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Subject Selection Procedure

Thursday 21 July
Introductory meeting for current Grade 10 students held during Period 3 in the Auditorium. There will be presentations by the Dean of Studies and the TASC Liaison Officer.

Tuesday 26 – Friday 29 July and Thursday 4 August
During period 3, current Grade 10 students will have the opportunity to speak with subject co-ordinators and investigate subjects on offer. See attached schedule for venues.

Monday 1 August
Meeting for current Grade 11 students held during Period 3 in the Auditorium. There will be presentations by the Dean of Studies and the TASC Liaison Officer.

Tuesday 2 August
Grade 11 and 12 (2017) Course Selection night.
Students and parents to be presented with information on university entrance requirements and the TCE, which will include small group discussions involving students, parents and individual subject co-ordinators.

Friday 12 August
Final date for the on-line submission of subjects for 2017 using Edval WebChoice (after this date WebChoice will not be available).

Tuesday 16 August
To complete the process all students must ensure that a printout of the TCE planner and signed confirmation of submission of subjects has been handed into the Deans’ Office.

August
Individual discussions as required with the Careers Practitioner in addition to discussions with tutors and Heads of House, as well as subject co-ordinators.

October
The lines for 2017 will be published based on the students’ subject choices. Where an insufficient number of students have enrolled for a course to be run, alternative options will be sought. This may mean that the subject operates with reduced contact hours, or alternatively, the subject may be sought at either Scotch Oakburn College, St Patrick’s College or Launceston Christian School under the Co-operative programme.

Heads of House, tutors and subject co-ordinators will be further involved in discussions concerning subject choices and, where necessary, contact will be made with students and/or parents if changes are deemed necessary or desirable.

During this period there is also opportunity for students to request changes in subject choices.

Late October
Course details for 2017 distributed to students.
TCE Studies at Grammar

The first step towards an informed choice of subjects is deciding whether you wish to continue at school for the next two years to gain the Qualifications Certificate which provides for a general education for life, citizenship, a pathway to TAFE and the workforce, or whether you are also targeting the Tasmanian Certificate of Education (TCE) which will lead you to being eligible to continue your studies at university. On average, 95% of Launceston Church Grammar School Grade 12 students achieve the TCE.

Although some students will have chosen their future direction and might already be starting to specialise in curriculum areas such as Science, Humanities, the Arts, or the practical subjects, most students should be thinking of a broad-based academic programme.

At Launceston Church Grammar School students are offered a large selection of subjects that are accredited by the Office of Tasmanian Assessment, Standards and Certification (TASC) as well as opportunities for students to access Vocational Education and Training (VET) courses, and a limited number of first-year university (UTAS) subjects.

TASC accredited courses (including TCE senior secondary courses)

TCE level 3 subjects are eligible to be counted towards university entrance (known as pre-tertiary subjects) and can contribute to a student’s Australian Tertiary Admission Rank (ATAR).

All TASC accredited subjects are designated according to their length of study:

- 15 credit points = 150 hours
- 10 credit points = 100 hours
- 5 credit points = 50 hours

To fulfil the requirements of the TCE student must use the on-line TCE Course Planner to ensure that their programme of study is appropriate.

Grade 11

All Grade 11 students are required to study one of the English subjects on offer. In addition, students should then choose the equivalent of three other C subjects.

Students selecting four pre-tertiary subjects or their equivalent would benefit from a Study line, however Grade 11 students should only opt for a Study line if their load is academically challenging.

Grade 11 students are encouraged to select their programme of study with their current academic performance in mind. Grade 10 results of SA indicate the need for some subjects to be taken at non pre-tertiary level and there are many TASC Level 2 subjects from which to choose. On the other hand, students who are achieving HA and EA results at Grade 10 level would enjoy success with four or even five TASC Level 3 subjects.
Grade 12

Grade 12 students aiming for university entrance should be planning their course of study around maximising their ATAR score. **Only two subjects studied in Grade 11 can contribute to the ATAR score** which is calculated on the student’s best five results in TQA Level 3 subjects. Thus, it is important to save three of their strongest subjects for Grade 12 and students should consider how they can best prepare for those subjects in Grade 11. To be eligible for the calculation of an ATAR, students will have to have met the standards for the award of the TCE.

Grade 11/12 subjects will be timetabled in **five lines**. The placement of subjects in these lines will be made to achieve the best possible match with student subject choices, consistent with room and staff constraints.

With arrangements set in place at LCGS, Scotch Oakburn College, St Patrick’s College and Launceston Christian School, it is sometimes possible to take a subject not readily available at Grammar at one of the other three schools. The timetable is designed to facilitate this sharing of resources to advantage all students. More details on this highly successful programme are available under the heading Co-operative Programme.

It may well be difficult to determine which subjects to study during the next two years. Some important criteria to consider are:

- have I planned a course of study that will fulfil the requirements of the TCE?
- do I need the subject as a pre-requisite for university or other training?
- does the subject tie in with planned courses for Grade 12?
- do I think I will enjoy the subject?
- will the subject help me grow as an individual/citizen/future parent?
- have I chosen a balanced package of study?
Career Planning and Subject Selection

When selecting subjects for Grade 11 and 12, students should take into account their interests and strengths in the subjects studied thus far as well as focussing on possible career options.

Through discussions with our Careers Practitioners and active involvement in the School’s Career Education programme, students may have already identified career options of particular interest. In order to assist in the course selection process, it is suggested that students work through the flowchart and complete the Career Planning Worksheet. This will assist in identifying subjects which need to be studied in Grades 11 and 12.

Students joining the School in Grade 11 might consider making an appointment with our Careers Practitioners before completing their course selection.

Having determined their essential subjects, students are encouraged to then choose others for interest, balance and personal development, at all times keeping in mind the requirements of the TCE.

Flowchart

In order to complete the Career Planning Worksheet for your chosen career options, work through the flow chart below.

- Have you decided on future career options?
  - Yes
    - VISIT the Careers Centre to find out WHERE you can study courses leading to your preferred career options
  - No
    - VISIT the Careers Centre and work through some career planning strategies and undertake research skill sessions. Discuss possibilities with parents, tutor, subject teachers, friends.....
    - PLAN Grade 11 subjects to maximise your chances of gaining the pre-requisite Grade 12 subjects and the required ATAR score
    - PLAN Grade 12 subjects to maximise the number of courses for which you will be eligible

It is very important to pay particular attention to university/future education course subject pre-requisites.
For Clarification on further pre-requisites visit the Careers Centre.
Career Planning Worksheet

Enter your career option in the last column and work back across the table from right to left using the resources of the Careers Centre. The first row has been provided as an example.

<table>
<thead>
<tr>
<th>Grade 9/10 Subjects</th>
<th>Grade 11 Subjects</th>
<th>Grade 12 Subjects</th>
<th>Entry** Requirements – Please check with the Careers Centre</th>
<th>Education or Training</th>
<th>Skills Required</th>
<th>Career Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics Methods Foundation 2 (Mathematics Extended)</td>
<td>Mathematics Methods 3, Physical Science, English Literature</td>
<td>Mathematics Specialized, Physics and Chemistry</td>
<td>Mathematics Methods 3, Mathematics Specialized, Physics or Chemistry, a Level 3 English (check scores required)</td>
<td>Bachelor of Engineering</td>
<td>● computing • analytical • communication</td>
<td>Civil and Structural Engineering</td>
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</tbody>
</table>

**This step is essential in understanding application requirements from UTAS and Mainland university providers. There can be vast differences in the level of pre-requisite study and the Careers Centre will have the most up-to-date information.**
Useful Resources for Researching Options beyond Grade 12

The Good Universities Guide
www.gooduniversitiesguide.com.au
The Good Universities Guide will help you find courses at Australian universities, TAFEs and training colleges, organised by State/Territory and level of study. Use the “Scholarships” tab to search for a wide range of scholarships offered throughout Australia and view the “Education News” tab for information on job and industry growth areas.

Job Outlook
www.joboutlook.gov.au
An Australian Government resource, detailing current and projected job opportunities by industry, wage levels, skills required and training opportunities.

myskills
www.myskills.gov.au/
Provides information about vocational education and training options.

Australian Apprenticeships
www.australianapprenticeships.gov.au
Quick and easy access to information regarding Australian Apprenticeships.

Study Assist
Information for students about government assistance for financing tertiary study.

Study Overseas
This is an excellent starting point for an overview of the popular study destinations for Australian citizens. It provides information about the structure of academic systems, work and internships, costs, visas and insurance, and accommodation and transport.

Career FAQs
www.careerfaqs.com.au
A great general careers website with course, institution and industry information, as well as career tips and a range of templates e.g. resumes and cover letters.

Directory Undergraduate
A hardcopy book which provides a list of all Australian undergraduate university courses and their predicted ATARs. This will be available in the Careers Centre from late April, or can be downloaded from the App Store.
Institution Brochures
The Careers Centre stock a wide range of brochures from universities, TAFEs and other education providers. We recommend visiting individual university websites for the most detailed and up-to-date information.

Open Days
Most large education providers hold one or more Open Day events, typically in July-August, which are a great opportunity to familiarise yourself with the courses, facilities and accommodation options. If you are unable to visit the designated Open Day, most providers are happy to conduct a tour for you at another time; just be sure to provide them with at least two weeks’ notice of your planned visit.

Visitors to the School
The Careers Centre facilitates a huge range of visits by education providers, employers (e.g. Tasmania Police and the Defence Force) and former students with interesting career journeys to share. These visits are all promoted through Daily Notices, email, and the Careers group in Yammer. All students are welcome to attend these sessions, which are held in recess or lunchtime.

If you have an interest in a particular occupation or education provider, we are very happy to organise a visitor to suit.

Mrs Carol Bennett and Mrs Fiona Symons
Careers Advisors
The Tasmanian Certificate of Education

The Office of Tasmanian Assessment, Standards and Certification issues three certificates:

1. Qualifications Certificate
2. Tasmanian Certificate of Education (TCE)
3. Tasmanian Certificate of Educational Achievement (TCEA)

This extract is adapted from the TASC website and should be read in conjunction with the summary provided at the end of this section.

1. The Qualifications Certificate will list all education and training qualifications. Your Qualifications Certificate will include all your qualifications in courses approved by TASC, including TASC approved syllabuses, VET certificate courses or other recognised formal learning such as:

   - Australian Music Examination Board (AMEB)
   - CISCO Systems Australia
   - Enterprise Education Certificate (Australian Business Week)
   - Girl Guides Association (Tasmania)
   - The Duke of Edinburgh Awards in Australia (Tasmania Division)
   - Scouts Australia (Tasmanian Branch)
   - St Cecilia School of Music
   - Tasmanian Aero Club
   - Trinity College London
   - University of Tasmania – High Achievers Programme
   - University of Tasmania College Programme
   - Royal Academy of Dance qualification
   - Professional Association of Diving Instructors PADI

The Qualifications Certificate will be issued in December to Grade 12 (and 13) students finishing their senior secondary education and training. A person achieving an additional qualification after Grade 12/13 may request an updated qualifications certificate.
2. To achieve the **Tasmanian Certificate of Education** students must

- complete the equivalent of a two-year programme of senior secondary studies with a significant amount of learning at a set standard
- meet a set of standards for everyday adult reading, writing, communication, mathematics, use of a computer and the internet
- develop and review plans for the future

Studies can also include Vocational Education and Training (VET) competencies and certificates, traineeships and apprenticeships.

To achieve the TCE students will have to meet or do better than a set of **five standards** –

- literacy,
- numeracy,
- information communication technology (ICT) skills,
- participation and achievement, and
- pathway planning.

These standards will be met though studying TASC accredited courses, vocational education and training (VET) courses and other TASC endorsed courses. Results in some of these courses are approved by the TASC as showing that literacy, numeracy and ICT requirements have been met.

Grade 12 students usually gain entry to university courses using their ATAR score which is calculated from their achievement in TASC level 3 subjects. To be eligible for the calculation of an ATAR, students will have to have met the standards for the award of the TCE. Please refer to the section on university entrance requirements for further information.

Tasmanian employers are very supportive of the TCE qualification because its standards match important skills people need for employment, further education and training.

**Literacy Standard**

The standard is based on ‘everyday adult reading, writing and oral communication’ - for example, reading procedures and instructions, interpreting information from diagrams, graphs and charts, writing a brief formal letter, using questions to gather information and provide a verbal report. Many students will show that they meet or do better than this standard by the results they get in senior secondary subjects. Examples of subjects that meet the standard are:

- English Literature
- English Communications
- English Foundation
Other students will have successfully completed vocational education and training (VET) units to show that they meet or do better than this standard. Some students gain results prior to the start of Grade 11 that will be acceptable as showing that they meet or do better than this standard.

**Numeracy Standard**

The standard is based on ‘everyday adult maths’ - for example, using common maths knowledge and skills to measure, solve basic problems, develop budgets, collect survey information and interpret it, and carry out calculations involving fractions and metric quantities.

Many students will show they meet or do better than this standard by the results they get in senior secondary subjects: Examples of subjects that meet the standard are:

- Accounting
- General Mathematics Foundation
- Mathematics Methods
- Workplace Maths
- Physical Science

Other students will have satisfactorily completed VET units to show that they meet or do better than this standard. Some students gain results in Grade 10 that will be acceptable as showing that they meet or do better than this standard.

**Information and Communication Technology Standard**

The standard is based on ‘everyday adult use of computers and the internet’ - for example, using a computer, using a word processor and spread sheet, sending and receiving information by e-mail, and searching the internet.

Many people will show they meet or do better than this standard by the results they get in senior secondary subjects where computers must be used. Examples of subjects that meet the standard are:

- Media Production

Other students will have passed VET units to show that they meet or do better than this standard.

**TASC Tests for Everyday Adult Skills in Literacy, Numeracy and ICT**

A small minority of students may not have met one of the three standards indicated above. In such cases ‘safety net’ testing of the particular skill set will be available at Grammar in mid-June and mid-September each year. Further information can be found from the TASC website.

**Checking to ensure your proposed course meets Numeracy, Literacy or ICT standard**

Participation and Achievement Standard

The participation and achievement standard for the TCE says that students must achieve “a significant amount of learning at a set standard”.

Each type of learning has been given a credit points value. A student will need to have a minimum of 120 credit points gained over the two years with at least 80 points in studies rated at complexity level 2 or 3. The credit points allotted to each subject offered at Grammar are indicated in the information on every subject information page found in our handbook.

In order for a result in an accredited TASC course to contribute towards the participation and achievement requirement a student must achieve an award of at least a Preliminary Achievement (PA).

In addition to TASC subjects, the following courses are also recognised by the TASC as contributing towards the participation and achievement requirement of the Tasmanian Certificate of Education:

- Australian Music Examinations Board (AMEB)
- Civil Aviation Safety Authority
- Duke of Edinburgh’s Award in Australia
- Enterprise Education Certificate (NextGen enterprise)
- Guide Association of Australia (Tasmania)
- Scout Association of Australia (Tasmania)
- St Cecilia School of Music
- Trinity College
- University of Tasmania High Achievers Programme
- VET Certificates

TCE Course Planner

To assist students to plan their programme of study over two years the TASC have developed the TCE Course Planner which is available on-line. The planner is an Excel spreadsheet that will automatically tally up TCE, VET and other courses in terms of the amount of credit and the level of credit generated. It will also indicate whether the amount is sufficient to meet TCE requirements. In addition, it will indicate if the courses chosen will contribute to meeting the literacy, numeracy and ICT standards. Each student is expected to submit a copy of their planner to the Dean of Studies at the same time that their subjects are registered.

The TCE Course planner can also be found on the TASC website www.tasc.tas.gov.au/2829

Pathway Planning Standard

The standard is “to have developed and reviewed plans for education and training”. Most students will meet this standard by developing a plan during Grade 10 and reviewing their progress at some time before they finish their senior secondary education and training. All Tasmanian schools are required to ensure that Grade 10 students develop a pathway plan and register it with TASC by the end of the year. A student's plan will include their career goals and the education and training they need to reach these goals.
Essential Reading - TASC The Tasmanian Certificate of Education and Related Certificates

This brochure will provide the answers to many questions about the TCE…click the link http://www.tasc.tas.gov.au/4DCGI/_WWW_doc/081424/RND01/TQA_Brochure_V3.pdf


3. The Tasmanian Certificate of Educational Achievement is a quality assured, centrally issued ‘narrative’ (rather than standardised) certificate for the small number of students for whom a fair account of their achievements requires this form of certification. There are eligibility criteria which must be met by both the student and the school 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 TCE along with the TCEA.
TCE Subjects, Assessment and University Entrance

Beyond Grade 10

The Tasmanian government has committed to increasing the retention of students in some form of education or training until the age of 17 years. The Guaranteeing Futures Legislation passed in 2005 applies to all students from 2008 and beyond.

