong to a Student Leadership Committee (SLC). The student Chairs oversee the operation of the SLCs. Meetings are convened on a fortnightly basis and the Chairs liaise with the Principal at regular intervals. The Chairs are appointed after a selection process towards the end of Year 11. This involves a written application, an interview, a student vote and feedback. The interview panel is made up of the Principal, the Deputy Principal and the staff member responsible for overseeing the particular SLC area applied for.

Most of our students relish the opportunity to take more responsibility in the School, particularly as they know they are supported by caring teachers who celebrate their differences and individuality and take pride in their success.

## Planning Your Courses

When planning your course for the next two years, you will select fewer subjects than in Year 10, but from a wider array of options. It is essential to consider your past academic performance, choose subjects you have enjoyed and excelled in, and be mindful of the general entry requirements for any post-secondary courses you may wish to pursue.

At Fahan, we encourage students to follow a broad program of study across Years 11 and 12. All subjects undertaken during these years will contribute to the 1200 hours of study required for the Tasmanian Certificate of Education (TCE). While not all subjects are accepted as pre-tertiary for university entrance scores, they are still valuable. Provided you meet the criteria for at least a Preliminary Achievement, the subject will appear on your TCE and contribute to your overall results portfolio.

For students who have achieved exceptional results in demanding Year 10 syllabuses, it may be possible to bypass introductory Year 11 subjects and proceed directly to pre-tertiary courses, based on the advice and recommendation of your teachers.

It is expected that you will undertake a broad range of subjects in Year 11, then focus on more specific areas of interest in Year 12. For those who have not yet decided on a future career or study path, we advise selecting one subject from each of the English, Mathematics, Science, and Humanities/Arts groups. This approach ensures that all pathways remain open to you as you refine your interests and goals.

Fahan offers a broad range of learning options. To create even more breadth and flexibility, Fahan and Hutchins have a co-operating agreement. This means that one of your courses may be at Hutchins. The policy of the two schools is that the parent school will give priority in placement in a class to its own students. In the event of your initial choices not being met by Fahan, no more than one subject should be taken elsewhere, unless a special arrangement is made. Transport is organised by the schools between lesson blocks. Every attempt will be made to accommodate your choices, subject to viable numbers.



## What should you do now?

Read this booklet very carefully. On the Years 11/12 Information Evening, you will have an opportunity to ask general questions and to consult specialist teachers of the subjects outlined in this booklet.

Students will receive an email with instructions on how to select your subjects online shortly after this evening.

## Then what happens?

At Hutchins and Fahan there are five lines of subjects and a number of the more popular subjects appear on more than one line. After you have indicated your choices, the teaching blocks will be developed in such a way that the maximum number of students will be able to do their first-choice subjects. Wherever possible, you will be studying at Fahan, and every effort will be made to meet your request. Students who cannot take a subject at Fahan may be able to enrol in that subject at Hutchins.

At Fahan we will offer courses which will give you the greatest breadth and depth in your education. We intend to continue Fahan's proud tradition of academic excellence.

Yours sincerely,



*Mrs Meg Lawson*

Principal



*Mr Chris Gammers*

Deputy Principal

# Senior Secondary Education in Tasmania

The requirements for students undertaking senior secondary education in Tasmania are set out by the Tasmanian Assessment, Standards & Certification (TASC). Full details, including syllabuses, past examination papers and requirements for the new TCE are available at [www.tasc.tas.gov.au](http://www.tasc.tas.gov.au)

The following information about the Tasmanian Certificate of Education (TCE) has been provided by the TASC.

## What is the TCE?

Completing a program of study in Years 11 and 12 provides you with the opportunity to achieve the Tasmanian Certificate of Education (TCE) or an equivalent qualification which will help your future employment, training and study opportunities. Achieving the TCE will tell people, including employers, that you:

- can do everyday adult reading, writing and communication (literacy skills);
- can use everyday adult maths (numeracy skills);
- can make everyday adult use of computers and the internet (ict skills);
- have completed a full program as part of your senior secondary education and training (participation and achievement); and
- have developed and reviewed plans for your future (pathway planning).

## How will you achieve this qualification?

To achieve this qualification you will have to meet or do better than a set of five standards. There are standards for literacy, numeracy, information communication technology (ICT) skills, participation and achievement and pathway planning.

TCE syllabuses, TASC accredited courses, TASC recognised courses, VET competencies and VET certificates can be used to meet the participation and achievement standards and some of the literacy, numeracy and ICT skills. Tests can also be used to show that you have met the standards in literacy, numeracy and ICT.

To meet the Participation and Achievement standard you will have to complete the equivalent of a two-year 'full-time' program of studies. You will show this by gaining a total of at least 120 units of credit (where, for example, a TASC 3 course is 15 units of credit) from a broad range of TASC accredited and VET courses. Of these 120 units of credit, at least 80 must be studies at a complexity/depth TASC 2 or more (for example, TCE Art 4B is rated at TASC 2, VET Certificate II in Multimedia is rated at TASC 2). A table rating all subjects on size and complexity on the TASC website will allow your tutor to check that your intended program meets these requirements.

Pathway Planning requirements will be met through students having developed and reviewed future plans for education and training. All Tasmanian schools have to make sure that Year 10 students develop a statement of intent and register it with the TASC by the end of the year. Your plan will include your intended broad career goals and the education and training you need to reach these goals.

## Who will get the TCE?

You can achieve the TCE when you complete your senior secondary years of education and training. Or you can achieve the TCE any time throughout your life by completing further education and training and/or sitting the Everyday Adult Standards safety net tests.

## What if I do not meet the requirements?

If you do not meet the requirements for the TCE, TASC will issue you with a Qualifications Certificate showing all your senior secondary education and training qualifications. This will include all your qualifications in courses we approve including TCE syllabuses, VET or other studies they recognise (for example, AMEB Music, Queen's Scout Award and Duke of Edinburgh's Award).

## What will I actually get if I successfully meet the standards?

TASC will issue you with the Tasmanian Certificate of Education. They will also issue you with a Qualifications Certificate. This will show that you have been awarded the Tasmanian Certificate of Education and will list all your qualifications in TCE syllabuses, TASC accredited courses, VET or other studies we recognise.

## What will I need to do when choosing subjects for Year 11?

Make sure you choose a full two-year program of senior secondary studies (TCE, TASC accredited courses, VET competencies and certificates).

Talk with the Student Services Co-ordinator if you need to choose particular courses so that you will be able to meet or do better than the required standards for skills in literacy, numeracy and ICT.

The Tasmanian Certificate of Educational Achievement (TCEA) is a quality assured, centrally issued 'narrative' (rather than standardised) certificate for the small number of students for whom a fair account of their achievements requires this form of certification. There are eligibility criteria which must be met by both the student and the school or college before the certificate can be issued. It will apply most commonly in situations where personal circumstances, disability, illness, or impairment mean that only a 'narrative' certificate will give an adequately fair and just account of a student's achievements. Students may also get the Qualifications Certificate and the new TCE along with the TCEA.

## Recognition of Formal Learning on the TCE

TASC offers recognition to a wide range of formal learning undertaken by senior secondary Tasmanian students. Providers of formal learning qualifications not recognised on the TCE may apply for such recognition. 'Recognition' means that the qualifications issued by recognised formal learning providers are listed on a student's TCE issue by the TASC. Currently recognised formal learning providers include:

- The Australian Music Examination Board;
- The Duke of Edinburgh's Awards in Australia (Tasmania Division)
- Scouts Australia (Tasmanian Branch)
- Trinity College London; and
- The University of Tasmania

Details of the specific learnings recognised on the TCE can be found on the TASC website.

## Want to know more?

More detailed information is available on the TASC website at [www.tasc.tas.gov.au](http://www.tasc.tas.gov.au)

# University Entry

## For entry into Degree Courses:

- You have obtained the TCE
- You require a minimum of Satisfactory Achievement awards in *four* (4) pre-tertiary TASC 3 subjects
- Three of those four subjects must be designed for Year 12 and taken in Year 12
- You must obtain those four subjects in not more than two, not necessarily consecutive, sittings
- You must have spent not less than two years in full time study (1200 hours equivalent). This includes attendance at necessary public examinations.

## Do University Faculties have quotas?

Yes. Not everyone who applies for a course will be granted entry because some courses have a limited number of places. Selection will be based on your TER (Tertiary Entrance Rating).

## What is my TE Score?

Your TE score (Tertiary Entrance) is based on your best four or five pre-tertiary subjects.

This can include up to two subjects from Year 11, but three must be from Year 12.

## What is the ATAR score?

The Australian Tertiary Admissions Rank (ATAR) is used by students applying for tertiary courses nationally. This system ensures that students have equitable access to tertiary courses across Australia, irrespective of in which State or Territory they completed their Year 12 studies. From 2016, all students must have obtained the TCE to qualify for an ATAR.

The ATAR is calculated as a percentile ranking of students using their Tertiary Entrance Scores. For example, a Tasmanian student having an ATAR of 90.00, means that the student was ranked in the top 10.00% of the age cohort, based on Tasmanian Tertiary Entrance Scores, and would be regarded as being equal to a student with an ATAR of 90.00 from any other state.

## What kind of a score is needed for University entrance?

There is no set answer. It depends upon the available places and the general performance of each Year 12 cohort. The absolute minimum score would be 4/100 (four SA awards, each with 1/20) but over the last few years, the mean entry score has been increasing. Using entry results from previous years as a guide, students could enter many faculties other than Medicine, Pharmacy, Surveying and Computing with a TE score below 45/100 but the mean entry scores were much higher. So you should aim high!

## What if I need reasonable adjustments?

Students can apply for reasonable adjustments to ensure fair and equitable opportunities to participate in external examinations. A range of adjustments are available to eligible applicants based on identified need.

You can apply to be considered for reasonable adjustments for your external examinations if you have:

- a formal diagnosed condition, impairment or disability. Applications for special provisions must be submitted to TASC by the end of Term 2 each year.
- refugee student status. Applications for special provisions for refugee students must be submitted to TASC by the end of Term 2 each year.

Reasons for applications for Reasonable Adjustments:

- Health impairment
- Physical disability
- Learning disability
- Hearing impairment
- Vision impairment
- Psychological impairment

Examples of adjustments available include:

- extra time
- permission to leave the room (under supervision)
- medication (food and drink)
- reader
- scribe
- use of computer
- smaller examination room with fewer candidates/separate room
- permission to stand, stretch or move around the room
- alternative format papers (vision and aural impaired)
- advice to markers about spelling, grammar or poor handwriting

Before submitting an application, applicants must have clearly identified which reasonable adjustments are being requested; attach a medical professional and/or counsellor's report; the School has provided all information required and the application is signed by the School Principal. Reasonable Adjustments may not apply from one year to the next so if a student is successful in being granted special consideration in Year 11, it is not necessarily the situation that these adjustments will apply in Year 12. Applications may need to be made each year.

### Emergency applications

Only emergency cases such as a physical injury or illness that occurs after the end of Term 3 which will impair a student undertaking their examinations will be considered for that year's examinations. The application must include a medical certificate containing:

- diagnosis
- date of onset
- outline of symptoms and treatment
- likely effect of the illness on the student's capacity to complete the examination(s)
- medical recommendations for particular special examination arrangements sometimes there are valid reasons why you are unable to complete your exams, e.g. illness.

Please follow the procedures in your TASC Examination Guide. It is also important to contact the TASC Liaison Officer should this situation apply to you.

Further information can be viewed using the following link: <https://www.tasc.tas.gov.au/students/years-11-and-12/preparing-for-exams/reasonable-adjustments/>. Mr Chris Summers is Fahan's TASC Liaison Officer who can further assist.

### Do any Faculties at University have pre-requisite subjects?

Yes. For example: at the University of Tasmania, the Bachelor of Engineering requires Mathematics Methods TASC 3 and Physical Sciences TASC 3. A Bachelor of Medicine-Bachelor of Surgery entry requires Chemistry TASC 3, English Communication, English Studies or English Writing and a sound background in Mathematics.

The most common interstate requirement is an SA in a pre-tertiary English. You should consult the university websites to establish exactly which pre-requisite subjects are required for the University courses you wish to apply.

### UTAS High Achievement Program (HAP)

The High Achiever Program enriches the educational opportunities for high-achieving students and develops links between the University of Tasmania, the students and their schools and colleges. There are no course costs. To be eligible, you need to demonstrate very high levels of academic performance at Years 11 and 12.

As well as providing students with academic challenge and the chance to experience University life, the High Achiever Program offers a number of other benefits including:

- subsidised course costs
- credit towards a university of tasmania degree
- counting units towards the atar
- access to facilities and support services
- guaranteed offer of a place in a University degree program

High Achiever Program applications generally open in late September and applications close in December of the year before intended study. Supporting documentation will be accepted until mid-January of the year of study and approval of the application will take place as early as possible. Late applications will not be accepted. All general enquiries related to HAP should be sent to: [HAPUCP.enquiries@utas.edu.au](mailto:HAPUCP.enquiries@utas.edu.au)

Courses offered in the HAP program can be found by using the following link:

<https://www.tasc.tas.gov.au/students/courses/utas/hap/a-z/>



## Assessment

TCE syllabuses have been organised into three levels of complexity, with three indicating the highest level of complexity. All pre-tertiary syllabuses are TASC 3.

Performance in each subject is assessed against criteria, which have predetermined standards.

At the end of the year you will receive final ratings 'A', 'B', 'C', 't' and 'Z' for each criterion.

A rating of 'A', 'B' or 'C' is given according to standards of achievements for each subject. These are available from the TASC website.

A 't' rating represents achievement against a criterion less than the standard specified for a 'C' rating.

A 'Z' is used where you provided no evidence of achievement at all.

## Final Awards

Your ratings on each criterion are combined at the end of the course of study to give a final award.

There are five awards available on each syllabus. They are Exceptional Achievement (EA), High Achievement (HA), Commendable Achievement (CA), Satisfactory Achievement (SA), and Preliminary Achievement (PA).

# Academic Integrity

The TASC guide to Authenticity and Academic Integrity clearly states that *"All learners are expected to observe the highest standards of honesty and integrity in the work they submit for assessment: this is called academic integrity". "It is fine to use other people's information, images, ideas or words (including material you get from the internet) in your own work but you must be clear and open about what you have used, whose material it was and where you got it from. The use of a wide range of sources of information shows that you have undertaken good preparation and study". 1*

Fahan School will take action if any plagiarism is found in your internally assessed work.

TASC will take action on any plagiarism found in your externally assessed TCE Work (for example a folio or IP).

*"Penalties will depend on the seriousness of the offence and the circumstances under which it was committed, but may range from a reprimand to cancellation of all results for the year or disqualification from receiving a Qualifications Certificate and Tasmanian Certificate of Education". 1*

Footnote: 1 Authenticity and Academic Integrity: A Guide

# Final Considerations

- Keep your options open – choose a broad range of subjects. No subjects are compulsory but the study of an English subject and a Mathematics subject is strongly recommended in Year 11 (English is usually a pre-requisite for studying at any Australian university). This is your future. Don't be talked into a subject because your friend is doing it or you want to do a subject at another school.
- Choose subjects you enjoy and for which you show aptitude. This will help you to be motivated, gain good results and utilise your best learning style.
- Do not choose subjects because of scaling!
- If a subject is studied at Hutchins, the books for it must be bought from there. A free shuttle bus service between the schools operates at recess and lunch times.
- Private study periods should be spent wisely in library research or in doing set reading and assignments. They are also an opportunity to seek out help from teachers.
- In Years 11 and 12, we encourage you to maintain your health and wellbeing by participating in a range of sport or cultural activities offered at Fahan. We also expect that you will want to be involved in School co-curricular and activities programs and events. Make sure you also allocate adequate time for relaxation and social activities. Success in Years 11 and 12 comes from a well-balanced program of study and relaxation.

- In Year 11 you are expected to be at school every day by 8.25am. When you are in Year 12 you may study at home on study lines provided that you have fulfilled the expectations of the School and you have parental permission.
- Your common room is your special responsibility. Keep it clean and tidy and make sure that the noise level does not affect other classes in the vicinity.
- When planning your course, make sure you consider a two-year program. Identify the Year 11 subjects, which are necessary prior experience for the pre-tertiary subjects you wish to study in Year 12. Consider your past academic record carefully. You need to choose your areas of study from those which will challenge you academically, yet not be at too ambitious a level for Year 11.
- You are asked to make an initial selection of subjects for next year using the Fahan online subject selection tool (instructions distributed to students). This information is then used to generate a set of subject lines which are designed to accommodate as many students' preferences as possible.
- During this process, some subjects may not be offered through lack of numbers and some will be blocked together, meaning that students may not be able to gain their first choice of subjects. In this case, the Senior Studies Co-ordinator will discuss options on a 1-1 basis with you. You may be able to study the subject at Hutchins or you may choose to change the particular subject for another.
- You need to ensure that your course is at least 600 hours of study (a TASC 3 or TASC 2 course is 150 hours).
- Consult your teachers, subject co-ordinators and the Senior Studies Co-ordinator, as well as reading this booklet thoroughly and discussing all options with your parents.
- After consultation with staff and your parents, you will need to complete a subject choice form, have it approved by your parents and hand it in to the Senior Studies Co-ordinator for final approval. Further course counselling may happen at this stage.
- We look forward to helping you during the next two years: remember that education is a shared activity and all members of the staff are here to encourage and support you. You, too, have a vital role to play as a senior student. We hope that the next stage of your life at Fahan will be challenging, rewarding and successful.
- Hutchins online handbook is able to be viewed on their website.

## Subject Information for International Students

The wide selection of subjects offered within this course handbook is possible due to a co-operating schools' agreement between Fahan School (CRICOS Provider Code: 00476G) and The Hutchins School (CRICOS Provider Code: 00478F).

Regular meetings of the co-operating schools are held to share information and plan for subject choices and timetabling. Should you have any questions regarding the co-operating schools' arrangement, you can contact Chris Summers.

Specialty VET courses are also offered by arrangement with a number of external education providers. Should an external provider for a VET course not be CRICOS registered, this VET course is not able to be selected by an international student. CRICOS is an acronym for Commonwealth Register of Institutions and Courses for Overseas Students.

All subjects are offered to international students. Every attempt is made to provide the subjects a student selects. A subject will not run if there are insufficient numbers. At other times a class may be full. Students who cannot take a subject at Fahan School may be enrolled in that subject at The Hutchins School. There are no additional tuition fees for undertaking a subject at The Hutchins School. Arrangements exist for attendance, assessment and reporting and is transparent between the schools. In the event that a subject is not available, the Deputy Principal will provide advice to international students of appropriate subject choices and alternate pathways.

# List of Subjects for Years 11 and 12, 2025

The following is a list of subjects available at Fahan and/or Hutchins in 2025. Use the TASC Planner ([www.tasc.gov.au](http://www.tasc.gov.au)) to see how your choice of subjects contribute to TCE.

Year 11 (2025) students need to select a two-year course consisting of 120 credit points over the two years. Year 12 (2025) students should study from subjects (60 credit points) especially if seeking university entry (four pre-tertiary subjects).

\* Denotes Pre-Tertiary

## Creative Arts

Art Studio Practice - TASC 3\*  
Drama - TASC 3\*  
Media Productions Foundation TASC 2  
Media Production - TASC 3\*  
Music Studies - TASC 2  
Contemporary Music and Songwriting - TASC 2  
Music - TASC 3\*  
UTAS Music Technology Projects - Foundation\*  
Technical Theatre Production TASC 2  
Theatre Performance - TASC 3\*  
Visual Art 3 - TASC 3\*

## English

English as an Additional Language or Dialect - TASC 2  
English as an Additional Language or Dialect - TASC 3\*  
English Foundations - TASC 2  
English Studio - TASC 2  
English Studio - TASC 3\*  
English - TASC 3\*  
English Literature - TASC 3\*

## Health & Physical Education and Outdoor Education

Athlete Development - TASC 2  
Health Studies - TASC 3\*  
Finance, Fitness and Outdoor Experiences TASC 1  
Outdoor Education TASC 2  
Outdoor Leadership - TASC 3\*  
Sport Science - TASC 3\*

## Humanities and Social Sciences

Accounting - TASC 3\*  
Ancient History - TASC 3\*  
Australia in Asia and the Pacific - TASC 3\*  
Business Studies - TASC 3\*  
Economics - TASC 3\*  
First Nation Studies TASC 3\*  
Geography - TASC 3\*  
Legal Studies - TASC 3\*  
Modern History - TASC 3\*  
Philosophy - TASC 3\*  
Introduction to Sociology and Psychology - TASC 2  
Psychology - TASC 3\*  
Sociology - TASC 3\*

\* Each course runs subject to numbers at the time of subject selection

Studies of Religion - TASC 3\*  
Working with Children TASC 2

## Languages

Chinese Foundation - TASC 2  
Chinese - TASC 3\*  
French TASC 2  
French - TASC 3\*  
Japanese TASC 2  
Japanese - TASC 3\*

## Mathematics

Essential Mathematics – Personal 2,  
Essential Mathematics – Workplace 2  
General Mathematics 2  
General Mathematics 3\*  
Mathematics Methods – Foundation TASC 3\*  
Mathematics Methods TASC 4\*  
Mathematics Specialised TASC 4\*

## Science

Biology TASC 2  
Biology - TASC 3\*  
Chemistry - TASC 4\*  
Environmental Science - TASC 3\*  
Physical Sciences - Foundation - TASC 2  
Physical Sciences - TASC 3\*  
Physics - TASC 4\*  
Transdisciplinary Science TASC 2  
Transdisciplinary Science TASC 3\*

## Technologies

Agricultural Enterprise TASC 2  
Agricultural Systems TASC 3\*  
Computer Graphics & Design Foundation - TASC 2  
Computer Graphics & Design - TASC 3\*  
Computer Science TASC 3\*  
Design and Production (Metal) TASC 2  
Design and Production (Wood) TASC 2  
Food, Cooking & Nutrition - TASC 2  
Food & Nutrition - TASC 3\*  
Housing & Design - TASC 3\*  
Information Systems & Digital Technologies - TASC 3\*  
Technical Graphics - TASC 2  
Technical Graphics - TASC 3\*  
UTAS Object Design\*



# Creative Arts

## Art Studio Practice TASC 3 (pre-tertiary)

Art Studio Practice is a TASC 3 course requiring successful completion of Visual Art TASC 3.

Art Studio Practice prepares learners for the study of art at a tertiary level. The course consists of two compulsory areas of learning: Conceptual Knowledge and Practice. Learners are required to prepare a research paper, visual schematic overview, artist's statement and present an exhibition.

### Description

Art Studio Practice challenges learners to resolve a proposal to a final visual art exhibition through practical studio and discipline-based investigation. Learners actively investigate the contemporary art world by engaging in self-directed inquiry and authentic learning experiences to build a relevant and meaningful context for their own studio practice. The course enhances pathways from senior secondary to tertiary studies in the visual arts as learners develop their conceptual and analytical research skills. It promotes the consolidation of artistic skills and a deep engagement through a sustained practice characteristic of creative arts learning and professional arts practice. Art Studio Practice is applicable to all studio/discipline areas.

Art Studio Practice provides an opportunity for learners who have completed Visual Art TASC 3 to continue their art practice at the TASC 3 complexity and thus extend the breadth and depth of their learning. The course allows learners to either continue practice in a studio/discipline area or to explore a new studio/discipline area within the context of creating and refining an exhibition proposal for a body of work, and completing it to resolution.

Art Studio Practice has been designed to enable learners to develop meaningful conceptual knowledge through research and studio practice.

It will challenge learners to engage in reflective and critical analysis to refine, evaluate and articulate their ideas in the consolidation of their artistic practice.

The course integrates knowledge and practice through active art investigation and participation in specialised and authentic learning experiences. It provides a framework for learners to establish links and actively engage with local, national and international art communities. Learners will negotiate a proposal for self-directed learning. Their sustained investigation will culminate in an exhibition and an interview.

## Pathways

Learners who have successfully completed Visual Art TASC 3 ART 315117 are well placed to undertake Art Studio Practice. Students who complete Art Studio Practice ART3152214 are prepared for the study of visual arts at tertiary level.

## Objectives

On successful completion of this course, learners will be able to:

- critique own art, and the art work of others
- apply artistic judgements to resolve aesthetic and conceptual issues
- understand historical and contemporary art issues, their impact on society, artists and own art works
- apply the principles of reflective practice and academic integrity
- use artistic techniques, media and technologies to create art works
- work autonomously, and collaboratively with others
- design, manage and implement to resolution a studio exhibition
- communicate artistic concepts.

## Structure

This course consists of two compulsory areas of learning:

- conceptual knowledge
- practice

## Conceptual Knowledge

### *Research - Active Investigation*

Research will be undertaken within the local, national and international art community through exhibitions, events, reviews and interviews with artists, curators, gallery directors, Arts administrators.

Learners will engage in a minimum of 3 investigations resulting in the production of a range of evidence.

Learners will develop their concepts and establish a context for their work.

This evidence may be in the form of a presentation and may be submitted as a hard copy.

### *Critical Analysis*

Learners will undertake investigation and analysis of conceptual theories and issues in local, historical and contemporary contexts as they relate to and inform their own proposal and studio practice.

Learners will produce one major research paper with a minimum of 3,500 words. Learners will use the paper to demonstrate the depth and complexity of their conceptual knowledge.

### *Reflection*

The learner will accumulate information in support of a sustained practice that reflects the aim of the research proposal.

A negotiated project will be articulated through the:

1. Production of a Visual Schematic Overview; and
2. Learner's artist statement consisting of 150 – 300 words.

The scope of the Visual Schematic Overview will represent the learner's sustained practice reflecting their conceptual development over the period of a year's study.

Reflection will also involve a formalised critical appraisal and evaluation of work in groups of two or more and will occur at least six (6) times. Groups will comprise of peers, supported by teacher/s and/or other artists.



