Grades 11 and 12 Subject Handbook 2020

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Subject Selection Procedure

Thursday 25 July
Introductory meeting for current Grade 10 students held during Period 3 in the Auditorium. There will be presentations by the Director of Studies and the TASC Liaison Officer.

Monday 29 July – Friday 2 August and Thursday 8 August
During period 3, current Grade 10 students will have the opportunity to speak with subject co-ordinators and investigate subjects on offer.

Monday 5 August
Meeting for current Grade 11 students held during Period 3 in the Auditorium. There will be presentations by the Director of Studies and the TASC Liaison Officer.

Wednesday 7 August
Grade 11 and 12 (2020) 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 16 August
Final date for the on-line submission of subjects for 2020 using Edval WebChoice (after this date WebChoice will not be available).

Tuesday 20 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 Teaching and Learning 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 2020 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 2020 distributed to students.
TCE Studies at Grammar

The first step towards an informed choice of subjects is to ensure you gain the Qualifications Certificate which provides for a general education for life, citizenship, a pathway to TAFE and the workforce. You should also consider subjects which enable you to attain 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 & 4 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 students 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 Satisfactory Achievement 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. Students who are achieving High Achievement and Exceptional Achievement results at Grade 10 level would enjoy success with four or even five TASC pre-tertiary 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 TASC pre-tertiary 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 focusing on possible career options.

Through discussions with our Career Advisor and active involvement in the School’s Grade 10 Futures Programme, including the Morrisby Profile, students may have already identified career options of particular interest. Having determined their essential subjects, students are encouraged to then choose others for interest, balance (such as considering the amount of subjects requiring portfolios) and personal development, at all times keeping in mind the requirements of the TCE. It is very important to pay particular attention to further education course subject prerequisites.

Students should consider the recommendations below prior to submitting their course selection. For clarification on prerequisites it is always advisable to visit the Careers Centre.

Students joining the School in Grade 11 are encouraged to make an appointment with our Careers Advisor before completing their course selection.

Recommendations for Apprenticeship Pathways
To improve the chances of securing an apprenticeship, it is important for students to work hard in all of their subjects and demonstrate a genuine interest in the relevant industry. To demonstrate this interest, students may:

• choose relevant subjects; for example a student wishing to gain an apprenticeship in the construction industry may consider studying General Mathematics – Foundation and VET Construction;

• undertake work experience in the industry of interest; and

• participate in taster programs in the industry of interest.

Attainment of the TCE is also very highly regarded amongst most employers.

Recommendations for Higher Education (e.g. University, TAFE) Pathways
Students who wish to undertake tertiary study are encouraged to consider:

• prerequisite subjects required for tertiary courses of interest;

• choosing subjects which provide access to the widest range of common prerequisite subjects; for example, studying Physical Sciences 3 in Grade 11 is required for students who wish to undertake Physics 4 and/or Chemistry 4 in Grade 12;

• subjects which may help explore a career of interest; for example Psychology 3 may not be a prerequisite subject for a Psychology qualification but studying it will provide some insight into this discipline and what it may be like to study it at a tertiary level; and

• choosing subjects which will provide foundational knowledge for further study; for example, Biology 3 may not be a prerequisite subject for a Nursing qualification but it may be helpful when studying Nursing at TAFE or university.
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.

My Future  
www.myfuture.edu.au/userhome#/  
You will need to sign-up to access this site but it does offer extensive research options, including an online profile quiz and short videos on the day to day work involved in specific professions.

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.

QILT – Quality Indicators for Learning and Teaching  
www.qilt.edu.au  
The QILT websites helps you compare official study experience and employment outcomes data from Australian higher education institutions. Create your own shortlist to compare different study areas and institutions.

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.

Directory Undergraduate  
A hardcopy book which provides a list of all Australian undergraduate university courses and their predicted ATARs. This is available in the Careers Centre, 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. Students are encouraged to visit 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, I am very happy to organise a visitor to suit.

