FAHAN SCHOOL

LIGHT COME VISIT ME

2026 Years 11–12 Handbook

Contents

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.

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.

Welcome to Years 11 and 12 at Fahan School

What should you do now?

Read this booklet very carefully. At 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 their subjects online shortly after this evening.

Then what happens?

At Fahan (and Hutchins) 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 Summers
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

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 studied 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 on all subjects of 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 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.

Senior Secondary Education in Tasmania

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, TAS-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 that 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 courses 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 issued 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

Cooperating Schools Agreement with The Hutchins School

The extensive selection of subjects detailed in this course handbook is made possible through a Cooperating Schools agreement between Fahan School and The Hutchins School.

Both schools maintain regular communication to exchange information, coordinate subject offerings, and effectively manage timetable arrangements. Should you have any inquiries about this collaborative partnership, please contact Chris Summers.

A subject will not run if enrolments are insufficient and placements cannot be offered if a class reaches maximum capacity. Fahan students who cannot undertake a subject at Fahan School may enrol in that subject at The Hutchins School without incurring additional tuition fees. Students are limited to undertaking a maximum of two subjects at The Hutchins School each academic year.

Clear and transparent processes exist between the two schools to manage attendance, assessment, and reporting.

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 over Years 11 and 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.

University Entry

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 is 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 formally 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 a 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.

University Entry

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 the 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 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

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).

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 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).

Academic Integrity

All students are expected to observe the highest standards of honesty and integrity in the work they submit for assessment: this is called academic integrity. Actions that are a breach of academic integrity are listed in TASC's Academic Integrity Policy.

Students can't use other people's information, images, ideas or words in their work, but they must be clear and open about what they have used, whose material it was and where they got it from.

Using a wide range of sources of information shows that a student has undertaken good preparation and study. Teachers and external markers reading or viewing student work must be able to clearly see what parts of it are the student's own work, and what parts are from other people's work, and where they got the information.

If students hand in work for assessment that is not all their own work and not referenced appropriately, this is called plagiarism, which is a form of cheating.

If students are found to be in breach of this rule, they risk the cancellation of their external results and possibly all of their results for the year, for both internally and externally assessed subjects.

Students also need to understand that honesty in assessment extends to not copying another student's work, not getting others to complete work for them and not cheating in exams and tests.

Link to the policy on TASC site here: https://www.tasc.tas.gov.au/teachers/academic-integrity/

Final Considerations

Subject Selection Advice

- Keep your options open by choosing a broad range of subjects.
- English and Mathematics are strongly recommended in Year 11. English is often a prerequisite for university entry in Australia so check these carefully.
- Choose subjects you enjoy and are good at as this supports motivation, better results, and effective learning.
- Don't choose subjects based on scaling, or because friends are doing them, or because they're offered at another school.
- Plan for a two-year program: select Year 11 subjects that prepare you for the pre-tertiary courses you want in Year 12.
- Consider your academic strengths and challenges when selecting your subjects.

Course Planning Process

- Use the Fahan online subject selection tool to make your initial choices.
- Subject lines are created based on student preferences, but some subjects may not run or may be scheduled at the same time.
- If a subject clash occurs, the Co-ordinator of student services will support you in reviewing alternatives or studying the subject at Hutchins.
- Make sure your total course includes at least 600 hours of study (each TASC 2 or 3 subject is 150 hours).
- Book a time with the Careers Advisor to explore pathways and ensure your subject choices align with your future goals. This is especially helpful if you're considering university, VET, or specific career areas.
- After discussions with your teachers and parents, submit your subject choice form for approval and signing.
- Further course counselling may be offered to ensure the best fit.

Practical Arrangements

- If studying a subject at Hutchins, purchase books from their supplier.
- A free shuttle bus runs between schools at recess and lunch.
- The Hutchins online handbook is available on their website.

Daily Expectations and Study Habits

- In Year 11, you must be at School by 8:25am every day.
- In Year 12, home study during study lines is permitted with School approval and parental consent.
- Use private study time wisely - complete readings, work on assignments, or seek teacher support.
- Treat your Common Room with respect: keep it clean and maintain a quiet atmosphere for nearby classes.

Wellbeing and Balance

- Maintain your health and wellbeing by participating in sports, cultural activities, and School events.
- Ensure you have time for relaxation and social activities - healthy balance supports academic success.
- We encourage you to be actively involved in all aspects of Fahan's co-curricular life.

Support and Final Thoughts

- Talk to your teachers, Subject Co-ordinators, and Co-ordinator of Student Services when making decisions.
- Education is a shared journey, and staff are here to support and guide you, but your effort and involvement are essential.
- We look forward to working with you through what we hope will be a challenging, rewarding, and successful two years.

List of Subjects for Years 11 and 12, 2026

The following is a list of subjects available at Fahan School and/or The Hutchins School in 2026. To understand how your subject choices contribute to the Tasmanian Certificate of Education (TCE), please refer to the TASC Planner at www.tasc.gov.au. Students entering Year 11 in 2026 who are planning to attend university should select a two-year study program consisting of four subjects per year. This should include a minimum of four, preferably five, subjects at the pre-tertiary level across the two years.

Please note, while every effort will be made to offer the courses presented in this handbook, there is no guarantee that all courses will run. Subject viability is determined by student interest and teacher availability.

Creative Arts

- Art Studio Practice TASC 3*
- Contemporary Art Practice TASC 3*
- Contemporary Music and Songwriting TASC 2
- Dance TASC 2
- Dance Choreography and Performance TASC 3*
- Drama TASC 3*
- Drama Foundation TASC 2
- Media Production Foundations TASC 2
- Media Production TASC 3*
- Music Studies TASC 2
- Music TASC 3*
- Musical Theatre TASC 2
- Technical Theatre Production TASC 2
- Theatre Performance TASC 3*
- UTAS Foundation Practical Study*
- UTAS Music Technology Projects*
- Visual Art Level 2 TASC 2
- Visual Art Level 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 Inquiry 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
- Community Sport and Recreation TASC 2
- Financial Literacy, Fitness Experiences and Outdoor Experiences TASC 1
- Health Studies TASC 3*
- 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*
- History TASC 2
- Introduction to Sociology and Psychology TASC 2
- Legal Studies TASC 3*
- Modern History TASC 3*
- Philosophy TASC 3*
- Psychology TASC 3*
- Sociology TASC 3*
- Studies of Religion TASC 3*
- UTAS Asian Studies*
- Working with Children TASC 2

Languages

- Chinese TASC 2
- Chinese TASC 3*
- Chinese (Background Speakers) TASC 3*
- French TASC 3*
- Japanese TASC 3*

Mathematics

- Essential Mathematics - Personal TASC 2
- Essential Mathematics - Workplace TASC 2
- General Mathematics TASC 2
- General Mathematics TASC 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 and Design - Foundation TASC 2
- Computer Graphics and Design TASC 3*
- Computer Science TASC 3*
- Data Science and Digital Technologies TASC 3*
- Design and Production (Metal) TASC 2
- Design and Production (Wood) TASC 2
- Digital Technologies TASC 2
- Engineering Design TASC 3*
- Food, Cooking and Nutrition TASC 2
- Food and Nutrition TASC 3*
- Housing and Design TASC 3*
- Information Systems and Digital Technologies TASC 3*
- Technical Graphics TASC 2
- Technical Graphics TASC 3*
- UTAS Object Design*

Vocational Education and Training (VET)

- Certificate II in Hospitality
- Certificate II in Medical Service First Response
- Certificate II in Workplace Skills
- Certificate III in Aviation (Remote Pilot)
- Certificate III in Fitness
- Construction Industry Skill Set
- School-Based Apprenticeship and Traineeship
- Working with Children TASC 2

*Denotes pre-tertiary

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, a visual schematic overview, an artist's statement, and present an exhibition.

Description

Art Studio Practice challenges learners to resolve a proposal into 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 applies 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 are well placed to undertake Art Studio Practice. Students who complete Art Studio Practice TASC 3 are prepared for the study of visual arts at the tertiary level.

Objectives

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

- Critique own art, and the artwork 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.

Course Content

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, and 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 an 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 an 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 can 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 which 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 artwork for an exhibition. The scope of the body of artwork 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.

Contemporary Art Practice 3

TASC 3 (Pre-tertiary)

Description

In Contemporary Art Practice Level 3, learners explore the professional world of contemporary art. They gain creative and cultural industry knowledge and skills as they explore professional pathways. Learners investigate this through the roles of:

- Arts Critic: a professional with an interpretative role that analyses and evaluates works of art. This is often tied to a sound theoretical understanding and consideration of perspectives.
- Arts Curator: a professional who manages artworks or artefacts as a collection or exhibition in contexts such as museums or art galleries.

Learners choose one of these professional roles to plan and conduct an inquiry. They will develop their knowledge and understanding of skills in the chosen professional pathway. Learners analyse, interpret, and evaluate historical contexts and apply this knowledge to contemporary visual art. To do this, they will undertake investigations into arts movements. The arts movements chosen for inquiry can be from a range of historical movements into the contemporary world. This will provide learners with a context for their inquiry.

They communicate their ideas to others using different modes and professional perspectives.

In Contemporary Art Practice Level 3, learners develop strong communication skills in different modes. These may include written essays or reports, curatorial statements or spoken communication. Learners are assessed on their inquiry, which consists of 2 parts:

- A research inquiry into a historical art context and the links to contemporary art practice
- An inquiry into either the professional role of an arts curator or critic and the associated outputs in the broader contemporary art industry.

Contemporary Art Practice Level 3 is for learners interested in roles within the cultural and creative industries. These roles include those that support, manage, critique, and promote artists and the visual arts.

Course Content

This course consists of three 50-hour modules.

Module 1: Contemporary art and culture

Module 2: Contemporary arts industry knowledge and skills

Module 3: Professional practice and creative entrepreneurship

Pathways

Pathways into Contemporary Art Practice Level 3 include Contemporary Art Practice Level 2 or Visual Art Level 2 or 3, or engagement with the Years 9-10 band of the Australian Curriculum: The Arts.

Years 9-10 band of the Australian Curriculum: English or Years 9-10 band of the Australian Curriculum: History will provide additional skills for successful engagement with this course.

Contemporary Art Practice Level 2 is not a prerequisite for this course; however, students who complete it may find the introduction to key knowledge, skills, and understanding to be of benefit when studying Contemporary Art Practice Level 3.

Pathways out of Contemporary Art Practice Level 3 include courses at a tertiary level in fine arts, art history, curatorial studies, cultural leadership, librarianship, museum studies and creative arts. Learners may pursue a career pathway in the cultural and creative industries, communication fields, education, public relations, marketing, and advertising sectors.

Assessment

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

1. Analyse artworks using concepts and principles of contemporary visual art theory*
2. Analyse social, cultural, and historical contexts of visual art*
3. Analyse connections between contemporary visual art concepts and personal experience
4. Analyse professional contemporary visual art industry knowledge*
5. Communicate using contemporary visual art language*
6. Apply time management and planning skills to contemporary visual art activities
7. Analyse contemporary visual arts industry skills
8. Analyse and synthesise a visual art inquiry.

*Denotes criteria that are both internally and externally assessed

Module 1
Criteria focus 1, 2, 3, 4, 5, 6

Module 2
Criteria focus 1, 2, 3, 4, 5, 7

Module 3
Criteria focus 1, 2, 3, 4, 5, 8

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.

Course Content

- Perform a range of contemporary music styles
- Perform as a member of an ensemble or band
- Learn to compose original music in contemporary style
- Recognise and use musical 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

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).

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.

Dance

TASC 2

Description

This subject provides you with the opportunity to gain experience in dance skills, dance making and dance appreciation.

Previous experience

Participation in a dance troupe, theatre dance or similar activities are an advantage.

Future pathways Dance Choreography and Performance TASC 3. All performing arts career choices will be enhanced through the study of dance.