## Practice

### *Proposal*

The learner will develop a research proposal for studio practice in negotiation with their facilitator. The proposal will culminate in an exhibition.

As the proposal provides the context for studio practice and because the initial proposal will undergo a process of refinement, learners will give high priority to the development of their initial proposal.

The proposal is a focus statement of intention. The learner will make and record in the proposal crucial decisions with regard to the exhibition layout and design. The proposal outlines the key elements of the intended exhibition plan including the:

- conceptual idea underpinning the exhibition
- context of the body of work to be exhibited
- selection of materials and media
- selection and application of artistic techniques
- scale of the exhibition
- design elements of the exhibition space (e.g. lighting, hanging arrangement of works).

As such the proposal models the form and scope of a proposal for exhibition that might be presented to a gallery director.

The success of the proposal is reflected in the cohesive strength of the final exhibition. The degree to which learners are able to resolve aesthetic and conceptual issues is clearly evidenced in the stylistic, technical and conceptual resolution of the work on display.

It is not intended that the proposal be in essay form. Rather, it is an exhibition plan or focus statement: a clarification of the key idea underpinning the body of works exhibited; and the intended use of materials, scale of work and exhibition design. It will focus on the 'what', 'how', and 'why' of the exhibition. The final proposal will use concise language and be approximately 500 words in length.

## Studio Practice

Process documentation will be sustained through reflective commentary and the experimentation and exploration of media and techniques.

Studio specialisation will occur that demonstrates the learner's depth and complexity of conceptual understanding.

It will reflect sustained practical rigour and engagement based upon the aims of the research proposal.

The learner will present a body of resolved art work for exhibition. The scope of the body of art work will be dependent on issues such as selected media, but will reflect the size value of this course.

## Exhibition

Learners will be required to act autonomously in assuming complete responsibility for the creative design, organisation and installation of their exhibition.

The exhibition of work will include:

- preparation incorporated into the negotiated proposal
- planning for allocation of appropriate time and resources
- the design and hanging of the exhibition
- presentation of process documentation
- display of learner's artist statement

## Assessment

The assessment for Art Studio Practice TASC 3 will be based on the degree to which the learner can:

1. Design, manage and implement a studio exhibition\*
2. Communicate artistic concepts\*
3. Critique art works
4. Resolve aesthetic and conceptual issues
5. Understands historical and contemporary art issues
6. Apply the principles of reflective practice\*
7. Use artistic techniques, media and technologies\*
8. Work autonomously, and collaboratively

\* denotes criteria that are both internally and externally assessed

## Visual Art Level 3 TASC (pre-tertiary)

### Description

Visual Art Level 3 is a course for learners who would like to broaden and deepen their understanding and application of artistic practice, perception and visual literacy, the ability to interpret and make meaning from information presented in images

Art is an intrinsic human activity and people have made and responded to the visual arts since the beginning of civilisation. Art is created to understand or reflect upon the world, to communicate meaning and express how it feels to be human. The visual arts play a significant role in recording, shaping and reflecting the culture and context of society.

Tasmanians value and support creative and cultural industries, which significantly contribute to the economy and Tasmanian cultural identity. Visual Art Level 3 has been developed for learners seeking a pathway to tertiary studies or a visual arts career. Visual Art Level 3 builds on the skills gained in Visual Art Level 2 and provides an opportunity for learners to further their artistic skills, techniques and artistic vision in the artistic studio of their choice. It allows learners to broaden and deepen their understandings and application of artistic practice, perception, and visual literacy, the ability to interpret and make meaning from information presented in images. The course encourages learners to apply problem-solving skills, think creatively and analytically, engage with traditional, modern and contemporary art forms, and display their artworks to an audience. Learners apply and refine their skills in the research, analysis and criticism of art from a range of social, historical and cultural contexts, and express and identify meaning in artworks in increasingly sophisticated ways. Study of Visual Art Level 3 gives learners the confidence to think of themselves as creative practitioners able to take on challenges, overcome problems and produce tangible outcomes.

### Pathways

Pathways out of Visual Art Level 3 include opportunities for learners to undertake the Art Studio Practice Level 3 course and courses in visual arts at a tertiary level. Learners may pursue a visual arts career in fine arts, advertising, architecture, computer graphics, education, photography, film, fashion, publishing, museums or galleries.

This course has a size value of 15. Upon successful completion of this course (i.e., a Preliminary Achievement (PA) award or higher), a learner will gain 15 credit points at Level 3 towards the Participation Standard of the Tasmanian Certificate of Education (TCE).

### Structure

This course consists of three 50-hour modules.

Module 1: Visual thinking – interpreting art

Module 2: Investigation and exploration

Module 3: Context and resolution

The three modules must be delivered in order 1, 2, 3. Work must be produced over one academic year, 150 hours, and not be assessed

as part of any other course.

The modules work in a progressive and sequential way and learners keep a visual diary throughout the three modules to document their artist research, idea generation and ongoing development. Learners also maintain evidence of their exploration, experimentation and other work as support material. As learners create two artworks in each module, they can choose to present these as part of the culminating work requirement of a minimum of six artworks equivalent to 150 hours' arts practice in module 3.

## Assessment

The assessment for Visual Art TASC 3 will be based on the degree to which the learner can:

1. Use the elements and principles of design to solve complex problems\*
2. select and use technologies, techniques and conventions to express artistic intentions\*
3. communicate ideas, emotions and information through artworks to affect and move audiences\*
4. Communicate ideas, emotions and information\*
5. Apply time management, planning and negotiation skills to visual arts activities
6. apply time management, planning and negotiation skills to Visual Arts activities
7. use reflective practice to inform artmaking
8. create and display a cohesive body of artwork\*

\*denotes criteria that are both internally and externally assessed.

## Drama TASC 3 (pre-tertiary)

### Description

This subject is a comprehensive study in drama. It requires you to explore and experiment with the elements of drama:

- voice
- ensemble
- role play
- reflection
- improvisation

### Pathways

This is useful study for those who wish to study Theatre Performance 5C. All career choices will benefit from having studied drama. You don't have to want to be an actor to benefit from drama.

### Structure

Area 1 - Skills development

Area 2 - Exploring and devising

Area 3 - Presenting and reflecting

Area 4 - Live theatre analysis

### Assessment

Assessment is against a number of criteria such as:

- using skills, techniques and processes to make drama works
- presenting drama works to an audience
- observing and critically appraising the drama works of others

- exploring and developing ideas
- a two (2) hour written examination

## Media Productions Foundation TASC 2

### Description

This subject is designed for those who wish to develop understanding of a range of aspects of the media. You will explore the media through practical experiences and form production teams to develop products in a specific medium.

### Pathways

Media Production TASC 3 and various media and visual and performing arts career options.

### Objectives

On successful completion of this course, learners will be able to:

- reflect on and respond to media works of self and others
- recognise and apply fundamental media conventions
- select and use media technologies and techniques
- apply time-management, planning and negotiation skills to media activities
- identify and respond to media related issues
- communicate media ideas and information.

### Structure

- the study of a specialist media production option
- production of a media product
- the initiation, planning and implementation of ideas
- the analysis and critical assessment of the operational functions and social implications of varying media

### Assessment

Assessment is based on the standard of your product and your ability to communicate intention, acquire technical skills and create team projects.

## Media Production TASC 3 (*pre-tertiary*)

### Description

Media Production is designed for students who wish to develop an understanding of a range of aspects of the media at the highest level of complexity offered by TCE courses. Students will explore the media through practical experiences. Students will form into production teams within learning environments that stimulate a professional setting in order to develop products in a specific medium. Through acquisition of technical and analytical skills students will develop the ability to critically assess and appreciate the operational functions and social implications of their medium of specialisation.

### Pathways

If you are interested in any of the following pathways this subject is suitable for you: journalist, producer, actor, researcher, presenter, studio manager, technical assistant, director, director's assistant, digital editor, camera operator, lighting technician, audio technician, independent film maker, media officer, script editor, sound designer, web designer, production co-ordinator, audio/video streamer.

## Structure

Film and video students will design, film and edit video footage to a high standard using current technology. Many aspects of filming will be learnt including camera angles, lighting, audio, special effects and editing techniques. Work is also undertaken to gain knowledge and understanding of the media.

## Assessment

Each student will be required to develop a folio of work for both internal and external assessment of work. This folio will consist of a commercial, news story and a short film. The standard of work will emulate a professional environment; available equipment and knowledge learnt in the subject will facilitate quality final products. Currently, students are expected to competently complete a 2 hour exam at the end of the year. The exam consists of questions regarding media and society.

# Music Studies TASC 2

## Description

This subject is designed for those who have an interest in and demonstrate a potential for performing and studying music. It combines a study of essential theory, history and musicianship with practical 'hands on' activities that encourage you to perform in as many musical situations as possible with a focus on the instrument and musical styles of your choice.

## Pathways

Music offers many career prospects either in performance and recording, or through private and government funded arts-based organisations. Whether as a career or as a passionate hobby, music is rewarding and satisfying at whatever level you choose. This subject is an appropriate background study for Music 5C.

## Structure

- Critical listening and analysis
- Composition, improvisation and arranging
- Cultural and historical studies
- Essential musicianship and theory
- Preparation of a public performance program

## Assessment

Assessment is internal involving public performances, tests, examinations and assignment work.

# Contemporary Music and Songwriting TASC 2

## Description

This course provides a vehicle for students to engage with and create music aligned with popular culture. Creativity and originality are encouraged and applied through learning experiences designed to develop skills needed to be working musicians.

## Previous experience

The ability to play an instrument is required, and knowledge of theory would be an advantage.



## Structure

- Perform a range of contemporary music styles
- Perform as member of an ensemble or band
- Learn to compose original music in contemporary style
- Recognise and use music elements in aural, written and practical contexts
- Identify music industry issues and promote and advertise a music performance
- Set up and operate basic audio and musical equipment

## Assessment

Assessment will include a range of performances as a member of an ensemble both in class and in front of an audience, composition folio, aural, theory and listening tasks, event promotion and audio projects.

## Future pathways

Students acquire skills in musical creativity, performance and collaboration as well as develop an understanding of recording processes, workplace safety and marketing. Contemporary Music Level 2 prepares learners for Music Level 3 and Foundation Practical Study (UTAS).

# Music TASC 3 (*pre-tertiary*)

## Description

This is a practice-based subject designed for the more experienced musician. It covers composition, performance and musicianship. You study a 'core' unit that looks at playing, writing and arranging music, musicianship and listening and you choose one of the three optional units:

- performance (solo and/or ensemble)
- negotiated study (research)
- composition, improvisation and arranging
- a SA in Year 10 Music is desirable but not essential.

## Pathways

- Music Performance 5C.
- Structure
- Critical listening and analysis
- Composition, improvisation and arranging
- Cultural and historical studies
- Essential musicianship and theory
- Research assignments, public performance and concerts
- Preparation of a performance program

## Assessment

Core studies are internally assessed. The theory and musicianship examination is externally assessed. External examinations are held for performance, together with an internally assessed examination in July and a performance recital in Term 3. The Composition and Research options are assessed externally as folios.

# UTAS Music Technology Projects - Foundation

## Description

This subject is designed for those with an interest in or demonstrated ability for recording, mixing and manipulation of recorded music. No previous experience is required but the successful completion of Year 10 Music TASC 4 is an advantage.

## Pathways

It is a practical 'hands on' subject with close links to industry and is a useful background for Audio Design 3C.

## Structure

This course has 5 areas of compulsory study:

- The Physics of Sound
- Microphone Characteristics & Techniques
- Signal Flow & System use
- Mix Aesthetics
- Professional Practice

## Assessment

Assessment is internal through a midyear exam, tests, practical evaluations, recordings and assignment work.

# Technical Theatre Production TASC 2

## Description

This subject is designed for those who have an interest in learning about the technical aspects of drama. You assist in the design and implementation of lighting, set, sound, costuming and publicity for a number of theatrical performances. You will be involved in performance, research, major productions and attend and review live theatre performances.

## Objectives

On successful completion of this course, learners will be able to:

- have basic theatre technical production skills in the areas of: lighting; sound; costume; effects; publicity and front-of-house; set and properties; and stage management
- work as a member of a production team to deliver required technical production outcomes in theatre and associated events
- apply reflective practice to own work as a member of a production team
- identify elements of technical theatre production, relationships between elements, and how they contribute to the realisation of artistic intent in a production
- record and organise technical theatre production elements, and care for technical theatre production equipment
- appropriately apply work-safe principles and practices in theatrical spaces and to the use of technical theatre technologies
- appraise the use and effect of technical elements in live theatre productions.

## Pathways

This is useful for those who wish to study:

- VET Live Production Services
- Audio Design – Foundation
- Design and Production – Level 2
- Industry and community related pathways

## Structure

- design and implementation of technical work for a theatrical production
- design and implementation of technical work for smaller group performances, preparation of a second theatrical production and preparation of a folio for assessment
- technical implementation of your second major theatrical production

## Assessment

Assessment is based on such tasks as the design and implementation of your technical work, your folio and your knowledge of the technical aspects of drama.

# Theatre Performance TASC 3 *(pre-tertiary)*

## Description

This subject requires you to participate in a range of practical drama making experiences, both solo and in a group. Tasks are based on the interpretation of texts and presenting polished performances. Theatre reviews and a folio of reflective and research entries based on the texts that you undertake to perform are also required. You are expected to operate as much as possible like members of a theatre company.

## Objectives

On successful completion of this course, learners will be able to:

- use a range of vocal skills and techniques to create characters
- perform and sustain a range of credible characters
- use stagecraft and theatrical production elements (such as lighting and sound) to achieve polished performances
- identify and appropriately react to potential hazards in a theatre environment, and appropriately apply work-safe principles and practices
- work as a member of a theatrical ensemble to achieve performance outcomes
- apply skills of theatrical analysis and evaluation to their own acting work, and that of other actors
- communicate ideas and information about the craft of acting and theatrical practices
- identify theatrical styles and genres, and their historical and cultural context
- undertake research about stage- and theatre-related issues, abide by the principles of academic integrity and use appropriate referencing (citation) when presenting finding.

## Structure

- Participation in a theatrical performance, concentrating on characterisation and performance skills
- Performance of solo work, three monologues and preparation of a second theatrical performance. Preparation of an independent reflective study for external assessment
- Performance of your second theatrical performance for external assessment.
- Performance of solo work for external assessment

## Assessment

Assessment is based on the standard of your performance against the areas of study working both individually and as a member of a group.

## Previous experience

An SA in Drama TASC 3 or an EA in Drama Foundations TASC 2 is recommended.



# English

## English Flow Chart Years 10 to 12

Year 10

YEAR 10 ENGLISH  
AT STANDARD

YEAR 10 ENGLISH  
ABOVE STANDARD OR  
WELL ABOVE STANDARD

Year 11

ENGLISH STUDIO  
TASC 2

ENGLISH  
FOUNDATIONS  
TASC 2

Year 11/12

ENGLISH  
STUDIO  
TASC 3

ENGLISH  
TASC 3

ENGLISH  
LITERATURE  
TASC3

## English as an Additional Language or Dialect (EAL/D) TASC 2

### Description

This course is designed specifically for students from a non-English speaking background to develop English language skills.

### Pathways

Students who have been resident in Australia for less than 5 years and whose first language is not English are eligible.

### Structure

English language skills will be developed through a theme-based course of study.

## English as an Additional Language or Dialect (EAL/D) TASC 3

### (pre-tertiary)

### Description

This course is designed specifically for students from a non-English speaking background to develop English language skills to a level that will enable them to participate in further education.

### Pathways

Students who have been resident in Australia for less than 5 years and whose first language is not English are eligible.

### Structure

Students will develop listening, speaking, reading and writing competence and skills in research and critical thinking.

## English Foundations TASC 2

### Description

All elements of Australian Curriculum: English Units 1 and 2 are contained in this course. English Foundations TASC 2 focuses on developing learners' analytical, creative and critical thinking and communication skills in all language modes. It encourages learners to engage with texts from their contemporary world and with texts from Australian and other cultures. Such engagement helps learners develop a sense of themselves, their world and their place in it.

### Objectives

Through close study and wide reading, viewing and listening, learners develop the ability to appreciate and evaluate the purpose, stylistic qualities and conventions of literary and non-literary texts and enjoy creating their own imaginative, interpretive and analytical responses. English Foundations TASC 2 is designed to develop learners' facility with all types of texts and language modes and to foster an appreciation of the value of English for lifelong learning. Learners refine their skills across all language modes by engaging critically and imaginatively with texts, including literary and media texts. They learn to speak and write fluently in a range of contexts and to create mono and multimodal texts. They hone their oral communication skills through discussion, debate and argument, in a range of formal and informal situations.

### Pathways

English Foundations TASC 2 is a course designed to prepare learners for the study of English TASC 3, English Studio TASC 3 and English Literature TASC 3. This would be particularly useful for students who want to improve their analytical essay writing skills.



## Structure

Learners undertake all studies from Section A and Section B.

The course has TWO (2) Sections:

Section A consists of two (2) Modules

This section of the course concerns Communication of Meaning focussing on Text Construction

Section B consists of two (2) Modules

This section of the course concerns Ideas, Attitudes and Voices in texts focussing on Representation.

Each Section contains TWO Modules:

### *Section A: Text Construction*

The compulsory course content for both Module One and Module Two is outlined in the course content.

- Module One – Ideas and Issues
- Module Two – Negotiated Study.

### *Section B: Representation*

The compulsory course content for both Module Three and Module Four is outlined in the course content.

- Module Three – Cultural Representation
- Module Four – Persuasion

## Assessment

STRAND OR ELEMENT		MINIMUM WORK REQUIREMENTS	
Module One	Ideas and Issues 55 hours	From one of three electives	One multimodal presentation One analytical essay One imaginative response
Module Two	Negotiated Study 20 hours	Learner selects one text	One imaginative response One oral presentation supported by a learner-crafted multimodal text
Module Three	Cultural Representation 37.5 hours	From one of Three electives	One comparative essay One shorter interpretive response One imaginative response
Module Four	Language Study: Persuasion 37.5 hours	From one of Four electives	One major persuasive response One analytical response

## English Studio - TASC 2

### Description

Studio 2 is a great choice for students looking to consolidate their skills in creative and analytical writing. But Studio 2 also works as a stand-alone course which attracts 15 ATAR points. This course focuses on creative and commercial writing and comprises of 3 modules.

### Pathways

English Studio 2 is a course to prepare learners for the study of English Studio 3 as well as other pre-tertiary English subjects.

## Structure

This course consists of three 50-hour modules.

Module 1 - Writing for young people (children's picture books and Y.A literature)

Module 2 - Scriptwriting for stage and screen

and Module 3 - Information and Persuasion - where students produce journalism on non-fiction work and also produce a writer's website to market themselves.

## Objectives

English Studio Level 2 is suited to learners who enjoy writing and wish to develop the foundational skills and techniques to create compelling stories and authentic content for a range of publications. This course provides opportunities for learners to personally engage, make choices and apply their learning. Learners are able to experiment and reflect to deepen their understanding and make connections with their local community and contemporary world.

## Assessment

This course is internally assessed.

# English Studio TASC 3 *(pre-tertiary)*

## Description

Studio 3 replaces the existing English Writing course. It is slightly different as it is an example of one of TASC's new suite of professional courses that bring together academic and career-related study to provide learners with a combination of academic and practical knowledge and skill. The course will provide learners with opportunities to further refine their writing skills and create their own mock version of a published writer's promotional website.

There will be 3 units in which students create a range of pieces and then submit a folio for external assessment. The focus of the 3 modules is as follows.

## Objectives

Learners will craft a range of creative and non-fiction texts.

On successful completion of this course learners will be able to:

1. Apply critical, creative, and imaginative skills to research, design, and plan industry appropriate texts for a range of purposes, audiences, and contexts.
2. Craft manuscript standard texts applying conventions of written expression, formatting, and publishing to edit texts as per industry standards.

## Pathways

English Studio Level 3 is suitable for those learners who wish to pursue their writing passion and explore their own distinctive talents or prepare learners for a career in the creative writing industry or tertiary English pathway.

Pathways out of English Studio Level 3 include opportunities for learners to undertake English Level 3 courses and the Media Production Level 3 course. Further pathways out include the VET Certificate II and III Creative Industries (Year 11 into 12) or Creative Writing Strand in the Bachelor of Arts degree and the Bachelor of Media and Communication at the University of Tasmania, (beyond Year 12). English Studio Level 3 enables many and varied pathways into the writing industry that include creative writing, freelance writing, copy writing, business writing, advertising, and communications.

## Structure

This course consists of three 50-hour modules.

Module 1: The art of storytelling

Module 2: A different kind of truth

Module 3: Professional optimisation

## Assessment

This course will be internally assessed and in addition to this there will be a writing folio.

# English TASC 3 (pre-tertiary)

## Description

All elements of Australian Curriculum: English Units 3 and 4 are contained in this course. English is a study of contemporary language, literacy, media and literature. It is designed to develop learners' analytical, creative, critical thinking and communication skills in all language modes. English develops learners as proficient, articulate communicators of English by extending and refining their language, literacy and literature skills. It encourages learners to critically engage with a range of texts and genres from their contemporary world, including those from Australia and other cultures.

## Pathways

English TASC 3 complements learners' study of English Literature TASC 3 and/or English Writing TASC 3. Successful completion of English TASC 3 prepares learners for the study of English and a wide variety of disciplines at the tertiary level.

## Structure

All modules are compulsory. Course Delivery: The sequence of delivery is at the discretion of the provider.

	Section A: Comparative Texts		Section B: Perspectives	
	MODULE ONE	MODULE TWO	MODULE THREE	MODULE FOUR
	Genre Study	Adaptation Study	Close Text Study	Negotiated Study
Nominal hours	45 hours	40 hours	30 hours	35 hours

## Assessment

Completion of these Work Requirements will give learners the opportunity to demonstrate achievement against the appropriate criteria:

- one (1) genre study
- one (1) text adaptation
- one (1) close text study
- one (1) negotiated Study.

The external assessment for this course will comprise:

- a three (3) hour external written examination.

# English Literature TASC 3 (pre-tertiary)

## Description

English Literature explores how literary texts shape perceptions of the world and enable us to enter other worlds of the imagination. In this course learners actively participate in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms. Learners enjoy and respond creatively and critically to literary texts drawn from the past and present and from Australian and other cultures. They reflect on what these texts offer them as individuals, as members of Australian society, and as world citizens. Learners establish and articulate their views through creative response and logical argument. They reflect on qualities of literary texts, appreciate the power of language and inquire into the relationships between personal preference and texts, authors, audiences and contexts as they explore ideas, concepts, attitudes and values. English Literature focuses on the study of literary texts from different eras.

## Objectives

This pre-tertiary course suits a wide cross section of independent, creative and analytical learners.

This subject is an excellent choice in either Grade 11 or 12 as it builds student understanding of genre as well as their confidence and proficiency in creating texts.

## Pathways

This subject can work as a stand alone option for University Entrance as it provides students with a literacy tick, or it may be studied in addition to other English courses. When this is the case both or all English subjects studied can contribute to the student's final ATAR.

## Structure

All modules are compulsory.

While the sequence in which the modules are delivered and assessed is not prescribed, completion of Module Four must allow for the TASC-determined External Assessment (Folio) due date.

	MODULE ONE Texts in Context	MODULE TWO Single Text Study	MODULE THREE Comparative Text Study	MODULE FOUR Independent Study
Suggested Delivery Time (hrs)	30	40-45	45-55	25
Work Requirements	Close Analysis Analytical Essay	Reflective Response (brief) Imaginative Response	Analytical Essay Reflective Response Imaginative Response	As specified in the current Folio Guidelines

## Assessment

Assessment will be based on the key criteria stipulated by TASC on the above work requirements.

The externally assessment requirements of this course are:

- a 2 hour written examination
- an externally assessed folio. The folio will comprise texts composed in Module 4: Independent Study.



# Health & Physical Education and Outdoor Education

## Athlete Development TASC 2

(This course has access requirements around – see previous experience)

Athlete Development focuses on sports-specific learning from the perspective of developing personal athletic potential.

Athlete Development is a course designed primarily for learners aiming to develop their personal attributes as an athlete and who are willing to apply themselves to reach their full sporting potential. It also builds experiences and understanding of the demands and practices of the high-performance sport environment and the surrounding culture, mindset and work ethic required for success. It is best suited for those students who are participating in a Winter sport.

Areas of study:

Module 1 – Specialist and Technical Coaching/Training

Module 2 – Physical Preparation and Performance Measurement

Module 3 – Athlete Education

### Assessment

- Written tasks
- Journals and training plans
- Practical based activities

### Previous experience

No previous experience is required but learners must have a supporting reference from a sporting body, coach and/or other qualified individual (e.g. a past coach, club official, past or current HPE teacher) who is prepared to endorse the enrolment and verify the athlete's capacity to successfully complete the course. Learners must compete in a recognised sporting competition in the year they undertake the course be involved in a physical preparation, sport-specific coaching and technical training program. Be aware that

while inclusive of learners with varying levels of talent and athletic attributes, this course has a focus on the athletic development of learners in competitive (not recreational) sports contexts.

The Head of Health and Physical Education will need to sign off on eligibility for this subject, and students not meeting the access requirements will be shifted into Community Sport and Recreation as an alternative elective choice.

### Future pathways

Athlete Development provides a broad pathway to other Year 11/12 HPE and Outdoor Education courses.

## Community Sport and Recreation TASC 2

### Description

Community Sport and Recreation Level 2 provides learners with practical involvement in a range of socially based physical activities, roles and experiences. A major element of the course is building awareness of the many lifestyle and lifelong health benefits gained through regular involvement in recreational and sporting activities.