Contact
Mrs Fiona Symons
Careers Advisor
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 Program
   - University of Tasmania Connections Program
   - Royal Academy of Dance qualification
   - Professional Association of Diving Instructors PADI

The Qualifications Certificate will be issued in December to Grade 12 students finishing their senior secondary education and training. **A person achieving an additional qualification after Grade 12 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 & 4 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 3
- English 3
- English Foundations 2
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 3
- General Mathematics Foundation 2
- Mathematics Methods 3
- Workplace Maths 2
- Physical Science 3

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 3
- Computer Graphics and Design
- English Literature

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 number 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 [https://www.tasc.tas.gov.au/?s=TASC+Tests](https://www.tasc.tas.gov.au/?s=TASC+Tests)

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

Please use link [https://www.tasc.tas.gov.au/students/course-planner/](https://www.tasc.tas.gov.au/students/course-planner/) to check if your proposed course meets any of the 3 standards.
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, 3 or 4. 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 Program
- 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 Director of Studies at the same time that their subjects are registered.

The TCE Course planner can also be found on the TASC website https://www.tasc.tas.gov.au/students/course-planner/

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.
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.
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 TASC 3 is coded ENG315115.

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A Three letters identify the course name
B Level of complexity
C Number of credit points
D Version
E Year of accreditation

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 pre-tertiary 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 pre-tertiary subject; the scaled ranges for each subject in the previous year can be downloaded from https://www.tasc.tas.gov.au/about/data/open-access-data/ 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 or 4 subjects taken in Grade 12, together with the best score/s of up to two other TASC Level 3 or 4 subjects from either Grade 11 or 12.

University Entrance

To be eligible for an ATAR a student must have:

- met the standards of the Tasmanian Certificate of Education
- achieved during the previous three years at least a Satisfactory Achievement (SA) award or equivalent in at least three Level 3 or Level 4 TASC accredited senior secondary courses with external assessment
- at least four scaled scores in different courses with a total size value of at least 60, and
- have at least three scaled scores in different courses studied in that year
  - A learner's ATAR is based on the aggregate best-five equivalent (total size value of 75) scaled scores
  - At least the equivalent of three (total size value 45) of the results counted towards a student's ATAR must be from senior secondary courses or the University of Tasmania units studied that year.

  - Scaling is applied each year to the scaling data sets for accredited senior secondary courses at Level 3 or Level 4 and approved the University of Tasmania units at Foundation level and above.

Depending on the course there may be subject pre-requisites. It is important to check with our Careers Advisor 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 https://www.tasc.tas.gov.au/students/course-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 Mathematics Methods Foundation and/or Physical Science 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.

TCE Course Planner

You can find the current courses available in Tasmania using the TCE course planner.

You can check the number of TCE credit points you could achieve for your program of study. The planner indicates if your selected course includes the TCE standards.

Please note that not every course in the planner is offered each year. You should check with your school which courses they are offering.
**Features**

- TASC 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.
Choosing Subjects with Folios

A number of TASC pre-tertiary 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 2019 dates are included as a guide to what is expected next year.