Course Content

- Dance making
- Dance composition
- Dance performance
- Movement vocabulary
- Dance skills
- Dance appreciation
- Australian dance

Assessment

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

Dance Choreography and Performance

TASC 3 (Pre-tertiary)

Description

This subject is designed for an experienced dancer. It offers practical and creative opportunities in dance choreography, performance and appreciation.

Course Content

- Practical and theoretical dance making
- Dance skills
- Dance appreciation
- Dance choreography
- Performance projects

Pathways

This subject is an important background for future studies or careers in dance and/or choreographic work.

Assessment

Assessment is based on the standard of your performance against the areas of study, working both individually and as part of a group. Previous experience an SA in Dance TASC 2 is recommended.

Drama Foundation

TASC 2

Description

This subject provides a continuation study of Drama from previous years and for those with no previous drama experience. It involves performance of scripted drama, voice and improvisation. Personal reflection and theatre reviews are also a requirement. This subject is designed for those who wish to work in teams and enjoy performing. You will explore and experiment with the elements of drama through a range of drama tasks. You will be required to work from memory and set appropriate goals for achieving deadlines.

Previous experience

No experience is required but the study of Year 9 or 10 Drama is an advantage.

Course Content

- Preparing student devised and text-based work for presentation
- Reflecting on the development of work
- Studying varying styles or genres of theatre
- Developing core skills in voice, movement, improvisation, role play and ensemble

Pathways

This is a useful study for those who wish to study Drama TASC 3. All career choices will benefit from having studied drama. You do not have to want to be an actor to benefit from drama.

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 appraise the drama works of others
- Exploring and developing ideas

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

Course Content

Area 1 - Skills development

Area 2 - Exploring and devising

Area 3 - Presenting and reflecting

Area 4 - Live theatre analysis

Pathways

This is a 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.

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 Production Foundations

TASC 2

Description

This subject is designed for those who wish to develop an 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.

Course Content

- 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

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.

Pathways

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

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 the 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.

Course Content

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.

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.

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, a 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 demonstrates 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.

Course Content

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

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.

Assessment

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

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.

Previous Experience

No prior experience is required, though schools may implement audition processes. This course is ideal for students passionate about the performing arts who thrive in team-based, creative settings.

Course Content

- 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

Pathways

Music Performance 5C.

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.

Musical Theatre

TASC 2

Description

This engaging and collaborative course invites students into the vibrant world of musical theatre. Learners develop skills in acting, singing, movement, instrumental performance, and ensemble work through the rehearsal and staging of a full musical production.

Students work as part of either the onstage or instrumental ensemble, developing performance techniques and interpreting music, script, and choreography to communicate artistic intent.

The course builds confidence, creative expression, and teamwork, culminating in a season of at least three public performances.

Course Content

There are four key units:

- Musical Theatre Skill Development
- Ensemble Performance Skills
- Understanding and Responding to Text, Score or Music
- Presenting Polished Musical Theatre Performances.

The course encourages reflective practice, safe theatre work habits, and professionalism in a performance environment. Learners are expected to be responsible ensemble members, contributing fully to rehearsals and performances while maintaining a reflective journal and performance preparation.

Pathways

It provides clear pathways into further study in music, drama, dance, or VET qualifications in live performance and entertainment.

Assessment

Musical Theatre Level 2 has a size value of 15 TCE credit points and a complexity level of 2, meaning learners engage with a range of practical and theoretical skills with some guidance, and apply basic judgement in rehearsal and performance contexts.

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.

Course Content

- 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.

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.

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.

Previous experience

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

Course Content

- 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.

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.

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.

UTAS Foundation Practical Study

Pre-tertiary

Description

This subject is offered through the Conservatorium of Music, University of Tasmania. It is designed for the competent classical, contemporary or jazz musician who wants to continue to develop as a performing musician or composer.

Previous experience

An SA in Music TASC 3 is desirable. For performance students at least five years' instrumental and/or vocal study is expected. Private instrumental/vocal tuition is highly recommended.

Course Content

- Both the performance and composition options include theory and musicianship, historical and cultural studies, critical listening, concert attendance and review, performance and composition
- The performance option includes study of instrumental or vocal technique and performance repertoire (solo or ensemble) in individual practice sessions and in most cases private tuition
- The composition option includes study of instrumental techniques and ranges, compositional styles and techniques, notation conventions, and in most cases private tuition
- Regular performance class at school and attendance at master classes and university performance classes and professional performances.

Pathways

Music TASC 3 and UTAS Foundation Practical Study (following the other option stream) or UTAS (HAP). It also is an excellent preparatory subject for study at tertiary level.

Assessment

Assessment criteria focus heavily on either of the two areas of performance and composition and a high standard of competence is required.

There is a formal mid-year assessment requiring a 12–15 minute performance recital. At the end of the year a final, formal 17–20 minute recital is held at the UTAS Conservatorium Recital Hall.

Performance – For the technical test you present a program of technical work (scales, etc.) studies and/or repertoire, designed to demonstrate to the panel the development of your instrumental or vocal technique. End-of-year assessment takes the form of a concert presentation demonstrating your technical and musical capacity together with your development through the year with the opportunity to present extended repertoire.

Composition – For the technical test you should present your folio as a 'work in progress' demonstrating the development of techniques

and ideas together with sketches and exercises. End-of-year assessment takes the form of a folio of work together with supporting performance(s), either live or recorded with scores or other appropriate notation.

All assessments must be supported by a written and/or recorded folio of class work, assignments, concert reviews and self-reflection.Concert attendance and performance participation are requirements of the course.

UTAS Music Technology Projects

Pre-tertiary

Description

Music Technology Projects is a Year 11/12 UTAS College course designed to enhance your understanding of music technology and its professional applications. Through hands-on exploration, students will become familiar with industry-standard audio tools and engage in a range of problem-based learning tasks. Projects involve analysis, experimentation, reflection, creativity, and skill development. Upon completion, Music Technology Projects will attract pre-tertiary status and contributes to ATAR calculation.

Previous experience

Competent assessment in Year 10 Music is recommended. Enrolment in Music TASC 3 or UTAS Foundation Practical. Study is also an advantage.

At the completion of the unit, you will be able to:

- Understand foundational music technology concepts and apply them in audio production
- Use industry-standard tools for sound
- design, editing, and enhancing musical compositions
- Plan and manage music technology projects, including recording production and organisation
- Reflect on your achievements and evaluate your project outcomes
- Communicate the function of music technology tools and your use of them in your creative projects.

Course Content

MODULE 1 (Criteria 1, 2, 3 and 4)
Select one of the following:

- Podcast
- One Mic Musician
- Acknowledgement of Country

MODULE 2 (Criteria 1, 2, 3, 4 and 5)

- Commissioned
- Artist Like a Version
- MIDI Sequencing

MODULE 3 (Criteria 1, 2, 3, 4 and 5)

- Multi-track Recording and Mix
- Remix
- Producer Songwriter

MODULE 4 (Criteria 1, 2, 3 and 4)

- Sound Design for Vision
- Radio Advertisement

Pathways

Music Technology Projects provides a basis for work in the sound production industry or for study in a number of tertiary courses. Audio engineering offers many career prospects particularly since the advent of digital technology such as recording studio work, theatre, television, radio, live shows, sound effects and music production in the movie business.
Music Technology Projects has direct links to industry, vocational education/TAFE programs, UTAS through a Bachelor of Music and to many tertiary institutions specialising in sound engineering and production.

Assessment

Your classroom teacher will also engage you in a range of skills and knowledge development tasks over the course of the year. Tasks will be assessed against the following criteria (i.e. the degree to which you can):

1. Respond to project brief by using music technologies
2. Demonstrate developing knowledge and technical skill in the application of music technologies

3. Showcase your creativity, musicality and sound craft in a project outcome
4. Show skills in organisation, time management, engagement, communication and accountability
5. Analyse, reflect and communicate ideas through a written report.

Visual Art Level 2

TASC 2

Description

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.

Study of the visual arts promotes innovation, creative and critical thinking skills, emotional resilience, empathy and self-efficacy, all of which are vital for a rapidly changing world. These transformative skills have been identified by the International Organisation for Economic Co-operation and Development (OECD) as helping students to thrive and shape a better future. Creating art can be a powerful motivator for personal and social change and research has shown overall better academic outcomes for arts learners.

Tasmanians value and support our creative and cultural industries, which significantly contribute to the economy and our unique cultural identity. Visual Art Level 2 has been developed for learners seeking to engage in art practice in a particular studio area and may prepare learners for Visual Art Level 3.

Methods and processes specific to the studio of choice are explored so that students develop visual literacy skills: the ability to interpret and make meaning from information presented in images; technical skills and aesthetic understanding in traditional, modern and contemporary art forms.

Learners develop initial skills in the research, analysis and criticism of art forms from different social, historical and cultural contexts, and express and identify meaning in artworks.

The purpose of Years 9 to 12 education is to enable all students to achieve their potential through Years 9 to 12 and beyond in further study, training or employment. Years 9 to 12 education enables personal empowerment, cultural transmission, preparation for citizenship and preparation for work.

This course supports the principles of access, agency, excellence, balance, support and achievement as part of a range of programs that enable students to access a diverse and highly flexible range of learning opportunities suited to their level of readiness, interests and aspirations.

Course Content

This course consists of three 50-hour modules.

Module 1: Artwork and meaning

Module 2: Approaches to artmaking

Module 3: Concepts and consolidation

The modules work in a sequential and progressive way and learners keep a visual diary throughout the three modules to document their ongoing development. Learners also maintain an ongoing collection of support material.

Support material includes an involvement in visual art during the course. It is a personalised system of idea generation and development, experiments and references to the history, theory and research studies, and can include but is not limited to:

- Visual references reflecting idea generation
- Relevant artist research and annotations
- Documentation of the developmental process throughout the year of study
- Personal reflection process documentation
- Artistic influences
- Planning sketches and inspirations
- Reference materials that can include random and specific: postcards, images from magazines, found objects, things from nature
- Acknowledgement of sources
- Experiments with materials
- Responses to exhibitions and gallery visits

Learners create polished artworks in each module. They can choose to present any artworks from module 1, 2 and/or 3 as part of the culminating work requirement of artworks in Module 3.

Pathways

Pathways into the Visual Art Level 2 course enable learning continuity from Arts Level 1, or for students who may have completed the Years 9-10 band of the Australian Curriculum: The Arts or for students who have some prior visual arts experience.

Pathways out of Visual Art Level 2 include opportunities for learners to undertake study in Visual Art Level 3.

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 2 towards the Participation Standard of the Tasmanian Certificate of Education (TCE).

Assessment

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

- Use the elements and principles of artistic design to solve problems
- Select and use technologies, techniques and conventions in artmaking
- Communicate ideas, emotions and information through artworks
- Observe and respond to cultural influences and artworks
- Assess art ideas and information
- Apply time management, planning and negotiation skills to Visual Art activities
- Use reflective practice to inform artmaking
- Create a body of artwork.

Module 1

Criteria focus 1, 2, 3, 4, 5, 6

Module 2

Criteria focus 1, 2, 3, 4, 5, 7

Module 3

Criteria focus 1, 2, 3, 4, 5, 8

Visual Art Level 3

TASC 3 (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.

Course Content

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 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.

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).