The course also aims to engage learners in physical activity in a way that promotes immediate as well as long-term benefits for: personal growth; movement skills and fitness; interpersonal skills; and the ability to interact with others in a safe, non-threatening and enjoyable environment.

Community Sport and Recreation also provides opportunities for learners to gain understanding of physical literacy, fitness development and health and social issues from both personal and broader community perspectives.

- Regular participation in recreation activities is the medium through which learners:
- experience and examine the effects of recreation on individuals and communities
- investigate the role of physical activity in maintaining good health
- assess and review strategies to promote health and safety
- assess personal and interpersonal skills impact on meeting goals.

### Pathways

Community Sport and Recreation Level 2 enhances learners' opportunities for employment, enterprise, further study, leisure and lifelong learning. It provides an opportunity for learners to experience the challenge and fun of active participation in physical activity while developing beneficial vocational and life skills including: balancing priorities, managing time and experiencing the value of a healthy lifestyle.

The skills developed in Community Sport and Recreation may be oriented towards work, personal fitness, or general health and wellbeing.

Learners completing Community Sport and Recreation may use it for its foundation to personal development and life preparation and/or to prepare for a wide range of personal, vocational and further education and training options.

Study in the health and recreation areas can establish a basis for further education and employment in the fields of fitness, outdoor recreation and education, sports administration, community health and recreation and sport.

Community Sport and Recreation provides a broad pathway to other 11/12 HPE courses such as: Sports Science - Foundation Level 2; Personal Health and Wellbeing Level 2; and Outdoor Recreation Level 2, as well as providing background to support the transition to studying Level 3 courses in the HPE area.

This course would also provide useful skills and knowledge for learners who wish to undertake VET qualifications such as: Certificate II/III in Sport and Recreation; Certificate III in Fitness, Certificate III – Outdoor Recreation and Certificate III in Aquatics and Community Recreation.



## Objectives

On successful completion of this course, learners will be able to:

1. explain the impact of physical literacy and participation in community sport and recreation activities on personal and community health and wellbeing
2. outline a range of recreational and fitness facilities, volunteer opportunities and programs in their local community
3. actively participate at a social level in a wide variety of sport and recreation activities
4. discuss the nature of recreation and the importance of community connections and lifelong physical activity as part of a healthy balanced lifestyle
5. collect, assess, and categorise information
6. communicate ideas, emotions and feelings
7. recognise key factors required to establish and maintain personal fitness, health and wellbeing
8. apply personal organisation skills in areas such as preparedness to undertake physical activities
9. work safely and collaboratively with others
10. In addition learners may: share positive feedback regarding their own experiences and encourage others to participate; identify the relaxation benefits of community sport and recreation activities; enjoy taking part in both new and familiar sport or recreation activities; develop the confidence, capacity and motivation to volunteer, lead or assist in community activities; engage in community programs, groups, and facility use; and develop greater tolerance and appreciation of others.

## Structure

Community Sport and Recreation Level 2 consists of 5 units.

All course units are compulsory. Each unit has a design time of 30 hours.

Unit 1 – Recreation Concepts

Unit 2 – Individual Games and Sports

Unit 3 – Team Games and Sports

Unit 4 – Recreation and Adventure Activities

Unit 5 – Personal Development

## Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate end-point of study. Although assessment – as part of the learning program – is continuous, much of it is formative, and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course. Therefore, assessment for summative reporting to TASC will focus on what both teacher and learner understand to reflect end-point achievement.

## Finance, Fitness And Outdoor Experiences TASC 1

The Financial Literacy, Fitness Experiences and Outdoor Experiences TASC 1 courses are being offered as a suite of courses run concurrently over the year.

Financial Literacy is a combination of financial knowledge, skills, attitudes and behaviours necessary to make sound financial decisions, based on personal circumstances, to improve financial wellbeing. Having financial literacy means being able to understand and navigate the financial landscape and make good decisions about money. Financial Literacy is an introduction to the basic concepts surrounding personal financial management. This course provides learners with the tools to make wiser decisions regarding their financial affairs.

Fitness Experiences provides an opportunity for learners to connect with a range of fitness activities. It will help build a positive lifelong health culture and support physical literacy, both individually and across the wider community. It provides learning experiences that

engage and develop learners through participation, review and refinement of a personalised fitness program.

Outdoor Experiences provides an opportunity for learners to connect with a range of outdoor activities. It will help build a positive lifelong health culture and support physical literacy, both individually and across the wider community. Outdoor Experiences is designed to foster the development of learner independence and self-sufficiency within the context of outdoor recreational activities. Through practical experiences in two or more outdoor recreation activities (typically containing an element of adventure) the learner will develop a variety of skills and knowledge.

### Assessment

- Written tasks
- Journals and training plans
- Practical based activities

### Previous experience

No previous experience is required.

## Health Studies TASC 3 *(pre-tertiary)*

### Description

This Health Studies course begins with an introduction to the concept of health. Through the initial Unit, Introduction to Health, learners will examine internal and external influences on health and develop an understanding of the range of issues affecting health outcomes for individuals and different population groups. They will identify what contributes to something becoming an issue and, through an understanding of the principles of social justice, will begin to make sense of the connections between personal action and social responsibility.

The study of Personal Health is framed in the context of risk taking and its impact on personal health and wellbeing. Through this Unit learners will explore contemporary health issues relevant to young people. They will focus on social, emotional and physical factors that impact on health and investigate the positive and negative outcomes of risk-taking behaviour. Learners will identify personal skills as well as community and government strategies to manage, support and advocate for their own health needs.

Through the study of Australian Health, learners will learn about key socio-cultural, political and environmental factors impacting on the health and wellbeing of all Australians. This will include: developing an understanding of Australia's health care system; knowledge of national health priorities; variations in the health status of different population groups; health promotion, prevention and early intervention strategies; and, using data to investigate leading causes of morbidity and mortality for a range of health issues specific - but not necessarily restricted to - Australia. Knowledge and understanding from this Unit will enable learners to compare and contrast Australia's health status within a global context.

Through the study of Global Health, learners will explore the opportunities, freedoms, limitations and barriers which enable people to live full, productive and creative lives within their communities. Comparisons between the health status of Least Developed Countries (LDC) and More Developed Countries (MDC) will be made and learners will examine the leading causes of morbidity and mortality of LDCs through investigating the Sustainable Development Goals and other key issues (e.g. war and conflict, poverty and slum development, water and sanitation, food and nutrition, status of women, infectious and chronic diseases and foreign aid).

Health Studies aims to develop awareness and skills in relation to:

- health influences in varying contexts along a continuum from personal to global perspectives
- recognising critical health factors and their impact on the health status of individuals, the collective health of communities, Australian and Global Population Health
- examining the dynamic nature of health, including the complex interrelationships and multidimensional elements that determine health status at individual, community and global levels

- considering trends and management responses to issues arising from technological advances, 21st century lifestyles, shifts in community values, priorities, and life stages
- examining health within developed and developing countries including sustainability, economic, and environmental factors and reflecting on global perspectives, trends and strategies.

## Pathways

Health Studies TASC 3 provides a strong basis for learners going on to further vocational and/or tertiary study including areas such as: Human Movement; Exercise Science; Health Science; Nursing; Health Administration and Management; Physiotherapy; Pathology; Pharmacy; Podiatry; Social work; Psychology; Dentistry; Dietetics; Optometry; Radiography; Massage Therapy; Physical Therapy; Speech Therapy; and a wide range of Health & Allied Health Careers.

## Objectives

On successful completion of this course, learners will be able to:

- define and explain health, including factors which influence health in personal, local, national and global contexts
- assess how differing values, attitudes and beliefs influence approaches to health at personal, local, national and global levels
- analyse how specific influences on health contribute to variations and inequities in health outcomes for different populations and groups
- review and critique the role of individuals, communities and global organisations in health promotion, prevention and early intervention
- use inquiry processes to investigate health-related issues to determine cause, impact and potential or existing strategies for resolution
- work independently and collaborate effectively in groups
- effectively communicate health-related information in a variety of forms
- access, interpret and analyse health-related data and information, and understand and apply the principles of academic integrity.

## Structure

### TERM 1

- Unit 1 – Introduction Unit
- Unit 2 - Personal Health

### TERM 2

- Unit 3 – Australian health

### TERM 3

- Unit 4 – Global health

### TERM 4

- Exam Preparation

## Assessment

Students will be assessed against the criteria listed below. Each unit will be assessed by means of topic tests, end of unit tests, research tasks and an externally assessed examination. A midyear examination in Term 2 will assess content addressed to that time.

1. The assessment for health studies tasc 3, will be based on the degree to which the learner can:
2. Differentiate and analyse key factors that influence the health of individuals\*
3. Analyse influences on health status of populations within australia\*
4. Analyse and compare global health status across populations\*
5. Investigate specific health issues, including options for preventive, curative and treatment strategies\*
6. Research, analyse and integrate information from multiple sources

7. Plan, organise and complete activities both independently and collaboratively
8. Communicate ideas and information in a variety of forms\*
9. Analyse and interpret health related data and information\*

\* denotes criteria that are internally and externally assessed

## Sport Science TASC 3 (*pre-tertiary*)

### Description

Sport Science is a TASC 3 course in the Sport group of the Health and Physical Education (HPE) suite of courses. Sport Science encompasses the physiological, psychological and skill acquisition components involved with planning and analysing human performance.

This course balances a theoretical focus with a range of applied experiences designed to allow learners to develop their skills, knowledge and understanding of issues related to the training and performance of athletes of all ages and levels.

The course is intended to provide learners with broad experience and awareness of contemporary practice across the Sport Science fields. In preparation for further study and/or vocational pathways the course also aims to develop understandings around how Sport Science practices are applied in various amateur, semi-professional and high performance sport settings and a wide range of sports, industry and related roles.

Learners are encouraged to undertake high-order thinking and are challenged to consider the complex cross-discipline links between core areas of study in addition to completing scientific investigative studies.

Sport Science aims to provide learners with opportunities to:

- examine human systems and function during exercise, and how physical activity impacts health from cellular to the broader holistic level
- explore a variety of specialised fields and discipline areas related to HPE and how, individually and in combination, they can contribute to developing and improving performance
- organise and reflect on relevant content and through analysis and discussion, connect key concepts in relation to contemporary practice and the broader HPE learning area context
- build a range of academic and lifelong learning skills in preparation for tertiary study or employment
- demonstrate specific knowledge of key concepts, language, conventions, ethos, and areas of study specific to this field
- experience the specialised skills, standards, practices, expectations needed to pursue pathways of future work or study related to the sport sciences.

### Pathways

This course provides a strong basis for students going on to further vocational and/or tertiary study including: Health and Allied Health careers; Human Movement; Exercise Science; Education; Health Science; Physiotherapy; Personal Training; coaching and other sport-related careers.

### Objectives

On successful completion of this course, learners will be able to:

- analyse and interpret theory supporting current practices in exercise physiology, skill acquisition, and sport psychology
- differentiate and explain how exercise physiology, skill acquisition, and sport psychology, contribute in isolation and combination to influence sporting performance
- utilise analytical and interpretive skills to solve problems and process data
- undertake scientific research activities and summarise ethical issues related to human research studies
- identify, describe and recall facts, definitions, terminology and principles as they relate to various contexts through the study,

observation of, and engagement in, physical activity

- integrate and apply understanding across the disciplines of exercise physiology, skill acquisition, and sport psychology to develop appropriate strategies for improving performance in various sporting contexts
- select, interpret, analyse and manipulate information from a variety of sources
- identify and communicate solutions to problems or practical situations and scenarios in exercise physiology, skill acquisition, and sport psychology.

## Structure

TERM 1 - Unit 1

- Exercise Physiology A
- Exercise Physiology B

TERM 2 - Unit 2

- Skill Acquisition
- Cross Discipline Links

TERM 3 - Unit 3

- Sport Psychology
- Cross Discipline Links

TERM 4

- Exam Preparation

## Assessment

Students will be assessed against the criteria listed below. Each unit will be assessed by means of topic tests, laboratory reports, end of unit tests, research tasks and an externally assessed examination. A midyear examination in Term 2 will assess content addressed to that time.

\* denotes criteria that are internally and externally assessed

The assessment for Sport Science TASC 3 will be based on the degree to which the learner can:

1. Describe and analyse physiological aspects of exercise\*
2. Analyse and explain physiological responses to training and recovery\*
3. Analyse and discuss concepts of skill acquisition in sport\*
4. Examine and discuss how sport psychology influences athletic performance\*
5. Analyse and interpret sport science data and information\*
6. Examine and discuss cross-discipline links\*
7. Access, research and analyse information
8. Communicate information in a variety of forms

## Outdoor Education TASC 2

### Description

Outdoor Education Level 2 is designed to foster the development of independence and self-sufficiency within the context of outdoor adventure activities and experiences.

Skills and knowledge will be developed through a mix of both theoretical learning and practical experiences in a range of outdoor activities. Learners will develop expertise, specialised skills and experiences through:

- planning and preparation for chosen activities
- skills and techniques associated with chosen activities
- appropriate use of resources, equipment and procedure
- application of appropriate safety processes.

More specifically, in each activity learners will:

- complete checklists detailing personal organisational requirements (e.g. equipment, clothing, monetary and transport requirements)
- set personal goals related to their involvement in the activity and reflect on the degree to which they achieve these (e.g. factors which contributed to success/lack of success, how realistic the goals were)
- cooperate in a manner which facilitates the attainment of group goals
- record the experience, and their reflections on it, in their Journal (refer Appendix B). Journal entries can be completed using a variety of written and non-written formats
- communicate simple information in field-based contexts (e.g. receive and pass on instructions to safely apply practical activity skills)
- follow directions of leaders regarding engagement in the activity and safety procedures
- identify and manage personal and group risks associated with the activity
- identify ways in which the outdoor activity impacts on the natural environment
- follow environmental conservation principles (e.g. 'Leave No Trace')
- contribute to debriefing sessions in a meaningful and constructive manner.

## Pathways

Outdoor Education Level 2 provides a pathway to a range of options in the adventure tourism industry and also may lead to further study such as Outdoor Leadership Level 3 and/or VET Certificate III – Outdoor Recreation or a range of tertiary studies.

After completing Outdoor Education Level 2 vocational pathways may include but are not limited to: guiding; adventure tourism; natural sciences; defence forces; and training academies. Additionally, the Defence forces, State Police and Fire and Forestry Departments are examples of employment areas in the public sector that rely on people with the skills and knowledge developed through studying this course.

## Objectives

On successful completion of this course, learners will be able to:

- organise personal access, equipment movement, and transport to various activity venues
- set and reflect on personal goals related to outdoor recreational activities
- explain and discuss key considerations and skills related to planning for outdoor recreation activities
- operate as a member of a group to achieve group goals
- describe and discuss ideas and information about outdoor recreational activities
- identify and employ appropriate skills and techniques to a range of outdoor recreation activities
- recognise and apply safety practices in a variety of outdoor recreation activities
- apply sustainable environmental practices whilst undertaking outdoor experiences.

## Structure

In Outdoor Education Level 2 Units will:

- be addressed via a mixture of theoretical ( one –third) and practical experiences ( two- thirds)
- not necessarily be delivered as discrete units, but rather be integrated as appropriate with specific outdoor activities.



- Expedition – here you will develop knowledge, skills and understanding in self-sufficient land and/or water based journeys over extended periods of time. Such journeys could include more remote locations and be delivered locally, nationally or internationally. It will include study of diet and preparation of meals, personal hygiene, navigation, establishing shelters and personal and group dynamics. It will involve at least one 4- 5 day experience
- Adventure recreation – here you will develop knowledge, skills and understanding in a range of outdoor activities, with significant skill development in at least 4 contrasting activities, which will involve at least one self-contained overnight experience.

## Assessment

- Your assessment is based on how well you develop the technical skills in the adventure activities and how well you set goals, self-manage and reflect on what you have learned about yourself, your relationships with others and your relationship with the environment.
- Keeping a personal activity log is a requirement.

## Outdoor Leadership TASC 3 (pre-tertiary)

### Description

Outdoor Leadership is designed to develop learners' ability to interact effectively with others and increase their aptitude for leadership within the context of outdoor activities.

Central to this course are the following elements:

- leadership
- personal development
- social and interpersonal development
- skills and technical knowledge
- the environment.

These elements shape the way in which learners will:

- experience and learn leadership theories and practices
- manage and influence groups to work collaboratively
- develop effective communication
- develop problem solving strategies when planning and conducting group activities
- develop effective decision-making processes
- apply safety practices in outdoor-based adventure activity environments.

Through undertaking this course learners will develop an understanding of leadership theories, qualities and skill sets of a leader, and observe and practice choosing and applying various approaches in outdoor activities. Learners will develop an awareness and knowledge of the requirements and procedures for planning activities and managing groups in outdoor activities.

Learners will be provided with opportunities to connect with, and reflect on, their own and others' relationships within a range of outdoor recreation activities (typically containing an element of adventure) including their connection with the natural environment.

### Pathways

Outdoor Leadership Level 3 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.

Outdoor Leadership Level 3 may also provide a pathway to further study in related Certificate 3 or 4 VET qualifications, and it also prepares learners who may wish to pursue tertiary qualifications in the Outdoor Education field.

## Objectives

Learners undertaking Outdoor Leadership will examine multiple facets of skilled leadership in an outdoor context. Learners will apply theoretical concepts and further develop their practical leadership skills by participation in a range of learner-lead recreational activities.

The course will be delivered through connected theory and practical components. The strong link between these aspects of the course allows learners to develop knowledge and understanding and skills in a holistic way. Learners will build a personal electronic folio by gathering resources and recording evidence of their work, experiences, and reflections during the year of study.

A time ratio of at least one third practical to two-thirds theory will be maintained.

## Structure

Outdoor Leadership Level 3 consists of six (6) Units of study.

Unit 1- planning for outdoor activities

Unit 2 - leadership theory

Unit 3 - group management

Unit 4 - ecological sustainability of outdoor adventure activities

Unit 5 - human–nature relationships

Unit 6 - individual outdoor leadership project

It is strongly recommended that all learners either lead or participate in at least one overnight expedition during Unit 6.

## Assessment

Your internal assessment is based on your performance in class work and research investigations. You will be expected to show evidence of planning, managing and leading a negotiated expedition.

There is an external written assessment at the end of the year.



# Humanities and Social Sciences

## Accounting TASC 3 *(pre-tertiary)*

### Description

Accounting TASC 3 aims to make learners financially literate by creating an understanding of the systems and processes through which financial practices and decision-making are carried out, as well as the ethical, social and regulatory issues involved. It also helps learners analyse and make informed decisions about business finance and also enables them to analyse their own financial position. Accounting TASC 3 is a foundation for further tertiary study and careers in business and finance.

Accounting TASC 3 aims to develop learners’:

- financial knowledge: learners describe the terms, concepts and principles that are fundamental to accounting and other financial procedures
- financial reasoning: learners apply appropriate accounting and financial concepts and processes to record and report financial information to meet business needs
- financial decision-making: learners select, use and interpret accounting and financial information to make decisions for business purposes
- financial communication: learners select and use financial terminology and language conventions to convey meaning to stakeholders
- financial inquiry skills: learners develop skills in the inquiry method of learning as they apply them to a financial inquiry.

### Pathways

Accounting TASC 3 introduces learners to the environment of accounting and establishes a foundation for tertiary study in accounting and finance and further education, training and employment in finance and management across a wide range of businesses and in their personal lives.

## Objectives

On successful completion of this course, learners will be able to:

- describe the terms, concepts and principles of accounting and finance
- apply double-entry accounting terms, concepts and processes to record financial data and for financial risk management and control of cash
- apply accrual accounting terms, concepts and processes to select and organise data to prepare financial reports for business purposes
- select, use and interpret financial data and information, draw reasoned conclusions and make logical decisions, judgments and recommendations for business purposes
- use a range of appropriate technologies to record, report and interpret financial data and information
- communicate financial ideas and information in ways that are suitable for the business environment and for purpose and audience, including the use of appropriate information and communication technologies
- apply relevant accounting and financial ideas, practices, processes and concepts and inquiry skills to plan and undertake a financial investigation
- identify the social, regulatory and ethical influences on financial recording, reporting and decision-making.

## Structure

TERM 1

Unit 1 – The Accounting Landscape for a Sole Trader

Unit 2 – Recording and Controlling Financial Information

TERM 2

Unit 3 – Preparing Financial Reports Using Accrual Accounting Techniques

TERM 3

Unit 4 – Analysing Financial Information and Making Business Decisions

Unit 5 – Financial Investigation

TERM 4

Exam Preparation

Learners must use an accounting software package or application (MYOB, Xero or Quickbooks), integrated across Units 2–4.

## Assessment

Students will be assessed against the criteria outlined below. Each unit will be assessed by means of assignments and unit tests. A midyear exam in Term 2 will assess the first three units.

The assessment will be based on the degree to which the learner can:

1. Describe accounting and financial terms, concepts and principles
2. apply double-entry accounting terms, concepts and processes to record and control financial information
3. apply accrual accounting terms, concepts and processes to select and organise data to prepare financial reports
4. apply financial concepts and processes to prepare and assess financial information and make business decisions
5. use an accounting software package and digital technologies to record, report and interpret financial information
6. communicate financial ideas and information
7. use inquiry skills to plan and undertake a financial investigation

## Ancient History TASC 3 *(pre-tertiary)*

### Description

This subject involves the detailed study of the great civilisation of the ancient Mediterranean world: Greece. Such study provides you with the knowledge of ancient civilisations that have influenced the ideas, beliefs and values of modern society. Special emphasis is placed on the interpretation of primary evidence, such as archaeological finds and ancient texts, and the insights these give to ancient life. No previous experience is necessary but you should be competent in essay writing.

### Pathways

This subject benefits anyone who is interested in understanding the past as a background to our modern world. Whilst valuable for those considering tertiary study in history, arts or law, the skills and understanding gained are beneficial in any area of future study.

### Structure

You study a core of material relating to the ancient civilisation under consideration, such as its geography, climate and political system. You also study at least three of the following themes:

- Art and Architecture
- Social aspects including the role of women
- Politics and government
- Religion, science and myths/legends

### Assessment

Your internal assessment is based on your performance in class work, independent research assignments and essays. The external assessment consists of a written examination and folio of work from an independent study.

## Australia in Asia and the Pacific TASC 3 *(pre-tertiary)*

### Description

Australia in Asia and the Pacific provides an overview of key environmental, human, economic, cultural, sociological and historical features of Australia and its neighbours. There is an emphasis on contemporary issues, perspectives and events as they affect the region. The need to become 'Asia literate' is vital as the influence of Asian nations on the world is increasing. It is imperative for our learners to nurture an appreciation of, and respect for, social, cultural and religious diversity and develop a sense of global citizenship. Australia in Asia and the Pacific focuses on developing skills in analysis and problem solving, communicating ideas and information, planning and organising activities, and collaborating with others.

This Australia in Asia and the Pacific course aims to develop learners':

- appreciation and respect for the social, cultural and geographical diversity of the Australia, Asia and the Pacific region
- knowledge and understanding of tourism, historical and geographical features of the Australia, Asia and the Pacific region
- application of concepts, including evidence, continuity and change and perspectives of the Australia, Asia and the Pacific region
- capacity to be informed global citizens with the skills in analysis, problem solving, planning and organising and communicating ideas about the Australia, Asia and the Pacific region.

### Pathways

Successful completion of this course prepares learners for tertiary study in a range of areas including History, Geography, Journalism, Environmental Studies, Tourism Studies, Law, International Relations and Politics.

## Objectives

On successful completion of this course, learners will be able to:

- describe a range of examples of physical and human geography of the Australia, Asia and Pacific region, and assess the degree of diversity of physical and human geography in the region
- describe and assess how Australia's relationship with specific nations in the region has developed and changed in the area of partnerships or immigration
- describe and assess how tourism has had an impact on the environment, culture, society and economy of tourist destinations in the Australia, Asian and Pacific region
- describe cause and effect of a national crisis on an Asian and a Pacific nation, and assess the effectiveness of responses to the crisis
- use generalisations – based on knowledge of human and physical geography, tourism, and cause, effect and responses to national crisis in the Australia, Asia and Pacific region, and knowledge of Australia's changing role in the region – to make logical predictions and reach valid conclusions in real and hypothetical contexts
- integrate appropriate evidence from a range of sources to arrive at reasoned and supported conclusion on issues concerning the Australia, Asia and the Pacific region
- apply the principles of academic integrity
- apply time management, planning and negotiation skills
- communicate ideas and information about Australia, Asia and the Pacific region using a range of written formats
- use appropriate terminology and concepts relevant to Australia, Asia and the Pacific region

## Structure

TERM 1

Section A – Diversity Of The Physical And Human Geography In The Australia, Asia And Pacific Region

TERM 2

Section B – Australia's Changing Roles In The Region: Partnerships Or Immigration

TERM 3

Section C – Tourism In The Australia, Asia And Pacific Region

Section D – National Responses To Crises

TERM 4

Exam Preparation

## Assessment

Students will be assessed against the criteria listed below. Each unit will be assessed by means of topic tests, end of unit tests, research tasks and an externally assessed examination. A midyear examination in Term 2 will assess content addressed to that time.

\* denotes criteria that are both internally and externally assessed

The assessment for Australia in Asia and the Pacific TASC 3 will be based on the degree to which the learner can:

1. Undertake research on issues affecting australia, asia and the pacific
2. Communicate ideas and information\*
3. Describe and assess physical and human geography of the australia, asia and pacific region\*
4. Describe and assess australia's changing relations with nations in the asia-pacific region in the areas of partnerships or migration\*
5. Describe and assess tourism and its impact in the australia, asia and pacific region\*
6. Describe cause and effect of national crises in the asia and pacific region, and assess effectiveness of responses\*
7. Apply time management, planning and negotiation skills to inquiry tasks



# Business Studies TASC 3 *(pre-tertiary)*

## Description

Business Studies TASC 3 is the study of the nature of business and the environments in which businesses operate. It provides an understanding of business organisations, the markets they serve, the internal workings and management of business and the processes of decision-making, sustainable management practices and awareness of the economic, environmental, ethical, regulatory, social and technological issues associated with business activity. Business Studies TASC 3 provides learners' the opportunity to plan and prepare a feasibility study for a business start-up idea.