Due to teacher dates for 2019

<table>
<thead>
<tr>
<th>Course Code and Name</th>
<th>Due by 5.00pm on</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENL315114 English Literature</td>
<td>13 September 2019</td>
</tr>
<tr>
<td>DNC315115 Dance Choreography and Performance: Critical Appraisals</td>
<td>18 September 2019</td>
</tr>
<tr>
<td>HDS315118 Housing and Design</td>
<td>18 September 2019</td>
</tr>
<tr>
<td>BHP315116 Psychology</td>
<td>18 September 2019</td>
</tr>
<tr>
<td>DNC315115 Dance Choreography and Performance: Choreographic reflections (solo and group)</td>
<td>16 October 2019</td>
</tr>
<tr>
<td>SDI315117 Student Directed Inquiry</td>
<td>16 October 2019</td>
</tr>
<tr>
<td>ARA315116 Art – Theory and Criticism</td>
<td>23 October 2019</td>
</tr>
<tr>
<td>CGD315118 Computer Graphics and Design</td>
<td>23 October 2019</td>
</tr>
<tr>
<td>ENW315114 English Writing</td>
<td>23 October 2019</td>
</tr>
<tr>
<td>MED315112 Media Production</td>
<td>23 October 2019</td>
</tr>
<tr>
<td>MSM315115 Music – Composition</td>
<td>30 October 2019</td>
</tr>
<tr>
<td>AGR315117 Agricultural Systems</td>
<td>6 November 2019</td>
</tr>
<tr>
<td>TEG315115 Technical Graphics</td>
<td>6 November 2019</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 may also be required to enrol in Pathway to work. 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.

Agriculture  
Animal Studies  
Aquaculture  
Automotive  
Child Care  
Construction  
Defence Force Cadets  
Electro technology  
Hairdressing  
Horticulture  
Hospitality  
Fitness  
Information Technology  
Metals Engineering  
Nursing, Aged Care  
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  
or  
- 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:

- Dance 2
- Drama Foundations 2
- Contemporary Music 2
- Media Production Foundation 2
- Music Ensemble 2
- Music Studies 2
- Music Technology Projects Foundation 2
- Musical Theatre 2
- Technical Theatre Production 2
- Visual Arts 2
- Visual Arts 2 (Photography)
- Art Production 3
- Art Production 3 (Photography)
- Art Studio Practice 3
- Art Theory and Criticism 3
- Dance Choreography and Performance 3
- Music 3
- Drama 3
- Media Production 3
- Music Foundation Practical Study UTAS
- Music Technology Projects UTAS
- 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)
https://www.tasc.tas.gov.au/students/courses/the-arts/ara315116/

Contact Teacher
Mrs Clare Farrell
Art Production 3

Subject Code       ART315117
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 Visual Art 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)
https://www.tasc.tas.gov.au/students/courses/the-arts/art315117/

Contact Teacher
Mr Paul Snell
Art Production (Photography) 3

Subject Code ART315117
Credit Points 15

Subject Description

This syllabus is designed for highly motivated students who are prepared to work independently in 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, national and international 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)
https://www.tasc.tas.gov.au/students/courses/the-arts/art315117/

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)
https://www.tasc.tas.gov.au/students/courses/the-arts/art315214/

Contact Teacher
Mr Paul Snell
Contemporary Music 2

Subject Code  MSC215117
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 as soloists and making decisions based on genre, performance style and rehearsal schedules.

Core Module
The course has six (6) compulsory modules:
- Contemporary Music Performance
- Ensemble Performance
- Compose Original Music
- Applying Aural and Theoretical Skills
- Promotion, Marketing, Workplace Safety and Legal Issues
- Operation and Maintenance of Instruments

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)
https://www.tasc.tas.gov.au/students/courses/the-arts/msc215117/

Contact Teachers
Mrs Sherryn Arneil Hepher
Dance 2

Subject Code DNC215115

Credit Points 15

Subject Description

In Dance 2 you will learn movement principles, dance making techniques and performance skills. You will learn how to reflect on and respond to your own work and the work of others. You will be involved in both solo and ensemble work, so working as part of a team is important.

In a typical lesson, you might be involved in the following:
- Warming up and stretching
- Creating movement sequences
- Learning dance making techniques, eg using choreographic devices or developing a motif
- Collaborating as part of a group
- Performing for peers
- Participating in self-assessment
- Keeping a reflective journal
- Writing reviews

This subject could lead to: further study in Dance Choreography and Performance 3

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

Pre-requisites
Previous experience is an advantage, but not a requirement.