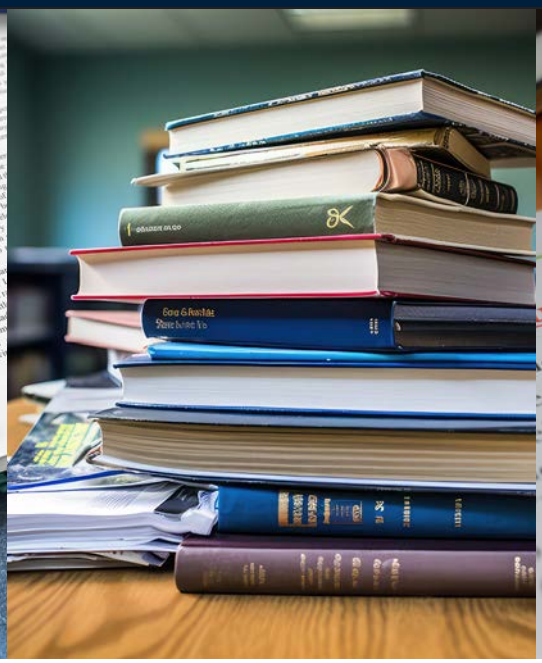
Assessment

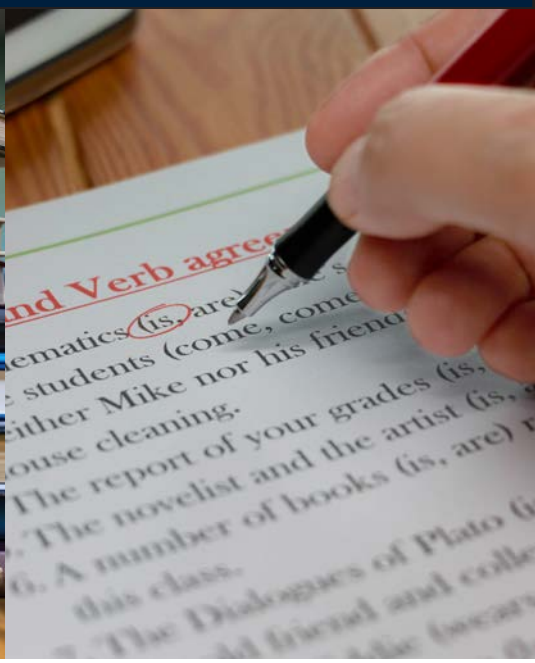
The assessment for Visual Art TASC 3 will be based on the degree to which the learner can:

- Use the elements and principles of design to solve complex problems*
- Select and use technologies, techniques and conventions to express artistic intentions*
- Communicate ideas, emotions and information through artworks to affect and move audiences*
- Communicate ideas, emotions and information*
- Apply time management, planning and negotiation skills to visual arts activities
- Apply time management, planning and negotiation skills to Visual Arts activities
- Use reflective practice to inform artmaking
- Create and display a cohesive body of artwork*

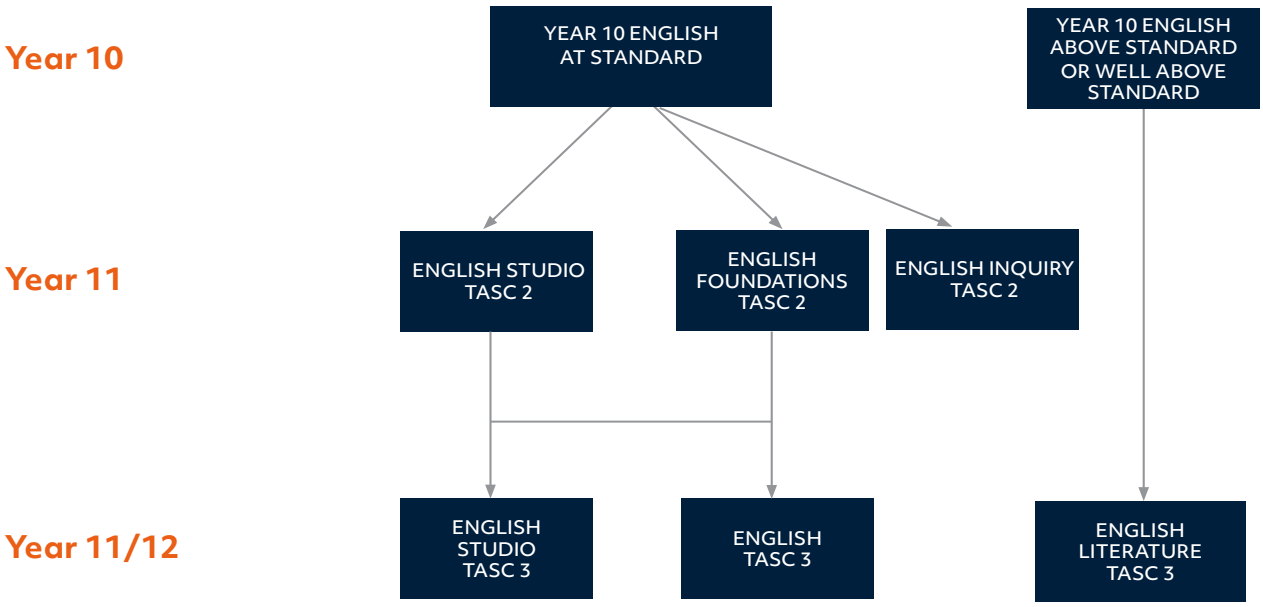
*Denotes criteria that are both internally and externally assessed.

ENGLISH





English Flow Chart Years 10 to 12



English as an Additional Language or Dialect

TASC 2

Description

English as an Additional Language or Dialect (EAL/D) Level 2 is designed for learners who need to consolidate and refine their Standard Australian English (SAE) language skills for effective communication in a range of contexts.

Course Content

- Exploration of issues (e.g. lifestyles, multi-cultural Australia, social issues)
- Study of texts (e.g. novel, short stories, film, journalism, websites, everyday texts)
- Development of research and study skills to produce a research report based on a topic selected by you. This will equip you for learning in other subjects and for future needs (e.g. tertiary study in Australia.

Pathways

This subject is suitable as a background to English as an Additional Language or Dialect TASC 3.

Assessment

This subject is internally assessed. Previous experience You are eligible to study this subject if you are from a non-English speaking background and have studied English for less than five years.

English as an Additional Language or Dialect

TASC 3 (Pre-tertiary)

Description

The focus of this subject is to develop your skills in interpersonal communication; gathering, using and communicating information; as well as responding to and creating a range of texts.

Previous experience

You are eligible to study this subject if you are from a non-English speaking background, have lived in Australia for fewer than five years and have studied English for no more than five years prior to 1 January of the year in which the subject is taken.

Course Content

- Exploration of issues (e.g. lifestyles, multi-cultural Australia, social issues)
- Study of texts (e.g. novel, short stories, film, journalism, websites, everyday texts)
- Planning, drafting and editing imaginative, analytical, interpretive and persuasive texts
- Development of research referencing and study skills to produce a folio of work based on a topic selected by you. This will equip you for learning in other subjects and for future needs (e.g. tertiary study in Australia).

Pathways

Results from the English as an Additional Language or Dialect TASC 3 course can count towards your ATAR for admission to university.

Assessment

This subject is assessed internally by the English as an Additional Language or Dialect (EALD) teacher and externally by a three-hour examination with listening, reading and writing components and a 10–12 minute interview, based on your writing folio prepared during the year.

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.

Course Content

The course has TWO (2) Sections and learners undertake all studies from Section A and Section B.

Section A: Text Construction
Section A consists of two modules concerning Communication of Meaning focussing on 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
Section B consists of two modules concerning Ideas, Attitudes and Voices in texts focussing on 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.

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.

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 (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 Inquiry
TASC 2

Description

This subject is aligned to the Years 9 to12 Curriculum Framework. English Inquiry is a transdisciplinary course which makes connections across subjects and the wider world. It is designed for learners who are developing and consolidating their skills, knowledge and understanding in English. Students will learn how to inquire, create, make and communicate meaning. They will explore and respond to ideas and social and ethical issues in a range of contemporary Australian texts and contexts.

Previous experience

No previous experience is necessary.

Course Content

- Understanding and responding to the ideas, values and information represented in a range of contemporary and popular culture texts
- Interpreting ethical ideas and arguments represented in Australian stories
- Integrating an individual negotiated inquiry within the context of a class inquiry into social issues in texts

Pathways

This subject provides ways to prepare for adult life and an alternative pathway to study English at pre-tertiary level.

Assessment

This subject is internally assessed.

English Studio

TASC 2

Description

English Studio 2 is a great choice for students looking to consolidate their skills in creative and analytical writing. English 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.

Course Content

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

Module 3 - Information and Persuasion - where students produce journalism on non-fiction work.

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 can experiment and reflect to deepen their understanding and make connections with their local community and contemporary world.

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.

Assessment

This course is internally assessed.

English Studio

TASC 3 (Pre-tertiary)

Description

English Studio Level 3 is a Professional studies course that focuses on the art and industry of writing.

This course is suitable for learners who wish to pursue their writing passion and explore their own distinctive talents. The course provides learners with opportunities to further refine their writing skills to craft quality texts to manuscript standard.

The course culminates in an independent writing project where learners craft an original piece and write a pitch to market their work.

They also produce a folio of original works that will be externally assessed.

English Studio Level 3 prepares learners for a career in the creative writing industry and supports those on a tertiary English pathway.

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

It is recommended that students attempt these courses in Year 11 only if they have an above-standard average.

Course Content

This course consists of three 50-hour modules.

- Module 1: The Art of Storytelling
- Module 2: A Different Kind of Truth
- Module 3: Independent Writing Project and Pitching.

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. It is recommended that students attempt this course in Year 11 only if they have an above-standard average.

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 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.

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.

It is recommended that students attempt this course in Year 11 only if they have an above-standard average.

Course Content

All modules are compulsory.

SECTION A: COMPARATIVE TEXTS

Module 1 - Genre Study (45 hours)

Module 2 - Adaption Study (40 hours)

SECTION B: PERSPECTIVES

Module 3 - Closed Text Study (30 hours)

Module 4 - Negotiated Study (35 hours)

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.

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.

Course Content

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.

Strand or Element	Minimum Work Requirements
Module One Text in Context (30 hours)	• Close Analysis • Analytical Essay
Module Two Single Text Study (40-45 hours)	• Reflective Responsive (brief) • Imaginative Response
Module Three Comparative Text Study (45-55 hours)	• Analytical Essay • Reflective Response Imaginative Response
Module Four Independent Study (25 hours)	• As specified in the current Folio Guidelines

Objectives

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

This subject is an excellent choice in either Year 11 or 12 as it builds students' understanding of genre as well as their confidence and proficiency in creating texts. It is recommended that students attempt this course in Year 11 only if they have an above-standard average.

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.

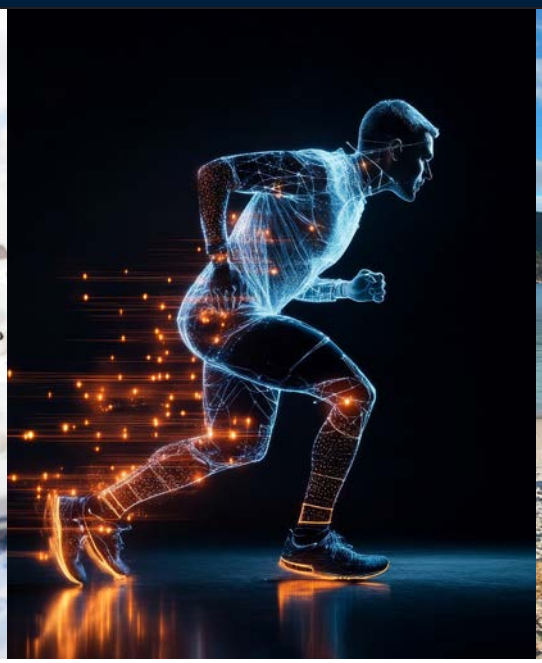
Assessment

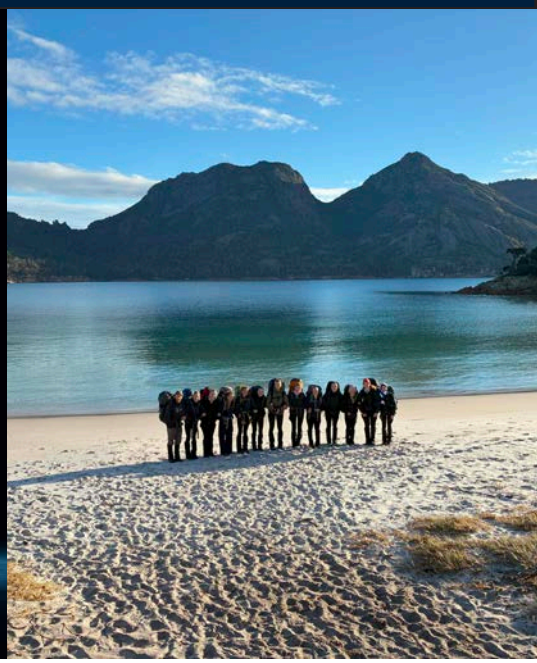
Assessment will be based on the key criteria stipulated by TASC on the above work requirements.