Business Studies TASC 3 aims to develop learners':

- Business knowledge: Learners describe and use business terms, concepts and processes as they describe business situations
- Business reasoning: Learners apply appropriate business and financial tools, concepts and processes to interpret financial data and information for business purposes
- Business decision-making: Learners analyse business situations and the forces that influence the operation of a business to determine the effectiveness of management actions and to formulate recommendations to improve business performance
- Business communication: Learners select and use business terms and language conventions to convey meaning to stakeholders
- Business inquiry skills: Learners develop skills in the inquiry method of learning as they apply them to the preparation of a feasibility study.

## Pathways

Business Studies establishes a basis for tertiary study in business and commerce, and further education, training and employment in the fields of small-to-medium enterprise, business management, human resource management, financial management, commerce, marketing and operations management and corporate systems management.

## Objectives

On successful completion of this course, learners will be able to:

- describe functions of business and entrepreneurship in contemporary Australian environments
- describe features of operations management, human resource management, marketing management and financial management
- apply tools, techniques and processes to assess data and information and draw evidence-based conclusions about business performance
- assess the effectiveness of business practices and management strategies
- make logical decisions, judgments and recommendations to improve management practice and business performance
- apply relevant business ideas, practices, processes and concepts and inquiry skills to prepare a feasibility study
- communicate in ways that are suitable for the business environment and for purpose and audience, including the use of appropriate information and communication technologies
- analyse the social, ethical, economic and environmental implications and consequences of business and enterprise practices.

## Structure

TERM 1

Unit 1 – The Business Environment

Unit 2 – Operations Management

TERM 2

Unit 3 – Human Resource Management

Unit 4 – Financial Management

## TERM 3

Unit 5 – Marketing Management

Unit 6 – Business Inquiry: Preparing a Feasibility Study

## TERM 4

Exam Preparation

### Assessment

Students will be assessed against the criteria outlined below. Each unit will be assessed by means of assignments and unit tests. A midyear exam in Term 2 will assess the first four units.

The assessment will be based on the degree to which the learner can:

- describe and use business terms, concepts, principles and ideas related to the management of business in Australia
- use tools, techniques and processes to assess data and information about business performance
- analyse issues arising from business practices and management strategies
- make recommendations to improve management practices and business performance
- communicate business ideas and information
- undertake research about business opportunities
- use inquiry skills to plan and prepare a feasibility study

## Economics TASC 3 *(pre-tertiary)*

### Description

The subject deals with the attempts by societies to satisfy unlimited wants using limited resources. It is a study of contemporary economic problems and issues with particular emphasis on Australia.

### Pathways

This is a pre-tertiary subject and would be particularly valuable for those considering tertiary study in economics, international relations, politics, environmental studies, social policy or business. This subject is designed for students who have a strong interest in Australia's closest regional partners and Australia's relationship with them. It can be relevant to students studying quite diverse areas from tourism to arts/law and diplomacy and politics.

### Structure

You will be involved in analysing these problems and issues and then proposing and evaluating solutions to them. You will study the following areas: economic systems, resource allocation in the Australian economic system, aggregate economic activity in the Australian economy and the International economy. Individual or group research projects on particular economic issues will be undertaken.

### Assessment

Assessment combines internal and external tasks and includes a student devised investigation as part of an independent study project.

# First Nation TASC 3 (*pre-tertiary*)

## Description

This course enables learners to understand and appreciate the culture and history of Australian and other First Nations from an internationally comparative perspective. The course further provides opportunities for all learners to build their knowledge of the impacts of, and First Nations Peoples' responses to, colonisation across the globe through evaluation and analysis in precontact studies, colonialism, assimilation and resistance and contemporary cultural expression and political activism.

## Pathways

This subject is valuable for those considering tertiary study in anthropology, sociology, law, indigenous studies, political science, or history. It is also useful for careers in education, anthropology, social work, the law, journalism and government or public service.

## Objectives

- 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 in a comparative context
- 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 in the contemporary period
- Describe and explain the nature 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
- Apply the principles of academic integrity and use appropriate referencing.

## Structure

- An Introduction to First Nations Study
- Traditional First Nations Worlds
- Contact, First Nations Resistance and Settler Colonisation
- First Nations Advocacy, Self-Determination and Global First Nations Politics
- Contemporary First Nations Identity, Community, Connection to Place and Cultural Resurgence

## Assessment

Your internal assessment is based on your performance in class work, research projects, essays and presentations. There is no external exam but rather a 4000–6000 word research-based student directed inquiry as the external assessment due by the end of the year.

# Geography TASC 3 *(pre-tertiary)*

## Description

In the senior secondary years, geography provides a structured, disciplinary framework to investigate and analyse a range of challenges and associated opportunities facing Australia and the global community. These challenges include rapid change in biophysical environments, the sustainability of places, dealing with environmental risks and the consequences of international integration.

Geography as a discipline values imagination, creativity and speculation as modes of thought. It provides a systematic, integrative way of exploring, analysing and applying the concepts of place, space, environment, interconnection, sustainability, scale and change. The application of conceptual knowledge in the context of an inquiry, and the application of geographical skills, constitute 'thinking geographically' – a uniquely powerful way of viewing the world.

Geography TASC 3 aims to develop learners':

- knowledge and understanding of the challenges affecting the sustainability of places; changing land covers; and globalisation in a range of spatial contexts
- understanding and application of the concepts of place, space, environment, interconnection, sustainability, scale and change through inquiries into geographical phenomena and issues
- capacity to be accomplished, critical users of geographical inquiry and skills, and have the ability to think and communicate geographically
- ability to identify, evaluate and justify alternative responses to the geographical challenges facing humanity, and propose and justify actions taking into account environmental, social and economic factors.

## Pathways

Geography is designed for learners who have an interest in the physical and human environments. Study for this course provides preparation for career areas such as environmental management, town planning, Geographic Information Systems (GIS), architecture, journalism, policy development, economics, law, demographic studies, cartography, statistical analysis, teaching and a range of other careers in the fields of science and the humanities.

## Objectives

On successful completion of this course, learners will be able to:

- identify and apply key geographic concepts - place, space, environment, interconnection, sustainability, scale and change – to geographical inquiry and the assessment of geographical phenomena and issues (Have knowledge of, and understanding about, geography)
- identify geographical processes that relate to changes in places (Have knowledge of, and understanding about, geography)
- relate changes in places to the outcome of creating changes in communities (Have knowledge of, and understanding about, geography)
- identify the nature, rate, extent, causes - including natural hazards - and consequences of local and regional land cover changes (Have knowledge of, and understanding about, geography)
- identify and assess land cover changes caused by human impact (Have knowledge of, and understanding about, geography)
- identify the nature and causes of globalisation and its spatial, economic, political and social consequences (Have knowledge of, and understanding about, geography)
- identify contemporary issues - including sustainability of places, human impact on land cover changes and the ways people adapt to and resist the forces of globalisation - and propose individual and collective action, taking into account geological factors, and predict outcomes of proposed actions (Have knowledge of, and understanding about, geography)

- apply geographical inquiry skills and a range of skills, including geographical technologies and fieldwork (refer to Work Requirements), to investigations related to: places and their challenges, human impact on land cover change and globalisation (Have geographical inquiry skills- observing, questioning and planning; collecting, recording, evaluating and responding; interpreting, analysing and concluding; communicating; reflecting and responding)
- apply time management, planning and investigative skills to geographical inquiry and study. (Have geographical inquiry skills - observing, questioning and planning; collecting, recording, evaluating and responding; interpreting, analysing and concluding; communicating; reflecting and responding)
- correctly use geographical terms when discussing issues and concepts (Have communication skills)
- communicate geographical information, ideas, issues and arguments using appropriate written, oral and cartographic forms, and using numeric, tabular and graphic mathematical representations. (Have communication skills)

## Structure

### TERM 1

Unit 1 – Sustainable Places

### TERM 2

Unit 2 – Human Impact on Landcover Change

### TERM 3

Unit 3 – Globalisation

### TERM 4

Exam Preparation

## Assessment

Students will be assessed against the criteria listed below. Each unit will be assessed by means of topic tests, end of unit tests, field work, geographical skill tasks, research tasks and an externally assessed examination. A midyear examination in Term 2 will assess content addressed to that time.

The assessment for Geography TASC 3 will be based on the degree to which the learner can:

\* denotes criteria that are both internally and externally assessed

- collect and categorise information
- plan, organise and complete activities
- communicate geographical ideas and information\*
- identify and apply geographical concepts to geographical phenomena\*
- identify geographical processes and their relation to geographical change\*
- identify geographical issues or challenges and possible solutions\*
- apply geographical inquiry skills

# Legal Studies TASC 3 *(pre-tertiary)*

## Description

Legal Studies TASC 3 provides the study of the principles underpinning our system of government, the way Australia's Constitution is framed and its impacts on Australian governance arrangements, the origin and basis of Australian and international Law, the ways in which we, as a society, deal with crime, criminal trials, sentencing, protecting the rights of the accused, the victims and the community and the contested nature of law and politics highlighted through the study of topical legal and political issues.

The Australian legal and political systems are the principal institutional cornerstones of our society. Legal Studies TASC 3 enables learners to apply knowledge, skills, and values they acquire to make sound and well informed judgements in their role as active citizens at local, state, national and global levels.

## Pathways

Legal Studies TASC 3 prepares learners for tertiary studies in areas such as law, government, police studies, international relations and journalism. It also provides links to employment pathways in vocations such as: government positions; the legal profession; policing; journalism; court administration; and social work.

## Objectives

On successful completion of this course, learners will be able to:

- communicate legal and political information
- describe the principles of a liberal democracy
- describe and assess features and processes of Australia's Westminster parliamentary system of government
- describe and assess federal constitutional government in Australia
- describe issues of Aboriginal and Torres Strait Islander peoples in the Australian legal and political systems
- describe how statute and common law are made in Australia, the process of Australian law reform and assess interactions between parliament and courts as lawmakers
- describe how international law differs from Australian law, and why international law is obeyed, and how it is enforced
- describe and evaluate Australia's criminal and civil justice system and dispute resolution system
- correctly use terms and concepts relevant to Australia's and to international legal and political systems
- apply research, time management, planning and negotiation strategies to a legal and political studies inquiry
- apply the principles of academic integrity and correctly use referencing (citation) methodology.

## Structure

TERM 1

Unit 1 – Principles and Practices of Australia's Westminster Parliamentary System of Government

Unit 2 – Australian Federal Constitutional Government

TERM 2

Unit 3 – Australian and International Law

TERM 3

Unit 4 – Dispute Resolution: Civic and Criminal

Topical Issue Inquiry

TERM 4

Exam Preparation



## Assessment

Students will be assessed against the criteria outlined below. Each unit will be assessed by means of assignments and unit tests. A midyear exam in Term 2 will assess the first three units.

The assessment will be based on the degree to which the learner can:

- describe and analyse structures and processes of Australia's Westminster parliamentary system of government
- describe and analyse aspects of Australian and International law
- describe and analyse Australian dispute resolution systems and processes
- describe and analyse Australia's criminal justice system
- describe and analyse a topical legal issue
- apply inquiry and research skills to plan and undertake investigations into legal issues
- communicate legal and political information

## Modern History TASC 3 (*pre-tertiary*)

### Description

This Modern History course enables learners to study the forces that have shaped today's world and provides them with a broader and deeper comprehension of the world in which they live.

Historical skills

- Chronology, terms and concepts
- Identify links between events to understand the nature and significance of causation, change and continuity over time (ACHMH098)
- Use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding. (ACHMH099)
- Historical questions and research
- Formulate, test and modify propositions to investigate historical issues (ACHMH100)
- Frame questions to guide inquiry and develop a coherent research plan for inquiry (ACHMH101)
- Identify, locate and organise relevant information from a range of primary and secondary sources (ACHMH102)
- Practise ethical scholarship when conducting research (ACHMH103)

Analysis and use of sources

- Identify the origin, purpose and context of historical sources (ACHMH104)
- Analyse, interpret and synthesise evidence from different types of sources to develop and sustain a historical argument (ACHMH105)
- Evaluate the reliability, usefulness and contestable nature of sources to develop informed judgements that support a historical argument. (ACHMH106)

Perspectives and interpretations

- Analyse and account for the different perspectives of individuals and groups in the past (ACHMH107)
- Evaluate critically different historical interpretations of the past, how they evolved, and how they are shaped by the historian's perspective (ACHMH108)
- Evaluate contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions. (ACHMH109)

## Explanation and communication

- Develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments (ACHMH110)
- Communicate historical understanding by selecting and using text forms appropriate to the purpose and audience (ACHMH111)
- Apply appropriate referencing techniques accurately and consistently. (ACHMH112)

## Pathways

Successful completion of Modern History TASC 3 prepares learners for tertiary study in a range of areas including: History; Politics; Asian Studies; Law; Religion; Journalism and Philosophy.

## Objectives

On successful completion of this course, learners will be able to:

- assess the significance of modern political systems and ideologies and describe their manifestations in the modern history of some nations (Have knowledge and understanding of modern history)
- 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 (Have knowledge and understanding of modern history)
- assess the internal divisions and external threats in the development of modern nations (Have knowledge and understanding of modern history)
- describe and assess key historical concepts in the historical record (Have knowledge and understanding of modern history)
- describe and assess the causes and impacts of particular events, ideas, movements and developments that have shaped the modern world (Have knowledge and understanding of modern history)
- describe and assess historical significance of individuals, events, movements and organisations. (Have knowledge and understanding of modern history)
- apply the process of historical inquiry to understand historical change and characteristics of modern nations (Have historical inquiry skills)
- assess primary and secondary sources to resolve major historical questions about their usefulness, reliability and contestability (Have historical inquiry skills)
- make informed judgements about historical arguments and assess differing historical interpretations and representations (Have historical inquiry skills)
- use appropriate evidence from a range of sources to explain the past, and to support and refute arguments (Have historical inquiry skills)
- apply the principles of academic integrity (Have historical inquiry skills)
- apply time management, planning and negotiation skills to historical inquiry. (Have historical inquiry skills)
- correctly use historical terms when discussing issues and concepts (Have communication skills)
- communicate historical ideas and information. (Have communication skills)

## Structure of Content

SECTION A: Modern Western Nations in the 20th Century (50 Hours)

One of the listed topics will be selected:

Topic 3: Germany, 1918–1945

Topic 4: Russia and the Soviet Union, 1917–1953.

SECTION B: Modern Asian Nations in the 20th Century (50 Hours)

One of the listed topics will be selected:

Topic 1: Japan, 1931–1952

Topic 4: China, 1935–1976.

SECTION C: The Changing World Order, 1945 to 2010 (50 Hours)

Briefly examines some significant and distinctive features of the modern world within the period 1945–2010. (10 Hours)

One of the listed topics will be selected (40 Hours):

Topic C1: The Cold War

Topic C3: Peace, Conflict and the Nature of Terrorism

## Assessment

Students will be assessed against the criteria outlined below. Each unit will be assessed by means of homework assignments, document analysis and unit essay responses. A midyear exam in Term 2 will assess the first four units.

The assessment for Modern History TASC 3 will be based on the degree to which the learner can:

- undertake inquiry in modern history issues
- use historical ideas and concepts in discussing the modern world
- communicate historical ideas and information\*
- use evidence to support historical interpretations and arguments\*
- assess drivers of social, economic and political change and nature and impact of changes in modern history\*
- describe and assess internal and external threats on the history of modern nations \*
- describe and assess key concepts of differing historical interpretations on issues affecting the modern world\*
- use resources and organisational strategies

\* denotes criteria that are both internally and externally assessed

## Philosophy TASC 3 (pre-tertiary)

### Description

This course enables learners to develop logical responses to questions without definitive answers, thus helping them to become comfortable with difficult intellectual challenges. The emphasis on epistemology, the scientific method and logic allows students to identify faulty or weak arguments and understand the limits of knowledge. The value of philosophy is that it teaches not what to think, but how to think. It is the study of the principles underlying conduct, thought, existence and knowledge. The skills it develops are the ability to analyse, to engage with and to question prevailing views and to express thoughts clearly and precisely. It encourages critical and creative problem solving through open-minded intellectual flexibility and examining existing paradigms in new ways.

The Philosophy TASC 3 course aims to develop learners':

- knowledge and understanding of the nature of philosophy and its methods

- capacity to undertake inquiry, including skills in research, evaluation of sources, synthesis of evidence, analysis of interpretations and representations, and communication of findings
- capacity to identify and articulate philosophical questions
- skills in understanding and analysing significant philosophical ideas, viewpoints and arguments, in their historical contexts
- capacity to be informed citizens with skills in analytical and critical thinking and to participate in philosophical questions and debates
- capacity to explore ideas, responding to central philosophical questions, viewpoints and arguments with clarity, precision and logic
- understanding of relationships between responses to philosophical questions and contemporary issues
- open-mindedness, reflecting critically on their own thinking and that of others, and exploring alternative approaches to philosophical questions.

## Pathways

The study of philosophy provides learners with an excellent introduction to the key areas of philosophical study; metaphysics, epistemology, ethics, questions on free will, understandings around science and faith as means of knowing and how to live the 'good life'. It is intellectually challenging but is also of great relevance to all learners in today's society.

Successful completion of Philosophy TASC 3 prepares learners for tertiary study in a range of areas including: History; Politics; Law; Religion; Ethics and Philosophy; Business; Sociology; Psychology; Natural Sciences; Journalism; Nursing; Medicine; and the Creative Arts.

## Objectives

On successful completion of this course, learners will be able to:

- describe and explain philosophical ideas, issues and positions
- describe and explain primary texts, and access relevant information from a variety of sources
- identify strengths and weaknesses of philosophical arguments
- formulate and provide relevant evidence to support philosophical questions
- develop informed opinions on various philosophical issues
- utilise organisational and time management skills
- communicate ideas clearly and effectively in verbal and written forms
- explain the significance of philosophical positions to contemporary issues.

Additionally, learners may appreciate the value of philosophy as a link to the world today, and as a basis for lifelong learning.

## Structure

TERM 1

Unit 1 – Epistemology and Logic

Unit 2 – Mind/Body Problem

TERM 2

Unit 3 – Free Will and Determinism

Unit 4 – The Philosophy of Ethics

Unit 5 – Life, the Universe and Everything (Science and Religion)

TERM 3

Unit 6 – Philosophy and the Good Life

Unit 7 – Philosophy of Art or Politics

TERM 4

Exam Preparation

## Assessment

Students will be assessed against the criteria outlined below. Each unit will be assessed by means of homework assignments, unit tests, reading analyses and In-Class Essays. A midyear exam in Term 2 will assess the first four units. Students will also complete a major research investigation in Term 3.

The assessment for Philosophy TASC 3 will be based on the degree to which the learner can:

- communicate philosophical ideas and concepts \*\*
- use philosophical ideas and concepts in discussing philosophical arguments\*\*
- describe and explain philosophical arguments\*\*
- use evidence to support philosophical arguments\*\*
- apply philosophical ideas and concepts to contemporary issues\*\*
- undertake research about philosophical issues
- use resources and organisational strategies

\* denotes criteria that are both internally and externally assessed

# Introduction to Sociology and Psychology TASC 2

## Description

Introduction to Sociology and Psychology Level 2, is an introduction to the disciplines of Sociology and Psychology, focusing on basic terms, concepts and theoretical perspectives of the disciplines.

Learners explore common human experiences and the interaction between motivation and behaviour. Through evidence-based research and using the lenses of sociology and psychology, learners are encouraged to ask critical questions about social phenomena.

It develops an understanding of the scientific method of social inquiry to gather quantitative and qualitative evidence that can be used to explain social phenomena, human behaviour and issues.

## Pathways

Introduction to Sociology and Psychology Level 2 may serve as a pathway into the following TASC accredited courses: Psychology Level 3; Sociology Level 3; and Media Production Level 3.

Working with Children Level 2; Focus on Children Level 1, may act as pathways to Introduction to Sociology and Psychology. Years 9 & 10 History, Civics and Citizenship and English also provide skills applicable to the study of Introduction to Sociology and Psychology.

Introduction to Sociology and Psychology may also act as a pathway to further education, training and employment for careers in which an understanding of the behaviour of individuals, groups and institutions is a key element, such as human resources, education, social, health and community work, policing, journalism and media studies, parenting and childcare.

## Structure

Module 1 – What are Sociology and Psychology and Research Methodology

Module 2 – Psychological Development

Module 3 – Youth culture and Socialisation

Module 4 – Gender

Module 5 – Forensic Psychology

## Assessment

The assessment for Introduction to Sociology and Psychology Level 2 will be based on the degree to which the learner can:

1. describe and use sociological terms, concepts, theories and ideas
2. describe and use psychological terms, concepts, theories and ideas
3. apply inquiry skills to plan and undertake investigations into contemporary social phenomena
4. use ethical sociological and psychological research methods
5. use evidence to draw sociological and psychological conclusions
6. communicate sociological and psychological ideas, information, opinions, arguments and conclusions
7. use resources and organisational strategies.

## Psychology TASC 3 (*pre-tertiary*)

### Description

This is a pre-tertiary subject that focuses on the study of human behaviour and cognition. It is intended that students will develop familiarity with some central concepts used by psychologists and an understanding of some research approaches. Students use explorations into the human mind to base their development of analysis and critical evaluation skills, as well as practical application of theories into real-life investigations.

### Pathways

There are no pre-requisite requirements for enrolling in this subject. This subject is intended for those interested in pursuing tertiary studies in the areas of psychology, social studies, behavioural studies, criminology, teaching, counselling, the law, medicine, nursing, public relations, biology, gender studies or management.

### Objectives

On successful completion of this course, learners will be able to:

- describe and use terms, concepts, and ideas and assess theories as they interpret human behaviour as an outcome of influences and interactions
- apply appropriate theories and mathematical and statistical techniques to interpret empirical evidence and information from a variety of sources
- examine evidence and the forces that influence behaviour to form conclusions about human behaviour and social relations and draw evidence-based conclusions
- select and use psychological terms and language conventions to convey meaning to interested parties
- develop skills in the scientific method of social inquiry as they apply the skills to the investigation of the human mind and behaviours associated with particular stages of development over a lifespan.



## Structure

Students will engage in a range of tasks such as enquiry, discussion, reporting and analysis of evidence both as an individual and as a member of a group. The teaching sequence of the modules is rotated each year to reflect the rotation of the Investigation Project topic and below is an example of one teaching sequence. Approximately 20% of course time is dedicated to each module of study.

### TERM 1

Module 1 – Research and Inquiry

Module 2 – Individual Differences. One (1) of A) – Gender, B) Intelligence or C) Personality

### TERM 2

Module 3 – Psychobiological Processes. One (1) of – A) Visual Perception, B) Consciousness

Module 4– Human Learning

### TERM 3

Investigation Project (IP)

Module 5 – Remembering

### TERM 4

Exam Preparation

## Assessment

Students will be assessed against the criteria outlined below. Each module will be assessed by means of homework tasks, multiple choice and short answer questions and an in-class essay. A mid-term examination in Term 2 will assess the first three modules of study.

There are two external requirements; an examination and an Investigation Project. The final award combines these with the internal school assessments.

The assessment will be based on the degree to which the learner can:

- analyse theories about individual differences\*
- analyse perspectives about psychobiological processes \*
- analyse theories about human learning\*
- analyse theories about remembering\*
- apply inquiry skills to plan and undertake psychological investigations
- use ethical psychological research methods\*
- use evidence to support a psychological point of view \*
- communicate psychological ideas, information, opinions, arguments and conclusions\*

\*denotes criteria that are both internally and externally assessed

## Sociology TASC 3 (*pre-tertiary*)

### Description

Sociology TASC 3 is about understanding and interpreting society and the people within it. It examines the ways we organise our lives and institutions and the consequences of such activities. The social world is explored with the help of theories about the structure of social life and the sociological influences on it. Theories are applied to a range of social issues to understand why patterns exist, why problems have occurred (e.g. crime), and how they might be dealt with. It examines issues such as those related to inequality, power, culture and identity and investigates how these are changing in contemporary Australian society.

Through the study of Sociology TASC 3 learners will develop:

- Sociological knowledge: Learners describe and use terms, concepts, ideas and theories as they describe key aspects of social structure and behaviour in contemporary Australian society (CAS)
- Sociological reasoning: Learners apply appropriate theoretical perspectives and mathematical and statistical techniques to interpret empirical evidence and information from a variety of sources
- Sociological analysis: Learners examine evidence and the forces that influence behaviour to form conclusions about social life and human behaviour and draw evidence-based conclusions
- Sociological communication: Learners select and use sociological terms and language conventions to convey meaning to interested parties
- Sociological inquiry skills: Learners develop skills in the scientific method of social inquiry as they apply the skills to the investigation of social phenomena.

## Pathways

This study allows learners to harness key sociological frameworks to analyse social institutions, especially in contemporary Australian society. It can be a basis for formal study at a tertiary level or for vocational education and training settings. The study of Sociology can lead to employment in government and community organisations including, for example, cultural and community development, or work with minority and ethnic groups. It can lead to work in fields that address such issues as crime and substance abuse, youth and family matters, industrial relations, social justice and social issues related to health care.