From 2014, some TCE subjects will be aligned to the Australian Curriculum.

Nomenclature

There is a continuous programme of review and reaccreditation of TASC subjects. The subjects are coded using 9 characters. For example, English Communications TASC 3 is coded ENC315115.

<table>
<thead>
<tr>
<th>ENC</th>
<th>3</th>
<th>15</th>
<th>1</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
</tbody>
</table>

A  Three letters identify the course name  ENC English Communications
B  Level of complexity  Level 3
C  Number of credit points  15 Credit points
D  Version  1
E  Year of accreditation  (20)15

Methods of Assessment

All assessment information relating to individual subjects offered in this handbook, including criteria, standards, subject outlines and past examination papers, is available on the TASC website. Each subject outline contains a link to the respective syllabus documentation on the website.

All currently accredited TCE courses use assessment based on specific criteria identified in the documentation for each course. In all TASC subjects, students are assigned ratings, one on each of the criteria. Where there is an external assessment component, there are normally twelve ratings. Five of the criteria assessed both externally and internally and the remainder assessed internally. Most newly accredited TASC courses will continue with criterion based assessment although some of the new courses will be competency based.
Ratings

In criterion-based assessment a student will receive an A, B, C, t, or z rating as follows:-

A = Outstanding achievement in this aspect of the work
B = Clearly superior achievement in this aspect of the work
C = Sound achievement in this aspect of the work
t = Minimum standard has not been achieved in this aspect of the work
z = No evidence of achievement has been presented for assessment

In competency-based assessment two ratings only are used: “competent” or “not yet competent”.

Standards

The TASC subject documentation describes standards. It sets out requirements for assessing, recording and validating judgments of standards. Regular meetings of teachers are held to ensure standards are moderated between schools and colleges. TASC subjects are required to undergo quality assurance processes.

Awards

In TCE subjects the ratings on the individual criteria will be determined by using standards indicated within the subject syllabus documents and the overall result on the subject determined as one of these five awards.

- EA: Exceptional Achievement
- HA: High Achievement
- CA: Commendable Achievement
- SA: Satisfactory Achievement
- PA: Preliminary Achievement

This is the result for the subject which will be displayed on the student’s Qualifications Certificate. If the student does not satisfy the requirements for PA, they will not receive an award at all.

For new TASC subjects that are competency-based a successful student receives the award Satisfactory Completion or Pass on their Qualifications Certificate.

Subject scores and Scaling

Pre-tertiary subjects are defined as those subjects which contribute scores towards a student’s Australian Tertiary Admission Rank (ATAR). TASC Level 3 courses are assessed using internally assessed criteria, some of which are also assessed externally. These results are combined using an algorithm to generate the student’s award for the course and the ATAR score. The range of scores for each course is then scaled to take into account the degree of difficulty of the course.

The aim of scaling is to ensure there is no systematic advantage/disadvantage to students based purely on their selection of subjects. The TASC calculates a score for each of the awards in each TASC Level 3 subject; the scaled ranges for each subject in the previous year can be downloaded from www.tasc.tas.gov.au/0472 The score given to awards in subjects is based on the results of the students in the current year and therefore cannot be determined until marking has been finalised. Subject award scores vary from year to year. The method used in the determination of scores maintains comparability between years.
The best advice to a student is to choose subjects for interest, for challenge and for relevance to future plans; subject choice should not be based on previous years' scores.

What is the ATAR?

The ATAR (Australian Tertiary Admission Rank) is a percentile ranking of students using their initial scores. It is calculated from the total scores of a student’s best three TASC Level 3 subjects taken in Grade 12, together with the best score/s of up to two other TASC Level 3 subjects from either Grade 11 or 12.

University Entrance

In order to meet minimum entry requirements for Degree, Associate Degree and Diploma courses at university the following requirements need to be met:

- A student must have completed two years in post Grade 10 study for the Tasmanian Certificate of Education
- A student must meet the minimum requirements for the award of the new Tasmanian Certificate of Education
- A student must have obtained a Satisfactory Achievement (SA) result or better in a minimum of four TASC Level 3 subjects, of which three must be taken in Grade 12

TASC Level 3 subjects are those which the university has nominated as being acceptable for tertiary entry.

Depending on the course there may be subject pre-requisites. It is important to check with our Careers Practitioner to determine well in advance the requirements for each course. For entry to faculties where the numbers are restricted by a quota, acceptance is based on the student’s ATAR.

For further details visit the UTAS website www.utas.edu.au

- To be eligible for the calculation of an ATAR students will have to have met the standards for the award of the TCE
Tasmanian Certificate of Education Course Planner

The TCE Course Planner is designed to assist students in putting together a program of study to achieve all the requirements to be awarded in the Tasmanian Certificate of Education. It is intended to be a guide for building a course that meets these minimum requirements. However, the TASC does not accept any responsibility for any program that does not meet the requirements. This is the responsibility of the student in association with the school or college.

The Planner will automatically tally up TCE, VET and other courses in terms of the amount of credit and the level of credit generated and indicate whether the amount is sufficient to meet the new TCE requirements. In addition it will indicate if the literacy, numeracy and ICT standards will be met.

The TCE Course Planner can be found at [www.tasc.tas.gov.au/2829](http://www.tasc.tas.gov.au/2829)

Three tools are provided:
1. the web2 TCE planner
2. the iPad App TCE planner
3. the iPhone App TCE planner

Grade 11 students – please list ALL subjects chosen for study in Grade 11 PLUS your proposed subjects for Grade 12. Include main preferences and offline subjects but not reserve subjects.

Grade 12 students – please list ALL subjects studied this year in Grade 11 as well as those chosen for Grade 12 next year. Include main preferences and offline subjects but not reserve subjects.

If you have studied Maths Methods Foundation in Grade 10 you should also include this subject in your TCE Planner.

A full list of subjects on offer for next year is available on G0247 Document Centre.

**Sample print out**

### TCE COURSE PLANNER TOOL

It is important to realise that the planner’s feedback is based on the assumption that a learner successfully completes the course/s.

For the literacy, numeracy, and ICT standards 'successful completion' means getting a ‘Pass/SA’ award or better. For the participation and achievement standard it means gaining an award, so a 'PA' or better can generate the credit points used to measure this standard.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Points</th>
<th>Level</th>
<th>Literacy</th>
<th>Numency</th>
<th>ICT</th>
<th>Meets Requirements?</th>
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<tr>
<td>ENC318115</td>
<td>English Communications</td>
<td>15</td>
<td>3</td>
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<tr>
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<td>General Mathematics - Foundation</td>
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</tbody>
</table>
Features

- TQA accredited and recognised courses and qualifications, and AQF vocational education and training units of competency and qualifications can be added to an individual’s planner either by typing in a course code (if known) or via a search on key words or parts of a code.
- The planner gives immediate feedback on how the course/s selected contribute to meeting the standards of the TCE.
- The planner can be printed or saved for future use/updating.

Notes

- It is important to realise that the planner’s feedback is based on the assumption that a learner successfully completes the course/s. For the literacy, numeracy, and ICT standards ‘successful completion’ means getting a ‘Pass/SA’ award or better. For the participation and achievement standard it means gaining an award, so a ‘PA’ or better can generate the credit points used to measure this standard.
- The web2 Planner saves a learner’s plan to the TASC’s system – local saving is not available. A saved plan can be re-loaded using the ‘Plan Name’ and email address as access codes. Once re-loaded a plan can be modified and re-saved. Re-saving can be done using a different email address.
Choosing Subjects with Folios

A number of TASC Level 3 subjects require students to complete externally assessed folios. Students are set precise guidelines for the completion of each folio including the date for submission to their subject teacher. The folios are assessed internally before being sent to TASC for external marking. Students are advised to consider carefully the number of subjects they choose which have an externally assessed folio as a major component of the assessment. In deciding to study two folio-based subjects students should be aware of the likely due dates of each folio to ensure there is no overlap. **It is strongly recommended that no more than two subjects involving externally assessed folios are chosen in one year.** The 2016 dates are included as a guide to what is expected next year.


<table>
<thead>
<tr>
<th>Course Code and Name (in due date order)</th>
<th>Due by 5.00pm on</th>
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<tr>
<td>ENL315114 English Literature</td>
<td>16 September 2016</td>
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<tr>
<td>BHP315116 Psychology</td>
<td>19 September 2016</td>
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<tr>
<td>DNC315115 Dance Choreography and Performance: <em>Critical Appraisals</em></td>
<td>19 September 2016</td>
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<td>HDS315113 Housing and Design</td>
<td>19 September 2016</td>
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<td>BHS315116 Sociology</td>
<td>18 October 2015</td>
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<tr>
<td>DNC315115 Dance Choreography and Performance: <em>Choreographic reflections (solo and group)</em></td>
<td>19 October 2016</td>
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<td>MED315112 Media Production</td>
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<td>ENW315114 English Writing</td>
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<td>MSM315115 Music – Composition</td>
<td>2 November 2016</td>
</tr>
<tr>
<td>TEG315115 Technical Graphics</td>
<td>9 November 2016</td>
</tr>
</tbody>
</table>
Co-operative Programme

An arrangement between Launceston Church Grammar School, Scotch Oakburn College, St Patrick’s College and Launceston Christian School enables students at each school to gain access to specialist subjects which might not otherwise be available to them because of the small numbers of students wishing to study them. For this purpose the four schools timetable common lines on which subjects which are to be shared are scheduled.

The timetables of the four schools are blocked to allow students to study a subject at another school without interruption to the rest of their academic programme. All classes on the common lines occur in double lessons and students travel between schools during recess or lunchtime. Students do not miss any class time in other subjects. Assessment, reports and transport arrangements are handled collaboratively by the schools.
School Based Traineeships (SBT)

School based traineeships are like a normal apprenticeship and operate in the same way as a normal VET programme except that students are paid by the employer whilst still at school. The employer takes on the responsibility of Occupational Health and Safety which means the trainee would work on a wider range of tasks in the workplace. Students can work between 7.5 and 15 hours per week and must complete at least 720 hours for the year.

School Based New Traineeships may serve as a pathway to Skills Tasmania or University. The School Based New Traineeships could also be extended into a full apprenticeship once the student leaves school.

For School Based New Apprenticeships that are currently available in Launceston click here: www.skills.tas.gov.au/apprenticeshiptraineeships/schoolbased
Vocational Education and Training (VET)

VET offers students the opportunity to learn specific industry skills and general workplace employability skills while still at school. A VET course may serve as a pathway to an apprenticeship or traineeship in a chosen vocation. These programmes are developed and approved by industry, and students receive a qualification that is recognised Australia wide. A VET course is ideally started in Grade 11, but may also be started in Grade 12. A two year course enables the student to increase their qualifications to a higher level. VET results appear on the Tasmanian Certificate of Education (TCE) and they are allocated credit points. VET courses include work at St Patrick’s College, TasTAFE, and in work placements.

Students choosing a VET course will also be required to enrol in Work Readiness 2. Students will be required to complete a work placement. This can take place on a weekly or bi-weekly basis, depending on the course. Work Readiness also covers the job seeking application and selection process, WH&S and workplace knowledge and issues.

VET courses offered will be dependent on the number of students, course availability, timetable considerations and, in most cases, entry interviews into the course. It will be expected that a commitment will be made to the chosen VET course for a full year.

Below is a list of VET courses that have been offered in the past, if a student is interested in a vocation or course not listed below, please contact Mr Meyer to see if a registered training provider can be found.

- Aged Care, Community Services
- Agriculture
- Aquaculture
- Automotive
- Building and Construction
- Business Administration
- Child Care
- Electro technology
- Hairdressing
- Horticulture
- Hospitality
- Information Technology
- Interior Design
- Metals Engineering
- Retailing
- Sport and Recreation
- Tourism

VET Hospitality

Students wishing to study and gain practical experience in the vocational aspects of the hospitality industry may be able to apply for the TasTAFE Hospitality Course through St. Patrick’s College.

This course leads to national certification:
- Hospitality Operations : Certificate I and II
- Kitchen Operations : Certificate I and II

Students gain experience and skills in the industrial kitchen and the dining room. As well as being taught by tutors from both St. Patrick’s College and the Drysdale Institute, they will do the equivalent of four weeks of work placement. Students will be assessed on the job by the workplace supervisor and at the College by the course co-ordinator and teacher.
Creative Arts (Overview)

The Arts encompass a rich tapestry of creative endeavour across a wide variety of Visual and Performing Arts courses. Society is coming to an increasing awareness that involvement with the Arts is an integral and essential component of education. Such involvement encourages the development of understanding and skills required in order to not only survive, but excel, in our rapidly changing society. Through undertaking learning in the Arts, students develop skills, knowledge and understanding that will enable them to: communicate and cooperate with others; adapt to change; develop strategies for personal growth; and acquire techniques for dealing with the pressures of our modern world. Education that includes the Arts helps to develop people who are resilient, creative, versatile and self-assured.

Through the study of the Arts, students learn to express themselves in varied and original ways. They acquire new skills and learn specialised techniques. At the same time they have the opportunity to engage in creative decision-making processes. Students will also examine the impact of new technologies and techniques in their chosen field of specialisation and consider these in the context of the contemporary Arts.

The Arts develop aesthetic understanding and practice, involving students in questions of taste, values, personal identity and culture. The Arts make a significant contribution to the Australian economy, offering career opportunities and skills that can be applied in a wide range of occupations as well as leisure time pursuits. Study of Arts is a significant means of defining Australian culture and, by their unique nature, the Arts enrich the lives of all in our society. A knowledge and understanding of the Arts will enable students to participate more effectively in, and contribute to, the diverse aspects of Australian cultural life.

The courses which will be offered are:

- Art Theory and Criticism 3
- Art Production Foundation 2
- Art Production Foundation 2 (Photography)
- Contemporary Music 2
- Dance 2
- Drama Foundations 2
- Media Production Foundation 2
- Music Ensemble 2
- Music Studies 2
- Music Technology Projects Foundation 2
- Technical Theatre Production 2

- Art Production 3
- Art Production 3 (Photography)
- Art Studio Practice 3
- Dance Choreography and Performance 3
- Drama 3
- Media Production 3
- Music 3
- Music Foundation Practical Study UTAS
- Music Technology Projects
- Theatre Performance 3
Art Theory and Criticism 3

Subject Code ARA315116
Credit Points 15

Subject Description

This syllabus is designed for students with an interest in Art who wish to undertake independent study in an area related to the Visual Arts. Students will learn to describe, interpret, analyse and write about Visual Art in a stimulating environment.

The course encourages students to actively engage with local, national and international art communities. Students will gain an understanding of Visual Art concepts and explore significant aspects of Art History.

A high level of research skills and motivation are required to pursue information from a variety of sources. Organisational skills and the ability to present ideas in an original manner are important for success in this syllabus.

Students are assessed by submitting a major research project in an area of specific interest.

Assessment
Internal assessment + externally assessed folio

Pre-requisites
There are no pre-requisites apart from a competency in English and a genuine interest in pursuing independent research.

TASC Syllabus (click here)
http://www.tasc.tas.gov.au/_course/ARA315116

Contact Teacher
Mrs Clare Farrell
Art Production 3

Subject Code ART315112
Credit Points 15

Subject Description

This syllabus is designed for highly motivated and imaginative students who are prepared to work independently in a practical area of their choice. This includes the full range of media possibilities in the subject.

The emphasis is on generating and developing ideas and methods of working which simulate professional art practice. Students will become familiar with current trends in art and will see their own work in relation to the local and national context. Art making techniques will be developed to advanced levels in whatever the preferred medium.

Students will be expected to develop research skills in order to achieve the syllabus requirements. A high degree of individual motivation and resourcefulness is necessary for the production of a body of work which demonstrates the cohesive development of both ideas and techniques.

Assessment Internal assessment + externally assessed folio and artworks

Pre-requisites There are no pre-requisites for this subject but it is a definite advantage to study Art Production Foundation 2 in Grade 11. It may also be tackled by students who have achieved a high standard in Visual Arts or Media Arts in Grade 10.

TASC Syllabus (click here)
www.tasc.tas.gov.au/_course/ART315112

Contact Teacher
Mr Paul Snell
Art Production (Photography) 3

Subject Code       ART315112
Credit Points      15

Subject Description

This syllabus is designed for highly motivated students who are prepared to work independently in either traditional or digital photography.

The emphasis is on generating and developing ideas and methods of working which simulate professional art practice. Students will become familiar with current trends in photography and will see their own work in relation to the local and national context.

Students will be expected to develop research skills in order to achieve the syllabus requirements. A high degree of individual motivation and resourcefulness is necessary for the production of a body of work which demonstrates the cohesive development of both ideas and techniques.

Assessment
Internal assessment + externally assessed folio and artworks

Pre-requisites
There are no pre-requisites for this subject.