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 AND PHYSICAL EDUCATION AND OUTDOOR EDUCATION





Athlete Development

TASC 2

Description

(This course has access requirements – 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 highperformance 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.

Previous experience

No previous experience is required, but:

- 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
- 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.

Please note, The Hutchins School Head of Health and Physical Education will need to sign off on eligibility for this subject.

Course Content

- 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

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 an 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.

Course Content

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

Objectives

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

- Explain the impact of physical literacy and participation in community sport and recreation activities on personal and community health and wellbeing
- Outline a range of recreational and fitness facilities, volunteer opportunities and programs in their local community
- Actively participate at a social level in a wide variety of sport and recreation activities
- Discuss the nature of recreation and the importance of community connections and lifelong physical activity as part of a healthy balanced lifestyle
- Collect, assess, and categorise information
- Communicate ideas, emotions and feelings
- Recognise key factors required to establish and maintain personal fitness, health and wellbeing
- Apply personal organisation skills in areas such as preparedness to undertake physical activities
- Work safely and collaboratively with others
- 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.

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.

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 idenify 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.

Financial Literacy, Fitness Experiences and Outdoor Experiences

TASC 1

Description

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 recreational activities (typically containing an element of adventure) the learner will develop a variety of skills and knowledge.

Previous experience

No previous experience is required.

Assessment

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

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 multi-dimensional 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.

Course Content

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

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.

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 and Allied Health Careers.

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 mid-year examination in Term 2 will assess the content addressed to that time.

- The assessment for Health Studies TASC 3, will be based on the degree to which the learner can:
- Differentiate and analyse key factors that influence the health of individuals*
- Analyse influences on health status of populations within Australia*
- Analyse and compare global health status across populations*
- Investigate specific health issues, including options for preventive, curative, and treatment strategies*
- Research, analyse, and integrate information from multiple sources
- Plan, organise, and complete activities both independently and collaboratively
- Communicate ideas and information in a variety of forms*
- Analyse and interpret health-related data and information*

* Denotes criteria that are internally and externally assessed.

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 procedures
- 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 that 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 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.

Course Content

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. 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.

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.

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.

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.

Course Content

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.

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-led 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.

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.

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.

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 a 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-disciplinary 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, and expectations needed to pursue pathways of future work or study related to the sport sciences.

Course Content

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

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.

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 sports-related careers.

Assessment

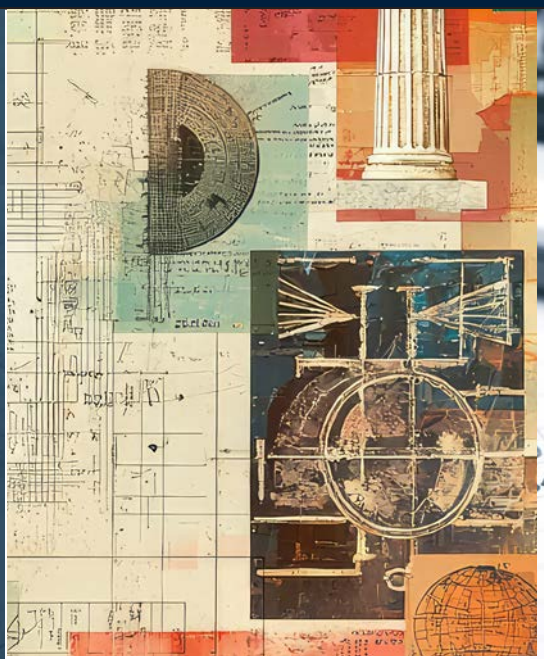
Students will be assessed against the criteria listed below. Each unit will be assessed by means of topic tests, laboratory reports, end of unit tests, research tasks and an externally assessed examination. A mid-year examination in Term 2 will assess content addressed to that time.

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

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

* Denotes criteria that are internally and externally assessed.

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.

Course Content

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.

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.

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.

Assessment

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

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

- Describe accounting and financial terms, concepts and principles
- Apply double-entry accounting terms, concepts and processes to record and control financial information
- Apply accrual accounting terms, concepts and processes to select and organise data to prepare financial reports
- Apply financial concepts and processes to prepare and assess financial information and make business decisions
- Use an accounting software package and digital technologies to record, report and interpret financial information
- Communicate financial ideas and information
- Use inquiry skills to plan and undertake a financial investigation.

Ancient History

TASC 3 (Pre-tertiary)

Entry Requirements

Students will have achieved a minimum of above grade-standard in Year 10 English and History/ Geography.

Description

This subject involves the detailed study of a great civilisation of the ancient Mediterranean world: Greece or Rome. Such a 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 findings and ancient texts, and the insights these give to ancient life. No previous experience is necessary, but you should be competent in reading and essay writing.

Course Content

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 features:

- Arts, Architecture and Drama
- Weapons and Warfare
- Technology and Engineering
- Women and Family
- Beliefs, Rituals and Funerary Practices.

In addition, there is a personality study of an individual. This study explores power and

authority in the studied ancient period and how a significant individual used and changed existing infrastructure and systems for their own purposes.

Objectives

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

- Describe the nature of events and historical contexts and assess the impact of change on an ancient civilisation
- Describe the characteristics of social, political, economic and cultural structure and practices of an ancient society and assess the historical evidence of key features of an ancient civilisation
- Assess the impact of human agency on historical narrative of an ancient society
- Describe the impact of chronological context on the history of ancient societies
- Describe the geographical context, including the nature of the environment and its influence on an ancient society
- Apply the process of historical inquiry to understand historical change and key characteristics of an ancient civilisation
- Assess primary and secondary sources to resolve major historical questions about their usefulness, reliability and contestability
- Use appropriate evidence from a range of sources to explain the past, and to support and refute arguments
- Make informed judgements about historical arguments and assess differing historical interpretations and representations
- Apply the principles of academic integrity
- Apply time management, planning and negotiation skills to historical inquiry
- Correctly use specialist historical terms and concepts when discussing issues and concepts about the ancient past
- Communicate historical ideas and information.

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.

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.

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.

Course Content

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

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.

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.

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 mid-year examination in Term 2 will assess content addressed to that time.

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

- Undertake research on issues affecting Australia, Asia and the pacific
- Communicate ideas and information*
- Describe and assess physical and human geography of the Australia, Asia and pacific region*
- Describe and assess Australia's changing relations with nations in the Asia-pacific region in the areas of partnerships or migration*
- Describe and assess tourism and its impact in the Australia, Asia and pacific region*
- Describe cause and effect of national crises in the Asia and pacific region, and assess effectiveness of responses*
- Apply time management, planning and negotiation skills to inquiry tasks

* Denotes criteria that are both internally and externally assessed.

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.

Course Content

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

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.

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.

Assessment

Students will be assessed against the criteria outlined below. Each unit will be assessed by means of assignments and unit tests. A mid-year 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.

Course Content

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.

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.

Assessment

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

First Nations Studies

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 pre-contact studies, colonialism, assimilation and resistance and contemporary cultural expression and political activism.

Previous Experience

No previous experience is necessary but it is an advantage to have studied Introduction to Sociology and Psychology and have achieved at a high level in English and History.

Course Content

- 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.

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.

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.

Course Content

TERM 1

Unit 1 – Sustainable Places

TERM 2

Unit 2 – Human Impact on Landcover Change

TERM 3

Unit 3 – Globalisation

TERM 4

Exam Preparation

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
- Identify geographical processes that relate to changes in places
- Relate changes in places to the outcome of creating changes in communities
- Identify the nature, rate, extent, causes - including natural hazards - and consequences of local and regional land cover changes Identify and assess land cover changes caused by human impact
- Identify the nature and causes of globalisation and its spatial, economic, political and social consequences
- 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,
- 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
- Apply time management, planning and investigative skills to geographical inquiry and study
- Correctly use geographical terms when discussing issues and concepts
- Communicate geographical information, ideas, issues and arguments using appropriate written, oral and cartographic forms, and using numeric, tabular and graphic mathematical representations.

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.

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 mid-year 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:

- 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.

* Denotes criteria that are both internally and externally assessed.

History

TASC 2

Description

This course explores the world from ancient times into the modern era. You will develop an understanding of how historical evidence is represented and interpreted. Through this study of history, you will also develop skills in:

- Evidence-based decision making
- Understanding of different points of view
- Critical thinking.

Previous Experience

No previous experience is required but you should be competent in essay writing.

Course Content

In studying ancient history, you will explore evidence from the past about either:

- An ancient site
- A significant historical individual or group
- An event.

In studying history into the modern era, you will investigate:

- Significant developments that moved us into the modern world
- How groups and institutions have challenged authority and transformed the world we live in
- A movement for change in the 20th century.

Pathways

This subject provides an introduction to Modern History TASC 3 and Ancient History TASC 3, and Studies of Religion TASC 3. It complements career pathways and studies in History, Archaeology, Anthropology, Geography and the Law.

Assessment

Your assessment is based on your performance in evaluative and analytical essays, multimodal presentations and research tasks.

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.

Course Content

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

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.

Assessment

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

- Describe and use sociological terms, concepts, theories and ideas
- Describe and use psychological terms, concepts, theories and ideas
- Apply inquiry skills to plan and undertake investigations into contemporary social phenomena
- Use ethical sociological and psychological research methods
- Use evidence to draw sociological and psychological conclusions
- Communicate sociological and psychological ideas, information, opinions, arguments and conclusions
- Use resources and organisational strategies.

Legal Studies

TASC 3 (Pre-tertiary)

Entry Requirements

Students will have achieved a minimum of above grade-standard in Year 10 English and History/ Geography.

Description

Legal Studies TASC 3 explores the foundations of Australia's legal and political systems. Students examine the role of the Constitution, how laws are created and reformed, and how the justice system operates to resolve disputes and address criminal behaviour. Topics include the rights of individuals, the responsibilities of government, and the impact of international law. The course also encourages students to critically engage with contemporary legal and political issues, helping them become informed, active citizens.

Course Content

The course is structured across four terms:

TERM 1

Unit 1: Australia's Westminster Parliamentary System

Unit 2: Federal Constitutional Government

TERM 2

Unit 3: Australian and International Law

TERM 3

Unit 4: Dispute Resolution – Civil and Criminal

Topical Legal Issue Inquiry

TERM 4

Exam Preparation and Review

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.

Pathways

Legal Studies provides an excellent foundation for further study in law, politics, journalism, international relations, policing, and social sciences. It also supports pathways to employment in government, legal administration, law enforcement, and community services.

Assessment

Students are assessed through a combination of assignments, in class assessments, a mid-year examination, and an inquiry-based research task. Assessment focuses on students' ability to:

- Understand and analyse Australia's legal and political structures
- Evaluate legal systems and dispute resolution processes
- Investigate contemporary legal issues
- Apply research and inquiry skills
- Communicate legal and political information effectively

Legal Studies is a challenging and engaging subject that builds critical thinking, communication, and civic understanding-skills that are valuable in a wide range of future careers and studies.

Modern History

TASC 3 (Pre-tertiary)

Entry Requirements

Students will have achieved a minimum of above grade-standard in Year 10 English and History/ Geography.