## Objectives

On successful completion of this course, learners will be able to:

- analyse theories about the relationship between socialisation, society and culture and how they can be used to explain the construction of identity
- analyse how socialisation can lead to social control and conformity
- analyse theories about deviant behaviour
- analyse theories about the institutions of family, education, work and the media and the ways they have changed in contemporary Australian society (CAS)
- analyse theories about the social categories and inequality (gender, ethnicity, indigenous peoples, age and rural and regional Australians) and their impact in CAS
- apply relevant sociological terms, concepts and theories and inquiry skills to investigate inequality in CAS
- use scientific research methods applicable to sociology to ethically collect and interpret empirical evidence (research data)
- interpret quantitative data, information, ideas, theories and the relationships between them to draw conclusions and support points of view
- communicate sociological ideas, information, opinions, arguments and conclusions.
- information and communication technology skills; critical and creative thinking skills; ethical and intercultural understanding.

## Structure

Sociology TASC 3 comprises four (4) compulsory areas of study:

Module 1: Socialisation: Conformity and Deviance

A - Socialisation and B - Deviance

Recommended time: 25%

Module 2: Institutions: Power and Politics

A - The Family; B - Education; C - Work; D - Media

Recommended time: 25%

Module 3: Equality and Inequality

A - Gender; B - Ethnicity; C - Indigenous People; D - Age; E - Rurra/regional Australians

Recommended time: 25%

Module 4: Sociological Research Methods

Recommended time: 25%

## Assessment

Students will be assessed against the criteria outlined below. Each unit will be assessed by means of homework assignments, in class essays and research tasks. A midyear exam in Term 2 will assess the first three units. Students will also complete a major Personal Investigation in Term 3.

The assessment for Sociology TASC 3 will be based on the degree to which the learner can:

- analyse theories about socialisation, identity construction and deviance\*
- analyse theories about institutions \*
- analyse theories about inequality and social categories
- apply inquiry skills to plan and undertake a sociological investigation
- use ethical sociological research methods\*
- use evidence to support a sociological point of view \*
- communicate sociological ideas, information, opinions, arguments and conclusions\*

\* denotes criteria that are both internally and externally assessed.

## Studies of Religion TASC 3 (*pre-tertiary*)

### Description

Students studying this course will develop an understanding of religions, philosophical and ethical viewpoints, of important issues, skills of reasoning and critical inquiry and the capacity to engage in reasoned dialogue.

### Pathways

This subject is best suited to students intending to study medicine, law, journalism, philosophy or international relations.

### Structure

Students must complete five units of study chosen from:

- Introduction to Religion
- Islam
- Buddhism
- Metaphysics
- Ethics
- Evil & Suffering
- Humanism and Atheism

### Assessment

A 3 hour external examination.

# Working with Children TASC 2

## Description

This course focuses on the skills and knowledge needed to work with children in a range of educational settings. Students develop their communication and social skills in interacting with children and investigate the provision of safe and stimulating environments. These environments include: childcare centres, playgroups, early learning centres, after school care programs, holiday programs and primary school settings.

This course's content is explored through the concepts of relationships, learning, wellbeing, growth, safety and communication.

## Pathways

'Working with Children' would provide a solid foundation for students intending to study Sociology 3 or Psychology 3. Whilst this course is particularly suitable for students intending to work in teaching or childcare, it is also of value to students interested in any profession that may involve working with children. Examples of this include speech pathology, social work, psychology, entertainment, pediatrics or paramedicine.

## Objectives

Working with Children aims to develop learners':

- skills and knowledge in the care of children
- understanding of theories of physical, cognitive, social and emotional development of children in theory and practice
- skills in planning, organising, implementing and assessing learning activities in the practical environment
- understanding of educational, social and ethical frameworks as well as legal implications in interactions with children, parents and stakeholders in the workplace
- personal presentation, communication and organisational skills in a team environment.

## Structure

The driving component of this course is the practical experience unit undertaken by the students. They may spend time observing and interacting with children in the Fahan Junior School, the Hutchins Junior School and Early Learning Centre, Fahan's 'Little Sparks' playgroup or 'Leap into Learning' at Hutchins. Students will need a Working with Vulnerable People card to undertake this course, which is easy to obtain.

Other units include:

- Safety and Young Children
- Child Growth and Development
- Guiding Children's Behaviour
- Play and Learning
- Careers with Children
- Health and Nutrition
- Technology and Children
- Sustainable Practices

## Assessment

This course is internally assessed through:

- The development of a portfolio
- Multi-modal tasks
- Practical experience
- Reflective observations



## Chinese TASC 2

### Description

This Year 11 subject is designed for students with little or no previous background in Chinese who wish to increase your knowledge and understanding of the Chinese language and culture to the point where you confidently undertake Chinese TASC 3 in Year 12.

### Pathways

Chinese TASC 3.

### Objectives

On successful completion of this course, learners will be able to:

- use Chinese to communicate with others by listening and responding to basic spoken Chinese
- use Chinese to communicate with others by communicating in basic spoken Chinese
- use Chinese to communicate with others by reading and responding to basic written Chinese
- use Chinese to communicate with others by expressing ideas and information in basic written Chinese
- gain an understanding and appreciation of contemporary Chinese customs and daily life, and the cultural context in which Chinese is used
- reflect on their own culture through the study of Chinese culture
- gain a basic understanding of Chinese as a language system
- make some connections between English and another language
- apply planning and organisational skills.

### Structure

- Listening, speaking, reading and writing skills in the language
- Understanding and appreciation of the Chinese culture and society

## Assessment

Assessment is through regular tests in the key areas of study together with an internal mid-year examination and an internal end-of-year examination.

## Chinese TASC 3 *(pre-tertiary)*

### Description

This subject is the continuation of Chinese. Background speakers of Chinese dialects need to check with the Head of Teaching and Learning on your eligibility for this subject.

### Pathways

Chinese TASC 3 is a pre-requisite if you intend to study Chinese at university. It may also lead to careers in international business, foreign affairs, teaching, media, hospitality and the travel industry. Students who are studying Chinese in Senior School can take the HSK Chinese Proficiency Test in Terms 3 and 4 at Hutchins. This is an internationally recognised certification which will enable students to benchmark their language level globally and apply for scholarship at Chinese universities. UTAS offers TASC 3 language students, who are able to undertake some extra work, concurrent enrolment in two units of language study through the UTAS College Language Program, equivalent to 25% of a first year Bachelor of Arts load. On successful completion of this program students could continue their language study at second year university level in Year 12 (UTAS High Achiever Program).

### Objectives

On successful completion of this course, learners will be able to:

- use Chinese to communicate with others by listening and responding to spoken Chinese
- use Chinese to communicate with others by communicating in spoken Chinese
- use Chinese to communicate with others by reading and responding to written Chinese
- use Chinese to communicate with others by expressing ideas and information in written Chinese
- gain a detailed understanding and appreciation of Chinese customs and traditions, and the cultural context in which Chinese is used
- critically reflect on their own culture through the study of Chinese culture
- have a detailed understanding of Chinese as a language system
- make connections between English and another language
- apply negotiation, planning and organisational skills.

### Structure

Chinese is a language of great cultural and economic significance in today's world. In this subject you develop your ability to communicate in Chinese and gain an understanding and appreciation of Chinese culture through the study of three major themes:

- The individual
- Chinese speaking communities
- The changing world

### Assessment

Assessment is through regular tests in the key areas of study together with an internal mid-year examination and an external end-of-year examination.

### Previous experience

An SA award in Chinese TASC 2 or an ACAS B rating in Year 10 Chinese is recommended.



# French TASC 2

## Description

French Level 2 enables learners to communicate in basic French and develop an understanding of French language and culture.

Learners will learn to use basic vocabulary and structures to read, write, speak, view and listen to French. They will be able to talk about themselves, their family, friends, daily routine, school life, part-time employment, the media, travel, past experiences and their plans for the future. They will work individually, in pairs and small groups and will have the opportunity to investigate aspects of French culture.

## Pathways

Pathways in: The French Level 2 course provides an entry point to learning French and also enables learning continuity for learners who have limited or inconsistent prior learning experiences from Australian Curriculum: French.

Pathways out: The French Level 2 course provides a pathway to the French Level 3 course

## Objectives

French Level 2 develops intercultural understanding and literacy. It allows learners to develop the ability to communicate in an additional language and provides them with opportunities to reflect on their own first language, culture and heritage.

## Structure

MODULE 1: IDENTITY	MODULE 2: RESPONSIBILITY	MODULE 3: LEGACY
Topics: <ul style="list-style-type: none"><li>• Self</li><li>• Family relationships</li><li>• Friendships</li></ul>	Topics: <ul style="list-style-type: none"><li>• Home life</li><li>• Daily routine</li><li>• Community</li><li>• Education</li><li>• Part-time employment</li></ul>	Topics: <ul style="list-style-type: none"><li>• Leisure time</li><li>• The Arts</li><li>• Entertainment</li><li>• Media</li><li>• Sport</li><li>• Travel</li></ul>
Work requirements: <ul style="list-style-type: none"><li>• Short responses in conversation</li><li>• One extended response</li></ul>	Work requirements: <ul style="list-style-type: none"><li>• One set of short responses</li><li>• Two extended responses</li></ul>	Work requirements: A folio consisting of <ul style="list-style-type: none"><li>• An integrated task</li><li>• A short set of responses</li><li>• An extended response</li></ul>

## Assessment

The assessment will comprise of various tasks such as spoken conversations, written work, listening and reading comprehension tasks and will be based on the degree to which the learner can:

1. Analyse and respond to basic spoken French
2. Communicate in basic spoken French
3. Analyse and respond to basic written French
4. Communicate in basic written French
5. Analyse and integrate information from basic french form multiple texts to create written responses
6. Use strategies to engage with basic French language and culture in the context of identity
7. Use strategies to engage with basic French language and culture in the context of responsibility
8. Use strategies to engage with basic French language and culture in the context of legacy

# French TASC 3 *(pre-tertiary)*

## Description

This course helps develop students' ability to communicate in French and gives them an understanding of French-speaking cultures.

In order to undertake this course it is assumed that students have successfully completed Year 10.

Students learn vocabulary and grammatical structures through the study of selected topics. This is done within a contextual framework of three prescribed themes:

- The individual
- French-speaking communities
- The changing world.

Whilst there is a balanced approach to teaching the skills of listening, speaking, reading and writing, a native French speaker also is employed to work individually with students to improve their oral fluency.

## Pathways

This course provides a pathway to the study of French at university level. There are a number of universities around Australia which award bonus points to a student's ATAR for the successful completion of TASC 3 French.

## Objectives

Through studying French, learners gain access to French-speaking communities across the world. The ability to communicate in French will (in conjunction with other skills acquired in the study of this course) provide learners with enhanced vocational opportunities and the possibility to apply their understanding of French culture and language skills to work, further study, training or personal interests.

The study of French contributes to the overall education of learners, particularly in the areas of communication, cross-cultural understanding, and general knowledge. The study promotes understanding of different attitudes and values within the wider Australian community and beyond.

By the completion of this course students will be able to:

- use French to communicate with others by listening and responding to spoken French
- use French to communicate with others by communicating in spoken French
- use French to communicate with others by reading and responding to written French
- use French to communicate with others by expressing ideas and information in written French
- gain a detailed understanding and appreciation of French customs and traditions, and the cultural context in which French is used
- critically reflect on their own culture through the study of French culture
- have a detailed understanding of French as a language system
- make connections between English and another language
- apply negotiation, planning and organisational skills.

## Structure

TERM ONE	TERM TWO	TERM THREE
Unit 1: The Individual <ul style="list-style-type: none"> <li>• Self</li> <li>• Home</li> </ul> Unit 2: The Media <ul style="list-style-type: none"> <li>• Television</li> <li>• Advertising</li> </ul> Unit 3: New Medias <ul style="list-style-type: none"> <li>• The Internet</li> <li>• Social Media</li> </ul>	Unit 4: The Arts <ul style="list-style-type: none"> <li>• Film</li> <li>• Music</li> </ul> Unit 5: Adolescence <ul style="list-style-type: none"> <li>• Celebrity</li> <li>• Youth Culture</li> </ul> Unit 6: Sport <ul style="list-style-type: none"> <li>• Health Benefits</li> <li>• French Athletes</li> </ul> Unit 7: Health <ul style="list-style-type: none"> <li>• Diet</li> <li>• Drugs</li> </ul>	Unit 8: Tourism <ul style="list-style-type: none"> <li>• Forms Of Transport</li> <li>• Environmental Impacts</li> </ul> Unit 9: Relationships <ul style="list-style-type: none"> <li>• Friends</li> <li>• Family</li> </ul> Unit 10: Education And Employment <ul style="list-style-type: none"> <li>• French Education System</li> <li>• World Of Work</li> </ul>

## Assessment

The assessment will be based on the degree to which the learner can:

- listen and respond to spoken French\*
- communicate in spoken French\*
- read and respond to written French texts\*
- express ideas and information in written French\*
- demonstrate understanding of French culture
- apply negotiation, planning and organisational skills

\* denotes criteria that are both internally and externally assessed.

There are regular tests in the key skill areas (listening, speaking, reading and writing), fortnightly assignments, a major culture assignment, an internal midyear examination and an external examination at the end of the year.

## Japanese TASC 2

### Description

Japanese Level 2 enables learners to communicate in basic Japanese and develop an understanding of Japanese language and culture.

Learners will learn to use basic vocabulary and structures. They will speak, view and listen to Japanese and learn to read and write Japanese characters. They will be able to talk about themselves, their family, friends, daily routine, school life, part-time employment, the media, travel, past experiences and their plans for the future. They will work individually, in pairs and small groups and will have the opportunity to investigate aspects of Japanese culture.

### Pathways

Pathways in: The Japanese Level 2 course provides an entry point to learning Japanese and also enables learning continuity for learners who have limited or inconsistent prior learning experiences from Australian Curriculum: Japanese.

Pathways out: The Japanese Level 2 course provides a pathway to the Japanese Level 3 course

## Objectives

Japanese Level 2 develops intercultural understanding and literacy. It allows learners to develop the ability to communicate in an additional language and provides them with opportunities to reflect on their own first language, culture and heritage.

## Structure

MODULE 1: IDENTITY	MODULE 2: RESPONSIBILITY	MODULE 3: LEGACY
Topics: <ul style="list-style-type: none"><li>• Self</li><li>• Family Relationships</li><li>• Friendships</li></ul>	Topics: <ul style="list-style-type: none"><li>• Home Life</li><li>• Daily Routine</li><li>• Community</li><li>• Education</li><li>• Part-Time Employment</li></ul>	Topics: <ul style="list-style-type: none"><li>• Leisure Time</li><li>• The Arts</li><li>• Entertainment</li><li>• Media</li><li>• Sport</li><li>• Travel</li></ul>
Work Requirements: <ul style="list-style-type: none"><li>• One set of short responses</li><li>• One extended response</li></ul>	Work Requirements: <ul style="list-style-type: none"><li>• One set of short responses</li><li>• Two extended responses</li></ul>	Work Requirements: <ul style="list-style-type: none"><li>• A folio consisting of</li><li>• An integrated task</li><li>• A short set of responses</li><li>• An extended response</li></ul>

## Assessment

The assessment will comprise of various tasks such as spoken conversations, written work, listening and reading comprehension tasks and will be based on the degree to which the learner can:

1. Analyse and respond to basic spoken Japanese
2. Communicate in basic spoken Japanese
3. Analyse and respond to basic written Japanese
4. Communicate in basic written Japanese
5. Analyse and integrate information in basic Japanese from multiple texts to create written responses
6. Use strategies to engage with basic Japanese language and culture in the context of identity
7. Use strategies to engage with basic Japanese language and culture in the context of responsibility
8. Use strategies to engage with basic Japanese language and culture in the context of legacy.

## Japanese TASC 3 (*pre-tertiary*)

### Description

This course helps develop students' ability to communicate in Japanese and gives them an understanding of Japanese-speaking cultures.

In order to undertake this course it is assumed that students have successfully completed Year 10 Japanese

Students learn vocabulary and grammatical structures through the study of selected topics. This is done within a contextual framework of three prescribed themes:

- The individual
- Japanese-speaking communities
- The changing world.

Whilst there is a balanced approach to teaching the skills of listening, speaking, reading and writing, a native Japanese speaker also is employed to work individually with students to improve their oral fluency.

## Pathways

This course provides a pathway to the study of Japanese at university level. There are a number of universities around Australia which award bonus points to a student's ATAR for the successful completion of TASC 3 Japanese.

## Objectives

Through studying Japanese, learners gain access to Japanese-speaking communities in Japan and in many other countries, including Australia. The ability to communicate in Japanese will (in conjunction with other skills acquired in the study of this course) provide learners with enhanced vocational opportunities and the possibility to apply Japanese culture and language skills to work, further study, training or personal interests. This course builds on Japanese - Foundation and provides a pathway to the study of Japanese at university level.

The study of Japanese contributes to the overall education of learners, particularly in the areas of communication, cross-cultural understanding, and general knowledge. It provides access to the culture of Japan and Japanese-speaking communities. The study promotes understanding of different attitudes and values within the wider Australian community and beyond.

On successful completion of this course, learners will be able to:

- use Japanese to communicate with others by listening and responding to spoken Japanese
- use Japanese to communicate with others by communicating in spoken Japanese
- use Japanese to communicate with others by reading and responding to written Japanese
- use Japanese to communicate with others by expressing ideas and information in written Japanese
- gain a detailed understanding and appreciation of Japanese customs and traditions, and the cultural context in which Japanese is used
- critically reflect on their own culture through the study of Japanese culture
- have a detailed understanding of Japanese as a language system
- make connections between English and another language
- apply negotiation, planning and organisational skills.

## Structure

THEME: THE INDIVIDUAL	THEME: THE JAPANESE-SPEAKING COMMUNITIES	THEME: THE CHANGING WORLD
<p>TOPICS:</p> <p>Personal World</p> <ul style="list-style-type: none"> <li>• Personal Identity</li> <li>• Relationships</li> <li>• Home And Neighbourhood</li> <li>• Personal Opinions</li> </ul> <p>Education</p> <ul style="list-style-type: none"> <li>• School</li> <li>• Subjects</li> <li>• Rules</li> <li>• Future Aspirations</li> </ul> <p>Daily Life</p> <ul style="list-style-type: none"> <li>• Daily Routine</li> <li>• Hobbies And Interests</li> <li>• School Life</li> </ul> <p>Leisure</p> <ul style="list-style-type: none"> <li>• Shopping</li> <li>• Invitations And Appointments</li> <li>• Weather</li> </ul>	<p>TOPICS:</p> <p>Past And Present</p> <ul style="list-style-type: none"> <li>• Historical Events And Festivals/ Celebrations</li> <li>• Changes In Social Structure – Family</li> </ul> <p>People And Places</p> <ul style="list-style-type: none"> <li>• Transport/Directions</li> <li>• Tickets/Reservations</li> <li>• Accommodation</li> <li>• Living In Japan</li> <li>• Customs/Etiquette</li> </ul> <p>Arts And Entertainment</p> <ul style="list-style-type: none"> <li>• Cool Japan</li> <li>• Traditional Vs Contemporary Culture</li> <li>• Sport</li> <li>• Architecture</li> </ul>	<p>TOPICS:</p> <p>Social Issues</p> <ul style="list-style-type: none"> <li>• Recycling</li> <li>• Ageing Population</li> <li>• Bullying</li> </ul> <p>Travel And Tourism</p> <ul style="list-style-type: none"> <li>• Visiting Japan</li> <li>• Places Of Interest In Japan</li> <li>• Accommodation</li> <li>• Home Stay</li> </ul> <p>The World Of Work</p> <ul style="list-style-type: none"> <li>• Casual Work</li> <li>• Careers Using Japanese</li> <li>• Attitudes To Work</li> </ul>

## Assessment

The assessment for Japanese TASC 3 will be based on the degree to which the learner can:

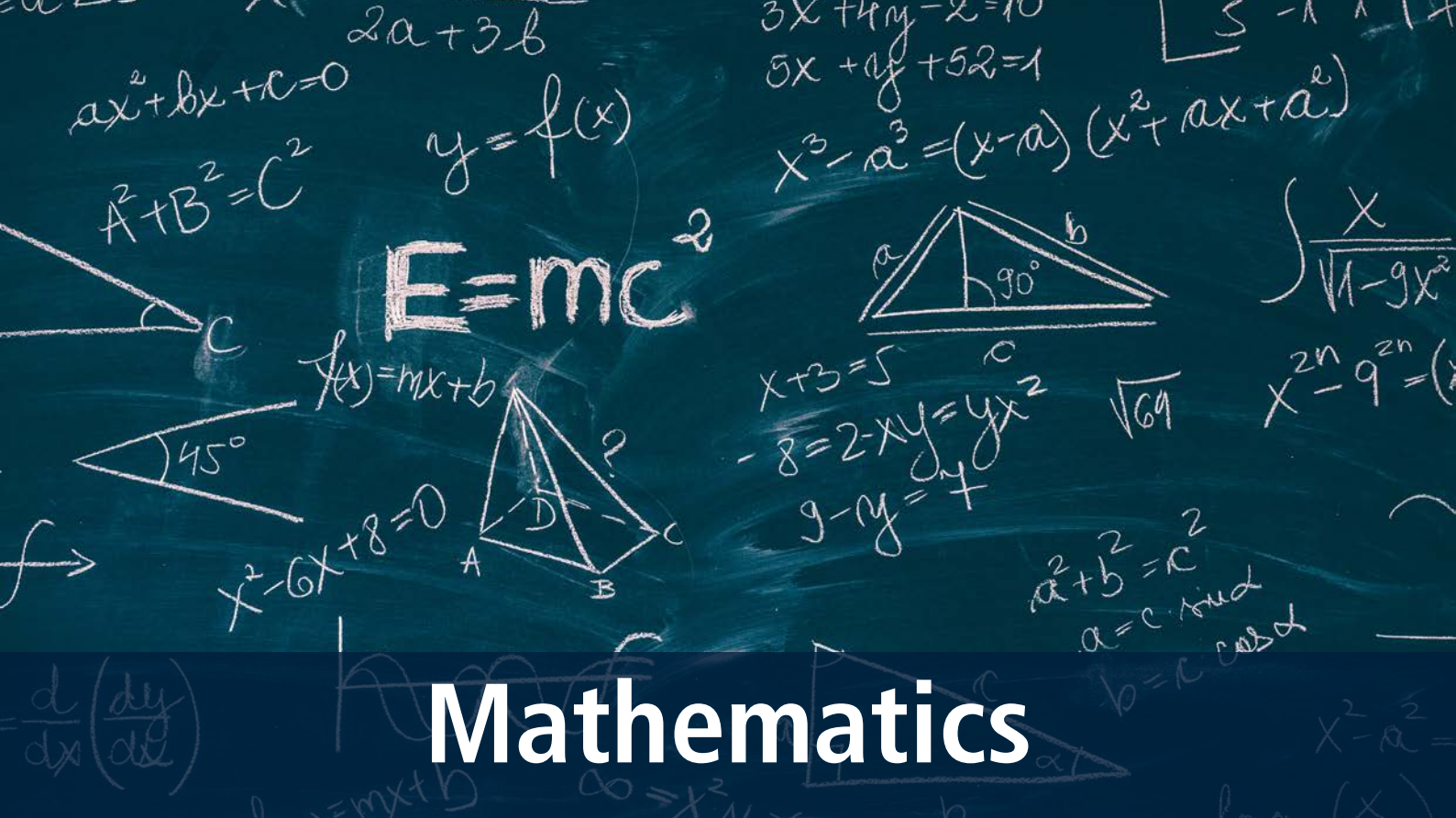
- listen and respond to spoken Japanese\*
- communicate in spoken Japanese\*
- read and respond to written Japanese texts\*
- express ideas and information in written Japanese\*
- demonstrate understanding of Japanese culture
- apply negotiation, planning and organisational skills

\* denotes criteria that are both internally and externally assessed

The standard of achievement each learner attains on each criterion is recorded as a rating 'A', 'B', or 'C'. A 't' notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the 'C' rating. A 'z' notation is to be used where a learner provides no evidence of achievement at all.

There are regular tests in the key skill areas (listening, speaking, reading and writing), Kanji character tests, fortnightly assignments, a major culture assignment, an internal midyear examination and an external examination at the end of the year.





## Essential Mathematics – Personal 2

This course meets the requirements for the Everyday Adult Standard in Mathematics (an award of an SA or above will give students their 'Numeracy Tick').

### Entry Requirements

Students achieving at or approaching grade standard in Year 10 Mathematics should consider this subject in consultation with their Mathematics teacher.

### Description

Essential Mathematics – Personal Level 2 enables learners to use Mathematics to make informed decisions effectively, efficiently, and critically.

They will study:

- percentages, rates and ratio,
- data representation and interpretation,
- measurement of energy and mass, and time and motion.

Learners will solve problems, explain their reasoning, and investigate, explore and model situations. Working collaboratively, they will discuss ideas and evaluate their use of mathematics in everyday contexts.

### Pathways

Essential Mathematics – Personal 2 will provide the foundational technical knowledge that may be sufficient for further vocational education and training courses.

Additionally, students who have completed Essential Mathematics – Workplace 2 and wish to broaden their essential mathematical knowledge and understanding could enrol in this course.

## Objectives

On successful completion of this course learners will be able to:

1. Communicate thinking, strategies and solutions using appropriate mathematical or statistical language,
2. Plan, organise and manage learning in order to complete tasks and evaluate progress,
3. Apply numeric techniques and algebraic processes to represent situations and solve problems,
4. Apply reasoning skills to interpret mathematical and statistical information, and ascertain the reasonableness of solutions to problems,
5. Act as creative, critical and reflective thinkers to assess ideas and take informed action
6. Apply concepts and techniques involving proportion, finance and money management,
7. Apply concepts and techniques involving relative frequency, and collecting and handling data,
8. Apply concepts and techniques involving measurement of energy and mass, and time and motion.