TASC Syllabus (click here)
www.tasc.tas.gov.au/_course/ART315112

Contact Teacher
Mr Paul Snell
Art Production – Foundation 2

Subject Code       ART215112
Credit Points      15

Subject Description

This syllabus is designed for Grade 11 students who wish to gain additional skills and confidence in the subject before taking the pre-tertiary Art Production 3 course in Grade 12. It offers students the opportunity to study in one of the following specialised artistic studios without the pressure of an externally examined folio. Students may choose from the following disciplines. Printmaking, Painting, Sculpture, Mixed media, Graphic Design, Drawing, Digital Art, and Ceramics.

Assessment

Internal assessment

Pre-requisites

There are no pre-requisites for this subject.

TASC Syllabus (click here)
www.tasc.tas.gov.au/_course/ART215112

Contact Teacher
Mr Paul Snell
Art Production - Foundation (Photography) 2

Subject Code      ART215112
Credit Points 15

Subject Description

This syllabus is designed for Grade 11 students who wish to gain skills and confidence in Photography before tackling the pre-tertiary Art Production 3 course in Grade 12. It offers students the opportunity to experiment with different techniques and approaches with a higher degree of specialisation in a selected area towards the end of the year. An enthusiasm for photography is the only pre-requisite; this course is designed for the self-motivated student.

Assessment

Internal assessment

Pre-requisites

There are no pre-requisites for this subject.

TASC Syllabus (click here)
www.tasc.tas.gov.au/_course/ART215112

Contact Teacher
Mr Paul Snell
Art Studio Practice 3

Subject Code ART315214

Credit Points 15

Subject Description

Art Studio Practice is designed to enable students to develop meaningful conceptual knowledge through research and studio practice.

The course challenges students 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 students to establish links and actively engage with local, national and international art communities.

Students will negotiate a proposal for self-directed learning. Their sustained investigation will culminate in an interview and exhibition.

On successful completion of this course students will have attained the knowledge and skills to progress to tertiary study.

Assessment

Internal and externally assessed folio and artworks

Pre-requisites

Students are required to complete Art Production 3 (or equivalent) as a pre-requisite.

TASC Syllabus (click here)

www.tasc.tas.gov.au/_course/ART315214

Contact Teacher

Mr Paul Snell
Contemporary Music 2

Subject Code
MSC215115

Credit Points
15

Subject Description
This course is designed for students who have a background in contemporary music (instrumental or vocal) and who wish to continue study in a course with no external assessment. Activities are of a practical nature and students will be assisted to develop skills needed to work in the contemporary music industry. The course will focus on musicians working together and making decisions based on genre, performance style and rehearsal schedules.

Core Module
The course work is designed to provide experiences in the following:
- Instrumental and vocal performance
- Composing and arranging
- Performance in various events
- Staging and stagecraft
- Understanding a range of audio technologies

Successful completion of this course may enable students to either study Music 3 or (Music) Foundation Practical Study (UTAS).

Assessment
Internal assessment

Pre-requisites
It is recommended that students should have studied Music in Grades 9 and 10

TASC Syllabus (click here)
www.tasc.tas.gov.au/ course/MSC215115

Contact Teachers
Mrs Sherryn Arneil Hepher
Dance Choreography and Performance 3

Subject Code  DNC315115
Credit Points  15

Subject Description

Dance Choreography and Performance is a level 3 course in which students learn the principles of composition and use these to choreograph a group and solo piece for external assessment. Critical analysis of the works of others and reflection on the students own work form the basis for the theory component and for external assessment. Dance Choreography and Performance may lead on to further Tertiary studies in Dance.

Assessment

Internal assessment + externally assessed folios (2) + externally assessed practical examinations

Pre-requisites

It is recommended that students have undertaken Grade 9/10 Dance or Dance 2

TASC Syllabus (click here)

www.tasc.tas.gov.au/ course/DNC315115

Contact Teacher

Mrs Fiona Hickman
Dance 2

Subject Code  DNC215115
Credit Points  15

Subject Description

Dance is a level 2 course requiring a commitment to teamwork. Students study dance making and performance skills as well as reflecting on and responding to, their own and others work. Solo and group work is a course requirement. The four compulsory units of work are Dance skills, Dance Making, Preparation and Performance and Reflection and Appreciation. Dance, level 2, provides a pathway to Dance Choreography and Performance.

Assessment

Dance 2 is at non-pre-tertiary level and is internally assessed.

Pre-requisites

It is recommended that students have undertaken Grade 9 and/or 10 Dance.

TASC Syllabus (click here)

www.tasc.tas.gov.au/course/DNC215115

Contact Teacher

Mrs Fiona Hickman
Drama 3

Subject Code    SDD315115
Credit Points   15

Subject Description

This syllabus is designed for the student wishing to undertake a comprehensive programme of study in Speech and Drama. Skills in written and verbal communication, critical analysis, personal confidence and presentation will be developed through spoken and written language, interpretation of text and dramatic technique. The student will acquire knowledge and skills in creating, interpreting, refining and communicating work for specific purposes and audiences, working both individually and as a member of a group.

At the end of the course the students are required to sit a two hour written examination and also to present a programme of poetry or prose and dramatic extracts for external assessment.

Learning Objectives

Students will:
- develop skills in the interpretation of ideas and intentions and in communicating them effectively to an audience
- develop speaking, improvisational and movement skills as integral aspects of dramatic form and as a way to develop confidence
- develop, refine and present practical work using technical aspects of stagecraft and related media
- attend and respond critically to live theatre performances
- work effectively as an individual in an unsupervised situation
- work co-operatively and imaginatively in group situations

Drama Foundation 2 is also offered for those students wishing to study drama at non-pre-tertiary level. Drama Foundation 2 is assessed internally.

Assessment

Internal assessment + externally assessed practical and theory examinations

Pre-requisites

It is recommended that students have taken either Grade 9/10 Drama or Drama Foundation 2.

TASC Syllabus (click here)

www.tasc.tas.gov.au/course/SDD315115

Contact Teacher

Mrs Louise Peters
Drama - Foundations 2

Subject Code  SDS215115
Credit Points  15

Subject Description

Drama Foundations is the first in a suite of Drama courses. Drama Foundations may lead to further study in Drama 3 and/or Theatre Performance 3. In the course, learners explore how and why drama works are made by interpreting and responding to the works of others and by engaging in dramatic storytelling. They develop the skills, techniques and processes of drama through the performance of simple scripted works, and works they have devised. Personal confidence, and drama skills, knowledge and understanding are developed through a range of drama tasks. Learners are involved in gathering information, devising drama, exploring text, reflecting and rehearsing to prepare for, and participate in, dramatic performances.

There are five (5) compulsory units of study in this course

**Unit 1: The Foundations of Drama and Dramatic Storytelling**
Journal/Workbook
Present minor performances (dramatic storytelling) as an individual (1-3 min) or member of a small group (5-10 min)

**Unit 2: Dramatic Texts**
Journal/Workbook
Experience and participate in 3 text types. Rehearse and perform at least 1 for presentation
Reflection task on 3 explored text types (200-300 word or equivalent)

**Unit 3: Naturalistic and Non-Naturalistic Performances**
Journal/Workbook
Participate in both naturalism/non-naturalism pieces. Rehearse and perform at least 1 for an audience.
1 response to own drama work (as per unit 5)

**Unit 4: Devising Drama**
Journal/Workbook
Perform in and contribute to development of devised piece (Under 10 participants – 8-10 min Over 10 participants – 15-20 min)
1 response to own drama work (as per unit 5)

**Unit 5: Form and Express Considered Opinions on Drama Works**
Create at least two (2) responses (one oral, one written) to the drama work of others
Create at least two (2) responses to own drama making (see units 3 and 4)

Assessment  Internal assessment
Pre-requisites  There are no pre-requisites.

TASC Syllabus (click here)
www.tasc.tas.gov.au/_course/SDS215115

Contact Teacher
Mrs Louise Peters
Media Production - Foundation 2

Subject Code  MED215115
Credit Points  15

Subject Description

Learners will be provided with practical and creative opportunities to acquire media skills, knowledge and understanding through a practical and theoretical study of media. Learners develop an understanding of the creative and collaborative processes needed to make media products. Within a simulated professional environment, appropriate to a particular medium, learners will experience a synthesis of technical skills and production while evaluating this process through analysis and appreciation. The outcome of this process is a product.

Students may specialise in one of two areas within the Media Production Foundation course; Print or Film. Students will work in a professional environment using the latest digital editing, recording equipment and graphics software. If students are interested in pursuing a career or further studies in media, then this subject is for them.

Students will learn a range of video, audio and/or graphic design skills including:
• the use of industry standard image manipulation software
• studio and location lighting
• video and still image camera use and control
• production of high quality video footage
• digital editing and enhancement
• interview techniques and presentation skills
• working in production crews
• product critique
• presentation of products.

This course is designed for learners who wish to develop foundation skills and an understanding of a range of aspects of the media. Learners will explore the media through practical experiences. Learners will form into production teams within learning environments that simulate a professional setting in order to develop products in a specific medium. Through acquisition of technical and analytical skills learners will develop the ability to appreciate the operational functions and social implications of their medium of specialisation. Media Production 3 is also offered for those students wishing to study Media Production at pre-tertiary level.

Assessment

Internal assessment

Pre-requisites

There are no set pre-requisites for this subject, but to be successful it is beneficial to have studied media art in Grades 9 or 10.

TASC Syllabus (click here)
www.tasc.tas.gov.au/course/MED215115

Contact Teacher
Mr Mark Webster
Media Production 3

Subject Code MED315115

Credit Points 15

Subject Description

Students may specialise in one of two areas within the Media Production course; Print or Film. Students will work in a professional environment using the latest digital editing, recording equipment and graphics software. If students are interested in pursuing a career or further studies in media, then this subject is for them.

Students will learn a range of video, audio and/or graphic design skills including:
• the use of industry standard image manipulation software
• studio and location lighting
• video and still image camera use and control
• production of high quality video footage
• digital editing and enhancement
• interview techniques and presentation skills
• working in production crews
• product critique
• presentation of products.

The course has a significant theoretical component which includes developing an understanding of the media industry and its relationship to society.
Strong motivation and a desire to produce high quality material is essential. At this level theoretical understanding is important so students must be prepared for the written component of this subject.
This subject is useful for personal development and critical thinking and for students who wish to work in design, film or video production, advertising, journalism, television, radio, publishing or media production.

Media Production Foundation 2 is also offered for those students wishing to study Media Production at non-pre-tertiary level. Media Production Foundation 2 is assessed internally.

Assessment
Internal assessment + externally assessed folio and 2 hour examination

Pre-requisites
There are no set pre-requisites for this subject, but to be successful it is recommended that students first study Media Production Foundation 2 or have studied Media Art in Grades 9 and 10.

TASC Syllabus (click here)
www.tasc.tas.gov.au/course/MED215115

Contact Teacher
Mr Mark Webster
Music 3

Subject Code MSM315115

Credit Points 15

Subject Description

This course involves an in-depth study of music through creating, performing, listening, analysing and historical study.

Students must complete two Modules; a compulsory Core Module (100 hours), plus one of the Optional Modules (50 hours) which enable students to follow areas of interest and expertise.

Core Module

Students will be involved in activities where performance, listening, notation, analytical and creative skills are further developed through investigating a broad range of musical styles. This module is internally assessed, and three musicianship criteria are also assessed externally.

Students must complete one of the following Optional Modules which are assessed internally and externally:

- Performance (solo and/or ensemble)
- Composition
- Negotiated Study

Assessment

Internal assessment + practical and theory (2 hour) examinations

Pre-requisites

This course is designed for students who have a high level of proficiency on an instrument or voice.

TASC Syllabus (click here)
www.tasc.tas.gov.au/course/MSM315115

Contact Teacher
Mrs Sherryn Arneil Hepher
Music Ensemble 2

Subject Code  MSM205115
Credit Points  5

Subject Description

This framework course is designed to enable students to develop as musicians through performing in one or more of the wide range of music ensembles. Each ensemble experience offers a differing experience, whether it be instrument combination, function, size or how it is run and directed.

Students will be involved in regular rehearsals and will:

- Be given opportunities to expand knowledge and develop technique and skills as musicians
- Understand the importance of preparation, developing and effective practice regime, punctuality, reliability and meeting rehearsal and performance commitments
- Develop awareness of their role within an ensemble
- Develop skills, knowledge and understanding of the musical elements and the ways they are used in ensemble music
- Gain performance experience through participation in a schedule of performances held throughout the year
- Develop music appreciation and understanding through the study, rehearsal and performance of music from a range of styles
- Provide cultural, educational and entertainment events for School and the community

Assessment  Internal assessment
Pre-requisites  This course is designed for students who have a level of proficiency on an instrument (or voice) sufficient to hold their place in a senior ensemble

TASC Syllabus (click here)
www.tasc.tas.gov.au/_course/MSM205115

Contact Teacher
Mrs Sherryn Arneil Hepher
Music Foundation Practical Study UTAS

**Subject Code**  
FCP113

**Credit Points**  
15

**Subject Description**

This unit has a TASC level of complexity of 3 and a size value of 16. It is accredited, assessed and quality assured by the University of Tasmania (Conservatorium of Music, faculty of Arts) and will contribute to a student's ATAR score.

This subject aims at providing an intensive course of study in music performance or composition. Completion of this course will allow a successful audition into the Bachelor of Music Degree, performance or composition stream.

A wide range of styles and idioms will be included. Regular, detailed feedback on the student’s work and progress is given through class work and formal assessment tasks. The student's study will focus on performance or compositional fundamentals. The student’s command of fundamental performance skills (tone production, technical fluency, accurate tuning, correct tempo and rhythm etc) will be demonstrated in both mid-year and end of year performance assessments.

Similarly, for those majoring in composition, the student’s command of compositional elements and capacity to write in an interesting, coherent manner will be demonstrated through a growing portfolio of work in both mid-year and end of year assessment procedures. Students will be assessed on either Music performance skills or development and notation of original works. Other areas of assessment will include technical ability, musicianship and communication of ideas and information.

Concert/performance attendance is a requirement for all students.

A 15 minute performance assessment will form part of the mid-year assessment and a 17 minute performance examination (or compositional presentation) will form part of the final assessment. Students will be required to maintain a portfolio of materials including compositional exercises, recordings and/or videos of their work, critical reflections of their own work and the performances (work) of others.

**Assessment**  
Internal assessment + externally assessed performance.

**Pre-requisites**  
There are no pre-requisites however this course is designed for students who possess outstanding instrumental or vocal skills

**Unit Documentation** (click here)  

**Contact Teachers**  
Mrs Sherryn Arneil Hepher
Subject Code: MSS215115
Credit Points: 15

Subject Description

This course is designed for students who have a background in instrumental or vocal music and who wish to continue study in a course with no external assessment. Many of the activities are of a practical nature and students learn about music through their involvement in creating, performing and listening to music. Studies in Music consist of a compulsory Core Module (100 hours) and Optional Modules (50 hours) which enable students to follow areas of interest and expertise.

Core Module

The course work is designed to provide experiences in the following:

- Instrumental and vocal performance
- Composing and arranging
- Listening
- Music notation
- Theory and musicianship
- Knowledge of a selected area of study

Successful completion of this course may enable students to either study Music 3 or (Music) Foundation Practical Study (UTAS).

Assessment

Internal assessment

Pre-requisites

It is recommended that students should have studied Music in Grades 9 and 10

TASC Syllabus (click here)
www.tasc.tas.gov.au/_course/MSS215115

Contact Teachers
Mrs Sherryn Arneil Hepher
Music Technology Projects

Subject Code  FCJ110
Credit Points  16

Subject Description

The University of Tasmania, through the Conservatorium of Music offers a course in ‘Music Technology Projects’.

The Music Technology Projects unit has a TASC level of complexity of 3 and a size value of 16. It is accredited, assessed and quality assured by the University of Tasmania (Conservatorium of Music, faculty of Arts) and will contribute to a student’s ATAR score.

Music Technology Projects is designed to build upon existing knowledge and experience to develop your awareness of what is required for musical expression utilising a range of music technologies, as well as how and why this might be achieved at a professional level. Using industry standard audio design tools, you will engage in problem-based learning requiring you to analyse, experiment with, reflect on, revise and develop your craft and skill as music technologists.

A Level 2 course based upon the existing course, modified through consultation to provide a purposeful pathway to the new UTAS course will be developed by the Conservatorium with support from TASC

Assessment
Internal assessment + externally assessed

Pre-requisites
Recommended: Music Technology Projects – Foundation AUD 215115, TASC Level 2 www.tasc.tas.gov.au/_course/AUD215115

More information (click here)
www.utas.edu.au/courses/art/units/FCJ110-music-technology-projects

Contact Teacher
Mrs Sherryn Arneil Hepher
Music Technology Projects – Foundation 2

AUD215115

15

Subject Description
This course is designed to allow learners opportunities to develop foundation skills across a wide range of aspects of audio design. Learners will carry out tasks and activities that involve developing a range of knowledge and skills, including some basic theoretical and/or technical knowledge and skills relevant to the wider audio/music technology industry.