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
- Use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding.
- Historical questions and research
- Formulate, test and modify propositions to investigate historical issues
- Frame questions to guide inquiry and develop a coherent research plan for inquiry
- Identify, locate and organise relevant information from a range of primary and secondary sources
- Practise ethical scholarship when conducting research

Analysis and use of sources

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

Perspectives and interpretations

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

Explanation and communication

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

Course 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

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
- Identify and assess drivers of social, political and economic change, and assess nature and impact of such changes in the modern history of some nations
- Assess the internal divisions and external threats in the development of modern nations
- Describe and assess key historical concepts in the historical record
- Describe and assess the causes and impacts of particular events, ideas, movements and developments that have shaped the modern world
- Describe and assess historical significance of individuals, events, movements and organisations.
- Apply the process of historical inquiry to understand historical change and characteristics of modern nations
- Assess primary and secondary sources to resolve major historical questions about their usefulness, reliability and contestability
- Make informed judgements about historical arguments and assess differing historical interpretations and representations
- Use appropriate evidence from a range of sources to explain the past, and to support and refute arguments
- Apply the principles of academic integrity
- Apply time management, planning and negotiation skills to historical inquiry
- Correctly use historical terms when discussing issues and concepts
- Communicate historical ideas and information

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.

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 mid-year 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 an 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 in 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)

Entry Requirements

Students will have achieved a minimum of above grade-standard in Year 10 English and History/ Geography.

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, respond 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.

Course Content

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

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.

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.

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 mid-year 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.

Psychology

TASC 3 (Pre-tertiary)

Entry Requirements

Students will have achieved a minimum of above grade-standard in Year 10 English and History/ Geography.

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.

Course Content

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.

Module 1 – Research and Inquiry

Module 2 – Individual Differences

Module 3 – Human Learning

Module 4 – Remembering

Module 5 – Psychobiological Processes (Investigation Project)

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.

Pathways

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.

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)

Entry Requirements

Students will have achieved a minimum of above grade-standard in Year 10 English and History/ Geography.

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.

Course Content

Sociology TASC 3 comprises four 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) Rural/regional Australians
Recommended time: 25%

Module 4: Sociological Research Methods
Recommended time: 25%

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 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.

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.

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 mid-year 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

Learners will study details about specific religious traditions that will include aspects of spirituality, individual and communal faith.

Studies of Religion Level 2 has an inquiry-based approach. This approach to investigating religious traditions is applied through different disciplines which include philosophy: exploring the links between belief and practice; sociology: investigating differences in religious institutions; theology: understanding how specific faiths work; history: understanding the foundation or evolution of a religious tradition.

Throughout this course learners will have opportunities to work both individually and in a group.

They will undertake projects that investigate different religious beliefs, values and practices. Studies of Religion Level 2 is suitable for learners who are curious about different religious views. It also suits those wishing to broaden their inquiry and communication skills.

Previous Experience

Previous experience is not necessary, but you need an open mind, a readiness to investigate your own beliefs and behaviours, and a preparedness to put yourself in the shoes of others.

Course Content

- An introduction to religion
- The beliefs of at least one religious tradition from Aboriginal spirituality, Judaism, Christianity, Islam or Buddhism
- One significant challenge encountered by a religious tradition within the context of a key period of change
- The question of ethics and morality from the point of view of a variety of religious and non religious worldviews, including natural law, utilitarianism and virtue ethics
- An extended depth study from either:
  - the search for meaning: looking at the way religions shape your worldview; or
  - ultimate questions: looking at the way religions respond to questions such as 'the Origins of the Universe' and 'Why do we suffer?'

Pathways

Courses in comparative religion; the sociology, psychology or anthropology of religion; the history of religion; religious art; and the philosophy of religion are available in most mainland universities and in New Zealand. In Tasmania, units of study in the philosophy of religion, the psychology of religion, the history of religion, and the sociology of religion have been offered.

Assessment

You are assessed through small research projects, essays, presentations to the class, contributions to group work and class discussions. There is an external examination at the end of the year.

UTAS Asian Studies

TASC3 (Pre-tertiary)

Description

Asian Studies is designed for students undertaking the TCE who are interested in pursuing a challenging subject, equivalent to a first or second year university course.

Asian Studies is a pre-tertiary course with 15 points weighting and can be counted towards an ATAR score. It is a course written by the University within the Department of Humanities and Social Sciences. Students who enrol will also enrol as students of the University and will receive a UTAS student card, which allows the student access to the UTAS library, various online resources, and other benefits of being a student of UTAS.

The course is worth 25% in the Diploma of General Studies at an introductory level. This credit may be transferred to other UTAS courses for domestic students.

The course is HECS free for all students enrolled. The course is taught at the School, with assessments being marked by the School and moderated throughout the State and with the University. Students will also attend the University at times and have opportunities to engage with UTAS teachers during the year.

Previous Experience

To enrol in this subject, you need to be achieving success in your current Year 11 Level 3 subjects.

Course Content

The course consists of four modules:

- Introduction to Asia – globalisation and modernity
- Many Asias – ethnicity and diversity
- Young Asia – education, pop culture, fashion and work; the lives of young people in Asia
- What's for dinner? – food production and consumption in the region

Pathways

This course is recommended for Year 12 students who are intending to study at a tertiary level in their following year.

Assessment

Assessments will be taken from the following:

- Tests
- Annotated bibliography
- Literature review
- Research assignment/essay
- Reflection on learning
- Reports
- Case study
- Oral presentation
- Blog/journal
- Creative writing

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.

Course Content

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

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.

Pathways

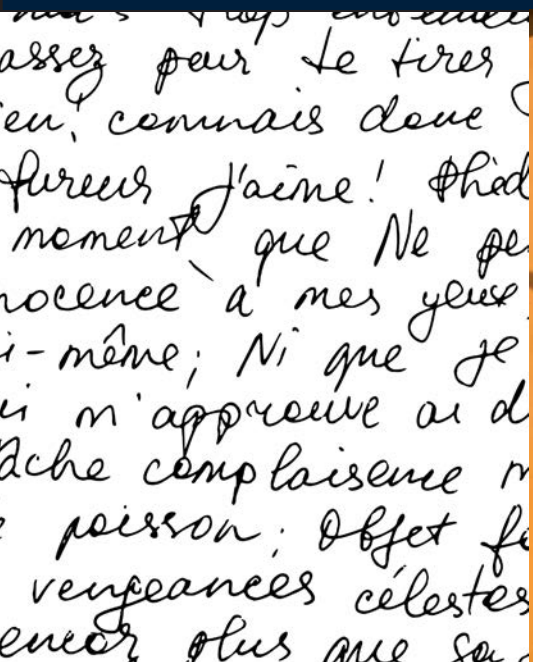
Working with Children would provide a solid foundation for students intending to study Sociology 3 or Psychology 3. Whilst this course is particularly suitable for students intending to work in teaching or childcare, it is also of value to students interested in any profession that may involve working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

Assessment

This course is internally assessed through:

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

LANGUAGES



Chinese

TASC 2

Description

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

Previous Experience

No previous experience is required.

Course Content

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

Pathways

Chinese TASC 3.

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 Hutchins School Head of Teaching and Learning on your eligibility for this subject.

Previous Experience

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

Course Content

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

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.

Additional opportunities may be available to students, such as a three-week residential school immersion program in Beijing after the TCE exams.

Assessment

Assessment is through regular tests in listening, speaking, reading, writing and cultural investigations together with an internal mid-year examination and an external end-of-year examination.

Chinese Background Speakers

TASC 3 (Pre-tertiary)

Description

International students from China who have received full-time education in their native language for one or more years will have the opportunity to participate in tutorials in order to prepare for assessment in Chinese (Background Speakers) TASC 3.

Please consult with the Deputy Principal for more information.

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.

Course Content

TERM 1

Unit 1 - The Individual

- Self
- Home

Unit 2 - The Media

- Television
- Advertising

Unit 3 - New Medias

- The Internet
- Social Media

TERM 2

Unit 4 - The Arts

- Film
- Music

Unit 5 - Adolescence

- Celebrity
- Youth Culture

Unit 6 - Sport

- Health Benefits
- French Athletes

Unit 7 - Health

- Diet
- Drugs

TERM 3

Unit 8 - Tourism

- Forms of Transport
- Environmental Impacts

Unit 9 - Relationships

- Friends
- Family

Unit 10 - Education and Employment

- French Education System
- World of Work

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.

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.

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 mid-year examination and an external examination at the end of the year.

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.

Course Content

THEME: THE INDIVIDUAL

Topics:

Personal World

- Personal Identity
- Relationships
- Personal Opinions

Education

- School
- Subjects
- Rules
- Future Aspirations

Daily Life

- Daily Routine
- Hobbies and Interests

Leisure

- Shopping
- Invitations and Appointments

THEME: THE JAPANESE SPEAKING COMMUNITIES

Topics:

Past and Present

- Historical Events and Fesitvals/ Celebrations
- Changes in Social Structure - Family

People and Places

- Transport/Directions
- Living in Japan
- Customs/Etiquette

Arts and Entertainment

- Traditional v Contemporary Culture
- Sport

THEME: THE CHANGING WORLD

Topics:

Social Issues

- Recycling
- Ageing Population
- Bullying

Travel and Tourism

- Places of Interest in Japan
- Home Stay

The World of Work

- Casual Work
- Careers Using Japanese
- Attitudes to Work

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.

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.

Assessment

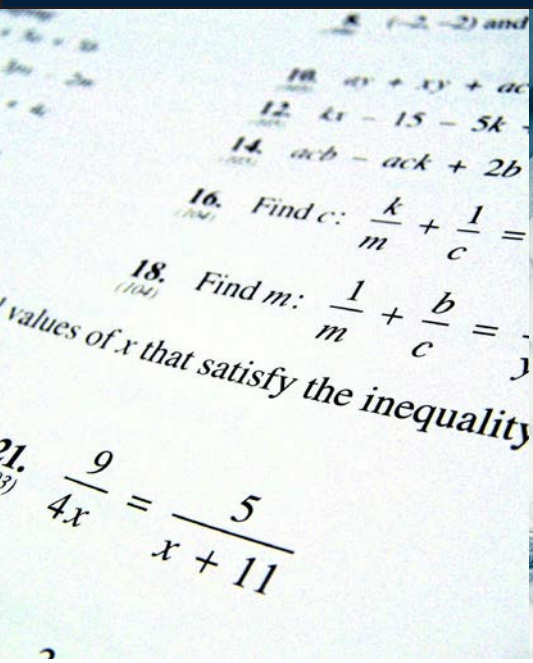
The assessment for Japanese TASC 3 will be based on the degree to which the learner can:

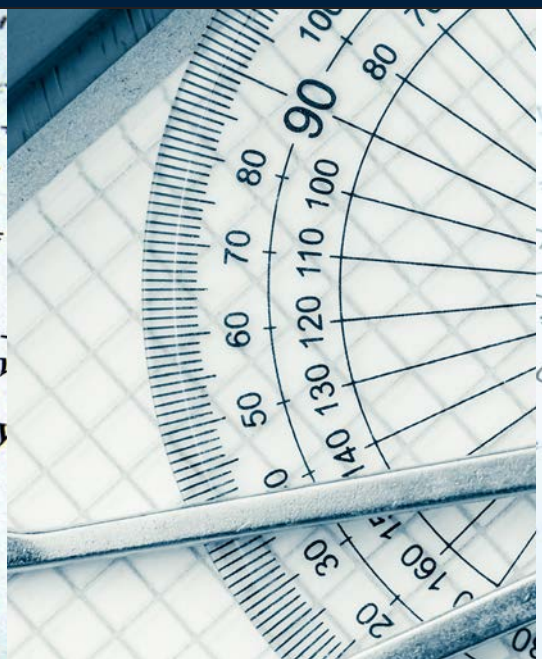
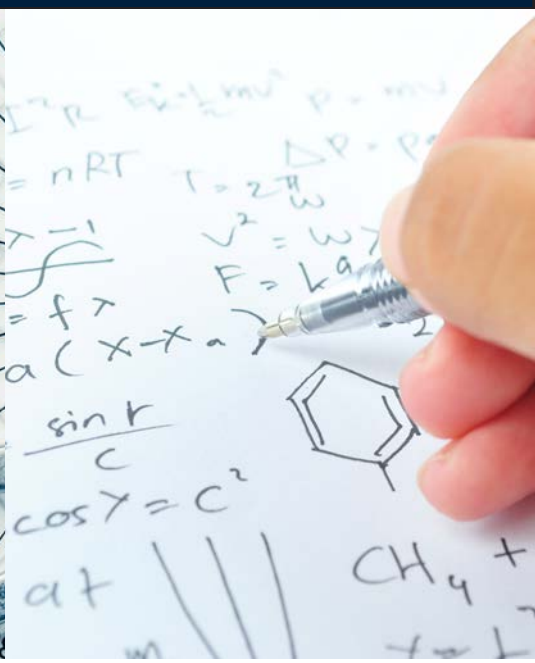
- Listen and respond to spoken Japanese*
- Communicate in spoken Japanese*
- Read and respond to written Japanese texts*
- Express ideas and information in written Japanese*
- Demonstrate understanding of Japanese culture
- Apply negotiation, planning and organisational skills.