## Structure

This course consists of three modules:

Module 1: Application of percentages, rates and ratio, and budgeting,

Module 2: Probability and statistics,

Module 3: Measurement of energy and mass, and time and motion.

## Assessment

A combination of assignments, tests and investigations will be used to assess students throughout the modules.

# Essential Mathematics – Workplace 2

This course meets the requirements for the Everyday Adult Standard in Mathematics (an award of an SA or above will give students their 'Numeracy Tick').

## Entry Requirements

Students achieving at or approaching grade standard in Year 10 Mathematics should consider this subject in consultation with their Mathematics teacher.

## Description

Essential Mathematics Workplace Level 2 enables learners to develop essential mathematical skills and understanding.

They will study:

- finance and money management,
- probability and statistics,
- measurement, scales, plans and models.

Learners will solve problems, explain their reasoning and investigate, explore and model situations. By discussing ideas with others, learners will reflect and extend their own thinking. They will apply their learning to make informed decisions and take on further mathematical challenges.

## Pathways

Essential Mathematics – Workplace 2 will provide the foundational technical knowledge that may be sufficient for further vocational education and training courses.

Additionally, students who have completed Essential Mathematics – Personal 2 and wish to broaden their essential mathematical knowledge and understanding could enrol in this course.

## Objectives

On successful completion of this course, learners will be able to:

1. Communicate thinking, strategies and solutions using appropriate mathematical or statistical language,
2. Plan, organise and manage learning in order to complete tasks and evaluate progress
3. Apply numeric techniques and algebraic processes to represent situations and solve problems,
4. Apply reasoning skills to interpret mathematical and statistical information, and ascertain the reasonableness of solutions to problems,
5. Act as creative, critical and reflective thinkers to assess ideas and take informed action,
6. Apply concepts and techniques involving finance and money management,
7. Apply concepts and techniques involving graphs and representations of data,
8. Apply concepts and techniques involving measurement, scales, plans and models.

## Structure

This course consists of three modules:

Module 1: Finance and money management,

Module 2: Interpreting graphs, representing and comparing data,

Module 3: Measurement, scale, plans and models.

## Assessment

A combination of assignments, tests and investigations will be used to assess students throughout the modules.

# General Mathematics 2

This course meets the requirements for the *Everyday Adult Standard in Mathematics* (an award of an SA or above will give students their 'Numeracy Tick').

## Entry Requirements

Students achieving at or approaching grade standard in Year 10 Mathematics should consider this subject in consultation with their Mathematics teacher.

## Description

General Mathematics Level 2 enables learners to broaden their mathematical experience beyond Year 10. It provides different scenarios for incorporating mathematical arguments and problem solving. Students will study:

- linear algebra and matrices
- finance
- univariate data analysis
- right-angled trigonometry, shape and measurement.

Learners will apply mathematical concepts and techniques to communicate arguments, solve problems and explain reasonableness of solutions.

In this course, learners will model and investigate situations with and without the use of technology. By working collaboratively, they will reflect upon and broaden their own thinking.

## Pathways

The successful completion of General Mathematics 2 provides the foundation for the study of General Mathematics 3, and for many VET fields.

Studying General Mathematics 2 provides suitable mathematical support to the study of other non-STEM Level 2 and Level 3 courses, for example, Business Studies, Sport Science and Health Science.

## Objectives

On successful completion of this course, learners will be able to:

1. Communicate arguments and strategies, when solving mathematical and statistical problems, using appropriate mathematical or statistical language,
2. Plan, organise and manage learning in order to complete tasks and evaluate progress,
3. Apply modelling, problem solving and mathematical reasoning to interpret, represent and justify the reasonableness of solutions to problems and answers to statistical questions,
4. Choose and use technology appropriately and effectively,
5. Apply concepts and techniques to model and solve problems involving algebra and matrices,
6. Apply concepts and techniques to model and solve problems involving linear equations and finance,
7. Apply the statistical investigation process in situations involving univariate data analysis,
8. Apply concepts and techniques in right-angled trigonometry, shape and measurement.

## Structure

This course consists of three modules:

Module 1: Mathematical modelling, problem solving and reasoning,

Module 2: Algebra, matrices and finance,

Module 3: Univariate data analysis, right-angled trigonometry, shape and measurement.

## 9. Assessment

A combination of assignments, tests and investigations will be used to assess students throughout the modules.

## General Mathematics 3 (*pre-tertiary*)

This course meets the requirements for the *Everyday Adult Standard in Mathematics* (an award of an SA or above will give students their 'Numeracy Tick').

### Entry Requirements

Students achieving at grade standard or above in Year 10 Mathematics should consider this subject in consultation with their Mathematics teacher.

### Description

General Mathematics Level 3 enables learners to extend their mathematical experience beyond Year 10 with increasing sophistication. It provides increasingly abstract scenarios for incorporating mathematical arguments and problem solving in situations involving growth and decay, standard financial models, bivariate data analysis, time series analysis, trigonometry, geometry, networks and decision mathematics.

Learners will apply mathematical concepts and techniques to communicate reasoned arguments, solve problems and explain reasonableness of solutions.

In this course, learners will model and investigate situations with and without the use of technology. By working collaboratively, they will reflect upon and extend their own thinking.

## Pathways

General Mathematics Level 3 provides a pathway into a wide range of educational and employment opportunities, including continuing their studies at university or TAFE. While the successful completion of this course will gain entry into some post-secondary courses, other courses may require the successful completion of *Mathematics Methods Level 4*.

Studying General Mathematics 3 provides suitable mathematical support to the study of other Level 3 courses, for example, *Physical Sciences*.

## Objectives

On successful completion of this course, learners will be able to:

1. Communicate arguments and strategies, when solving mathematical and statistical problems using appropriate mathematical or statistical language,
2. Plan, organise and manage learning in order to complete tasks and evaluate progress,
3. Apply modelling, problem solving and mathematical reasoning to interpret, represent and justify the reasonableness of solutions to problems and answers to statistical questions,
4. Choose and use technology appropriately and effectively,
5. Understand and apply concepts and techniques of bivariate data analysis and time series analysis using the statistical investigation process,
6. Understand and apply concepts and techniques to model and solve problems involving growth and decay in sequences,
7. Understand and apply concepts and techniques to solve problems involving loans, investment and annuities,
8. Understand and apply concepts and techniques to represent, analyse and solve problems in the two-dimensional plane.

## Structure

This course consists of three modules:

Module 1: Mathematical modelling, problem solving and the statistical investigation process,

Module 2: Statistical analysis and situations involving growth and decay in sequences,

Module 3: Loans, investment and annuities, and practical problems in the two-dimensional plane.

## Assessment

A combination of assignments, tests, investigations, and a mid-year exam will be used to assess students throughout the modules. Students also undertake a 3-hour end of year exam which is assessed externally.

# Mathematics Methods - Foundation TASC 3 (pre-tertiary)

## Entry Requirements

Students will have achieved at grade-standard or above in Year 10 Mathematics or will have attempted the Introduction to Methods course in Year 10.

This course meets the requirements for the *Everyday Adult Standard in Mathematics* (an award of an SA or above will give students their 'Numeracy Tick').

## Description

Mathematics Methods – Foundation TASC 3 provides for the study of algebra, functions and their graphs, calculus, probability and statistics. These are necessary prerequisites for the study of Mathematics Methods TASC 4 in which the major themes are calculus and statistics. For these reasons this subject provides a foundation for study of Mathematics Methods TASC 4 and disciplines in which mathematics has an important role, including engineering, the sciences, commerce, economics, health and social sciences.

Mathematics Methods – Foundation TASC 3 aims to develop learners':

understanding of concepts and techniques and problem-solving ability in the areas of algebra, function study, differential and integral calculus, probability and statistics

- reasoning skills in mathematical contexts and in interpreting mathematical information
- capacity to communicate in a concise and systematic manner using mathematical language.

## Pathways

Mathematics Methods – Foundation TASC 3 is designed for learners whose future pathways may involve the study of further secondary mathematics or a range of disciplines at the tertiary level. It functions as a foundation course for the study of Mathematics Methods TASC 4.

## Objectives

On successful completion of this course, learners will be able to:

- organise and undertake activities including practical tasks
- explain key concepts and techniques used in solving problems
- solve problems using algebra, functions, graphs, calculus, probability and statistics
- apply reasoning skills in the context of algebra, functions, graphs, calculus, probability and statistics
- interpret and evaluate mathematical information and ascertain the reasonableness of solutions to problems
- communicate their arguments and strategies when solving problems
- choose when or when not to use technology when solving problems
- Additionally, learners will be given opportunities to demonstrate the following in line with Australian Curriculum General Capabilities: literacy skills; numeracy skills; information and communication technology skills; critical and creative thinking skills; ethical and intercultural understanding.

## Assessment

The assessment for Mathematics Methods - Foundation TASC 3 will be based on the degree to which the learner can:

1. communicate mathematical ideas and information
2. apply mathematical reasoning and strategy in problem solving situations
3. use resources and organisational strategies



4. manipulate algebraic expressions and solve equations
5. understand linear, quadratic and cubic functions
6. understand logarithmic, exponential and trigonometric functions
7. use differential calculus in the study of functions
8. understand experimental and theoretical probabilities and of statistics

## Mathematics Methods TASC 4

### Entry Requirements

Students achieving a CA or above in Introduction to Methods in Year 10 or a CA or above in Mathematics Methods – Foundations in Year 11 should consider this subject in consultation with their Mathematics teacher.

### Description

Mathematics Methods TASC 4 provides the study of algebra, functions, differential and integral calculus, probability and statistics. These are necessary prerequisites for the study of Mathematics Specialised TASC 4 and as a foundation for tertiary studies in disciplines in which mathematics and statistics have important roles, including engineering, the sciences, commerce and economics, health and social sciences.

Mathematics Methods TASC 4 aims to develop learners':

- understanding of concepts and techniques and problem-solving ability in the areas of algebra, function study, differential and integral calculus, probability and statistics
- reasoning skills in mathematical contexts and in interpreting mathematical information
- capacity to communicate in a concise and systematic manner using mathematical language.
- Pathways

Mathematics Methods TASC 4 is designed for learners whose future pathways may involve mathematics and statistics and their applications in a range of disciplines at the tertiary level, including engineering, the sciences, and other related technology fields, commerce and economics, health and social sciences. It is highly recommended as a foundation course for the study of Mathematics Specialised TASC 4.

### Objectives

On successful completion of this course, learners will be able to:

- understand the concepts and techniques in algebra, graphs, function study, differential and integral calculus, probability and statistics
- solve problems using algebra, graphs, function study, differential and integral calculus, probability and statistics
- apply reasoning skills in the context of algebra, graphs, function study, differential and integral calculus, probability and statistics
- interpret and evaluate mathematical information and ascertain the reasonableness of solutions to problems
- communicate their arguments and strategies when solving problems
- plan activities and monitor and evaluate their progress
- use strategies to organise and complete activities to organise and complete activities and meet deadlines in the context of mathematics
- select and use appropriate tools, including computer technology, when solving mathematical problems

Additionally, learners will be given opportunities to demonstrate the following in line with the Australian Curriculum General Capabilities: literacy skills; numeracy skills; information and communication technology skills; critical and creative thinking skills; ethical and intercultural understanding.

## Structure

TERM 1

Unit 1 – Function Study

TERM 2

Unit 2 – Circular Functions

Unit 3 – Differential Calculus

TERM 3

Unit 4 – Integral Calculus

Unit 5 – Probability and Statistics

TERM 4

Exam Preparation

## Assessment

Students will be assessed against the criteria outlined below. Each unit will be assessed by means of homework assignments and unit tests. A midyear exam in Term 2 will assess the first three units. Students will also complete a major problem-solving investigation in Term 3.

The assessment will be based on the degree to which the learner can:

1. communicate mathematical ideas and information
2. apply mathematical reasoning and strategy in problem solving situations
3. use resources and organisational strategies
4. understand polynomial, hyperbolic, exponential and logarithmic functions
5. understand circular functions
6. use differential calculus in the study of functions
7. use integral calculus in the study of functions
8. understand binomial and normal probability distributions and statistical inference

## Mathematics Specialised TASC 4

### Description

Mathematics Specialised is designed for learners with a strong interest in mathematics, including those intending to study mathematics, statistics, all sciences and associated fields, economics or engineering at university. This course provides opportunities, beyond those presented in Mathematics Methods TASC 4, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively.

Mathematics Specialised aims to develop learners':

- understanding of concepts and techniques drawn from algebraic processes, functions and equation study, complex numbers, matrices, calculus and statistics
- ability to solve applied problems using concepts and techniques drawn from algebraic processes, functions and equation study, complex numbers, matrices, calculus and statistics
- capacity to choose and use technology appropriately

- reasoning in mathematical contexts and interpretation of mathematical information, including ascertaining the reasonableness of solutions to problems
- capacity to communicate in a concise and systematic manner using appropriate mathematical and statistical language.

## Pathways

Whilst not a pre-requisite for courses in engineering, mathematics or physics at the University of Tasmania, students who intend enrolling in those courses at university are strongly encouraged to study this course in Year 12.

## Objectives

On successful completion of this course, students will be able to:

- be self-directing; be able to plan their study; persevere to complete tasks and meet deadlines
- demonstrate an understanding of finite and infinite sequences and series
- demonstrate an understanding of matrices and linear transformations
- use differential calculus and apply integral calculus to areas and volumes
- use techniques of integration and solve differential equations
- demonstrate an understanding of complex numbers
- choose and use technology appropriately and efficiently.

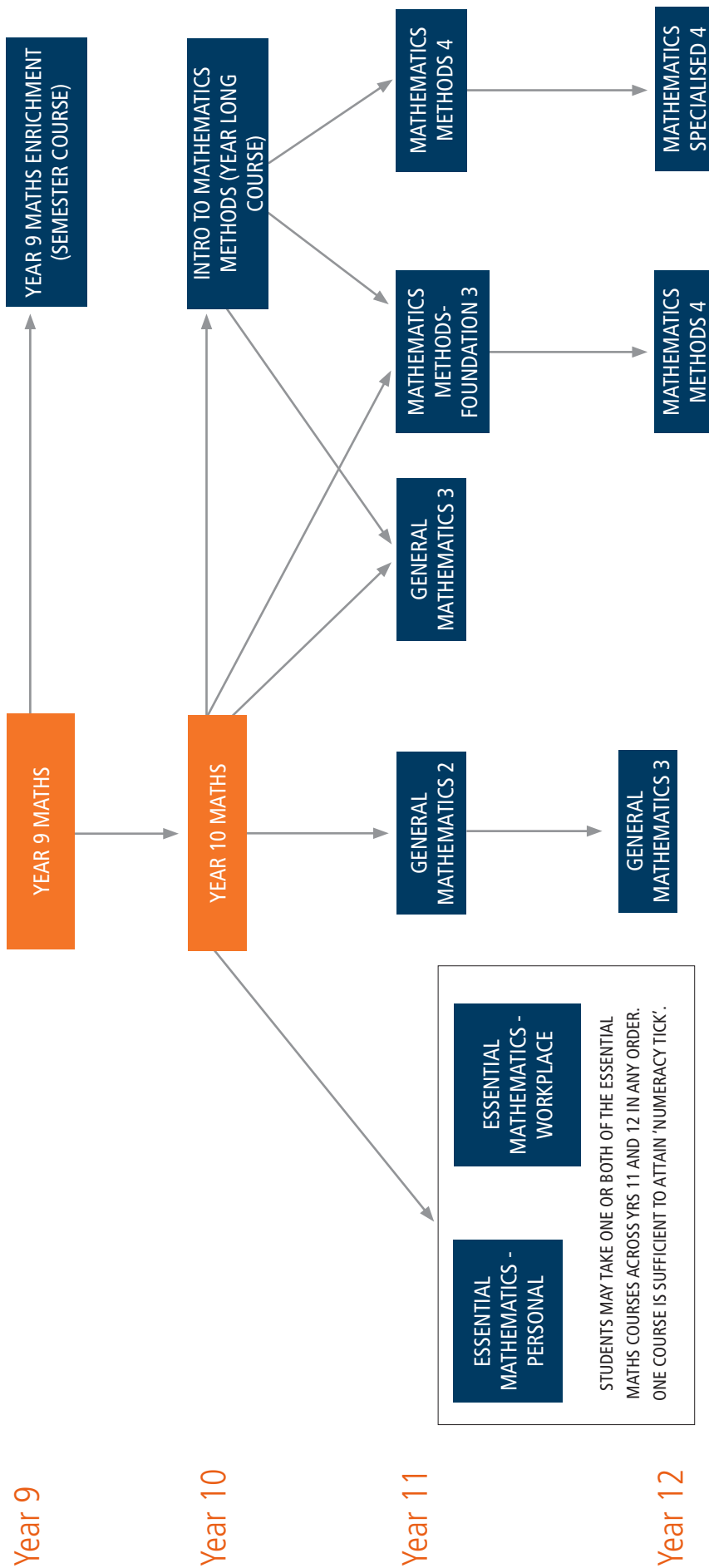
## Assessment

Assessment will be based on the degree to which the learner can:

1. Communicate mathematical ideas and information
2. Analysis: demonstrate mathematical reasoning, analysis and strategy in problem solving situations
3. Plan, organise and complete mathematical tasks
4. Demonstrate an understanding of finite and infinite sequences and series
5. Demonstrate an understanding of matrices and linear transformations
6. Use differential calculus and apply integral calculus to areas and volumes
7. Use techniques of integration and solve differential equations
8. Demonstrate an understanding of complex numbers

Assessment is ongoing and includes assignments, technology based investigations, tests and examinations.

# Maths Flow Chart Years 9 to 12





# Science

## Biology TASC 2

### Description

In Biology Level 2 learners will understand the basic building blocks of biology. Learners will explore cell structure, processes and function. They will investigate organ systems and their place within multicellular organisms. They will apply this knowledge when inquiring into ecosystems and biodiversity. Learners will use these concepts to explore one or more contexts or themes; for example, human biology, agriculture, environmental biology, biochemistry or marine studies. Learners will come to understand how applying biological knowledge is central to society. They will explore relationships between biology and society and investigate the processes of biological discovery. They will use practical inquiry to engage with and understand the natural world.

### Pathways

This course is designed for students who are interested in studying the science related to the living world. As the study of all life, Biology Level 2 has a clear pathway to a range of TASC-accredited courses, such as Biology Level 3, Environmental Science Level 3, Foods and Nutrition Level 3, Sport Science Level 3, Health Level 3 and Geography Level 3. It also provides a pathway to vocational opportunities including agriculture, food and natural resources and health and community services.

### Objectives

By the conclusion of this course of study, students will:

- set and meet individual and collaborative goals within timeframes
- access and communicate biological understanding using qualitative and quantitative representations
- use science inquiry skills to design, conduct, analyse and communicate investigations into biological systems
- identify how theories and models have developed based on evidence from multiple disciplines and identify the uses and limitations of biological knowledge in a range of contexts
- identify the structure, components and function of cells
- identify how cellular processes and biochemistry are related to the need to exchange matter and energy with a cell's immediate environment
- identify how multicellular organisms reproduce and consist of multiple interdependent, hierarchically organised systems, that enable the exchange of matter and energy with their immediate environment.

## Structure

Biology 2 is a TASC non Pre-tertiary Level 2 course worth 15 points.

This course consists of three 50-hour modules:

- Module 1: Science as a human endeavour and science inquiry
- Module 2: Cell biology
- Module 3: Multicellular organisms and environmental interactions

Biology 2 may adopt a thematic approach, in which at least one theme is chosen as the basis for study of, or to illustrate, relevant aspects of key life sciences areas in the Core. The purpose of this thematic approach is to allow for flexibility and teacher choice dependent on learner interest or particular geographical location, or to assist students' progress on a particular academic or vocational pathway.

Each learner will complete a major investigation that will represent at least 10 hours of design time. This study can be either an individual or a small group task. The topic will be chosen in consultation with the teacher and will be based on any content or inquiry within the Core or the selected theme(s). In addition, each learner will also complete two minor inquiries of 5 hours design time.

## Assessment

Eight criteria are assessed throughout this course. All eight criteria are assessed internally – there is no external examination.

1. Work independently and collaboratively towards goals
2. Access, interpret and communicate biological data and information
3. Undertake biological inquiry to generate and analyse data
4. Describe the local, national and global context for biological science
5. Describe and use concepts of cell structure
6. Describe and use concepts of cell processes
7. Describe and use concepts of multicellular organisms
8. Describe and use biodiversity and ecosystem concepts.

## Biology TASC 3 (*pre-tertiary*)

### Description

This course will suit learners who have successfully completed Biology Level 2 or achieved above standard in Year 10 Science. They will extend their knowledge by exploring applications of biology in society and the processes behind scientific discovery.

In this course learners will:

- use practical inquiry to observe, measure and represent the biological world
- use established theory to interpret data, analyse findings and propose further study
- explore biochemical and cellular systems
- develop an understanding of the basis of genetics and gene regulation
- investigate the genetic basis for evolution by natural selection
- understand how organisms respond to challenges such as temperature and disease
- understand how biological knowledge explains observations over small and large scales.

Learners are assessed on their biological knowledge and skills through a range of tasks culminating in an external examination. The course content and assessment support those considering a tertiary science pathway. Biology Level 3 provides a foundation to prepare learners for a broad range of fields, including all aspects of health, agriculture and marine science.

## Pathways

This course is designed for students who are interested in studying the science related to the living world. Biology Level 3 has a pathway from F-10 Australian curriculum: Science and Biology Level 2.

Biology Level 3 provides useful preparation for further study or careers in areas that include agriculture, botany, zoology, marine science, education, biotechnology, health science, pharmacy, medicine, allied health or veterinary science. It is also suitable for learners wishing to study a science as part of a general education.

Biology level 3 is also complementary to many career pathways in industries that include: advanced manufacturing, Antarctic and Southern Ocean, cultural and tourism industry, defence, education and training, food and agribusiness, as well as forestry and related industries.

## Objectives

On successful completion of this course, learners will be able to:

1. work independently and with others, planning, monitoring and managing their own learning to interpret and solve problems
2. communicate data and information using standard scientific conventions for qualitative and quantitative representation and evaluate their reliability
3. use science inquiry skills to design, conduct, evaluate and communicate investigations into biological systems
4. discuss how theories and models have developed based on evidence from multiple disciplines and identify the uses and limitations of biological knowledge in a range of contexts
5. discuss the biochemistry and mechanisms that are involved in the regulation of cellular processes
6. discuss the mechanisms by which animals use homeostasis to control their internal environment in a changing external environment
7. discuss how animals respond to the presence of pathogens and the ways in which infection, transmission and spread of disease occur
8. discuss the genetic, cellular and evolutionary processes and mechanisms that explain how the diversity of life on Earth has persisted and changed over time.

## Structure

Biology 3 is a TASC Pre-tertiary Level 3 course. This course has a size value of 15. Upon successful completion of this course (i.e., a Preliminary Achievement (PA) award or higher), a learner will gain 15 credit points at Level 3 towards the Participation Standard of the Tasmanian Certificate of Education (TCE).

### This course consists of three 50-hour modules:

Module 1: Science inquiry skills and science as a human endeavour

Module 2: Regulation of cells and systems

Module 3: Continuity and change

Module 1 will be delivered concurrently with modules 2 and 3.

## Assessment

Eight criteria are assessed throughout this course. All eight criteria are assessed internally. Five of these criteria will also be assessed in the external examination.

1. plan, work independently and collaboratively, solve problems and achieve goal
2. analyse and communicate scientific data and information
3. undertake biological inquiry to generate and evaluate data\*



4. analyse the role of biological contexts
5. analyse the processes and mechanisms by which biological systems are regulated\*
6. analyse homeostatic concepts, processes and interrelationships\*
7. analyse concepts, processes and interrelationships as organisms respond to pathogens\*
8. analyse cell division, genetics and evolution to explain biological persistence and diversity\*.

\*denotes criteria that are both internally and externally assessed.

Internal assessment is a combination of formative and summative testing, as well as written scientific reports, homework assignments, case studies, research and responses to current biological issues.

## Chemistry TASC 4 (pre-tertiary)

### Description

Chemistry is the study of materials and substances, and the transformations they undergo through interactions and transfer of energy. Chemists can use an understanding of chemical structures and processes to adapt, control and manipulate systems to meet particular economic, environmental and social needs. This includes addressing the global challenges of climate change and security of water, food and energy supplies, and designing processes to maximise the efficient use of Earth's finite resources.

### Pathways

An understanding of chemistry is relevant to a range of careers, including those in forensic science, environmental science, engineering, medicine, pharmacy, health science and sports science. Additionally, chemistry knowledge is valuable in occupations that rely on an understanding of materials and their interactions, such as art, winemaking, agriculture and food technology. Studying Chemistry will provide a foundation to pursue tertiary studies in science or a related discipline.

It is highly recommended that students studying Chemistry have successfully completed Physical Sciences TASC 3, and, as a minimum, have studied or are currently studying General Mathematics TASC 3 or equivalent.

### Objectives

By the conclusion of this course of study, students will:

- identify principles of chemistry concepts, models and theories, related to electrochemistry, thermochemistry, kinetics and equilibrium, and organic and inorganic matter
- identify ways in which knowledge of chemistry interacts with social, economic, cultural and political considerations in a range of contexts
- use chemistry principles, outlined in the course content, to identify and predict chemical phenomena
- identify the uses and limitations of chemical knowledge in a range of contexts
- analyse and interpret chemical data to draw valid conclusions
- apply logical processes to solve quantitative chemical problems
- have practical skills in the use of scientific techniques and equipment relating to chemistry
- use scientific inquiry skills to develop, perform, interpret and evaluate chemistry experiments and their design
- communicate chemistry understanding using qualitative and quantitative representations in appropriate representations and formats, following accepted conventions and terminology
- have discriminating research skills
- be self-directing; be able to plan their study; persevere to complete tasks and meet deadlines; have cooperative working skills related to the study of Chemistry.