This course aims to provide learners with:
- a basic understanding of the music technology production processes and post-production skills
- practical skills in music technology
- an understanding of the role audio engineering and music technology has in the contemporary arts.

On successful completion of this course, learners will be able to:
- plan, organise and complete simple audio related activities
- identify various needs of audio engineering clients, musicians and production personnel
- identify workplace safety issues and meet workplace safety requirements
- employ a range of audio engineering techniques to meet requirements of given musical styles and audio products
- identify and solve simple audio problems and issues
- safely set up and operate basic audio systems
- select and operate equipment appropriate to specific, simple audio tasks.

This foundation course provides knowledge and skills that prepare learners for the UTAS course Music Technology.

This course has five (5) areas of compulsory study:
1. The Physics of Sound
2. Microphone Characteristics and Techniques
3. Signal Flow and System Use
4. Mix Aesthetics
5. Professional Practice.

Assessment
Internal Assessment

Pre-requisites
There are no pre-requisites for this subject

More information (click here)
www.tasc.tas.gov.au/course/AUD215115

Contact Teacher
Mrs Sherryn Arneil Hepher
Theatre Performance 3

Subject Code SDP315115
Credit Points 15

Subject Description

This syllabus is designed for the student wishing to undertake a comprehensive programme of study in theatre performance and dramatic genre. The student will acquire interpretative and performance skills in spoken language, original and scripted drama. Working as a member of a group based on the working of a theatre company, the student will prepare and present work to a range of audiences.

At the end of the course the students are expected to submit a 3000 word journal and also present a programme of solo and ensemble extracts for external assessment.

Through studying courses derived from this syllabus students will develop their ability to:

- develop skills in the interpretation of ideas and intentions and in communicating them effectively to an audience;
- use vocal techniques to convey the meaning and mood which reflect the intention of the piece;
- give a sustained performance as a member of an ensemble;
- explore a range of styles of theatre and characterisation;
- attend and respond critically to live theatre performances and understand the role and importance of theatre in Australian society.
- reflect on individual achievements and through observing the work of peers, comment on what knowledge, skills and competencies have been acquired;
- work effectively as an individual in an unsupervised situation to develop and complete assigned tasks
- work co-operatively and imaginatively in group situations in both supportive and leadership capacities; show sensitivity towards the feelings of others and respect for opinions and ideas which differ from his or her own.

Assessment

Internal assessment + externally assessed practical examinations

Pre-requisites

It is expected, but not obligatory, that students undertaking this course will have completed Studies in Drama Foundation 2 or Drama 3.

TASC Syllabus (click here)
www.tasc.tas.gov.au/course/SDP315115

Contact Teacher
Mrs Louise Peters
Business (Overview)

The courses which will be offered are:

- Accounting 3
- Business Studies Foundation 2
- Business Studies 3
- Economics 3
Accounting 3

Subject Code  ACC315116
Credit Points  15

Subject Description

Accounting has been changed to have more of a management focus. How can you manage any organisation or business without basis financial management knowledge?

All organisations need to know what their profit levels are, what their cash position is and what the business is worth. The study of Accounting provides these essential answers. Without profits and cash flow the business goes broke. A strong balance sheet is essential to a growing and prospering business. What do all these figures mean? How do accountants exercise control over the business’ finances? All these questions and more will be answered in Accounting.

Accounting is not only for students interested in a business career, the study of Accounting can benefit students considering a career in management, marketing, running a small business, catering management, stock-broking, electronic commerce, administration, banking or accountancy.

Assessment
Internal assessment + 3 hour external examination

Pre-requisites
There are no pre-requisites for this subject, but a satisfactory level in Mathematics will be an advantage.

TASC Syllabus (click here)
www.tasc.tas.gov.au/_course/ACC3151116

Contact Teacher
Mr Bernd Meyer
# Business Studies - Foundation 2

**Subject Code**  
BST215116

**Credit Points**  
15

**Subject Description**

*Business Studies - Foundation* level 2 enables learners to gain an understanding of small business and enterprise. The course develops the knowledge, understanding and skills that will inform learners about the small business environment in Australia and encourages them to participate in, and contribute to, it.

*Business Studies - Foundation* level 2 is an introduction to establishing and operating a small business in the Australian economy. It examines the ways people within business manage resources to achieve the objectives of the organisation, particularly marketing and accounting and finance. Learners are provided with a practical opportunity to combine their knowledge and skills to develop a business plan for an enterprising idea of interest. Applied learning underpins this course. This involves the acquisition and application of knowledge, understanding and skills through the use of authentic, real-world or lifelike contexts, such as using current and contemporary examples and case studies concerning business and entrepreneurship and managing or operating a school or community based enterprise or event.

*Business Studies - Foundation* level 2 is a standalone subject or can serve as a pathway into Accounting, Business Studies and Economics

**Assessment**  
Internal assessment

**Pre-requisites**  
None

[TASC Syllabus (click here)](www.tasc.tas.gov.au/_course/BST215116)

**Contact Teacher**  
Mr Bernd Meyer
Business Studies 3

Subject Code  BST315116
Credit Points  15

Subject Description

The study of business allows students to appreciate the issues that face businesses and stakeholders in a rapidly changing world. For the sustainable growth and prosperity of Australia, it is essential that our citizens are able to make informed and rational decisions about business matters. The role of entrepreneurship is also recognised as a powerful influence in business success. Business Studies assists students to think critically about the role of business, and about the ethical responsibilities business has to society.

The course will be taught in an engaging and thought provoking manner which highlights the practical nature of how most organisations and businesses operate, whether you manage them or not. Business Studies is a standalone subject yet provides a pathway to Accounting and Economics as well as supplementing your studies in Accounting and Economics.

Students who have studied Business Studies Foundation 2 in Grade 10 will have an advantage, but no prerequisite is required to study Business Studies 3. Grade 11 students are encouraged to study Business Studies 3 first and then consider Accounting, Economics and Legal Studies in Grade 12. However you can study Business Studies 3 concurrently, or in Grade 12.

The course consists of:
- The nature of business
- The role of the entrepreneur.
- The role of marketing
- The role of accounting and finance
- The role of employee relations
- Establishing a business
- Sustaining a business

Assessment  Internal assessment + 3 hour external examination
Pre-requisites  No pre-requisites

TASC Syllabus (click here)
www.tasc.tas.gov.au/_course/BST3151116

Contact Teacher
Mr Bernd Meyer
Economics 3

Subject Code     ECN315116
Credit Points    15

Subject Description

Economics is a life-skills subject enabling students to gain a broader knowledge and understanding to make better informed decisions about financial decisions that may confront them in their lives. Economics is about the study of wealth, how to create it, distribute it amongst us and how to keep it. Further, Economics looks at using resources (things of value you have) as efficiently as possible. Economics will assist students to become better decision makers.

Students will learn about the impacts of decisions made by individuals, households, businesses, governments and all industry sectors on the economy as a whole.

Examples include:
How does the global economic crisis effect households, business and the nation?
How does inflation affect business and consumers?
How does a lower dollar benefit exporters?
What impact does the Federal Budget have on families, businesses, industries and the whole economy?
Why does the government want to maintain control over the telecommunication industry?

Why should you study Economics? Not only will it better your chances of entering a profession in the commercial and management fields but you will gain a better understanding of how to make decisions and how they affect you, on a personal level as well as a on the community level. Remember you can combine Economics with other university courses.

Assessment
Internal assessment + 3 hour external examination

Pre-requisites
There are no pre-requisites for this subject, but a satisfactory level in English and Mathematics will be an advantage.

TASC Syllabus (click here)
www.tasc.tas.gov.au/_course/ECN3151116

Contact Teacher
Mr Bernd Meyer
English (Overview)

English is the learning area most intimately concerned with language and imagination – it is about making meaning through interaction with and reflection on texts, language, people and the world.

English is concerned with the development of students as confident and effective communicators. The study of English contributes to students’ increasing awareness of the cultural, social and technical dimensions of language as they respond to and compose texts. English syllabuses reflect the changing nature of texts – written, spoken, visual, multimedia and performance – their contexts and uses.

Through studying courses derived from these syllabuses in ways that respond to their individual needs, students are able to:

1. Use language confidently and flexibly:
   - to think;
   - to create;
   - to understand and
   - to act

2. Use the interrelated processes of reading and writing, viewing and representing, speaking and listening to achieve personal, social and functional purposes:
   - to assume increasing responsibility for their own learning by reflecting, negotiating, planning and carrying out appropriate courses of action;
   - to locate, organise, evaluate, analyse and synthesise information from a variety of sources;
   - to work co-operatively and productively with others and in teams.

3. Engage with, analyse, appreciate and respond to a diverse range of texts, including spoken, written, visual, performance and multimedia texts by:
   - interacting with both easily accessible and challenging texts in ways that develop their understandings of texts, issues and ideas;
   - engaging with and responding to literature, media and everyday texts;
   - developing discernment in their understanding and use of information and communication technology.

4. Use texts and language to develop understanding of themselves and the world around them.
   - imagine alternative past, present and future lives;
   - contribute to constructive futures for themselves and others;
   - engage with significant issues in a rigorous way;
   - shape thoughts on, hypothesise about, analyse, question and create representations of the world;
   - consider valued ways of being and make ethical decisions about issues, events and actions.
The courses that will be offered are:

- English as an Additional Language 2
- English as an Additional Language 3
- English Applied 2
- English 2
- English 3
- English Literature 3
- English Writing 3
- English Pathways 2
English as an Additional Language or Dialect 3

Subject Code  EAL315115

Credit Points  15

Subject Description

Senior secondary English courses aim to develop learners’:
- skills in listening, speaking, reading, viewing and writing
- capacity to create texts for a range of purposes, audiences and contexts
- understanding and appreciation of different uses of language

In addition, English as an Additional Language aims to develop learners’:
- understanding of the relationships between language, texts and ways of thinking and knowing in SAE
- ability to communicate ideas, feelings, attitudes and information appropriately in and through SAE across the curriculum areas
- inferential comprehension, critical analysis and reflection skills

Access to this course is restricted to learners:
- The prospective student’s first language is not English.
- The student has been resident in Australia no more than five calendar years immediately prior to January 1 of the year in which the syllabus is to be taken.
- English has not been the major language of communication and/or instruction for a total period of not more than five years prior to January 1 of the year in which the subject is to be taken.

Assessment  Internal assessment, external examination written with listening component and separate oral examination

Pre-requisites  Students wishing to study English as an Additional Language for tertiary entrance purposes, must be aware of the above eligibility requirements:

TASC Syllabus (click here)
www.tasc.tas.gov.au/_course/EAL315115

Contact Teacher
Ms Fiona Wills
English as an Additional Language or Dialect 2

Subject Code EAL215114
Credit Points 15

Subject Description

The level 2 course is designed for learners who need to consolidate and refine their language skills for effective communication in a range of contexts.

Senior secondary English courses aim to develop learners’:
- skills in listening, speaking, reading, viewing and writing
- capacity to create texts for a range of purposes, audiences and contexts
- understanding and appreciation of different uses of language

In addition, English as an Additional Language aims to develop learners’:
- understanding of the relationships between language, texts and ways of thinking and knowing in SAE
- ability to communicate ideas, feelings, attitudes and information appropriately in and through SAE across the curriculum areas
- inferential comprehension, critical analysis and reflection skills

Access to this course is restricted to learners:
- The prospective student’s first language is not English.
- The student has been resident in Australia no more than five calendar years immediately prior to January 1 of the year in which the syllabus is to be taken.
- English has not been the major language of communication and/or instruction for a total period of not more than five years prior to January 1 of the year in which the subject is to be taken.

Assessment Internal assessment

Pre-requisites Students wishing to study English as an Additional Language must be aware of the above eligibility requirements:

TASC Syllabus (click here)
www.tasc.tas.gov.au/_course/EAL215114

Contact Teacher
Ms Fiona Wills
English Applied 2

Subject Code  ENA215114
Credit Points  15

Subject Description

English Applied has been designed for those students seeking to develop and refine their personal and social communication skills, especially in relation to work and adult life. Students practice and apply language skills in actual situations in the community and outside the confines of the classroom. Students develop their skills in communicating with their peers and others. A significant part of the course is the creation of texts and the completion of activities. There is a high degree of flexibility in the course to meet the diversity of educational and social demands of particular student groups. English Applied is only available to Grade 12 students.

Assessment  Internal assessment
Pre-requisites  There are no pre-requisites for this subject. This is a Grade 12 subject.

TASC Syllabus (click here)
www.tasc.tas.gov.au/_course/ENA215114

Contact Teacher
Mrs Anne Gunn
English 3

Subject Code  ENC315117
Credit Points  15

Subject Description

This subject is for students interested in contemporary communication practices. Its focus is on contemporary language, literacy, media and literature. It is designed to develop learners’ analytical, creative, critical thinking and communication skills in all language modes.

There are four modules in the course through which students undertake a genre study, adaptation study, close text study and a negotiated study. These studies encourage learners to critically engage with a range of texts and genres from their contemporary world, including those from Australia and other cultures. Students create their own imaginative, interpretive and analytical responses in a number of diverse mediums.

This course is particularly relevant for future tertiary study in vocational pathways to law, journalism, humanities and media and communications.

Assessment  Internal assessment + 3 hour examination
Pre-requisites  Students enrolling in this course must have gained a strong High Achievement or better in Grade 10 English or have satisfactorily completed English Foundation 2 in Grade 11.

TASC Syllabus (click here)  
www.tasc.tas.gov.au/_course/ENC315116

Contact Teachers
Mrs Anne Gunn / Mrs Gail Harris
English Literature 3

Subject Code ENL315114
Credit Points 15

Subject Description

This subject is for students interested in reading, viewing and analysing texts. Its focus is on using a variety of approaches to investigate texts; particularly, texts that emphasise the use of language to create and interpret experience imaginatively. Students will be encouraged to think critically about themselves and their world.

Meaning is derived from the interaction between text, context and reader. In this syllabus, students are challenged to examine the ways in which literary texts, both print and film, represent experience, and to consider these in terms of the context in which the text was produced, the genre of the text, and the student’s own experience. They are challenged to think, and to express their ideas.

Students will encounter challenging texts drawn from their own and other historical periods and geographic regions and be encouraged to reflect on the nature of text, self and society.

Students will learn to use language confidently and flexibly; to engage with and respond to a diverse range of texts; to use texts to develop understanding of themselves and the world around them; and to gain increasing awareness of the cultural, social and technical dimensions of language and texts. They will compose and craft a range of texts that respond to other texts in imaginative and critical ways. They will take responsibility for their own learning and work productively with others.

Assessment

Internal assessment + externally assessed folio and 2 hour examination

Pre-requisites

Students enrolling in this course must have gained a strong High Achievement or better in Grade 10 English or have satisfactorily completed English Foundation 2 in Grade 11.

TASC Syllabus (click here)

www.tasc.tas.gov.au/_course/ENL315114

Contact Teachers

Mrs Anne Gunn / Mr Bruce Fairfax
English Writing 3

Subject Code  ENW315114
Credit Points  15

Subject Description

This is a specialist writing syllabus.

This syllabus aims to develop students' skills in the exploration of ideas through writing.

Students investigate texts and create their own, producing a significant body of original work.

There is emphasis on developing skills in crafting writing both through workshop processes and investigation of other writers' approaches.

As part of their study, students undertake personal reading and viewing programmes designed to support and extend their work, responding personally, creatively and critically.

Assessment

Internal assessment + externally assessed folio

Pre-requisites

This is a specialist writing syllabus and it is recommended that students enrolling in this course have achieved a strong High Achievement or better in Grade 10 English or have satisfactorily completed English Foundation 2 in Grade 11.

TASC Syllabus (click here)
www.tasc.tas.gov.au/_course/ENW315114

Contact Teacher
Mrs Anne Gunn
English Pathways 2

Subject Code  ENG215117
Credit Points  15

Subject Description

English Pathways focuses on developing learners’ analytical, creative and critical thinking and communication skills in all language modes.

There are four modules which students undertake including an ideas and issues study, a study of cultural representation, persuasive text study and a negotiated study. These studies encourage learners to critically engage with a range of texts and genres from their contemporary world, including those from Australia and other cultures.

Students create their own imaginative, interpretive and analytical responses in a number of diverse mediums.

Assessment  Internal assessment
Pre-requisites  There are no pre-requisites for this subject.