* Denotes criteria that are both internally and externally assessed.

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 mid-year examination and an external examination at the end of the year.

MATHS



Essential Mathematics – Personal

TASC 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.

Course Content

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.

Objectives

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

- Communicate thinking, strategies and solutions using appropriate mathematical or statistical language,
- Plan, organise and manage learning in order to complete tasks and evaluate progress,
- Apply numeric techniques and algebraic processes to represent situations and solve problems,

- Apply reasoning skills to interpret mathematical and statistical information, and ascertain the reasonableness of solutions to problems,
- Act as creative, critical and reflective thinkers to assess ideas and take informed action
- Apply concepts and techniques involving proportion, finance and money management,
- Apply concepts and techniques involving relative frequency, and collecting and handling data,
- Apply concepts and techniques involving measurement of energy and mass, and time and motion.

Pathways

Essential Mathematics – Personal Level 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 Level 2 and wish to broaden their essential mathematical knowledge and understanding could enrol in this course.

Assessment

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

Essential Mathematics – Workplace

TASC 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.

Course Content

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.

Objectives

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

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

Pathways

Essential Mathematics – Workplace Level 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 Level 2 and wish to broaden their essential mathematical knowledge and understanding could enrol in this course.

Assessment

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

General Mathematics

TASC 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.

Course Content

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.

Objectives

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

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

Pathways

The successful completion of General Mathematics Level 2 provides the foundation for the study of General Mathematics Level 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.

Assessment

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

General Mathematics

TASC 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.

Course Content

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.

Objectives

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

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

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

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)

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

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.

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.

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.

Assessment

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

- Communicate mathematical ideas and information
- Apply mathematical reasoning and strategy in problem solving situations
- Use resources and organisational strategies
- Manipulate algebraic expressions and solve equations*
- Understand linear, quadratic and cubic functions*
- Understand logarithmic, exponential and trigonometric functions*
- Use differential calculus in the study of functions*
- Understand experimental and theoretical probabilities and of statistics.*

*Denotes criteria that are both internally and externally assessed.

Mathematics Methods

TASC 4 (Pre-tertiary)

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.

Course Content

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

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.

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.

Assessment

Students will be assessed against the criteria outlined below. Each unit will be assessed by means of homework assignments and unit tests. A mid-year exam in Term 2 will assess the first three units. Students will also complete two major problem-solving investigations across the year.

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

- Communicate mathematical ideas and information
- Apply mathematical reasoning and strategy in problem solving situations
- Use resources and organisational strategies
- Understand polynomial, hyperbolic, exponential and logarithmic functions*
- Understand circular functions*
- Use differential calculus in the study of functions*
- Use integral calculus in the study of functions*
- Understand binomial and normal probability distributions and statistical inference.*

*Denotes criteria that are both internally and externally assessed.

Mathematics Specialised

TASC 4 (Pre-teriary)

Entry Requirements

Motivated students who have achieved a CA or above in Mathematics Methods TASC 4 should consider this course in consultation with their Maths teacher.

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.

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.

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.

Assessment

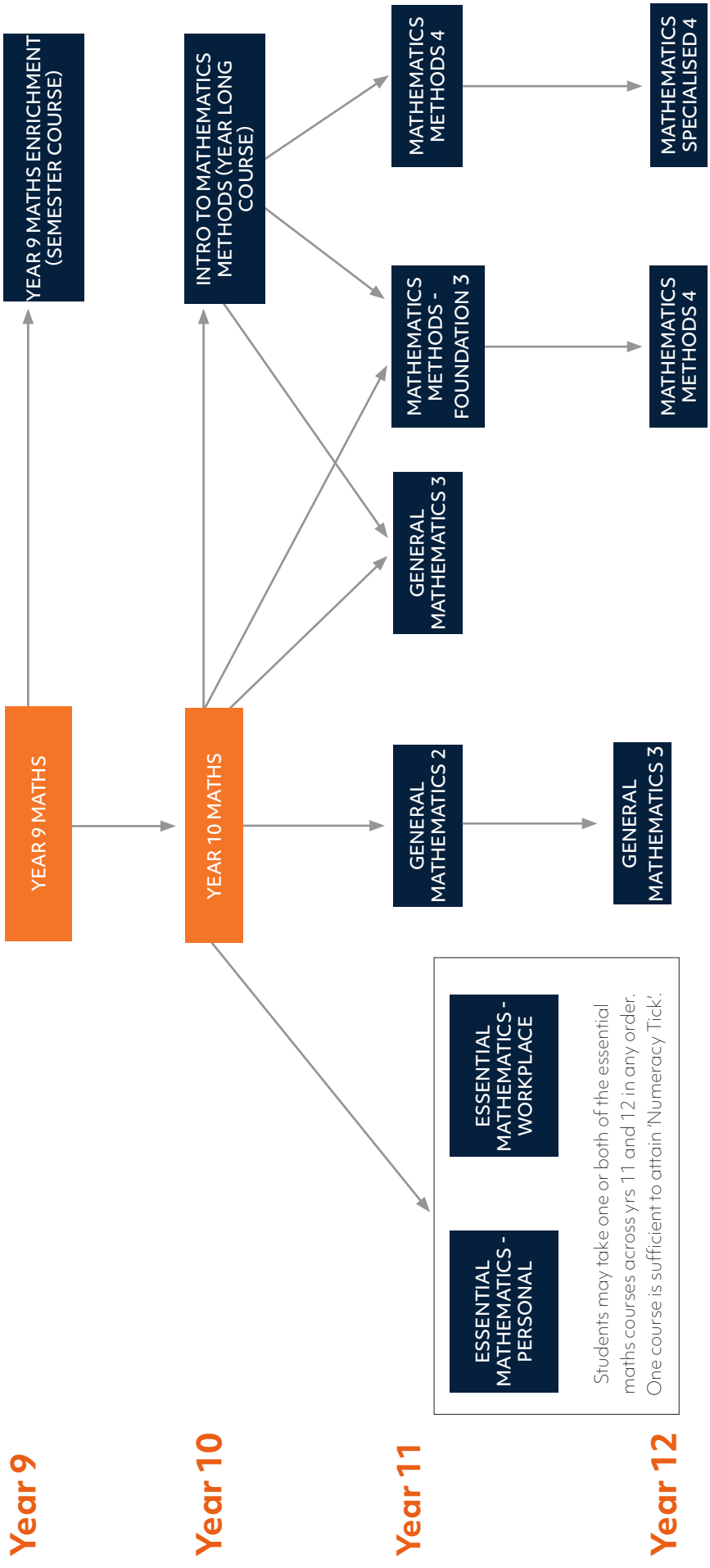
The assessment for Mathematics Specialised Level 4 will be based on the degree to which the learner can:

- Communicate mathematical ideas and information
- Apply mathematical reasoning and strategies in problem solving situations
- Use resources and organisational strategies
- Solve problems and use techniques involving finite and infinite sequences and series*
- Solve problems and use techniques involving matrices and linear algebra*
- Use differential calculus and apply integral calculus to areas and volumes*
- Use techniques of integration and solve differential equations*
- Solve problems and use techniques involving complex numbers.*

* denotes criteria that are both internally and externally assessed

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

Maths Flow Chart Years 9 to 12



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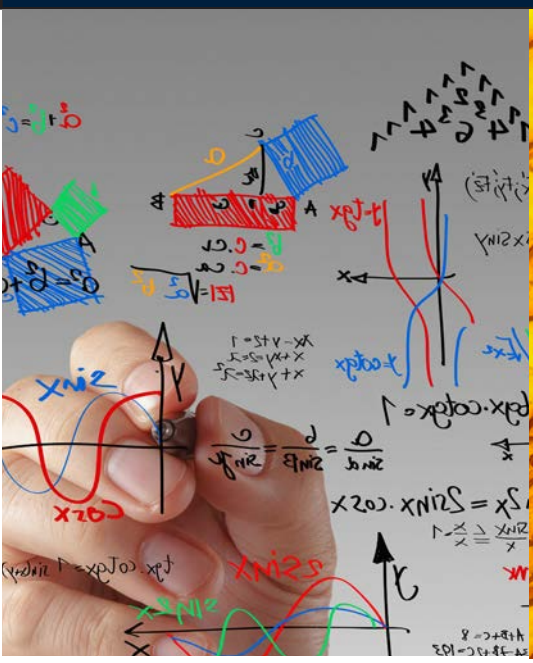
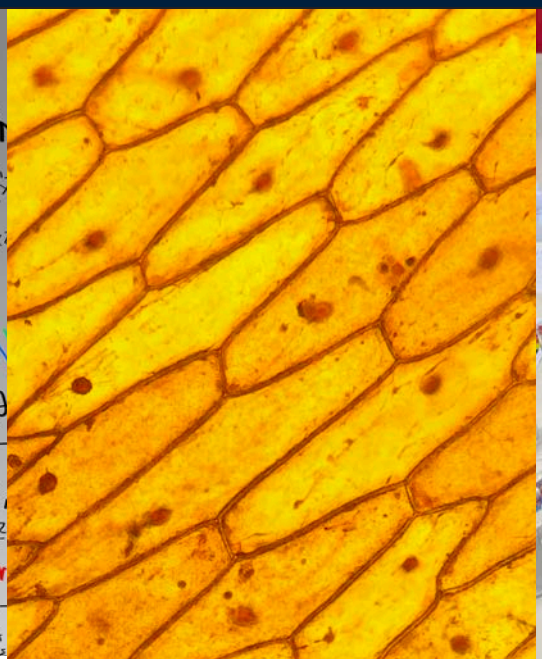




Biology

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.

Course Content

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.

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.

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 is 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.

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.

Course Content

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 (delivered concurrently with modules 2 and 3)

Module 2: Regulation of cells and systems

Module 3: Continuity and change

Objectives

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

- Work independently and with others, planning, monitoring and managing their own learning to interpret and solve problems
- Communicate data and information using standard scientific conventions for qualitative and quantitative representation and evaluate their reliability
- Use science inquiry skills to design, conduct, evaluate and communicate investigations into biological systems
- 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
- Discuss the biochemistry and mechanisms that are involved in the regulation of cellular processes
- Discuss the mechanisms by which animals use homeostasis to control their internal environment in a changing external environment
- Discuss how animals respond to the presence of pathogens and the ways in which infection, transmission and spread of disease occur
- Discuss the genetic, cellular and evolutionary processes and mechanisms that explain how the diversity of life on Earth has persisted and changed over time.