## Structure

Chemistry is a TASC Pre-tertiary TASC 4 course worth 15 points. It has a significant practical focus with approximately one-third of lessons spent working to develop, conduct, interpret and evaluate experiments related to chemistry.

The following is a brief overview of the topics studied, term by term:

TERM 1: Redox chemistry, electrochemical cells, electrolytic cells, and corrosion. Review stoichiometry, and limiting reactant calculations

TERM 2: Inorganic chemistry (structure of the atom, electron configuration, and development of the periodic table), Organic chemistry, Gas Laws

TERM 3: Thermochemistry, kinetics, and equilibrium

TERM 4: Exam Preparation

## Assessment

Eight criteria are assessed throughout this course – all eight are assessed internally and four (marked with an asterisk below) are assessed externally in the end of year examination.

1. Demonstrate personal skills to plan, organise and complete activities
2. Develop, interpret and evaluate chemistry experiments
3. Collect, process and communicate information
4. Demonstrate understanding of the application and impact of chemistry in society
5. Identify and apply fundamental principles and theories of electrochemistry\*
6. Identify and apply principles and theories of thermochemistry, kinetics and equilibrium\*
7. Demonstrate knowledge and understanding of properties and reactions of organic and inorganic matter\*
8. Apply logical processes to solve quantitative chemical problems\*

Internal assessment is a combination of formative and summative testing, as well as written scientific reports, homework assignments, research and responses to current issues.

## Environmental Science TASC 3 (*pre-tertiary*)

### Description

In studying Environmental Science, students develop their investigative, analytical and communication skills. Students apply these skills to their understanding of ecology and environmental issues in order to engage in public debate, solve problems and make evidence-based decisions about contemporary environmental issues in society.

### Pathways

Environmental Science is designed for students on a pathway related to ecology and the environment, science and its applications to sustainable environmental management. Study of this course provides preparation for career areas such as: environmental management; national parks; fisheries; forestry; mining; agriculture; tourism; teaching; journalism; media; ecology; geography; demography; business; economics; politics and law.

The study of Environmental Science may provide a pathway to the study of Biology TASC 3, Geography TASC 3, and Agricultural Systems TASC 3.

## Objectives

By the conclusion of this course of study, students will:

- plan activities, monitor and evaluate progress, use organisational strategies to complete activities and meet deadlines, and contribute to completion of group activities in the context of environmental science and ecology
- safely and competently use practical scientific techniques and equipment to collect data related to environmental science and ecology
- use scientific inquiry to develop, conduct, interpret and evaluate experiments related to environmental science and ecology
- apply discriminating research skills and the principles of academic integrity
- communicate, predict and explain phenomena using qualitative and quantitative representations in appropriate modes and genres, and following accepted conventions and terminology
- explain and discuss the personal, local and global interdependence of issues and responsibilities concerning social equity and environmental values
- apply ecological concepts to describe and discuss processes, explaining how and why ecosystems change over time
- utilise environmental science and ecological concepts, describing humans as an integral part of the biosphere, locally and globally; including their impact
- identify and discuss personal and community values that humans attach to natural resources, alternative uses for natural resources, and the implications of decision making
- analyse, interpret and critically assess environmental issues, utilising legislative and policy tools, to draw socially responsible conclusions
- create positive socially, economically and environmentally sustainable management solutions to issues
- In addition, students may relate learning to their personal futures, including further learning and employment.

## Structure

Environmental Science is a TASC Pre-tertiary TASC 3 course worth 15 points. It has a significant practical focus with approximately one-third of lessons spent working to develop, conduct, interpret and evaluate experiments related to chemistry.

Environmental Science prepares students for tertiary studies that include ecology and ecologically sustainable management. Students will:

- engage with research, experimental work, field trips and analysing data to explore:
- the nature of ecological systems
- how ecosystems change naturally and due to human activity
- how we depend on and impact on ecosystems
- what strategies we use to sustainably manage ecosystems
- experience how all these are interrelated using locally available ecosystems
- use their case study to investigate in detail and apply their knowledge to an ecosystem or issue of their choice.

## Assessment

Eight criteria are assessed throughout this course – all eight are assessed internally and five (marked with an asterisk below) are assessed externally in the end of year examination.

1. Apply personal skills to plan, undertake and complete activities
2. Develop, interpret and analyse experiments and investigations\*
3. Collect, record, process and communicate information

4. Analyse the application and impact of environmental science in society
5. Apply ecological concepts and processes\*
6. Apply concepts and processes of ecosystem change\*
7. Apply concepts relating to human dependence and impact on ecosystems\*
8. Apply principles and processes related to ecologically sustainable management of the environment.\*

## Physical Sciences - Foundation TASC 2

### Description

Physical Sciences - Foundation TASC 2 aims to equip students with skills and knowledge in physical sciences. These can be applied to explain observations of the properties and behaviour of matter and natural phenomena that occur in the real world. In studying this course, learners will also develop skills in scientific thinking and understanding of scientific terminology.

Learners will be exposed to a range of scientific approaches for inquiring into the physical and chemical nature of their world. Content will have a strong practical basis and, where possible, links with the learners' experiences and lives. A variety of approaches can be used to achieve this purpose.

### Pathways

This course is designed for learners who are interested in studying the science related to the physical world. Physical Sciences - Foundation, may be studied as a stand-alone course and is a useful preparation for further study of Physical Sciences TASC 3.

It also provides background and support for vocational programs within training packages, where some scientific knowledge and experience is useful. It may complement or provide pathways to VET programs, traineeships and apprenticeships. It is highly recommended that, as a minimum, learners studying this course have studied, or are concurrently studying a TASC 2 maths course.

### Objectives

By the conclusion of this course of study, students will:

- undertake and complete scientific activities and tasks individually and as a group, including practical tasks
- use practical skills and techniques, safely utilising equipment relating to the physical sciences
- inquire into physical systems by collecting data and finding trends and patterns to draw valid conclusions
- collect, process, organise and communicate physical sciences data and information following accepted conventions
- describe the application and impact of physical sciences on society
- describe and utilise appropriate chemistry concepts to explain chemical structure and properties
- describe and utilise appropriate principles of physics to explain and solve problems associated with physical behaviours and systems
- use chemical and mathematical formulae and equations to describe and interpret chemical data and behaviour
- utilise mathematics, diagrams and symbols to analyse and interpret physical data.

### Structure

Physical Sciences - Foundation is a TASC non-Pre-tertiary TASC 2 course worth 15 points. It has a significant practical focus with approximately one-third of lesson time spent engaged in practical activities, including hands-on experiments and demonstrations.

### Assessment

Eight criteria are assessed throughout this course – all eight are assessed internally – there is no external examination. A combination of formative and summative testing, as well as written scientific reports, research and responses to current issues is assessed throughout the year.

1. Apply skills to organise and complete activities
2. Undertake, interpret and review physical sciences experiments
3. Collect, process and communicate science information
4. Describe the application and impact of physical sciences on society
5. Describe and utilise concepts of chemical structure and properties
6. Describe and utilise physics concepts
7. Describe and interpret chemical behaviour and data related to chemistry
8. Describe and interpret data related to physics

## Physical Sciences TASC 3 (*pre-tertiary*)

### Description

The physical sciences endeavour to explain natural phenomena and properties of matter that occur in the physical world: physics uses models and theories based on physical laws to visualise, explain and predict physical phenomena; whilst chemistry uses an understanding of chemical structures, interactions and energy changes to explain chemical properties and behaviours. In studying Physical Sciences students have the opportunity to explore concepts, models and theories of both physics and chemistry.

### Pathways

The study of Physical Sciences is highly recommended as a foundation course for the study of Physics TASC 4, and Chemistry TASC 4. It is also useful as a foundation to the study of Biology TASC 3. It is also highly recommended that, as a minimum, students studying this course have studied, or are currently studying General Mathematics TASC 2, or equivalent.

### Objectives

By the conclusion of this course of study, students will:

- plan activities, monitoring and evaluating progress while completing activities, meeting deadlines and contributing to completion of group activities in the context of physics and chemistry
- communicate, predict and explain physical science phenomena, using qualitative and quantitative representations in appropriate modes and genres, and following accepted conventions and terminology
- apply discriminating research skills and apply the principles of academic integrity; collecting and recording primary and secondary data from a variety of relevant sources
- utilise practical skills safely, and competently select and use scientific techniques and equipment to collect and organise data related to physics and chemistry
- use scientific inquiry skills to enable them to perform and evaluate experiments relating to physics and chemistry; analysing and interpreting data to draw valid conclusions
- make connections between knowledge of physics and chemistry and ethical, political, cultural, social, economic and scientific considerations in differing contexts
- apply physics and chemistry concepts, models and theories to analyse physical and chemical phenomena
- apply physics and chemistry processes to analyse physical and chemical phenomena.

### Structure

Physical Sciences is a TASC Pre-tertiary TASC 3 course worth 15 points. It has a significant practical focus with approximately one-third of lesson time spent engaged in practical activities, including hands-on experiments and demonstrations.

The following is a brief overview of the topics studied, term by term.

TERM 1: Unit 1 – Chemical Reactions and Stoichiometry, Unit 2(a) – Motion

TERM 2: Unit 2(b) – Force and Newton’s Laws, Unit 3 – Chemical Structure and Properties

TERM 3: Unit 4 – Conservation Laws in Physics including Energy, Momentum and Electrical Circuits, Unit 5 – Nuclear Physics

TERM 4: Exam Preparation

## Assessment

Eight criteria are assessed throughout this course – all eight are assessed internally and five (marked with an asterisk below) are assessed externally in the end of year examination.

A combination of formative and summative testing, as well as written scientific reports, research and responses to current issues is assessed throughout the year.

1. Apply skills to plan, organise, and communicate
2. Undertake, interpret and analyse physical science experiments
3. Analyse the application and impact of physical sciences in society
4. Apply concepts and processes of atomic properties and nuclear reactions\*
5. Apply concepts and processes of motion and force\*
6. Apply concepts and processes of conservation in physics\*
7. Apply concepts and processes of chemical structures and properties\*
8. Apply concepts and processes of chemical reactions and reacting quantities.\*

## Physics TASC 4 (pre-tertiary)

### Description

Physics is a fundamental science that endeavours to explain all the natural phenomena that occur in the universe using the method of experiment and observation and the method of mathematical reasoning. Its power lies in the use of a comparatively small number of assumptions, models, laws and theories to explain a wide range of phenomena, from the incredibly small to the incredibly large. Physics has helped to unlock the mysteries of the universe and provides the foundation of understanding upon which modern technologies and all other sciences are based.

### Pathways

An understanding of Physics TASC 4 is relevant and provides a foundation for a range of careers, including those in: astronomy; biomechanics; engineering; energy creation and management; forensic science; computer game design; meteorology; oceanography; quantum computing; space science; and sport science.

### Objectives

By the conclusion of this course of study, students will:

- identify principles of physics concepts, models and theories, related to Newtonian mechanics including gravitational fields, electromagnetism, wave motion, the wave-particle nature of light, atomic and nuclear physics and models of the nucleus and nuclear
- identify ways in which knowledge of physics interacts with social, economic, cultural and political considerations in a range of contexts
- use physics principles, outlined in the course content, to identify and predict physical phenomena
- identify the uses and limitations of knowledge of physics in a range of contexts
- analyse and interpret physics data to draw valid conclusions and make generalisations
- solve physics problems through quantitative analysis

- have practical skills in the use of scientific techniques and equipment relating to physics
- use scientific inquiry skills to develop, perform, analyse and evaluate physics experiments and their design
- communicate physics understanding using qualitative and quantitative information in appropriate representations and formats, following accepted conventions and terminology
- have discriminating research skills
- be self-directing; be able to plan study; be organised to complete tasks and meet deadlines; have cooperative working skills related to the study of Physics.

## Structure

Physics is a TASC Pre-tertiary TASC 4 course worth 15 points. It has a significant practical focus with approximately one-quarter of lessons spent engaged in practical activities, including hands-on experiments and demonstrations.

The following is a brief overview of the topics studied, term by term.

TERM 1: Unit 1 – Newtonian Mechanics and Gravitational Fields, Unit 2(a) – Electrostatics TERM 2: Unit 2(b) – Electromagnetism, Unit 3 – Wave Motion

TERM 3: Unit 4 – Atomic and Nuclear Physics

TERM 4: Exam Preparation

## Assessment

Eight criteria are assessed throughout this course – all eight are assessed internally and four (marked with an asterisk below) are assessed externally in the end of year examination.

1. Demonstrate personal skills to plan, organise and complete activities
2. Develop, interpret and evaluate physics experiments
3. Collect, process and communicate information
4. Demonstrate understanding of the application and impact of physics in society
5. Identify and apply principles of newtonian mechanics including gravitational fields\*
6. Identify and apply principles and theories of electricity and magnetism\*
7. Identify and apply general principles of wave motion\*
8. Identify and apply principles of the wave-particle nature of light, atomic and nuclear physics and models of the nucleus and nuclear processes\*

A combination of formative and summative testing which may include homework assignments and unit tests, as well as written scientific reports, research and responses to current issues is assessed throughout the year.

# Transdisciplinary Science TASC 2

## Description

Science provides a rational and empirical way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and broader lives. Innovative and critical thinking in the disciplines of science underpins a cohesive understanding of the natural world and the discovery of new ways of doing and thinking. Science is continually refining and expanding knowledge and stimulating new questions for future investigation.

Transdisciplinary Science Level 2 provides a powerful platform for learners to develop their capabilities, in particular, to think creatively, work collaboratively, be innovative and prepare for Level 3 science courses. In practice, most modern and applied science flows between scientific disciplines and is transdisciplinary by nature.



## Pathways

Transdisciplinary Science Level 2 has a clear pathway from Australian Curriculum Science F-10 and other TASC Science courses as well as some TASC HASS, HPE, Technologies and Mathematics courses.

Transdisciplinary Science Level 2 has a clear pathway to a range of TASC and vocational pathways such as all Level 3 TASC Science courses and some TASC HASS, HPE, Technologies and Mathematics courses, as well as Allied Health, Electrotechnology and Recreation pathways.

## Objectives

By the conclusion of this course of study, students will:

- collaborate with others and monitor, reflect on and manage their learning within a scientific inquiry
- plan, collect and analyse data within a specific application of science to inquire into a system
- apply concepts and processes from selected scientific theories and models to inquire into a system
- communicate data and information using standard scientific conventions for qualitative and quantitative representation and comment on its reliability
- explain the context of their inquiry locally, nationally and globally and relationships between technology, science and the broader community for a particular scientific application
- apply information they have researched to implement processes and trial methodologies while inquiring into a system
- modify and finalise experimental design for an inquiry as they collect and analyse data, undertake further research, and monitor their progress
- use science inquiry skills to assess and represent the key data and findings from an extended inquiry into systems and make recommendations for further study.

## Structure

Transdisciplinary Science 2 is a TASC non Pre-tertiary Level 2 course worth 15 points.

This course consists of three 50-hour modules.

- Module 1: Research, trial and plan
- Module 2: Conduct, monitor and refine
- Module 3: Review, represent and recommend

## Assessment

Eight criteria are assessed throughout this course. All eight criteria are assessed internally – there is no external examination.

The assessment for Transdisciplinary Science Level 2 will be based on the degree to which the learner can:

1. Work independently and collaboratively to achieve goals
2. Collect and analyse data within a scientific inquiry
3. Apply concepts and processes from scientific models and theories
4. Communicate scientific data and information
5. Apply the local, national, and global contexts within a scientific inquiry
6. Research, trial and refine within the process of an inquiry
7. Apply, modify and finalise experimental design within an inquiry
8. Analyse and represent a scientific inquiry to make valid conclusions.

# Transdisciplinary Science TASC 3 *(pre-tertiary)*

## Description

Transdisciplinary Science Level 3 enables learners to discover applications of science that are significant in the Tasmanian context. They apply scientific skills and knowledge to independently investigate an individual inquiry question of personal interest, guided by the provider, in response to the world around them.

Learners design, plan and conduct scientific investigations drawing on multiple scientific disciplines. They use accepted scientific processes and practices to communicate their findings, including a scientific paper and poster presentation.

Learners develop skills in collaboration, critical thinking, observation and synthesis relevant to both technical and academic careers and further study. Through this process they will be prepared for an increasingly broad range of contemporary tertiary pathways.

## Pathways

- Transdisciplinary Science Level 3 builds on Australian Curriculum: Science F 10, other TASC accredited Science courses and is a potential pathway from TASC accredited HASS, HPE, Technologies and Mathematics courses.
- Transdisciplinary Science Level 3 may be undertaken the year after completing Transdisciplinary Science Level 2 or through another pathway.
- Transdisciplinary Science Level 3 provides a clear pathway to other science courses at levels 3 and 4, in addition to a range of other senior secondary courses and a wide range of tertiary and vocational learning.

## Objectives

By the conclusion of this course of study, students will:

- collaborate with others and monitor, critically analyse and manage their own learning within a scientific inquiry
- design and conduct ethical and safe collection and analysis of data within a specific application of science to inquire into a system
- analyse and discuss concepts and processes from scientific theories and models to inquire into a system
- communicate data and information using standard scientific conventions for qualitative and quantitative representation, and evaluate their reliability
- apply the context of their inquiry locally, nationally and globally and explore relationships between technology, science and the broader community for a particular scientific application
- analyse information they have researched to implement and adapt processes and trial methodologies while inquiring into a system
- analyse, refine and finalise experimental design for an inquiry as they collect and analyse data, undertake further research and monitor progress, underpinned by an iterative approach
- collate and analyse the key data and findings from an extended scientific inquiry and make recommendations for further study.

## Structure

Transdisciplinary Science 3 is a TASC Pre-tertiary TASC 3 course worth 15 points.

This course consists of three 50-hour modules.

- Module 1: Research, trial and plan
- Module 2: Conduct, monitor and refine
- Module 3: Review, represent and recommend

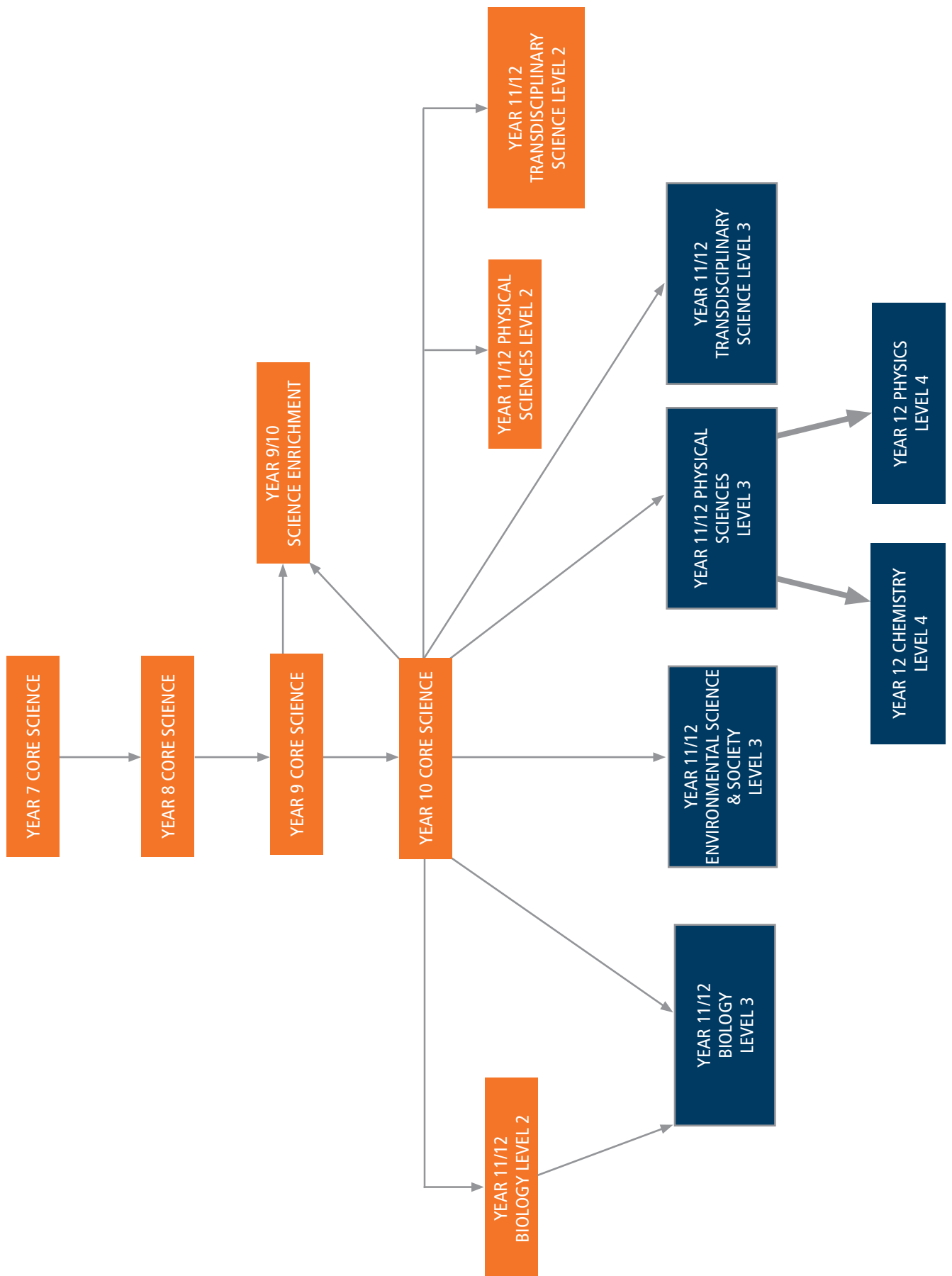
## Assessment

TASC will supervise the external assessment of designated criteria which will be indicated by an asterisk (\*). The ratings obtained from the external assessments will be used in addition to internal ratings from the school to determine the final award.

The assessment for Transdisciplinary Science Level 3 will be based on the degree to which the learner can:

1. Work independently and collaboratively to set and achieve goals
2. Collect, analyse and evaluate data within a scientific inquiry
3. Analyse concepts, processes and interrelationships between scientific models and theories\*
4. Analyse and communicate scientific data and information\*
5. Analyse interrelationships between local, national and global contexts within a scientific inquiry\*
6. Research, trial, analyse and refine within the process of an inquiry
7. Analyse and adapt experimental design within an inquiry\*
8. Analyse and synthesise scientific inquiry to make valid conclusions\*

# Science Flow Chart Years 7 to 12





# Technologies

## Agricultural Enterprise TASC 2

### Description

This area of study provides a broad overview of the food and agribusiness industry. The Tasmanian Food and Agribusiness sector covers operations that include dairy, viticulture, aquaculture, fruit, vegetables, animal production, fibre production and horticulture. In this course learners will develop skills, knowledge and understanding in key areas of Science, Technology, Engineering and Mathematics (STEM). Learners engage in a small-scale enterprise in an area of production that is suited to their learning context. Learners develop an awareness of agricultural systems and the importance of sustainable agricultural practice. This course covers content areas that include Environmental Systems: Managed and Natural, Animal Production, Plant Production and Enterprise.

### Pathways

Agricultural Enterprise Level 2 provides a foundation for Agricultural Systems Level 3 and may be used as a pathway to, or studied alongside, vocational education and training (VET) programs in Aquaculture, Horticulture, Conservation and Land Management, Agriculture and Animal Studies. Agricultural Enterprise Level 2 develops learner understandings established through the Food and Fibre Production context of the Australian Curriculum: Technologies (P-10).

### Objectives

On successful completion of this course, learners will be able to:

#### SCIENCE

- describe biological and physical resources required for food and fibre production
- apply scientific principles and processes that support food and fibre production.

#### TECHNOLOGY

- describe factors that influence agricultural production systems
- use technology to undertake agricultural operations.

#### ENGINEERING

- describe engineering principles in water, mechanical and electrical systems in managed agricultural production settings
- apply agricultural production systems in a small farm enterprise setting.

## MATHEMATICS

- locate and interpret data to inform agricultural decisions
- manage essential financial information required for a small farm enterprise.

## Structure

Agricultural Enterprise Level 2 is divided into three (3) compulsory units of study:

Unit 1: Managed and Natural Systems (30 hours)

- Natural Systems
- Basic Anatomy and Morphology
- Farm Management (there are many different types of farms)
- Engineering Principles and Systems in Farm Operations
- Applications of Engineering Principles and Systems Used in Food and Fibre Production

Unit 2: Plant and/or Animal Production (60 hours)

- Plant production systems
- Management and genetics in plant production
- Plants, climate and resource interaction
- Animal production systems
- Management and genetics in animal production
- Animals, climate and resource interaction
- Microbes, invertebrates and pests
- Production systems

Unit 3: Agricultural Enterprise (60 hours)

- The farm as a production unit
- Farm management
- Marketing and agribusiness

## Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate end-point of study. Although assessment – as part of the learning program – is continuous, much of it is formative, and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course. Therefore, assessment for summative reporting to TASC will focus on what both teacher and learner understand to reflect end-point achievement.

# Agricultural Systems TASC 3 *(pre-tertiary)*

## Description

This subject offers students the opportunity to explore the food we eat and the fibre we wear. Through an integrated Science, Technologies, Engineering and Mathematics (STEM) inquiry and learning, students will develop an understanding of and the essential aspects of agriculture. The course is designed to increase student understanding and capabilities in a continuum from the farm level through to international markets in which commodities are traded. Because it includes the study of a farm and an agricultural product of particular interest to the student, the relevance of the course is greatly enhanced. It has the facility to challenge students academically as well as providing them with a wide range of practical skills and an awareness of technologies associated with agriculture. Designing and developing an engineering solution to a agricultural problem will be a significant part of your studies.