TASC Syllabus (click here)
www.tasc.tas.gov.au/ course/ENG215115

Contact Teacher
Mrs Fiona Hickman
General (Overview)

The courses which will be offered are:

- Student Directed Inquiry 3
- Work Readiness 2
Student Directed Inquiry 3

**Subject Code**  
SDI315113

**Credit Points**  
15

**Subject Description**

This course provides students in Grade 12 with the opportunity to explore an area of personal interest, and work independently throughout the year to complete a project they have chosen to pursue. Student-directed inquiries are far more substantial than inquiries undertaken in other senior secondary subjects, and are not classroom based. Students will be assigned a supervisor and a mentor (in some cases it is appropriate for these to be the same person). The supervisor guides and keeps track of the student, assisting with planning, research, editing, and presentation, but the student retains control of the project.

The range of possible projects is virtually limitless. Student-directed inquiry offers students the opportunity to follow a passion or interest that is not catered to by other subjects on offer. Alternatively, if a student was interested in extending themselves in a subject, they could do so as a student-directed inquiry.

Student-directed inquiry promotes the critical thinking, time management, and inquiry skills that are so essential to the development of lifelong learners in the 21st century.

**Assessment**  
Internal assessment + externally assessed folio and interview. Results in this course can contribute to a student’s ATAR score.

**Pre-requisites**  
Average of 2 or better on the Approach criteria in the previous year’s subject reports.

**TASC Syllabus (click here)**  
www.tasc.tas.gov.au/_course/SDI315113

**Contact Teachers**  
Dr Nick Clements
Work Readiness 2

Subject Code  WRK210117
Credit Points  10

Subject Description

The course aims to prepare students for employment, providing a holistic approach to work readiness, acknowledging the importance of personal factors such as self-confidence in preparing young people for employment. It places the individual at the centre of learning and skills development. The student’s own context and purposes for learning and for working should predominate.

Students undertaking Work Readiness 2 may also be engaged in a VET Certificate I or II course.

Topics covered include:
- Personal attributes that contribute to employability
- Knowledge of self
- Knowledge of the workplace
- Work-related numeracy
- Safety in the workplace
- Interpersonal communication
- Teamwork
- Workplace literacy
- Workplace communications technology
- Seeking work
- Performance in the workplace

Assessment
Internal assessment

Pre-requisites
None

TASC Syllabus (click here)
www.tasc.tas.gov.au/_course/WRK2101127

Contact Teacher
Mr Bernd Meyer
Health and Recreation (Overview)

The courses which will be offered are:

- Health Studies 3
- Outdoor Experiences 1
- Outdoor Education 2
- Outdoor Leadership 3
- Personal Health and Wellbeing 2
- Sport Science 3
Health Studies 3

Subject Code HLT315113
Credit Points 15

Subject Description

Through studying courses derived from this syllabus, it is intended that students will develop:

- understanding of health covering physical, social and emotional wellbeing;
- understanding of the meaning of good health and the wide range of factors influencing the health of individuals and groups;
- an informed view about a range of adolescent health issues;
- understanding of the differing levels of community attention and status given to important aspects of health and illness;
- understanding of changing health needs and practice in preventative and curative health care;
- understanding of the health needs of countries other than Australia, comparing the needs of developing countries and developed countries;
- an informed view on the work of international health agencies and Australia’s contributions to them;
- skills in interpretation and manipulation of health-related data;
- ability to work constructively as an independent learner and as a member of a group;
- skills of inquiry, decision-making, communication, analysis and synthesis.

Assessment

Internal assessment + externally assessed 3 hour examination

Pre-requisites

There are no pre-requisites for this subject.

TASC Syllabus (click here)
www.tasc.tas.gov.au/_course/HLT315113

Contact Teacher
Mr Craig Slavin
Outdoor Experiences 1

Subject Code          OXP105113

Credit Points        5

Subject Description

Outdoor Experiences is designed to foster the development of student independence and self-sufficiency within the context of outdoor recreational activities. Through experiences outdoor recreation activities (including white water rafting, bushwalking, mountain bike riding, caving and/or navigation exercises) skills and knowledge will be developed.

The course will be delivered through predominantly practical components through field-based experiences. Activities will be conducted during a five-day camp held during the mid-year term break. It is expected that all students enrolled in this subject will participate in this camp, and the relevant pre-camp meetings, typically held during lunch periods.

Students studying Outdoor Experiences will be introduced to technical activity skills and associated safety and best practice processes. Students will be provided with opportunities to interact with, and reflect on, their own relationship with the environment.

Central to this course are the following elements:
- Personal Development
- Social and Interpersonal Development
- Skills and Technical Knowledge
- The Environment.

These elements shape the way in which the students:
- think about themselves and their experiences
- learn sustainable environmental practice
- learn to be effective members of a group
- communicate with others
- solve basic problems associated with outdoor activities
- understand and apply safe practice in an outdoor-based adventure environment.

Assessment

Assessment will be based on engagement on a five-day camp held during the mid-year break and an activity logbook submitted after the camp.

The assessment for Outdoor Experiences will be based on the student’s ability to:
1. Demonstrates basic skills and techniques appropriate to outdoor activities
2. Demonstrates basic personal organisational skills
3. Communicates basic information and ideas about outdoor experiences
4. Demonstrates understanding and application of safety processes and procedures
5. Identify and apply ecologically sustainable practices in outdoor activities.

Pre-requisites

None

TASC Syllabus (click here)

www.tasc.tas.gov.au/course/OXP105113

Contact Teacher

Mr Simon Shaw (sshay@lcgs.tas.edu.au)
Outdoor Education 2

Subject Code  OXP21513

Credit Points  15

Subject Description

This subject is an excellent opportunity for students to continue their outdoor pursuits with the School beyond Grade 10. These courses are ideal for students who wish to be confident and independent when enjoying their own outdoor adventures.

This course has four key areas of students’ development: personal development, social and interpersonal development, skills and technical knowledge and the environment.

Students undertaking Outdoor Education will participate in three or more recreation activities, developing technical skills and using the activities as a means for applying knowledge of theoretical topics through practical situations. The course fosters leadership of outdoor activities and requires individuals to think logically, handle stressful situations calmly, negotiate and co-operate with others and communicate clearly. Camps incorporate many of the ideas of the Grade 10 camps with a similar theme that encourages students to run independent trips while still gaining practical knowledge, experience and skills in activities.

Outdoor Education: Adventure Recreation is offered offline with camps running during the school holidays; at the end of Terms 1, 2 and 3. Camps can vary from year to year but may include the following:

Camp 1 – Sea Kayaking on Lake Pedder
This is an expedition sea kayaking trip deep in the Southwest wilderness on Lake Pedder. The trip will focus on navigation, with students being responsible for the navigation on the trip. The trip will also focus on leadership with students taking a more active role in the day to day running of the trip.

Camp 2 – White water rafting, mountain bike riding and caving
This camp is based at the Arm River Education Centre on the Mersey River. Students will experience one day of mountain biking to Lake Rowallan, one day of caving at the Honeycomb Caves, known for its geological and cultural significance, and one day white water rafting on the Mersey River.

Camp 3 – Remote-area bushwalking expedition
Students take personal responsibility for the planning and running of this expedition. Venturing up to the Central Plateau, students will be walking off-track using a combination of map and compass work along with GPS devices. Students will walk to significant natural features and camp sites. Leadership is a focus of this trip, with students having extended periods of time where they are responsible for the group.

Students will be required to develop and maintain, for assessment, an activity log book that will incorporate elements of planning, involvement in expedition activities and reporting, and critical reflection.

The costs associated with each course should be similar to Grade 10 camps.

Assessment  Internal assessment

Pre-requisites  There are no pre-requisites for this subject however; students should consider holiday commitments and the cost of trips before committing to the course.

TASC Syllabus (click here)
www.tasc.tas.gov.au/_course/OXP215113

Contact Teacher
Mr Simon Shaw
Outdoor Leadership 3

Subject Code  OXP315113
Credit Points  15

Subject Description

Outdoor Leadership provides a sound basis for students wishing to move into areas of employment where there is a requirement for an understanding of effective leadership and good communications.

The Outdoor Leadership course aims to develop students’ leadership capabilities within the context of outdoor activities. There are five topics:
- Planning for outdoor activities
- Leadership theory
- Group management
- Ecological sustainability of outdoor adventure activities
- Human-nature relationships

Through this course, students will develop an understanding of leadership skills, qualities and practice and apply them through outdoor activities. Students will develop an awareness and knowledge of the skills and procedures in managing group outdoor activities. Outdoor Leadership places an emphasis on applying critical and innovative thinking to solve problems in response to the environmental, technical and personal challenges experienced in outdoor education.

Students undertaking Outdoor Leadership will participate in one or more recreation activities, developing technical skills and using the activities as a means for applying knowledge of theoretical situations. The course will be delivered through theory (100 hours) and practical components (50 hours). The strong link between the theoretical and practical aspects allows students to develop the knowledge and understanding and then apply it in practical situations thus learning and developing skills in a holistic way.

Students will complete a folio of work which includes evidence of their practical application, research essays and a negotiated leadership project.

Assessment  Internal assessment and a three hour external examination
Pre-requisites  There are no pre-requisites for this subject.

TASC Syllabus (click here)

Contact Teacher
Mr Simon Shaw
Personal Health and Wellbeing 2

Subject Code PER215113
Credit Points 15

Subject Description

In this course, students have the opportunity to focus their learning on their personal health and wellbeing in an holistic way. Through studying this course, students will develop improved levels of personal fitness, increase their levels of self-awareness, develop knowledge in personal care, and learn about wellbeing and good health issues. It is designed to empower students to take responsibility for their health and wellbeing. This course also has the scope to allow students to develop a broader understanding of major health and wellbeing issues which may arise in people's lives. It also gives students the opportunity to reflect on personal decisions regarding their health and wellbeing status.

Assessment
Internal assessment

Pre-requisites
There are no pre-requisites for this subject.

TASC Syllabus (click here)
www.tasc.tas.gov.au/_course/PER215113

Contact Teacher
Mr Craig Slavin
Sport Science 3

Subject Code: SPT31513
Credit Points: 15

Subject Description

Sport Science presents a theoretical and applied understanding of the factors which influence sporting performance, which includes the areas of physiology of exercise, motor behaviour and the psychological factors that affect sporting performance.

Each student will be required to conduct scientific investigative work associated with at least one optional topic.

The syllabus is designed to prepare students for tertiary study particularly in the sports sciences and related fields such as physiotherapy, nursing, movement sciences.

The syllabus is divided into four core modules:

(a) Exercise Physiology
(b) Skill Acquisition
(c) Sport Psychology
(d) Scientific Investigative Methodologies and Skills

Each of the first three modules will be allocated approximately 40 hours of class time which will include specific laboratory work.

Options will run concurrently with the core units. Students must study two. They will have approximately ten weeks to collect, analyse, interpret and present data.

At least one research project, designed to develop independent research skills, will investigate an hypothesis which has been selected by the student and which relates to his/her area of interest in the topic being covered.

Suggested areas include:

- diet and nutrition as it relates to sporting performance
- specific factors influencing sporting performance
- sport injuries - current practices/innovations
- designing a year round training programme applicable to a specific sport
- neuromuscular control
- rehabilitation and recovery
- biomechanics

Assessment

Internal assessment + externally assessed 3 hour examination

Pre-requisites

There are no pre-requisites for this subject.

TASC Syllabus (click here)
www.tasc.tas.gov.au/_course/SPT315113

Contact Teacher
Mr Craig Slavin
Information Technology (Overview)

The courses which will be offered are:

- Computer Science 3
- Computer Applications 2
- Information Technology and Systems 3
Computer Science 3

Subject Code         ITC315113
Credit Points        15

Subject Description

Computer Science involves the study of the storage, transformation and transfer of information. It includes both the theoretical study of algorithms and the practical problems involved in implementing them using the currently available technology. Computer Science can be considered a starting point for students to continue further education and study in ICT or engineering as well as a preparation for students in a vast range of careers that require efficient and effective use of ICT. Predicted ICT skills shortages, both within Australia and globally, point to the need for highly qualified professionals who have followed a computing career path and have skills far beyond ICT literacy. In addition, ICT is seen as a major driver of economic growth and productivity through its capacity to enhance efficiency and innovation. This subject requires the ability to apply logical processes, which are fundamental to computer science and the skill of computer programming.

Content

Problem solving and programming (70 hours)
Social and ethical issues (10 hours)
Computer fundamentals and limitations (40 hours)
Computing option (30 hours)

Assessment

Internal assessment + external 3 hour examination

Pre-requisites

There are no pre-requisites for this subject however, good mathematical (algebraic) skills and success in other computing subjects, particularly those involving programming, are desirable.

TASC Syllabus (click here)
www.tasc.tas.gov.au/course/ITC315113

Contact Teacher
Mrs Michelle Cooper
Computer Applications 2

Subject Code ESC205114 or ICT110114 or ICT205114

Credit Points 5 or 10 or 5

Subject Description

The course provides practical experience in using an integrated software package. Students will use the computer to undertake set tasks, during which they will gain an awareness of the areas of applications of computers and the effects of computer use within our society.

Through project work students will be encouraged to develop problem solving, time management and planning skills. Those undertaking the C course will have more substantial project work as well as the opportunity to undertake additional units of their choice.

It is possible to complete an A or C course in any one or more of the Compulsory or Optional Units.

Contents
- Students will undertake up to 3 modules.

Essential Skills (ESC205114) - Using Computers and the Internet TQA level 2. This is for students looking for very basic ICT skills (www.tasc.tas.gov.au/_course/ESC205114)

Basic Computing (ICT110114) (www.tasc.tas.gov.au/_course/ICT110114)
This course is designed for students who have little or no background in computing and who need to gain basic practical skills in computing.
Student complete tasks based on the following elements:-
- Create simple documents
- Use computer based information sources
- Manage files and resources
- Understand relevant social issues
- Awareness of the computer system

Computer applications (ICT205114) (www.tasc.tas.gov.au/_course/ICT205114)
Students must choose one of the following strands
- Information Processing
- Publishing
- Multimedia

Project Module:
- Will build on the skills learnt in the Application Module

Assessment
Internal assessment

Pre-requisites
This subject is designed for students who had minimal or no exposure to computing subjects in Grade 9 and 10. The ability to follow written instructions is essential.

TASC Syllabus (click here)
www.tasc.tas.gov.au/_course/ICT205114

Contact Teacher
Mrs Michelle Cooper
Information Systems and Digital Technologies 3

Subject Code       ITS315113
Credit Points      15

Subject Description

This subject is a study of the skills and concepts relating to information management and the associated technology for the purpose of problem solving and decision making. A case study approach requires students to participate: in site visits, analyse situations and undertake project work and utilise a variety of software to solve real life problems.

Course Content

- Describing Information Systems
- Project Management
- System Development Lifecycle
- Social, Ethical and Legal Issues of Information Systems
- Design, Development and use the tools of an Information System
- Major Project

Assessment

Internal assessment of a portfolio + 3 hours external examination

Pre-requisites

A strong English background - students must have good communication skills. Success in Grade 10 English is highly desirable. Either a Grade 10 Computing subject or Computing Applications 2 would be an advantage.

TASC Syllabus (click here)

www.tasc.tas.gov.au/_course/ITS315113

Contact Teacher

Mrs Michelle Cooper
Languages (Overview)

Learning a language enables a student to develop transferable skills and capabilities and a range of strategies necessary for life-long learning. Languages enable students to examine the construction of culture, to value their personal identity through their understanding of and sensitivity towards others, and to engage successfully with different communities and cultures.

Most Australian universities offer a wide range of incentives to Languages students, including bonus points and international study programmes.

The courses that will be offered are:

- French Foundation 2
- French 3
- German Foundation 2
- German 3
- Japanese Foundation 2
- Japanese 3
- Nationally Assessed Languages
- The College Languages Programme (UTAS)
French - Foundation 2

Subject Code  FRN215114

Credit Points  15

Subject Description

This course is suitable for learners with some prior experience in studying French who wish to develop their skills, knowledge and understanding of French. The syllabus is designed to develop the student’s ability to communicate in French. It covers two themes including 'The Individual' and 'French-speaking Communities'.

The study of French will contribute to the student’s overall education, particularly in the areas of communication and cross-cultural understanding. Students studying French are offered the opportunity to complete a study tour in Noumea, New Caledonia.

Assessment  Internal Assessment

Pre-requisites  There are no pre-requisites for this subject however some prior experience with the language is desirable. Speak to the contact teacher to find out more

TASC Syllabus (click here)
www.tasc.tas.gov.au/_course/FRN215114

Contact Teacher
Miss Caitlin Haynes
French 3

Subject Code  FRN315114
Credit Points  15

Subject Description

This syllabus aims to develop the student's ability to communicate in French. It covers three major themes: ‘The individual’, ‘French-speaking Communities’ and ‘The Changing World’.