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.

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.

Course Content

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

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.

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.

Assessment

Eight criteria are assessed throughout this course – all eight are assessed internally and four (marked with an asterix 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.

Course Content

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.

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.

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.

Assessment

Eight criteria are assessed throughout this course – all eight are assessed internally and five (marked with an asterix 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.

Course Content

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.

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.

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.

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.

Course Content

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

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.

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.

Assessment

Eight criteria are assessed throughout this course – all eight are assessed internally and five (marked with an asterix 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.

Course Content

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

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.

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.

Assessment

Eight criteria are assessed throughout this course – all eight are assessed internally and four (marked with an asterix 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.

Course Content

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

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.

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.

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.

Course Content

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

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.

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.

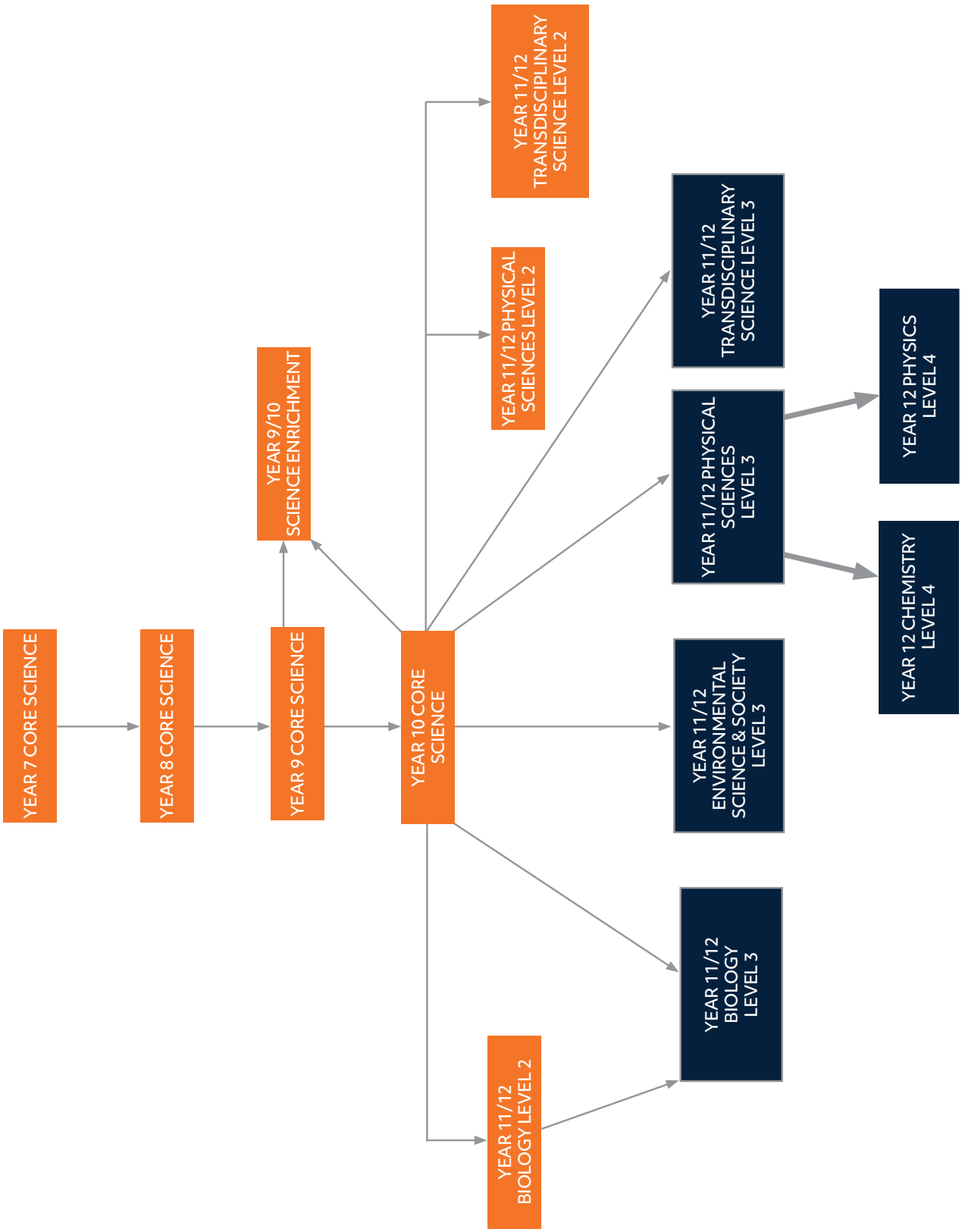
Assessment

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:

- Work independently and collaboratively to set and achieve goals
- Collect, analyse and evaluate data within a scientific inquiry
- Analyse concepts, processes and interrelationships between scientific models and theories*
- Analyse and communicate scientific data and information*
- Analyse interrelationships between local, national and global contexts within a scientific inquiry*
- Research, trial, analyse and refine within the process of an inquiry
- Analyse and adapt experimental design within an inquiry*
- 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.

Previous experience

No previous experience is necessary.

Course Content

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

UNIT 1: MANAGED AND NATURAL SYSTEMS (30 HOURS)

- Natural Systems
- Farm Management (there a 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
- Management and genetics in animal production
- Microbes, invertebrates and pests
- Production systems

UNIT 3: AGRICULTURAL ENTERPRISE (60 HOURS)

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

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

Pathways

Agricultural Enterprise TASC 2 provides a foundation for Agricultural Systems TASC 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 TASC 2 develops learner understandings established through the Food and Fibre Production context of the Australian Curriculum.

Assessment

This will be undertaken on a number of in-class tasks, both theoretical and practical and will culminate in a student directed managed project.

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.

Previous Experience

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

Course Content

- Systems Thinking Strategies
- The Farm as an Ecosystem
- Plant Production Systems
- Animal Production Systems
- Agricultural Engineering and Technologies
- Agricultural Business Principles

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.

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.

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.

Course Content

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 graphics 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

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

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

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

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)

Select one topic from the electives below:

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.

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.

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.

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.

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.

Assessment

The assessment for Computer Graphics and Design – Foundation Level 2 will be based on the degree to which the learner can:

1. Collect, organise, and apply information
2. Use a design process in response to a brief
3. Generate and communicate ideas using a variety of graphic techniques
4. Identify and utilise elements and principles of design
5. Appraise design solutions
6. Describe features of contemporary computer graphics systems
7. Use digital technologies to create content.

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.

Course Content

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 from 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, splibne 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.

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.

Assessment

The assessment for Computer Graphics and Design, Level 3, will be based on the degree to which the learner can:

1. Collect, organise and analyse information
2. Apply a design process to generate solutions*
3. Implement self-management strategies to complete individual and team activities
4. Generate and communicate ideas using a range of graphic techniques
5. Analyse and apply elements and principles of design*
6. Analyse the impact of design in society*
7. Describe and apply key features, applications and influences on contemporary computer graphics systems*
8. Apply digital technologies to create designed solutions.*

* Denotes criteria that are both internally and externally assessed.

Computer Science

TASC 3 (Pre-tertiary)

Description

This subject examines how computers work and interconnect. There is a strong emphasis on programming using the Java language.

Previous Experience

Although no previous experience is required you need to be capable in Mathematics.

Course Content

How data is represented in a computer

- Logic
- Algorithms
- Programming (Java)
- Negotiated project
- Project management (SDLC)
- Ethics and ICT careers

Pathways

This subject is highly technical and designed for those with a strong interest in studying computing or engineering at tertiary level.

Data Science and Digital Technologies

TASC 3 (Pre-tertiary)

Description

This course is designed for learners who are interested in the wider implications of the use technology to individuals and to workplace environments. Digital Solutions Level 3 provides opportunities for innovative and enterprising individuals to respond to emerging digital transformation through the analysis, creation, implementation, testing and management of information systems.

Data Science and Digital Solutions Level 3 as a Professional studies course will connect learners to industry by enabling them to be well-informed, analytical consumers of digital information and technology and to become confident creators of systems solutions.

Previous Experience

Data Science and Digital Solutions Level 3 enables learning continuity from Digital Technologies Level 2. It is suitable for learners who have completed the Years 9–10 band of the Australian Curriculum: Technologies – Digital Technologies. It may also suit those who have prior digital technologies experience.

Course Content

- People, data and digital systems
- Data-driven design
- From problem to solution
- Units of Study
- Explore methods of data collection,management and analysis
- Understand and apply project management techniques
- Collaborate with others to identify a need or opportunity and to evaluate processes and products
- Investigate digital system weaknesses in terms of ethical data management, privacy and cyber security
- Apply a safe by design approach to development of digital solutions
- Undertake a real-world case study that uses data to design a solution to user problems.

Pathways

Data Science and Digital Solutions Level 3 provides a useful background to learners considering a wide range of future pathways including tertiary and vocational studies. Examples of possible future areas of study or employment include, but are not limited to, information technology, business, health, law, commerce, engineering, education, arts and science.

Assessment

Your internal assessment is based on your performance in regular tests, programming and networks assignments. There is an external examination at the end of the year.

Design and Production (Metal)

TASC 2

Description

The Design and Production Metal specialisation involves designing and making products predominantly from metal alloys and tools suited to working with these materials.

Previous Experience

No previous experience is required, however, completion of 10 workshop techniques or 10 Digital Fabrication is strongly recommended.

Course Content

- Develop skills and experience in applying design thinking and processes to problem-solving
- Learn and develop visual communication skills
- Learn and develop CAD modelling skills to develop, iterate and resolve design solutions
- Using models and prototypes for testing and developing design solutions
- Learn and apply project planning, management and implementation skills
- Learn and develop skills in reflection and appraisal of design and production work
- Learn and develop problem-solving skills through design and practical production experiences
- Learn and apply skills in using hand, power, machine and CNC tool techniques for creating metal products

- Learn and apply skills in the use of joining and fusing techniques for metal
- Develop knowledge of the material properties and familiarity with the working properties of a range of different metals, alloys and finishes through practical design and production experiences
- Learn and apply workshop safety practices during practical experiences.

Pathways

UTAS Object Design (TASC 3 Equivalent), University Design degrees, apprenticeships in fabrication, boilermaking, fitting and machining, industrial blacksmithing and other manufacturing industries. As well as importantly, personal enjoyment and the acquisition of skills for life.

Assessment

Assessment in this course is based on the completed project production work and the documented folio evidence of the process of developing the design, project planning and implementation, experimenting and testing, and production process of the final design/product.

Design and Production (Wood)

TASC 2

Description

The Design and Production Wood specialisation involves designing and making products predominantly from wood and tools suited to working these materials.

Previous experience

No previous experience is required, however, completion of 10 workshop techniques or 10 Digital Fabrication is strongly recommended.

Course Content

- Develop skills and experience in applying
- design thinking and processes to problem-solving
- Learn and develop visual communication skills
- Learn and develop CAD modelling skills to develop, iterate and resolve design solutions
- Using models and prototypes for testing and developing design solutions
- Learn and apply project planning, management and implementation skills
- Learn and develop skills in reflection and appraisal of design and production work
- Learn and develop problem-solving skills through design and practical production experiences
- Learn and apply skills in using hand, power, machine and CNC tool techniques for creating wood products
- Learn and develop skills in the use of joinery and shaping techniques for wood
- Develop knowledge of the material properties and familiarity with the working properties of a range of different timber species, adhesives and finishes through practical design and production experiences
- Learn and apply workshop safety practices during practical experiences.

Pathways

UTAS Object Design (TASC 3 Equivalent), University Design degrees, Schools of fine furniture design, apprenticeships in joinery, cabinetmaking, building and construction and other manufacturing industries. As well as importantly, personal enjoyment and the acquisition of skills for life.

Assessment

Assessment in this course is based on the completed project production work and the documented folio evidence of the process of developing the design, project planning and implementation, experimenting and testing, and production process of the final design/product.