The theory component of this course is underpinned by experiential learning opportunities, making connections through guest speakers, field trips and a variety of agri-businesses.

Areas of study

- Systems Thinking strategies
- The farm as an ecosystem
- Plant Production Systems
- Animal Production Systems
- Agricultural Engineering & Technologies
- Agricultural Business Principles

## Assessment

The external assessment for this course will comprise of a folio inclusive of a self-directed Agri-business Case Study (2000–3000 words) and a major Engineering Solution project.

## Previous Experience

Agricultural Enterprise Tasc 2 would be beneficial, but not a prerequisite.

## Future Pathways

Agricultural Systems Level 3 can be a pathway to vocational education and training (VET) programs and tertiary studies in Aquaculture, Horticulture, Conservation and Land Management, Agriculture and Animal Studies such as Veterinary Science.

# Computer Graphics and Design - Foundation TASC 2

## Description

Computer Graphics and Design - Foundation provides an introduction to the use of the design process and principles to create digital solutions. Design principles and processes must underpin the development of digitally created outcomes and solutions. Design solutions must be arrived at using a variety of expressive techniques including written, hand drawn and digital means.

In addition to design project work undertaken by learners, there will be a focus on the formal delivery of the design component in relation to principles and process (for example via structured practical lessons and tutorials) in conjunction with digital content areas. Design projects will focus on implementing the digital skills developed through this course, and will gradually develop learners' understanding and skills to work more independently.

## Pathways

On successful completion of this course, students will have attained the knowledge and skills to progress to Computer Graphics & Design TASC 3, Object Design TASC 3 and/or entry level Vocational Education and Training pathways in the areas such as: engineering; architecture; computing; visual arts; and design.

## Structure

Students will be provided with the opportunity to:

- engage in digital technology-based processes and production in a practical way using design and computational thinking
- create, design, and produce digitally based technological solutions
- use a range of appropriate computer graphic and associated technologies to explore and engage with real and imagined problems that will provide a pathway for future learning and employment.



This course consists of five compulsory units:

### UNIT 1 - DESIGN FOUNDATION 30 HOURS

#### Unit Outline

Design underpins all computer graphics applications. In this Unit learners develop an understanding of design processes and how this is applied to develop design proposals and solutions. The importance of working to a design brief and the role of a client within this process is pivotal. Learners will develop visual communication skills to communicate their ideas and understandings through the process of design development and the presentation of a final product.

### UNIT 2 - DIGITAL IMAGING 30 HOURS

#### Key Knowledge and skills

This content area involves learning the processes and systems of raster and vector based graphics to develop functional design solutions. It incorporates understanding of:

- different file types
- systems and tools

These are used to produce 2D graphics for particular functional design contexts.

### UNIT 3 - 3D MODELLING 30 HOURS

#### Key Knowledge and skills

This content area involves learning the foundation processes and systems of 3D modelling to develop design solutions.

It incorporates techniques such as:

- polygon
- spline and
- digital sculpting.

These techniques are used to produce solid or shell based modelling solutions.

### UNIT 4 - ANIMATION 30 HOURS

#### Key Knowledge and skills

This content area involves building and understanding of animation to develop design solutions.

It incorporates the processes and systems required to generate animation including techniques such as:

- keyframing
- tweening

This will also incorporate the addition of narrative and sound recording.

### UNIT 5 - COMPUTER GRAPHICS AND DIGITAL ELECTIVE TOPIC 30 HOURS (ONE MUST BE SELECTED)

#### Key Knowledge and skills

Select one topic from the electives below:

#### EITHER

##### 1. Interactive design

This content area involves learners developing an understanding of interactive design technologies and how this can inform the design of preferred future options. There is a focus on embedded and wearable technologies. Learners will develop their own design concepts for future interactive design.

#### OR

##### 2. Solid modelling

This content area involves understanding key components of systems involved in both CAD and CAM for digital based fabrications.

Learners will work with digital modelling. They will look at the place of modelling for purpose and co-customisation.

OR

### 3. Video and Motion Graphics

Learners will use tools to capture and share video using mobile devices and editing software. This will include the use of simple 3D content and include the production of video and motion graphics. Mobile platforms such as Photoshop Express, Adobe Spark and YouTube can be used.

OR

### 4. Asset development

This content area focuses on the role of assets within computer graphics. Learner will acquire, transform and customise assets designed by others, and design their own for specific purposes.

## Computer Graphics and Design TASC 3 (*pre-tertiary*)

### Description

Learners develop the ability to use, manage, assess and understand the implications and applications and consequences of digital design technologies on individuals, society and the environment. Project management skills are an important part of this course, fostering learners as creative, critical and reflective thinkers. Learners develop insights in to how design is culturally, socially and ethically constructed with an environmentally sustainable approach.

Computer Graphics and Design – provides students with open-ended design briefs and looks at how the design process works to create digital solutions. It is an exciting, in-depth course that encompasses 2D and 3D design processes as well as CAD and 3D fabrication.

### Pathways

Computer Graphics and Design TASC 3, develops learners' capacity to solve complex design problems and effectively use project management skills to collaborate and meet deadlines. Such skills are essential in existing and future work environments and are particularly relevant for learners seeking careers in architecture, engineering, art or design-based industries.

### Structure

#### UNIT 1 - DESIGN EXTENSION (30 HOURS)

Design underpins all computer graphics applications. This Unit builds on learners' understanding of the design process and the implementation of the design process to create solutions to meet the requirements of a brief. Learners will develop skills to research and develop their own design briefs from authentic scenarios.

Learners will gain an understanding of a broad range of factors which impact on design from a local, national and global perspective. Learners develop insights into how design is culturally, socially and ethically constructed with an environmentally sustainable approach. Consideration is given to influences by social and cultural factors, and past and contemporary practices when proposing design solutions.

Learners will analyse and select communication strategies to undertake the design process and communicate their ideas and understandings through the process of design development, analysis of iterations and the presentation of a final product. Project management techniques and processes will be analysed and applied to manage design projects.

#### UNIT 2 - DESIGN STUDIOS (70 HOURS)

This Unit is the content basis for working within a field of design.

Learners must study the core design studio and at least two of the elective design studios. One, or a combination of these studio areas studied, must form the basis of the extended project in Unit 3.

Core design studio (20 hours)

3D Modeling

This content area builds on the foundation processes and systems of polygon, spline and digital sculpting 3D modelling methods to enable learners to produce complex models across a range of design contexts.

For example, the ability to take a base object and develop complex geometry using polygon editing methods.

- Elective design studios (25 hours each, select two)

#### Interactive Design

- Solid Modelling and 3D Digital Fabrication
- Video and Motion Graphics
- Animation
- Asset development, game design and production

#### UNIT 3 - EXTENDED PROJECT (50 HOURS)

Using computer generated graphics, or digital content, in the field of design, each learner will undertake an extended design project.

#### Assessment

- This course is assessed through practical tasks and has 1 written exam.
- Assessment is delivered throughout the design process and is broken into design stages.
- Design research, concept design, design production and design analysis/reflection.
- Students are marked at each stage of the design process and are provided feedback and rubrics to assist in their learning.
- There is one exam which looks to assess design theory and is administered at the end of the course.

## Computer Science TASC 3 (*pre-tertiary*)

### Description

Computer Science involves the study of the storage, transformation and transfer of information. It includes both the theoretical study of algorithms and the practical problems involved in implementing them using the currently available technology.

Computer Science can be considered a starting point for students to continue further education and study in ICT or engineering as well as a preparation for students in a vast range of careers that require efficient and effective use of ICT.

### Objectives

Predicted ICT skills shortages, both within Australia and globally, point to the need for highly qualified professionals who have followed a computing career path and have skills far beyond ICT literacy. In addition, ICT is seen as a major driver of economic growth and productivity through its capacity to enhance efficiency and innovation.

### Pathways

It is expected that students participating in this course would have well developed ICT, numeracy and literacy skills. Experience in problem solving, including logical and critical thinking, would be advantageous.

It is envisaged that most students wishing to pursue a computing career would use this as a starting point to study a degree at University, or VET Certificate IV, or Diploma, including combined Diploma/Degree courses. These courses may focus on multimedia and the internet, artificial intelligence, mobile and ubiquitous computing, systems and networks, computer security, distributed systems, software engineering or programming languages. Students entering the workforce should expect to undergo further education and training.

Students wishing to pursue careers in telecommunications or engineering will benefit from the problem solving skills and technical understanding developed in this course. Students may also choose to pursue a range of industry qualifications on completion of this course.

## Structure

### Problem solving and programming (70 hours)

Algorithms and programming solutions to a variety of problems are designed and expressed in a variety of forms. Students will develop skills in understanding the problem, exploring problem solving strategies, design and creation of a solution. Algorithms that require mathematical solutions, such as those involving summation and searching, are investigated.

A fundamental understanding of the software development cycle (design, code, test, evaluate and refine) is required. Practical activities need to provide experience for students in all stages of this cycle and to develop an understanding of the importance of analysis and design before beginning to code. Programs should adhere to established programming styles and be fully documented.

### Computer Fundamentals and Computer Limitations (40 hours)

In order to come to an understanding of the limitations and possibilities for the use of computer technology into the future, students need to understand computer architectures, and the role of the operating system.

Areas to be covered:

- binary number system for whole number and fraction and conversions to decimal and hexadecimal
- basic binary arithmetic (addition only)
- Twos complement representation and arithmetic (addition and subtraction only)
- representation of primitive data types (integer, char, boolean, float)
- representation of non-numeric data using hexadecimal where appropriate (e.g. characters, colours, instructions)
- implications of representation of floating point numbers for accuracy of calculations
- representation of arrays as well as sound and picture files
- Boolean operators (AND, OR, NOT)
- logic gates, basic computer circuits and the flip-flop
- using truth tables, karnaugh maps and simplifications using the specified list of logic laws to design logic circuits
- computer architecture – the fundamental components of a computer in the von Neumann architecture
- machine code and its relationship to high level languages such as Java
- the machine cycle required to add two numbers (fetch, decode, execute)
- operating systems and the role of the JVM.
- newer technologies and their relationship to basic computer architecture, such as multi core technology, and parallel computing.
- Social / ethical issues and Professional Responsibility (10 hours)
- Computer professionals have specialised knowledge and often have positions with authority. For this reason, they may have a significant impact on society, including many of the things that people value. Along with such power comes the duty to exercise that power responsibly.

Areas to be covered:

- career pathways, skills and education required
- the role of professional associations and codes of ethics
- responsibilities of the computing professional in the workplace
- responsibilities of those in positions of authority
- examples and consequences of technological errors, such as software bugs.

### Computing Option (30 hours)

The skills gained in computer science are used to explore an area of interest in more depth. The option chosen must enable students

to demonstrate problem solving skills, research, and technical communication skills. In addition, students must adhere to ethical and professional standards as they are prescribed in the course. The option product will be used to assess criteria 8, 9 and 1 or 6, along with at least one other criterion.

## Design and Production (Metal) TASC 2

### Description

This subject is based on the process of designing, making and appraising. Through working with metals you will be involved in a variety of practical problem solving situations that lead to the development of skills, techniques and processes. All work is individually designed.

### Pathways

Mechanical Engineering, apprenticeships, sculpture/art courses, manufacturing, construction.

### Structure

Design techniques

Fitting and machining techniques

Design process

Processes and application to individual work

Create innovative and original solutions

Appraising style and technique

Welding and fabricating

Develop a knowledge of materials

### Assessment

Assessment is based on project work, evidence of the application of the design process in a folio and a negotiated research topic.

## Design and Production (Wood) TASC 2

### Description

This subject is based on the process of designing, making and appraising. Through working with timber, metals, stone and glass, you will be involved in a variety of practical problem solving situations that lead to the development of skills techniques and processes. All work is individually designed.

### Pathways

School of fine furniture, university art school, apprenticeships in building and construction, cabinet makers and personal enjoyment.

### Structure

Design techniques

Design process

Strengths and joining techniques

Finishes

Processes and application to individual work

Study of designer maker's technique and style

Create innovative and original solutions

Develop a knowledge of materials

Appraising style and technique of contemporary design makers

## Assessment

Assessment is based on project work, evidence of the application of the design process in a folio, and a negotiated research topic.

# Food, Cooking & Nutrition TASC 2

## Description

Food, Cooking and Nutrition enables students to learn about, prepare and consume healthy foods, thereby providing a foundation for informed decision-making and improving dietary habits. Food education enables learners to develop an understanding of basic nutrition, and the skills and knowledge to select appropriate foods and cooking methods to create meals. This empowers learners to make responsible, healthy, sustainable food choices for life.

This course provides learners with an opportunity to develop knowledge of food and food preparation skills within a domestic context. Learners will apply safe food handling practices and food safety hygiene procedures as they work individually and in a team to prepare key foods for a range of contexts. They will learn about the nutritional, sensory and functional properties of foods and prepare healthy meals. Learners will consider cultural and environmental aspects of food in Australia, including indigenous food, and from around the world.

Work requirements - PRACTICAL AND THEORETICAL REQUIREMENTS

Learners will be involved in implementing practical food preparation processes at least 50% of the allocated time. This may include the set-up, preparation and cooking, presentation and consumption of food.

To successfully complete the practical and theoretical components of this course, learners must submit a folio of work for internal assessment including.

Food, Cooking and Nutrition TASC 2 aims to build practical skills in the planning, preparation and assessment of food, including the principles and practices that ensure safe preparation of food within a domestic context. Learners develop the capacity to be discerning consumers and to select and prepare foods to meet individual and family nutritional needs. Learners will also develop an awareness of a range of factors which affect individuals' food choices.

## Pathways

This course provides a pathway to Food and Nutrition TASC 3, as well as being a pathway from Food and Cooking Essentials TASC 1. Learners may study Food, Cooking and Nutrition TASC 2 alongside the Food and Hospitality Enterprise TASC 2 course. It has been designed to give students life skills including an understanding of current environmental issues related to Australian Food. It supports students working towards allied health, sports, community, hospitality and education focused career paths.

## Objectives

On successful completion of this course, learners will be able to:

- explain and apply safe, and hygienic work practices when handling and storing food
- appraise the nutritional, physical, sensory and functional properties of key foods
- design, make and evaluate recipes and menus for a range of contexts
- prepare food, working both individually and collaboratively
- describe how environmental, cultural, economic and nutritional factors can relate to food choice.

## Structure

Units of work - Food Cooking and Nutrition

Term 1 - Keeping Food Safe

In this Unit learners will use equipment and techniques appropriately, and apply principles of safe and hygienic food handling. They will develop organisational and technical skills in relation to the preparation, cooking and presentation of food in a range of practical activities.

Term 1 - Nutrients, Energy and Health

This unit enables learners to understand, prepare and experience healthy foods, which can contribute to improving dietary habits. Learners develop an awareness of links between food and health, this includes a recognition of food allergies and intolerances and the role they play in diet and health.

Term 2 - Key Words

This Unit focuses on the key food groups (listed below), understanding their properties and roles during food preparation and processing. Learners must taste a variety of different foods during this unit. Subject to consideration of learners' dietary needs and preferences, especially on the basis of allergy, intolerance or religious, cultural and ethical factors.

Term 2 and 3 - Nutrients, Energy and Health

This unit enables learners to understand, prepare and experience healthy foods, which can contribute to improving dietary habits. Learners develop an awareness of links between food and health, this includes a recognition of food allergies and intolerances and the role they play in diet and health.

Term 3 and 4 - Contemporary Food Applications

In this Unit learners will be guided to plan, conduct and communicate an investigation. This unit focusses on developing investigation skills to consider contemporary food applications. Learners are to explore an area of interest that relates to food within a contemporary situation, and to plan and complete at least two practical sessions in relation to this.

## Assessment

The assessment for Food Cooking and Nutrition TASC 2 will be based on the degree to which the learner can:

1. Collect and categorise information
2. Communicate ideas and information
3. Use organisational and time management skills
4. Apply safe practices and food hygiene procedures
5. Use food preparation skills
6. Identify key properties of foods
7. Apply nutritional principles
8. Investigate and address food-related choices.

## Food & Nutrition TASC 3 (pre-tertiary)

### Description

Food and Nutrition provides a broad study of food issues which have ongoing relevance to individuals and community health and wellbeing.

The knowledge, skills and attitudes gained during the course will have applications in, and benefits for, academic, vocational and general life experiences. Students will learn to analyse and draw evidence-based conclusions in response to nutrition and food information, food advertising and current dietary trends.



Learners develop their understanding of nutrition and dietary analysis to enable them to analyse and modify diets according to Nutrient Reference Values (NRVs) and Food Selection Models. Major macronutrients of carbohydrates, fats and proteins; energy use by the human body; and control of energy balance are studied along with the importance of micronutrients, non-nutrients and water balance. Major nutrition-related chronic conditions that affect the health of many Australians are studied including, obesity, cardiovascular disease, type-2 diabetes and some micronutrient deficiencies.

Learners will analyse influences on food choice and the effects on dietary behaviour, and health. Nutrition promotion, including designing, planning and evaluating nutrition promotion programs, in a variety of settings (e.g. children and families, workplaces and food labelling), will assist learners to understand factors that drive consumers to eat certain foods.

Food issues related to nutrition and the market place will be raised, investigated and debated. Learners will critically inquire into the environmental impacts of current food production and distribution practices. This knowledge will enable learners to make informed responses to changes in the production to consumption continuum and exert an influence on future developments in the food industry as educated citizens and in their future careers.

## Pathways

Food and allied health sectors represent a robust and expanding sector of the local, national and global employment markets. This course connects with work, vocational education and training, and university pathways in this sector.

## Objectives

Food is fundamental to our lives, and food choices impact directly on the wellbeing of individuals, as well as that of our families and communities. Globally, many people do not have access to a secure or nutritionally adequate food supply, yet those that do often make poor food choices in regard to health.

Food and Nutrition learners analyse nutritional requirements for individuals and groups and explore influences on food choices. The course responds to global and community concerns about increasing levels of diet-related conditions by providing students with the knowledge and skills to make informed choices. Food and Nutrition TASC 3 aims to build learners' knowledge and understanding of nutrition and the impact this can have on health. Learners will develop skills and knowledge enabling them to consider local and global contexts with regard to food security and ecological sustainability of our food supply.

On successful completion of this course, learners will be able to:

- apply an understanding of nutrition, food and health to analyse and modify diets, menus and recipes
- analyse the influences and interrelationships between factors affecting food choices of individuals and groups
- use knowledge of food to analyse the nutritional and aesthetic qualities of food and food products
- analyse information and data regarding food related issues
- analyse the impact of current and emerging food production, processing and marketing techniques on the environment, current and future food supply and health
- locate and critically analyse food and nutrition related information
- design and evaluate nutrition promotion strategies
- work individually and as a member of a team to manage and organise resources to complete tasks within agreed timeframes
- communicate ideas and information in a range of appropriate formats.

## Structure

Term 1 - Nutrition and Diet Related Disease

Term 2 - Dietary and Data Analysis and Food Sociology

Term 3 - Health Promotion and Food Issues

Term 4 - Exam Preparation

## Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate end-point of study. Although assessment – as part of the learning program – is continuous, much of it is formative, and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course.

## Criteria

The assessment for Food and Nutrition TASC 3 will be based on the degree to which the learner can:

1. Research and analyse information from a variety of sources
2. Communicate ideas and information in a variety of forms\*
3. Plan, organise and complete activities both independently and collaboratively
4. Describe the relationship between nutrition, food and health\*
5. Analyse diets using nutrient reference values and recognised food selection tools\*
6. Analyse factors affecting food choice \*
7. Apply principles of nutrition and food choice to health promotion
8. Identify and analyse food related issues\*

\* = denotes criteria that are both internally and externally assessed

## Housing and Design TASC 3 (pre-tertiary)

### Description

Housing and Design develops students' knowledge, skills and capabilities to respond to design problems relating to indoor and outdoor living spaces. Emphasis is placed on developing the architectural design skills of imagining, representing and testing design ideas, and application of research strategies to support this progress. Students will consider environmental, aesthetic, functional, social, technological and ergonomic influences and impacts within a range of housing and design projects.

### Pathways

This course is a pathway for students intending to proceed to further studies in Environmental Design and Architecture, Interior Design, Building Design or Urban Planning. It is also relevant for students pursuing pathways in Design Teaching, Landscape Design, Furniture Design or Social Work.

### Objectives

Housing and Design has strong links with the Science, Technologies and Arts learning areas. It complements senior secondary courses in art, graphics (including computer graphics) and environmental science, depending on students' pathways.

### Structure

The course will develop design and generic capabilities through housing and interior design briefs. These will contain challenges and constraints through the application of design principles and information, including:

- Architectural design principles
- Environmentally sustainable practices
- Information about needs, precedents and influences.

### Assessment

Students will develop knowledge and skills by undertaking a range of briefs which provide a foundation for completing an externally assessed individual design folio on a topic of their choice.

## Information Systems and Digital Technologies TASC 3 (pre-tertiary)

### Description

This course empowers the learner in the competent use and understanding of information systems and digital technologies, through practical experiences. Real world scenarios provide the platform to explore current and emerging digital technologies including hardware and software applications.

At the core of the course is the appreciation of the development of information systems at several levels; from the global view where the intent, extent and implications are explored, to the implementation level where precision, and accuracy of detail is encouraged. Information Systems and Digital Technologies embodies the significance and impact of information systems in today's world of business and everyday life. As such, it provides crucial value adding to most other courses of study and subjects in Post Year 10 education and training.

### Pathways

Students in an extensive range of disciplines would benefit from undertaking this course. It provides value added learning and understanding to students with a wide range of future pathways including tertiary and vocational. Examples of possible future areas of study include, but are not limited to: Information Technology; Business; Health; Law; Commerce; Engineering; Education; Arts; and Sciences.

Complementary studies in year 11 and 12 include subjects such as: Computer Science; Accounting; Business Studies; Economics; Legal Studies; English, Mathematics; and Science. In Vocational Education and Training this can include: VET Certificate I/II/III in Information Technology; Certificate II in Business; and Certificate I/II in Tourism; subjects.

### Objectives

This course is designed to provide a theoretical and practical understanding of how information is processed and managed in a complex data driven world. Students develop a broad understanding of project management and related product development tools as well as knowledge of the wider information systems context: social, economic and legal.

Successful completion of this course enables students to have a deeper understanding of the processes and structures revolving around information systems and their relevance and importance in today's society.

The course is divided into six sections.

9. Describing Information Systems
10. Project Management (including the Project Lifecycle)
11. Systems Development Lifecycle
12. Social, Ethical and Legal Issues of Information Systems
13. Design Develop and use the Tools of an Information System
14. Applied IS Case Study (Major Project)

## Technical Graphics TASC 2

### Description

This subject develops your understanding of computer graphics processes, concepts and skills. You use design principles and a wide range of applications to prepare high quality graphic presentations and develop an understanding of the use of computer graphics and design across a range of industries. An emphasis on learning the 'tools' is a significant part of this subject. No previous experience is required but a background in computers would be useful.

## Pathways

Technical Graphics TASC 3.

## Structure

- Computer Graphics and the design process
- Computer hardware and software systems
- 3D modeling solutions
- 2D graphic solutions
- Animation
- Multimedia for presentation
- Management of resources and projects
- Major study

## Assessment

The areas of study are assessed by practical and theory tasks that include design briefs and research assignments. On occasions you work as a member of a team. The midyear examination is a practical examination.

# Technical Graphics TASC 3 *(pre-tertiary)*

## Description

This subject extends and applies your understanding of computer graphic processes, concepts and skills. You use design principles and practice to freely explore diverse applications, prepare high quality graphic presentations conforming to contemporary industry practice and develop an understanding of the use of computer graphics and design across a diverse range of industries, and its application to solving problems likely to be faced by industry.

It is expected that you have demonstrated progress towards the achievement of key competencies such as use of technology, solve problems, collect, analyse and organise information, and plan, organise and undertake activities.

## Pathways

If you wish to do further study in any of the 'design' based fields, you will benefit from completing this subject. Past students have moved into many areas such as industrial/ product design, maritime engineering and architecture. If you are planning to go into the workplace you will be well grounded in computer hardware and software systems and the principles and practice associated with the production of computer graphics in a design context.

## Structure

- Computer Graphics and the design process
- Computer hardware and software systems
- 3D modeling solutions
- 2D graphic solutions
- Animation

- Multimedia for presentation
- Management of resources and projects

## Assessment

Assessment is by set tasks that include design briefs and research assignments. On occasions you work as a member of a team. There are two externally assessed components - a personal portfolio and a written 3 hour examination.

## UTAS Object Design

Information for this subject is available on the UTAS website.



## Vocational Education & Training (VET)

What are the benefits of the VET Certificates?

Receive industry recognition as well as TCE credit for your studies.

Begin your occupational training while still at school.

Increase your personal range of work skills and use them outside the classroom.

Follow clearly defined pathways to higher qualifications and/or worthwhile and rewarding careers.

Get what you need – skills that give you an edge when you apply for a job or not.

Gain confidence, maturity and improve your social skills – the very attributes every employer is looking for.

The following courses *may* be offered at Hutchins in 2025 (depending on demand). Please consult their handbook for further information:

- Certificate III in Aviation (Remote Pilot)
- Certificate II in Workplace Skills
- Certificate I In Construction - Construction Industry Skill Set
- Certificate I In Hospitality (Cookery)
- Certificate II In Hospitality/Tourism
- Certificate II In Engineering Pathways
- Certificate II In Marine Operations (Coxswain Grade 1 Near Coastal)
- Certificate II In Plumbing (Pre-Apprenticeship)
- Certificate III In Fitness
- Certificate III In Technical Production
- Pathways to Work Tasc 1
- Study And Work Pathways Support Program School-Based Apprenticeship And Traineeship

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