As well as being strongly recommended for journalism and other careers, French is spoken in many regions other than France, including Canada, Asia, Africa and the Pacific region. The study of French will contribute to the student’s overall education, particularly in the areas of communication and cross-cultural understanding. Students studying French are offered the opportunity of a study tour to Noumea.

Assessment

Internal and external. External assessment consists of an oral examination and a three hour written examination

Pre-requisites

Study of French in Grades 9 and 10.

TASC Syllabus (click here)

www.tasc.tas.gov.au/_course/FRN315114

Contact Teacher

Miss Caitlin Haynes
German - Foundation 2

Subject Code  GRM215114
Credit Points  15

Subject Description

This course is suitable for those who have some prior experience of the language. Through the two main themes of ‘The Individual’ and ‘German-Speaking Communities’, students will develop their understanding of how language and culture are interrelated.

Students may have the opportunity to sit the internationally recognised Goethe-Institut Exam and to participate in exchange programmes.

Assessment

Internal assessment.

Pre-requisites

There are no prerequisites for this subject however some prior experience with the language is desirable. Speak to the contact teacher to find out more

TASC Syllabus (click here)
www.tasc.tas.gov.au/_course/GRM215114

Contact Teacher
Miss Caitlin Haynes
German 3

Subject Code: GRM315114

Credit Points: 15

Subject Description

The course aims to help the students consolidate and advance their skills in communicating in German and develop their understanding of how language and culture are interrelated. This is done by studying the language through 3 main themes: ‘The Individual’, ‘German-Speaking Communities’ and ‘The Changing World’.

Germany is a significant trading partner for Australia and German is an important language for Science and Tourism.

Students may have the opportunity to sit the internationally recognised Goethe-Institut Exam and to participate in exchange programmes.

Assessment

Internal and external assessment. External assessment consists of an oral examination and a three hour written examination.

Pre-requisites

Study of German in Grades 9 and 10.

TASC Syllabus (click here)

www.tasc.tas.gov.au/_course/GRM315114

Contact Teacher

Miss Caitlin Haynes
Japanese - Foundation 2

Subject Code  JPN215114
Credit Points  15

Subject Description

Japan is a vital trading partner for Australia and it is increasingly important for Australian students to engage with Asian cultures and possess an understanding of the region.

This course is recommended for students with some prior experience in studying Japanese. The syllabus is designed to develop the student’s ability to communicate in Japanese and to deepen their intercultural awareness. The syllabus looks at two themes: ‘The Individual’ and ‘Japanese-speaking Communities’. Students will continue their study of all three scripts as well as gain further insight into an Asian culture. Students have the opportunity to travel to Japan to visit our sister school in Osaka.

Assessment  Internal assessment

Pre-requisites  There are no prerequisites for this subject however some prior experience with the language is desirable. Speak to the contact teacher to find out more.

TASC Syllabus (click here)
www.tasc.tas.gov.au/_course/JPN215114

Contact Teacher
Miss Caitlin Haynes
Japanese 3

Subject Code  JPN315114
Credit Points  15

Subject Description

Japan is a vital trading partner for Australia and it is increasingly important for Australian students to engage with Asian cultures and possess an understanding of the region.

The syllabus is designed to develop the student's ability to communicate in Japanese and to deepen their intercultural awareness. The syllabus looks at three themes: ‘The Individual’, ‘Japanese-speaking Communities’ and ‘The Changing World’. Students will continue their study of all three scripts as well as gain further insight into an Asian culture. Students have the opportunity to travel to Japan to visit our sister school in Osaka.

Assessment
Internal and external assessment. External assessment consists of an oral examination and a three hour written examination.

Pre-requisites
Study of Japanese in Grade 9 and 10

TASC Syllabus (click here)
www.tasc.tas.gov.au/_course/JPN315114

Contact Teacher
Miss Caitlin Haynes
Nationally Assessed Languages

Subject Code As listed below

Credit Points 15

Subject Description

The following courses are provided as TASC level 3 courses. All of the courses include an external assessment component and can contribute points to the calculation of the ATAR score. Students intending to be examined in any of the languages listed below should register their interest with the TASC Liaison Officer by the beginning of May.

AR802 Arabic KR857 Korean
AM849 Armenian PS892 Persian
AU825 Auslan PL866 Polish
BSN5C Bosnian PT829 Portuguese
CN813 Chinese (Special level) PUN5C Punjabi
CR874 Croatian R0801 Romanian
DU814 Dutch RU869 Russian
FI801 Filipino SE873 Serbian
GK859 Greek - Modern SN801 Sinhala
HB815 Hebrew SP877 Spanish
HN868 Hindi TM801 Tamil
HU816 Hungarian TU819 Turkish
IND215115 Indonesian (Beginners) UK807 Ukrainian
IND315115 Indonesian (Continuers) VT876 Vietnamese
IND315211 Indonesian (Background speaker) YID5C Yiddish
JPN801 Japanese (Background speaker)

Assessment Externally assessed examination

Pre-requisites There are no pre-requisites for these subjects; however, students must have a good background knowledge of the chosen language.

TASC Syllabus (click here)
www.tqa.tas.gov.au/52222

Contact Teacher
TASC Liaison Officer
UTAS College Languages Programme

Subject Code: CLP
Credit Points: 8 per unit

Subject Description

The College Languages Programme is a programme developed by UTAS for language students to complete their first year of a university language study while they are still at school. The CLP will count as a normal part of your TCE as well as 25% of your first year of a university degree. If you complete the programme and then go to university you will be able to go straight into second-year language subjects (subject to your results) and avoid about $1000 in first-year HECS fees.

If you undertake the programme, you will be considered a UTAS student with access to the UTAS Library. Another benefit is that you would be eligible for a new UTAS international travel scholarship.

Assessment

You will be required to complete online extension programmes during Term 2 and Term 3 and attend two compulsory weekend workshops at UTAS. Subject to timetable, some students will be able to attend regular University classes.

Pre-requisites

To participate you must be studying or have studied TCE Chinese 3, French 3, German 3, Indonesian 3 or Japanese 3.

TASC Syllabus

Contact Teacher

Mr Bruce Fairfax for a brochure and enrolment form
Mathematics touches on many and varied aspects of our lives. Competence in mathematics may enhance our understanding of the world and the quality of our participation in society. Therefore, the study of Mathematics will be rewarding whatever future aspirations students have in mind. A sound knowledge of mathematics and statistics is important in solving problems in other disciplines such as science, technology, economics, medicine and engineering. Analytical and quantitative skills gained by studying Mathematics are critical in today’s workforce. All students are strongly encouraged to undertake at least one Mathematics subject in Grade 11 or 12. Whilst many students will recognise the need to learn Mathematics as the language of science and technology, others will come to appreciate mathematics as a fascinating study in its own right.

Courses that will be offered are:

- Essential Mathematics 2
- Workplace Mathematics 2
- General Mathematics – Foundation 2
- Mathematics Methods – Foundation 3
- General Mathematics 3
- Mathematics Methods 4
- Mathematics Specialised 5
Essential Skills – Mathematics 2

Subject Code  
MTN210114

Credit Points  
10

Subject Description

Mathematics impacts upon the daily life of people everywhere and helps them to understand the world in which they live and work. The Essential Skills - Mathematics course is designed for students who require a structured and tightly focused course to develop their numeracy skills to the standard expected by the TCE requirement for everyday adult mathematics.

The course has been designed to enable students to achieve the standard required by the TCE for everyday adult mathematics. Course delivery is flexible in order to meet the needs of a range of students and to enable them to achieve the course’s stated learning outcomes in a timeframe appropriate to their background skills and knowledge.

This course focuses on the aspects of numeracy required by the TCE standard and does not replace the study of the subject Mathematics.

Assessment

Internal Assessment via in class tests and assignments

Pre-requisites

None

TASC Syllabus (click here)

www.tasc.tas.gov.au/ course/MTN210114

Contact Teacher

Mr Paul Townsend
General Mathematics - Foundation 2

Subject Code               MTG215114
Credit Points               15

Subject Description

The primary aim of this course is for students to be able to apply the mathematics that they are studying to authentic real world problems. Practical modelling investigations outside the classroom are an important component of this course.

Successful completion of this course will provide students with foundation for the study of General Mathematics 3 in Grade 12.

Units studied include linear equations and graphs, consumer arithmetic, shape and measurement, matrices and graphs, and data analysis.

It has a reasonably heavy technology component which requires the students to have a CASIO CAS calculator.

An important skill students must bring to this subject is the ability to manipulate equations algebraically.

Assessment

Internal assessment including a 2 hour mid-year examination

Pre-requisites

Students wishing to study this course must have obtained an SA or better in 10AC Mathematics.

TASC Syllabus (click here)

www.tasc.tas.gov.au/_course/MTG215114

Contact Teacher

Mr Paul Townsend
General Mathematics 3

Subject Code MTG315115
Credit Points 15

Subject Description

The primary aim of this course is to develop students’ ability to apply mathematics to real world problems. As mathematics is being used intensively and increasingly throughout our society it is important that students learn the skills of applying mathematics in problem situations outside of mathematics. The focus of this course is on applications of mathematics rather than on continued skill development.

The syllabus is designed for students seeking a 3 mathematical award for employment or for further study in a variety of fields which require applications of mathematics.

Some faculties in universities, however, do not accept a pass in this subject as signifying a sufficient understanding of the type of mathematics needed for further study in their particular areas, most typically faculties of engineering. In particular, those students seeking to pursue tertiary studies in areas with a strong science component should check this with the Careers Advisor.

The five areas of study are networks and decision mathematics, growth and decay in sequences, applied geometry, data analysis and finance. In addition, students undertake 15 hours of investigative research into topics across the five areas of study.

It has a heavy technology component which requires the students to have a CASIO CAS calculator. The syllabus is designed for students seeking a 3 mathematical award for employment or for further study in a variety of fields which require applications of mathematics.

Assessment

Internal assessment + externally assessed 3 hour examination. Each student is required to compile a folder of investigative reports which should contain material from each of the content areas. This folder is to represent a minimum time of 15 hours student work.

Pre-requisites

Students wishing to study this course must have obtained an HA or better in 10AC Mathematics or a CA or better for General Mathematics Foundation MTG215114.

TASC Syllabus (click here)
www.tasc.tas.gov.au/_course/MTG315115

Contact Teachers
Mr Paul Townsend / Mr Selwyn Church
Mathematics Methods – Foundation 3

Subject Code          MTM315117
Credit Points         15

Subject Description

This is the first of a set of three syllabuses designed for students who intend to undertake tertiary studies in mathematics or the physical sciences.

This syllabus focuses on the acquisition of knowledge and the development of skills in the areas below:

* algebraic expressions and equations
* linear, quadratic and cubic functions
* logarithmic, exponential and trigonometric functions
* differential calculus in the study of functions
* experimental and theoretical probabilities.

Although this is not a pre-tertiary subject, it is a demanding course and students will need to have a strong background in algebra and solving equations.

It also has a reasonably heavy technology component which requires the students to have a CASIO CAS calculator.

Assessment

Internal assessment (including a mid and end of year examination) plus a common assessment task with significant influence on the final award

Pre-requisites

HA or better in 10 Mathematics.

TASC Syllabus (click here)

www.tasc.tas.gov.au/course/MTM3151147

Contact Teachers

Dr David Coulson
Mathematics Methods 4

Subject Code  MTM415117
Credit Points  15

Subject Description

This is the second of a set of three syllabuses designed for students who intend to undertake tertiary studies in mathematics or the physical sciences.

This syllabus focuses on the acquisition and further development of their understanding in the areas of:

* polynomial, hyperbolic, exponential and logarithmic functions
* circular functions
* differential calculus in the study of functions
* integral calculus in the study of functions
* binomial, hypergeometric and normal probability distributions.

Successful completion of this subject is a pre-requisite for a number of first year university subjects and courses not only in the areas of mathematics and science but also in technology, economics, commerce, medicine and others.

It has a heavy technology component which requires the students to have a CASIO CAS calculator.

Assessment

Internal assessment + externally assessed 3 hour examination

Pre-requisites

This course is available to those students who have achieved CA in Mathematics Methods Foundation 2 in Grade 10 or Grade 11. Students who do not achieve at least a CA in MTM215114 are likely to experience real difficulty with MTM415117.

TASC Syllabus (click here)
www.tasc.tas.gov.au/_course/MTM415117

Contact Teachers
Dr David Coulson
Mathematics Specialised 4

Subject Code      MTS415114
Credit Points     15

Subject Description

This course considerably extends students' knowledge of differential and integral calculus. New topics include sequences and series, matrices and linear transformations, and complex numbers.

The subject is particularly suitable for students contemplating Engineering or Aeronautical courses or simply for those with a fascination for mathematics.

It will considerably assist any students undertaking mathematical studies at a tertiary level.

It is a useful subject for entry to many engineering departments in mainland universities, and favoured by the Engineering Department at UTAS.

It has a reasonably heavy technology component which requires the students to have a CAS calculator.

Assessment

Internal assessment + 3 hour externally assessed examination

Pre-requisites

This is a highly advanced course in Mathematics that is available only to those students who have successfully completed Mathematics Methods 3 in Grade 11.

TASC Syllabus (click here)

Contact Teacher
Mr Terry Sheehan
Workplace Mathematics 2

Subject Code       MTW215114
Credit Points      15

Subject Description

The objective of this course is to equip students with a range of mathematics skills and experiences as a preparation for entry to the work-force or as a pre-requisite for further specialised post-compulsory training. The course sets numeric skills in real life and in particular in simulated workplace based contexts.

Students will refine previously acquired core mathematics skills involving basic number operations, problem solving strategies, formula, measurement, scale, ratio, time, finance and information communication technology and relate these skills to the workplace situation. Rather than furthering mathematical knowledge, this course is about developing self confidence in the use of existing mathematical tools and their application in the real world.

Assessment

Internal assessment

Pre-requisites

There are no pre-requisites for this subject.

TASC Syllabus (click here)
www.tasc.tas.gov.au/course/MTW215114

Contact Teacher
Mr Paul Townsend
In order to study Physical Science in Grade 11 it is expected that students have achieved a minimum award of HA in Grade 10 (Science Curriculum) with strong results in the physics and chemistry criteria. Alternatively, a minimum award of SA in Physical Science Foundation is required.

To proceed with Physics or Chemistry in Grade 12 an award of CA in Physical Science is recommended.

Students studying Biology in Grade 12 would benefit from studying either Physical Science or Life Sciences in Grade 11. Mathematics and Physical Sciences are considered enabling sciences and therefore it is recommended that students intending to study any science and/or engineering consider studying these subjects. Biology and Environmental Science are highly compatible; these subjects could be studied concurrently or sequentially. Biology is recommended for study in Grade 12.

**Career Opportunities in Science:**
A vast number of tertiary courses require a high level of achievement in specific science subjects. We advise students intending to undertake a degree in the sciences to study pre-tertiary science subjects in Grades 11 and 12.

Prerequisite subjects vary across universities. We strongly advise students to plan their career pathways in consultation with our Careers staff who have a good understanding of the requirements of different universities and other educational providers.
Biology 3

Subject Code    BIO315116
Credit Points   15

Subject Description

Biology in the 21st century is a rapidly growing science, accumulating a vast amount of information about the living world. In this syllabus students will develop a broad understanding of the important basic biological concepts and processes.

This fundamental background will enable them to critically evaluate information, participate in debates and draw conclusions on contentious biological issues. It will also provide a foundation for further studies in the Biological Sciences.

Biological concepts are studied at all levels of biological organisation and are approached through problem solving, practical and investigative activities which involve students working as individuals as well as members of a group.

Assessment

Internal assessment + externally assessed 3 hour examination

Pre-requisites

The syllabus is designed for students who are proceeding to tertiary study but it is also recommended for all students seeking an overview of biological organisation and unifying principles. A HA in Grade 10 Science or an SA in TCE Life Sciences, Environmental Science or Physical Science is desirable.

TASC Syllabus (click here)
www.tasc.tas.gov.au/ course/BIO315116

Contact Teacher
Mr Patrick Moroney
Chemistry 4

Subject Code  CHM415115
Credit Points  15

Subject Description

This subject covers the many areas of Chemistry necessary for tertiary study in the area. It is the science subject most frequently listed as a pre-requisite by university science faculties.

Course Content
The following areas of study will be covered:

1. Electrochemistry
2. Organic Chemistry
3. Electronic Structure and the Periodic Table
4. Gases
5. Energy and Rates of Reaction
6. Equilibrium
7. Chemical Stoichiometry

In addition to the theory, a substantial practical component will be undertaken covering all areas of study.

Assessment  Internal assessment + externally assessed 3 hour examination

Pre-requisites  Chemistry is available for Grade 12 students who have achieved SA or better in Physical Sciences 3 in Grade 11.