Digital Technologies

TASC 2

Description

This course introduces learners to digital systems, security, user design and programming. There is a focus on the interactions and impacts of digital technology in today's world.

Previous Experience

Digital Technologies Level 2 is designed as a foundational computing course that builds on learners' prior knowledge and skills from Years F–8 in the Australian Curriculum: Technologies – Digital Technologies.

Course Content

- Programming skills in making apps or games or in machines such as robots and drones
- Undertake a project or a series of small
- projects focused on user design; develop skills in critical, creative, computational and algorithmic thinking
- Individual and collaborative work to solve problems
- Use real-world project management and problem-solving skills
- Apply science, technology, engineering and mathematics (STEM) knowledge and competencies to investigate an existing challenge or need
- Investigate ethical issues such as privacy and security in the digital world.

Pathways

This subject is a foundation course suitable for learners with an interest in technology. It builds highly desirable digital skills, knowledge and understanding that can be applied in a wide range of future learning and workplace contexts. It also provides the foundation for those interested in pursuing vocational education or Level 3 courses in Technology fields.

Assessment

Your internal assessment is based on your performance in regular practical assignments, tests and projects.

Engineering Design

TASC 3 (Pre-tertiary)

Description

Engineering Design TASC 3 equips learners with the ability to research, design, and develop solutions to realworld problems using engineering, scientific, and mathematical principles.

Through STEM inquiry and projectmanagement, learners explore the relationship between engineering and society, gaining skills in innovation, problem-solving, and industry standards. The course fosters creativity, critical thinking, and practical application of technologies to improve lives and address challenges in an engineering context.

Previous experience

No previous experience is required, and new learners are actively encouraged. However, studying 10 STEM, 10 CAD/CAM and Digital Fabrication or 10 Creative Design and Innovation would be an advantage.

Course Content

- DESIGN PROCESS AND PROJECT MANAGEMENT – Applying structured methods to develop engineered solutions and manage projects effectively.
- ENGINEERING AND SOCIETY – Exploring how engineering impacts communities, sustainability, and technological advancements.
- STEM PRINCIPLES – Integrating science, technology, engineering, and mathematics to solve problems.
- INNOVATION AND PROBLEM-SOLVING – Developing creative solutions to realworld challenges.
- INDUSTRY STANDARDS AND MANUFACTURING – Understanding professional design practices, safety regulations, and production techniques.
- TECHNOLOGY AND PROTOTYPING – Using digital tools and manual tools and equipment to design, test, and improve products and systems.

Pathways

Students can pursue degrees in engineering, industrial design, or STEM research to deepen their expertise and prepare for careers in innovation, technology, and problem-solving across various industries.

Assessment

Assessment will be based on the content of three modules undertaken during the tenure of this subject:

Module 1 – Engineering systems,

Module 2 – Engineering Practice,

Module 3 – Extended Engineering Project.

These modules will involve the creation of prototypes in response to design briefs, a design journal and an externally assessed folio based on an extended engineering design project.

Food, Cooking and 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.

Course Content

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.

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.

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.

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.

Assessment

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

- Collect and categorise information
- Communicate ideas and information
- Use organisational and time management skills
- Apply safe practices and food hygiene procedures
- Use food preparation skills
- Identify key properties of foods
- Apply nutritional principles
- Investigate and address food-related choices.

Food and 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.

Course Content

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

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.

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.

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:

- Research and analyse information from a variety of sources
- Communicate ideas and information in a variety of forms*
- Plan, organise and complete activities both independently and collaboratively
- Describe the relationship between nutrition, food and health*
- Analyse diets using nutrient reference values and recognised food selection tools*
- Analyse factors affecting food choice *
- Apply principles of nutrition and food choice to health promotion
- 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.

Course Content

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.

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.

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.

Assessment

The assessment for Housing and Design Level 3, will be based on the degree to which the learner can:

1. Communicate ideas and information using a range of techniques
2. Implement self-management strategies to complete individu.al and team projects
3. Analyse and apply features and principles which contribute to environmental sustainability within design decisions*
4. Apply architectural design principles relating to functional use of space*
5. Apply architectural design principles relating to aesthetics
6. Locate and analyse information about user needs and influences in design projects*
7. Use and document the design process*
8. Generate design solutions which respond to the brief and identified aims.*

* Denotes criteria that are both internally and externally assessed.

UTAS Object Design

Description

Object Design is a pathway unit offered by the School of Creative Arts and Media (CAM) at the University of Tasmania. It introduces you to design concepts across a wide range of disciplines and materials.

This is a year-long theme-based unit where, with the support of your teachers, you will engage in design activities around iterative practice to develop a creative response to a design brief. Assessment tasks include a design proposal, the submission of a major design proposition or object supported by a project journal, as well as a reflective statement. Completed student works will be presented in a group exhibition.

Assessment will be undertaken by University of Tasmania staff in collaboration with teacher associates. UTAS staff scaffold learning and teaching activities by supporting students and teacher associates through schools/ college visits and online resources.

More information for this subject can be found on the UTAS website here: https://www.utas.edu.au/courses/cale/units/ucp012-object-design

VET



Vocational Education and Training (VET)

The following courses may be offered at Hutchins in 2026 (depending on demand).

Certificate II In Hospitality

SIT20322

Description

This nationally recognised training is an excellent entry level course in which you will gain the knowledge and practical work skills for employment in the hospitality industries.

Previous Experience

No previous experience is required.

Course Content

12 units taken from hospitality package. Through core and elective units this certificate develops industry-specific skills and knowledge, as well as workplace skills in communication, presentation and selfconfidence, which include:

- Work effectively with others
- Source and use information on the hospitality industry
- Participate in safe work practices
- Use hygiene practices for food safety
- Prepare and serve espresso coffee
- Provide Responsible Service of Alcohol

Course Delivery

This course is delivered via an online training provider, with regular online training sessions as well as a work placement comprising of 12 shifts within an operational hospitality environment.

Assessment

Assessment is completed using a variety of formats: written, verbal questioning and observation of practical demonstrations. Upon completion of all units a Certificate II in Hospitality (Operations) will be issued. To complete the full certificate, students will need to complete 12 hospitality work placement shifts.

Certificate II In Medical Service First Response

Description

Serves as a valuable introductory course for aspiring paramedics. It provides via an online platform with trainer support foundational knowledge and practical skills that allow individuals to gain insight into the paramedic profession.

This certificate offers a 'taster' of the industry, allowing students to explore their interest and suitability for a career in emergency medical services. Students learn how to respond to emergencies, provide basic life support, and effectively communicate with patients and other healthcare professionals. This qualification includes practical opportunities to develop more advanced patient skills to help students to practical in real-world settings.

Previous experience

No previous experience required. A genuine interest in helping others using first aid knowledge and skills.

Course Content

- Basic anatomy and physiology
- Infection control
- Communication skills
- First aid techniques

Course Delivery

This course is offered online only with trainer supported provided by the RTO. Completion time 12 months.

Assessments

Assessments methods include multiple choice questions, short written answers and practical activities.

Certificate II In Workplace Skills

BSB20115

Description

This national recognised qualification will provide you with a range of skills and knowledge to perform a range of basic business tasks.

Previous experience

No previous experience is required.

Course Content

The course is delivered using an online learning platform. During the course you will refine your knowledge of computer operations, business record-keeping, workplace health and safety, customer service and document creation. Creating employment opportunities as an:

- Administrative assistant
- Data entry operator
- Information desk clerk
- Office assistant

Course Delivery

Online over a 12 month period.

Pathways

The Certificate II can lead to further study such as a Certificate III or Diploma of Business or to employment.

Assessment

Assessment is completed through a variety of online quizzes, written assignments and role plays scenarios.

Certificate III In Aviation (Remote Pilot)

AVI30419

Description

This is a nationally recognised qualification which is designed to facilitate students achieving a comprehensive understanding of the unmanned aerial vehicle and how it can be part of their career opportunities.

Upon successful completion of the course material students will receive a Certificate III in Aviation (Remote Pilot), Remote Pilot Licenses (RePL) and the Aeronautical Radio Operators Certificate (AROC).

Course Content

- Navigate remote pilot aircraft systems
- Operate and manage remote aircraft systems
- Perform operational inspections on remote-operated systems
- Control remote pilot aircraft systems on the ground
- Launch, control and recover a remotely piloted aircraft
- Manage remote pilot aircraft systems energy source requirements
- Apply the principles of air law to remote pilot aircraft system operations
- Apply situational awareness in remote pilot aircraft systems operations
- Operate aeronautical radio
- Work effectively in the aviation industry
- Operate multi-rotor remote pilot aircraft systems
- Conduct an aerial search using remote piloted aircraft
- Operate remote pilot aircraft systems extended visual line of sight (EVLOS).

Future pathways

The Certificate III in Aviation (Remote Pilot) can lead to a wide range of unmanned aerial vehicle roles including, asset inspection, environmental assessment and monitoring surveying and mapping and a wide range of photography applications.

Assessment

Assessment is completed through a variety of online quizzes, written assignments and practical observations.

Certificate III In Fitness

SIS30315

Description

This nationally recognised qualification will provide you with a range of skills and a quality career start in the fitness and leisure industry.

Course Content

Delivered in a combination of practical sessions, online learning and structured work placement you will be required to complete the following units:

- Provide fitness orientation and health screening
- Provide quality service in the fitness industry
- Develop and apply an awareness of specific
- populations to exercise delivery
- Apply anatomy and physiology principles in a fitness context
- Provide healthy eating information to clients in accordance with recommended guidelines
- Maintain sport and recreation equipment for activities
- Work effectively in sport and recreation environments
- Follow occupational health and safety policies
- Undertake risk analysis of activities
- Apply first aid
- Instruct and monitor fitness programs
- Undertake client health assessment
- Plan and deliver gym programs
- Plan a home-based business
- Plan and deliver endurance training programs.

Course Delivery

This course is offered online only. Expected time for completion is 24 months.

Pathways

No previous experience is required. You should have a genuine interest in sports performance, fitness and health related subjects. Places in this subject are limited.

Assessment

Assessment is completed through a variety of online quizzes, verbal, written and practical simulations. You will need to gain the unit 'Apply first aid' yourself.

Construction Industry Skill Set

Description

The Construction Industry Skill Set introduces students to the construction industry, its culture, occupations, roles and workplace expectations. The units are taken from the Certificate II in Construction and will be recognised towards completion of this certificate or a future apprenticeship within the construction industry.

Previous experience

No previous experience necessary.

Course Content

Students will develop industry specific skills and knowledge through the following units:

- Apply OHS requirements, policies and procedures in the construction industry
- Plan and organise work
- Carry out measurements and calculations
- Read and interpret plans and specifications
- Use construction tools and equipment
- Use explosive power tools
- Erect and dismantle restricted height scaffolding

Pathways

This course is suitable for those considering career pathways with in the building and construction industry, including casual and part time roles as well as apprenticeship pathways.

Assessment

Assessments are completed through practical observations, verbal and written questioning.

School-Based Apprenticeship and Traineeship

Description

A school-based apprenticeship or traineeship allows Year 11 and 12 students to undertake a nationally recognised qualification as an apprentice or trainee while still attending school. When a prospective apprentice/trainee and employer decide to enter into a school-based apprenticeship or traineeship they need to be clear about their commitment to the training contract and their completion of their Tasmanian Certificate of Education.

Students who commence a school base-apprenticeship or traineeship may complete the qualification over one or two years prior to leaving school, however many of the higher level qualifications particularly in the trade areas continue past the end of Year 12 where you will undertake a full-time apprenticeship.

Many of the school-based apprenticeships and traineeships provide pathways into careers in the trades and other vocations and give the trainee or apprentice a head start in their chosen career. It also provides employers with the opportunity to start training their future workforce from a very early age.

If considering a school-based apprenticeship or traineeship please make an appointment with the Careers Advisor prior to subject selection.

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