TASC Syllabus (click here)
www.tasc.tas.gov.au/_course/CHM415115

Contact Teachers
Mr Darren Chilcott / Mr Mark Cox
Environmental Science and Society 3

Subject Code  ESS315114
Credit Points  15

Subject Description

This course enables students to consider the many environmental issues which face us today. It offers students the chance to see the application of science in a very relevant context, indeed an area where many future careers are likely to be generated.

The course will develop the students’ skill in information gathering, presentation and interpretation, as well as knowledge of environmental terms and concepts. It requires students to investigate not only the complex nature of the environment through the study of ecology, but also the values of individuals and groups who make decisions affecting the environment. This leads to the study of how we can maintain and manage the environment on a sustainable basis.

Course Content
The following areas of study will be covered:
1  Development, interpretation and evaluation of experiments and practical activities
2  Application and impact of environmental science on society
3  Ecological processes
4  Changes in ecosystems, locally and globally
5  Human dependence and impact on ecosystems
6  Principles for ecologically sustainable management of the environment

Approximately 20% of the time is spent on field and / or laboratory work.

While designed primarily for Grade 12 students, this subject sits well beside Physical Science for academic Grade 11 students, giving the student a sound basis for the study of Biology in Grade 12. It is a very suitable subject for students focused in other areas but who wish to maintain an interest in science. Each student will complete a case study that will represent 15% of the available time.

Assessment  Internal assessment + externally assessed 3 hour examination
Pre-requisites  There are no pre-requisites for this subject.

TASC Syllabus (click here)
www.tasc.tas.gov.au/_course/ESS315114

Contact Teacher
Mr Mark Cox
Life Sciences 2

Subject Code  LSC215115
Credit Points  15

Subject Description

The Life Sciences syllabus adopts a thematic approach to give students an understanding of the key ideas in the biological and environmental sciences, using local resources. Students will develop a broad understanding of certain key concepts, emphasising practical problem solving, investigating and reporting, analysis, interpretation and drawing conclusions.

The prescribed themes are: human science, Tasmanian flora and fauna and marine science. This syllabus centres on the knowledge and understanding of three major knowledge components with the key ideas identified as follows:

1 Knowledge and understanding of biodiversity and the interrelationships of organisms:
   - energy flow
   - interdependence
   - cycling
   - biodiversity
   - adaptations

2 Knowledge and understanding of structure and function:
   - cells as functional units
   - organs and systems
   - living organisms

3 Knowledge and understanding of continuity, change and biotechnology:
   - genetics
   - reproduction and related issues
   - biotechnology
   - evolution and natural selection

Assessment

Internal assessment

Pre-requisites

The syllabus is designed for students who are proceeding to the study of Biology 3 or Environmental Science 3 in Grade 12

TASC Syllabus (click here)
www.tasc.tas.gov.au/course/LSC215115

Contact Teacher
Mr George Darby
Physical Sciences 3

Subject Code       PSC315114
Credit Points      15

Subject Description
Physical Sciences 3 is a combination of some aspects of chemistry and physics; it is seen as an introductory subject prior to the study of Physics 4 and Chemistry 4 in Grade 12. This course is often the prerequisite course to tertiary study in science, although further study of physics and/or chemistry would be recommended.

It is also a suitable subject for Grade 12 students who wish to maintain an interest in science, without necessarily studying science at tertiary level. Students will develop an understanding of the nature and characteristics of science as a discipline.

This is a most important subject for students intending to undertake tertiary study in any area of science, engineering or medicine.

Course Content
The four major themes are:

FORCES AND MOTION
• graphical treatment of accelerated motion
• uniformly accelerated motion
• Newton’s laws of motion

SOURCES AND PROPERTIES OF ENERGY
• conservation of mass and energy
• work, energy and power
• nuclear physics
• electrical energy

STRUCTURE AND PROPERTIES OF MATERIALS
• atomic structure
• introduction to the periodic table
• the structure and properties of metallic, ionic and covalent substances

CHEMICAL REACTIONS AND CHANGE
• chemical reactions
• carbon chemistry
• reacting quantities
• volumetric analysis

Assessment
Internal assessment + externally assessed 3 hour examination

Pre-requisites
The award of HA or better in Grade 10 Science (with B ratings on the physics and chemistry criteria) is considered essential.

TASC Syllabus (click here)
www.tasc.tas.gov.au/_course/PSC315114

Contact Teachers
Mr Darren Chilcott / Mr Mark Cox
## Physical Science - Foundation 2

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### Subject 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. Chemistry uses an understanding of chemical structures, interactions and energy changes to explain chemical properties and behaviours.

Physical Sciences - Foundation 2 prepares students for pre-tertiary Physical Science 3. The course is designed to equip students with skills and knowledge in physical sciences to apply basic principles to explain observations of the properties and behaviour of matter and natural phenomena that occur in the real world. In studying this course, students will also develop skills in scientific thinking, and understanding of scientific terminology. Students will be exposed to a range of scientifically based approaches for inquiring into the physical and chemical nature of their world. Content will have a strong practical basis that is covered and, where possible, links with the students' experiences and lives.

### Assessment

Internal assessment (including a mid-year and end of year examination) plus common assessment task.

### Pre-requisites

**TASC Syllabus (click here)**


### Contact Teacher

Mr Darren Chilcott/Mr Mark Cox
Physics 4

Subject Code    PHY415115
Credit Points   15

Subject Description

Physics 4 develops and extends the themes studied in the physics section of Physical Sciences 3. It is a pre-tertiary subject designed as a valuable background subject for any university science course. It is also for students intending to study physics or physics related subjects at university. The practical component is run to stimulate and inspire young scientists to seek answers to intriguing investigations.

Course Content
- Newtonian Mechanics
- Electromagnetism
- Waves
- Modern and Atomic Physics

Assessment
Internal assessment + externally assessed 3 hour examination

Pre-requisites
Physics is only available for Grade 12 students who have achieved SA or better in Physical Sciences 3 in Grade 11.

TASC Syllabus (click here)
www.tasc.tas.gov.au/_course/PHY415115

Contact Teacher
Mr Patrick Moroney
Studies of Society and the Environment
(Overview)

The courses which will be offered are:

- Australia in Asia and the Pacific 3
- Community Service Learning 2
- Geography 3
- History and the Environment 2
- Introduction to Sociology and Psychology 2
- Legal Studies 3
- Modern History 3
- Philosophy 3
- Psychology 3
- Studies of Religion 3
- Sociology 3
Australia in Asia and the Pacific 3

Subject Code AAPP1516
Credit Points 15

Subject 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 notions 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 course has four sections. All sections are compulsory

- Diversity of the physical and human geography in the Australia, Asia and Pacific Region
- Australia’s changing roles in the region: partnerships or immigration
- Tourism in the Australia, Asia and Pacific Region
- National responses to crises

Assessment

Internal assessment + externally assessed 3 hour examination

Pre-requisites

There are no pre-requisites for this subject.

TASC Syllabus (click here)
www.tasc.tas.gov.au/course/AAPP1516

Contact Teacher
Mr John McLaine
Community Service Learning 2

Subject Code         CSL205113
Credit Points        5

Subject Description

This course allows students to explore what community service means to them and to those around them, and to develop their service commitment and leadership skills through reflection. It encourages opportunities for students to become proactive members of society as they examine both their potential to adopt a range of roles and the responsibilities they have in contributing to society. It is also designed to give students an appreciation of various social and political issues within Australia. This subject is largely taught through hands-on community service experience and these activities need to be both relevant and meaningful.

Examples of the types of activities and projects students can take part in include:

- bush regeneration in rural areas
- participating in community groups or providing specialised skills to community activities
- working with remote communities
- reading and conversing with seniors
- training socially deprived children, teens or adults to use the Internet
- helping disabled athletes with their weight training
- undertaking work with disadvantaged communities through internationally linked schools
- cooking or serving meals for guests in a shelter
- helping design and run community programmes for youth
- conducting research on nutrition, hunger and homelessness policies
- taking positive action about race relations, poverty, human rights issues, or the environment
- designing, constructing and establishing vegetable gardens for different groups (eg pensioners).

Assessment

Internal assessment which includes keeping a journal and presenting a report and undertakes a minimum of 30 hours Community Service activities

Pre-requisites

There are no pre-requisites for this subject.

TASC Syllabus (click here)
www.tasc.tas.gov.au/_course/CSL205113

Contact Teacher
Mr Mark Cox
Geography 3

Subject Code       GGY315115
Credit Points      15

Subject Description
Geography is the study of patterns and interactions between people and their environments. It incorporates active inquiry and research skills using maps, graphics, texts and fieldwork. Geography develops understanding of topical issues and of the interactions and consequences of spatial decisions. Local, national and global examples focus on questions of where, why, how and what if? Geography encourages students to develop skills in critical analysis and to become better informed decision makers.

This subject is for all students who have an interest in the world around them. For students looking for careers in Architecture and Town Planning it gives an excellent background to both skills and concepts on which their future studies will be based. Students interested in the fields of Economics, Business and Management Studies, Market Research, Tourism and Journalism will benefit greatly from its holistic approach. Finally, those students looking at careers in Agriculture and Environmental Science can, by careful selection of optional units, design a course to meet individual interest while gaining a sound introduction to physical and economic systems.

The syllabus is based on understanding the pattern of human distributions, human responses to differing physical environments in terms of settlement, livelihood and culture, and the consequences of those responses on both the physical environment and on the social and economic systems.

The course involves:

Core studies:
- Global population distribution
- Differing levels of economic development
- Global demographic changes

Skills:
- Analysing, mapping, graphing, oral and written communication.

Option Units - Students choose 2 areas of special interest
- Natural Hazards of the Earth’s Crust
- Climate Change
- Urbanisation
- Mountains, Coasts or River Basins and their management

Individual enquiries and group work:
- Optional areas of study allow students to develop skills in both independent and group enquires.

Assessment
Internal assessment + externally assessed examination

Pre-requisites
There are no pre-requisites for this subject however; background knowledge of Geography is desirable with the most important requirements being a sound achievement in Grade 10 English, confidence in basic Mathematics, and a strong curiosity about our world.

TASC Syllabus (click here)
www.tasc.tas.gov.au/_course/GGY315115

Contact Teacher
Mr John McLaine
History and the Environment 2

Subject Code          HAE215115
Credit Points         15

Subject Description

The History and the Environment course enables learners to study the environmental and historical factors that have shaped their world. Through a focus on both the ancient and recent past, the course encourages learners to make connections with the present.

The course focuses primarily on the three distinct cultures of Australia, China and India. It invites learners to compare and contrast the different ways in which human cultures have sought to adapt to particular features of their natural environment. Learners will explore the themes of continuity and change, the long-term legacy of significant events and developments, and the environmental sustainability of human practices.

Assessment

Internally assessed

Pre-requisites

There are no pre-requisites for this subject, but a satisfactory level in English would be an advantage.

TASC Syllabus (click here)

www.tasc.tas.gov.au/_course/HAE215115

Contact Teacher

Mrs Gail Harris
Introduction to Sociology and Psychology 2

Subject Code  BHX215116
Credit Points  15

Subject Description

This course provides an introduction to the disciplines of sociology and psychology. It is one of a number of courses about society, behavioural sciences and culture that allow students to examine various social interactions and adaptations of individuals and groups.

As well as preparation for study in TQA level 3 courses in sociology and psychology, this course also provides knowledge and skills that would be a good foundation for vocational studies in areas such as welfare and child care.

The course provides a broad overview of the disciplines of sociology and psychology stressing major terms, concepts, and some basic theoretical perspectives from both disciplines. The course provides students with basic research knowledge, skills and methods; and a range of optional sociology and psychology topics for study that can be selected from a list provided in the course document.

Students will study the following three units:

1. an introductory overview of the disciplines of sociology and psychology
2. research methodology
3. application of concepts and principles to the consideration of a range of specialist topics.

Unit 3 covers a range of optional 'specialist' topics drawn from both the disciplines.

Assessment  Internal assessment
Pre-requisites  There are no pre-requisites for this subject, but a satisfactory level in English will be an advantage

TASC Syllabus (click here)
www.tasc.tas.gov.au/_course/BHX215116

Contact Teacher
Dr Nick Clements
Legal Studies 3

Subject Code  LST315117
Credit Points  15

Subject Description

Legal Studies is a practical course giving the student many hands on experiences of the legal system such as: court visits, excursions to parliament and the police, visits by judges, debates on legal issues and participation in mock trials.

It is a study of the nature of law and the structures and processes of the Australian legal and political system. Australia’s place in the international law will also be examined. Emphasis is given to the way the legal and political systems relate to individuals and their rights and responsibilities as citizens. It encourages students to analyse and evaluate the operation of the legal system and apply the insights gained to current legal issues.

Content

Legal Studies focuses on general legal concepts as they relate to individuals and society as a whole, rather than legal technicalities and specific case law.

The course is divided into 4 major units:

(1) Government; the political process and international obligations
(2) Sources of law – courts and parliament
(3) Court system and other dispute resolution processes
(4) Crime in society (crime, police powers and punishment)

Assessment  Internally assessed + 3 hour externally assessed examination
Pre-requisites  There are no pre-requisites for this subject, but a satisfactory level in English will be an advantage.

TASC Syllabus (click here)
www.tasc.tas.gov.au/_course/LST3151157

Contact Teacher
Mr Bernd Meyer
Modern History 3

Subject Code  HSM315115
Credit Points  15

Subject 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. The focus is on the 20th Century and 21st Century from the end of World War I (1917/18) until 2010. Learners are encouraged to make connections with the changing world to the present.

Modern History enhances learners’ curiosity and imagination, and their appreciation of larger themes, individuals, movements, events and ideas that have shaped the contemporary world and key drivers of change including: political systems, ideologies; crises that challenged the stability of governments; national and global conflicts and their resolution; the transformation of social, political and economic life; and shifts in power. Learners will also be introduced to Post World War II history with a focus on one area of study from the Cold War; Australia’s engagement with key Asian nations; migration; and issues impacting on global peace and security.

The Modern History course continues to develop the historical skills and understandings taught in the Foundation to Grade 10 History curriculum. Learners pose increasingly complex questions about the past and use their historical inquiry skills, analytical skills and interpretation of sources to formulate reasoned answers to those questions. Learners develop increasingly sophisticated skills in critical analysis, evaluation, synthesis, communication and understanding of the different and sometimes conflicting perspectives of the past.

The course has three sections. All sections are compulsory.

- Modern Western Nations in the 20th Century
- Modern Asian Nations in the 20th Century
- The Changing World Order, 1945 to 2010

Assessment  Internal assessment + externally assessed 3 hour examination
Pre-requisites  Competence in communication, research skills and an interest in historical events and current affairs.

TASC Syllabus (click here)
www.tasc.tas.gov.au/ course/HSM315115

Contact Teacher
Mrs Gail Harris
Philosophy 3

Subject Code  PHL315113
Credit Points  15

Subject Description

The major 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. In other words, it is the study of life’s big questions.

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.

Philosophy promotes respect for intellectual integrity and builds students' capacity to be independent, critical thinkers who can articulate and justify philosophical positions. More generally, it is the art of thinking and arguing.

‘Science’ was originally called ‘natural philosophy’, and this reflects the broad ranging applications of philosophy. It is an umbrella subject, whose methods inform disciplines from physics to sociology to cognitive science. The skills students learn in philosophy will serve them well in all occupations and spheres of life. It is useful for students considering careers in the law, advocacy, politics, journalism, psychology, sociology, and a vast range other areas.

The course consists of six units.

- Unit 1: Overview of Western Philosophy. Students begin with a brief survey of Western Philosophy, looking at a list of thinkers that includes Socrates, Plato, Aristotle, Descartes, Kant, Hume, Locke, Nietzsche, Heidegger, and Sartre.
- Unit 2: Mind/body problem. Is our mind our brain? What are they made of? How do they interact?
- Unit 3: Free Will. Do we really have free will?
- Unit 4: Epistemology. What can we know and how can we know it?
- Unit 5: Life, the universe and everything. What are the origins of the universe and life? What best explains the universe and the life we find in it – religion or science?
- Unit 6: The good life. What is happiness and how do we attain it?

Assessment

Internal assessment plus externally assessed 3 hour examination

Pre-requisites

HA or better in Grade 10 English and History or CA or better in Grade 11 English

TASC Syllabus (click here)
www.tasc.tas.gov.au/ course/PHL315113

Contact Teacher
Dr Nick Clements
Psychology 3

Subject Code  BHP315116

Credit Points  15

Subject Description

In this subject students will develop:
• familiarity with some central concepts used by psychologists and their usefulness for understanding human behaviour;
• knowledge of some of the research areas in psychology;
• understanding of the behaviour and experiences of the individual;
• ability to apply the knowledge and the enquiry skills of psychology;
• ability to engage in a range of appropriate tasks such as enquiry, discussion, reporting, analysis of evidence as an individual and as a member of a group.

The course covers:
• Developmental psychology (intelligence and gender determination)
• Sensation, visual perception and altered states of consciousness
• How people learn
• Remembering
• Applied Psychology

Psychology may be taken in Grade 11 or Grade 12 and is a good complement to Sociology.

Assessment
Internal assessment + externally assessed folio and 3 hour examination

Pre-requisites
There are no pre-requisites for this subject; however, a solid grounding in English is recommended.

TASC Syllabus (click here)
www.tasc.tas.gov.au/_course/BHP315116

Contact Teacher
Dr Nick Clements
Studies of Religion 3

Subject Code REL315116
Credit Points 15

Subject Description

Studies of Religion is designed to enable learners to engage critically and authentically with a number of religious traditions and the ethical and metaphysical worldviews they represent.

Learners will study the beliefs of at least one religious tradition in detail, the core elements that are common to many religious beliefs and investigate the impact of religious traditions on Australia as a pluralist society, as well as globally.

Learners will research and investigate the traditions, ethical perspectives and worldviews of religious traditions and the impact on contemporary ethical issues. They will also have the opportunity to engage with the study of religions in ancient societies, Australian Indigenous spirituality and some of the essential components, significant challenges and ultimate questions that religious traditions have faced in the past and are still contending with in the contemporary world. Learners may analyse these contentious challenges and questions from both theist and non-theist perspectives. Learners will also investigate how religious traditions impact on groups and individuals in society, how this interaction can broaden perspectives and how social, political and cultural factors impact on religious traditions in historical and contemporary society.

Units of study include: the introductory unit, Christianity and Buddhism, a selected contemporary Challenge to Christianity, and Ethics. There is also an Extended Depth Study which will be selected by students from the options of: Bible, Worldviews in Australian society, Religion and Science (which focusses on the question of origins), and Suffering.

Assessment
Internal assessment + externally assessed 3 hour examination

Pre-requisites
High Achievement or better in Grade 10 English and History or Commendable Achievement in Grade 11 English

TASC Syllabus (click here)

Contact Teachers
Mr Bruce Fairfax / Rev Paul Grayston
Sociology 3

Subject Code       BHS315116
Credit Points      15

Subject Description

This course is an introduction to the study of society, with particular reference to Australian society.

The course is divided into four sections:

Section 1 **Sociological Research Methods**
- What questions do Sociologists ask?
- How do they undertake investigations?
- What are the ethical considerations of research?

Section 2 **Institutions: Power and Politics**
- This section focuses on the role of the Family, Education, Mass Media and Work in Australian society.

Section 3 **Socialisation: Conformity and Deviance**
- Why do individuals behave the way they do?
- Examination of the process of socialisation and the meaning of deviance and individual difference.

Section 4 **Equality and Inequality**
- Examination of the causes and consequences of difference and inequality with focus on gender, ethnicity, age and indigenous peoples.

Sociology may be taken in Grade 11 or Grade 12 and is useful in future study in teaching, nursing, the police and defence forces, health and social work. It is a good complement to Health Studies, Sport Science and English Communication.

**Assessment**
Internal assessment + externally assessed folio and 2 hour examination

**Pre-requisites**
There are no pre-requisites for this subject, however, a solid grounding in English is recommended.

**TASC Syllabus (click here)**
[www.tasc.tas.gov.au/_course/BHS315116](http://www.tasc.tas.gov.au/_course/BHS315116)

**Contact Teacher**
Dr Nick Clements
Technology (Overview)

The courses which will be offered are:

- Computer Graphics and Design 3
- Design and Production 2
- Food and Nutrition 3
- Housing and Design 3
- Object Design (UTAS)
- Technical Graphics 3
Computer Graphics and Design 3

Subject Code  CGD315113
Credit Points  15

Subject Description

Students studying this subject gain skills in the use and knowledge of computer hardware and both types of graphic software (raster and vector). Students experience a range of techniques used in the modeling of 3-dimensional objects, together with surfacing and animation processes.

Students make use of the Design Process in solving practical problems and will develop their 3-D sketching and presentation skills through arriving at solutions which they then produce on the computer using software such as 3D Studio Max.

Students undertake study into a range of hardware and software areas with particular emphasis on the role Computer Graphics plays in a design office. Most of the course involves students using computers to produce Computer Graphics works.

This subject counts for university entrance and students have to undertake an externally assessed major study, usually taking the form of a 3-D animation, and sit an external exam as part of the assessment tasks.

This is a subject where students are able to freely design and express their own ideas as well as design and solve problems with which industry is faced. It provides for personal development, lays a foundation for career opportunities and allows the student to undertake further studies or occupations within or make use of computer graphics.

Computer Graphics and Design TQA 2 is also offered for those students wishing to study at non-pre-tertiary level. Computer Graphics and Design TQA 2 is assessed internally.

Assessment  Internal assessment + externally assessed major project and 2 hour examination

Pre-requisites  There are no pre-requisites for this subject.

TASC Syllabus (click here)
tasc.tas.gov.au/_course/CGD315113

Contact Teacher
Mr Bill Rostron
Design and Production 2

Subject Code  DAP215114
Credit Points  15

Subject Description

Design and Production 2 develops skills in the design and construction of products within an area of specialisation. An understanding and skills in handling the nominated material will be gained through to producing items in response to design briefs. This course enables learners to design and make products in one of the following areas of specialisation:

- composite materials
- glass
- metal
- plastics
- textiles
- wood

Students will develop an understanding of the design process to generate well-considered responses to the briefs. Students learn to draw on a range of strategies to plan, generate and realise commercial and domestic products. They will use a diverse range of techniques to communicate their intentions and their design proposals including colour visuals, orthographic, working drawings, sketches, digital, virtual or three-dimensional presentations. Students will submit a design folio and complete products exhibiting competent technical skills and processes in working with their chosen materials. Review and evaluation of processes and products will be undertaken. Through the study of design fundamentals and the application of the design process in the production of objects and samples, the student will develop skills and knowledge relevant to industry, cultural, personal and domestic contexts.

Some students may be interested in a new course offered by UTAS that attracts tertiary entrance points. The course is called the UTAS College Object Design Programme and would run as part of the Design and Production course.

Assessment  This course employs a competency based assessment methodology
Pre-requisites  There are no pre-requisites for this subject.

TASC Syllabus (click here)
www.tasc.tas.gov.au/ course/DAP215114

Contact Teachers
Mr Nick Hansson / Ms Ena Rigney
Food and Nutrition 3

Subject Code  FDN315113

Credit Points  15

Subject Description

Food and Nutrition 3 provides a broad study of the food issues which have ongoing relevance to individual and community, health and wellbeing. The knowledge, skills and attitudes gained during the course will have applications in, and benefits for, both vocational and general life experiences.

The course aims to develop an understanding of the links between food, food processing, nutrition, health and wellbeing. The course responds to community concerns about increasing levels of diet-related conditions by providing students with the knowledge and skills to make informed choices when selecting, storing, purchasing, preparing and consuming foods that will contribute to a healthy lifestyle. Contemporary food issues related to nutrition and the market place are raised, investigated and debated. Students critically inquire into the global economic, social and environmental impacts of current food production practices. This knowledge enables students 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.

Students have opportunity to focus their learning in an area related to their vocational pathway through a choice of three learning contexts. Nutrition and Health Promotion, Hospitality and Food Enterprise options provide opportunities for students to develop their food-related interests and creativity and apply their conceptual understanding through the design and production of food-related systems, services and products.

Further vocational pathways include, Hospitality, Recreation, Retail, Children’s Services and all Food Enterprises

Assessment  Internal assessment and 3 hour examination

Pre-requisites  No pre-requisites

TASC Syllabus (click here)
www.tasc.tas.gov.au/_course/FDN315113

Contact Teacher
Mrs Janelle Scott
Food and Nutrition 2

Subject Code        FDN215113
Credit Points       15

Subject Description

This course has been developed to offer a variety of pathways in the food area for a diverse range of students. It has a non-commercial focus which is based on practical skills. This course can lead into the Food and Nutrition Level 3 (ATAR score) course. In this way students can study a food related course in Grades 11 and 12.

Health issues and diet related diseases are a major concern in Tasmania. Limited nutrition awareness, food knowledge and preparation skills are recognised as significant contributing factors. This course enables students to learn about, prepare and experience healthy foods, thereby improving dietary habits.

This course offers a foundation for Food and Nutrition 3, as well as being an extension from Food and Cooking Essentials 1.

It supports students wishing to go on to, or who are currently studying VET Hospitality or Tourism. 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 focussed career paths.

Assessment

Internal assessment

Pre-requisites

No pre-requisites

TASC Syllabus (click here)
www.tasc.tas.gov.au/course/FDN215113

Contact Teacher
Mrs Janelle Scott / Ms Ena Rigney
Housing and Design 3

Subject Code  HDS315113

Credit Points  15

Subject Description

Have you ever considered a career in architecture, interior design or construction? Do you ever intend to build or purchase your own home? So many of us leave school with so limited knowledge and understanding of one of humans’ most basic needs – shelter. Housing and Design is a Level 3 subject (counting for university entrance) that takes a practical approach to the study of housing. Students will be expected to sketch, draw and write explanations on a wide range of issues. The subject provides coverage of social, economic, technological, environmental, ergonomic and aesthetic influences on design for living.

Topics covered include:
- High, medium and low density living
- Types of Housing
- Energy efficient design – active and passive systems
- Basic architectural design concepts
- Exterior and interior design modelling
- Building materials, finishes and surfaces
- Elements and principles of design – pattern, texture, colour, line, light, space, proportion and balance
- Housing for special needs
- Function, ergonomics, spatial flow, arrangements
- Interior layout and furnishings

Assessment will include class work and a student directed major study of an area of architecture of their own choice. This will involve a minimum of 50 hours work, half of which will be undertaken in class time. A two hour external exam involving responses to two areas in a sketch and annotation format is the other major assessment task.

Assessment  
Internal assessment + externally assessed folio and 2 hour examination

Pre-requisites  
There are no pre-requisites for this subject.

TASC Syllabus (click here)  
www.tasc.tas.gov.au/ course/HDS315113

Contact Teacher  
Mr Nick Hansson
**Object Design**

<table>
<thead>
<tr>
<th>UTAS College Program</th>
<th>2014 Unit Information</th>
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<tr>
<td>FSF104 OBJECT DESIGN</td>
<td>Tassmanian College of the Arts</td>
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**Unit Description**

Object Design is a 3.5% full approved Bachelor of Arts degree unit, and will be part of the BA (Bachelor of Fine Arts) curriculum.

**Admission Requirements**

Design and Production (12 Units)

**Learning Objectives**

- Understand the principles and elements of design theory
- Interpret, apply, and demonstrate design theory
- Consider the needs of design users
- Select and apply new technologies
- Demonstrate technological knowledge and understanding
- Consider the needs of design users
- Meet sustainable design criteria
- Manage project and work as a member of a team

**Assessment**

- Project development (25%)
- Final presentation (25%)
- Model/drawing (20%)
- Individual report (10%)
- Participation (10%)

**Contact Teacher**

Mr Nick Hansson
Technical Graphics 3

Subject Code  TEG315115

Credit Points  15

Subject Description

The study of Technical Graphics provides an opportunity to appreciate the demands of design – both theoretical and practical – for technical innovation and progress. It is particularly relevant to Engineering, Architecture and other areas of human endeavour requiring graphic interpretation, communication and shaping practical solutions to existing and emerging technological challenges.

Technical Graphics is an integral part of the design process. Students study standard drawing practice using a variety of techniques involving practical applications of plane and solid geometry. They will communicate complex technical information, knowledge and ideas and solve detailed problems in a graphic form.

Learning Outcomes
Through studying this course students will learn how to:
• demonstrate an understanding of and ability to apply the conventions of Australian Standard Drawing Practice (AS 1100)1
• communicate complex conceptual and theoretical ideas and information in oral, written and graphic forms
• solve complex design problems using geometrical knowledge and skills in interpreting and transferring drawings
• develop and apply drawing skills and applications to solve problems logically and creatively
• understand and demonstrate design process, principles and practice
• create a design brief and complete the design process.

1 Australian

Assessment

Assessment will include class work and a student directed major study of an area of interest. This will involve a minimum of 50 Hours work, half of which will be undertaken in class time. A two hour eternal exam is the other major assessment task.

Pre-requisites

There are no pre-requisites for this subject.

TASC Syllabus (click here)
www.tasc.tas.gov.au/cours/TEG315115

Contact Teacher
Mr Bill Rostron
UTAS (Overview)

The courses which will be offered are:

- UTAS College Programme
- UTAS High Achiever Programme
UTAS College Programme

Credit Points
8 per semester

Subject Description
UTAS College Programme offers you the opportunity to enrol in university study in a subject you are also studying, or have studied, at TCE level. In addition to your TCE subject you do extension work provided by UTAS. You may complete one or two University semester units in conjunction with your TCE subject. You receive a TCE result for the subject, as well as a university result which counts towards the completion of a degree. Some university college subjects – especially in the Performing Arts area – also contribute towards your ATAR score.

Subjects available include:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Contact Person</th>
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<tbody>
<tr>
<td>Visual Arts</td>
<td>Mr Paul Snell</td>
</tr>
<tr>
<td>AAP (Asia: Enduring Tradition)</td>
<td>Mr Bruce Fairfax</td>
</tr>
<tr>
<td>Drama</td>
<td>Mrs Louise Peters</td>
</tr>
<tr>
<td>Object Design</td>
<td>Mr Nick Hansson</td>
</tr>
<tr>
<td>Music</td>
<td>Mrs Sherryn Arneil Hepher</td>
</tr>
<tr>
<td>Chinese</td>
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<tr>
<td>French</td>
<td>Mr Bruce Fairfax and Miss Caitlin Haynes</td>
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<tr>
<td>Japanese</td>
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<tr>
<td>Accounting and Financial Decision Making</td>
<td>Mr Bernd Meyer</td>
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<td>Indigenous Australia</td>
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<tr>
<td>Thinking and Writing at University</td>
<td>Mr Bruce Fairfax</td>
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<tr>
<td>Politics</td>
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<td>Legal Studies</td>
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The University will provide some input into the course as well as the assessment but most of the work in the chosen subject will be done in school. The teachers listed above will be able to provide additional information for interested students. A handbook outlining the detailed offerings is available from Mr Fairfax or from the Careers Room.

Assessment
Varies, depending on the particular subject, but not onerous

Pre-requisites
Enrolment in the relevant TCE subject within the year of enrolment in the UTAS College Programme or in the previous year. (Not necessary for the Indigenous Australia Units, Politics, or thinking and writing at University)

More information (click here)

Contact Teacher
Mr Bruce Fairfax
## UTAS High Achiever Programme

<table>
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<tr>
<th>Subject Code</th>
<th>Credit Points</th>
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<tbody>
<tr>
<td></td>
<td>8 per unit (half year unit)</td>
<td>The University of Tasmania’s High Achiever programme enables academically able Tasmanian senior secondary school students to enrol in University subjects in order to complement and extend their Tasmanian Certificate of Education (TCE). There is no charge associated with this programme but there are significant benefits, including membership of the University library and the Sports Association. Through this programme the University of Tasmania gives high-achieving Grade 11/12 students the opportunity to study specialist courses of particular interest at a higher level than is usually available. Units successfully completed may be credited to the relevant degree when you enrol at the University of Tasmania and will be accepted by most other Australian universities. Credit provides two advantages: you have the option of accelerating your degree, or you may take on additional subjects in place of the credited units so that you can extend your university study programme. High Achiever programme units also contribute to the calculation of your Australian Tertiary Admission Rank (ATAR). In 2013, for example, one of the university subjects gained the highest subject score towards ATAR of any subject (26.5). For a more detailed description, and to view a table of equivalences between HAP unit grades and TCE subject scores, go to the web site below. Subjects available include: Economics and Accounting, Asian Studies, History, Programming, Politics, Philosophy, Mathematics, Literature, German, Indonesian, Japanese, Chinese, Art, Music or Drama, Legal Studies. See also UTAS College Programme Students wishing to undertake a High Achiever Programme must make contact with Mr Fairfax before putting in subject selections.</td>
</tr>
</tbody>
</table>

### Assessment
Students must fulfil all UTAS requirements

### Pre-requisites
To be eligible for the programme, you will need to demonstrate very high levels of academic performance in senior secondary education. As an example, you would normally be expected to be enrolled in Grade 12 and have completed three or more Level 3 subjects in Grade 11, with very high achievement demonstrated in school reports and ATAR results. Students entering Grade 11 with three or more Exceptional Achievement awards in Grade 10 might also be considered.

### More information (click here)

### Contact Teacher
Mr Bruce Fairfax