TASC Syllabus (click here)
https://www.tasc.tas.gov.au/students/courses/the-arts/dnc215115/

Contact Teacher
Mrs Fiona Hickman
Dance Choreography and Performance 3

Subject Code DNC315115
Credit Points 15

Subject Description

In Dance Choreography and Performance 3, you will learn the principles of dance composition and use these to choreograph a group and a solo piece for external assessment. Critical analysis of dance works you view, and detailed reflection on your own work are the basis for an external assessment of theory work, so good literacy skills are important.

In a typical lesson, you might be involved in the following:
- Warming up and stretching
- Learning and exploring choreographic and composition techniques
- Expanding and developing your own movement vocabulary
- Creating sequences and dance works using personal movement vocabulary
- Collaborating as part of a group
- Performing for peers
- Participating in self-assessment
- Keeping a reflective journal
- Viewing, responding or analysing the dance works of others

This subject could lead to: a pathway to a career in dance performance or choreography.

Assessment
Internally assessed + there is an external practical examination + two externally assessed folios.

Pre-requisites
It is recommended that you have undertaken Dance in Grade 9 or Grade 10; or have prior dance training, or success in Dance 2.

TASC Syllabus (click here)
https://www.tasc.tas.gov.au/students/courses/the-arts/dnc315115/

Contact Teacher
Mrs Fiona Hickman
Drama - Foundations 2

Subject Code SDS215117

Credit Points 15

Subject Description

This syllabus is designed for the student who has an interest in drama and acting and enjoys performing and who want to build their own confidence and communication skills. Students will learn about performing in solo and ensemble situations, about storytelling and different drama texts and how to devise drama. Improvisation, the use of voice and movement and how to turn a script into a performance will be explored. They will attend and review live theatre and learn about the role of technical elements such as lighting, sound, music, costume, props, set and make-up.

In typical lessons, students might be involved in the following:

- Creation of solo and group performances
- Participate in warm-ups and workshops
- Devise drama work
- Attend live theatre
- Keep a reflective journal

This subject could lead to:
- Further study in Drama 3

Assessment

Internal assessment

Pre-requisites

The course is available for students in Grades 11-12. No previous experience is essential although participation in Grade 10 drama would be helpful.

TASC Syllabus (click here)
https://www.tasc.tas.gov.au/students/courses/the-arts/sds215117/

Contact Teacher

Mrs Louise Peters
Drama 3

Subject Code SDD315115
Credit Points 15

Subject Description

This syllabus is designed for the student who enjoys performing and is interested in the Performing Arts. Students will learn about how to create characters from scripts and how to interpret dramatic texts and theatrical genres. They will further develop vocal and movement skills as well as how to use vocal techniques for characterisation. Solo and ensemble performances will be rehearsed and performed for selected audiences and students will attend live theatre and learn how to review and evaluate productions.

At the end of the course students are required to sit a two-hour written examination and also to present a theme-based programme including published solo and ensemble extracts.

Learning objectives

In typical lessons, students might be involved in the following:

- Perform for an audience
- Participate in warm-ups and workshops and improvisation work
- Study acting skills and techniques
- Interpret text
- Undertake solo and ensemble work
- Attend theatre performances and write reviews
- Rehearse for practical exams
- Prepare for written external exams

This subject could lead to:

- Further study in Theatre Performance 3

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

Assessment

Internal assessment + externally assessed practical and theory examinations

Pre-requisites

The course is available for students in Grades 11-12. It is recommended that Drama 2 or considerable experience in the performing arts is needed as well as good writing skills. This course requires students to have a keen interest and experience in drama as well as a strong commitment to teamwork, rehearsal and performance obligations.

TASC Syllabus (click here)
https://www.tasc.tas.gov.au/students/courses/the-arts/sdd315115/

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)
https://www.tasc.tas.gov.au/students/courses/the-arts/med215117/

Contact Teacher
Mr Mark Webster
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)
https://www.tasc.tas.gov.au/students/courses/the-arts/med315117/

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.

Learners are encouraged to participate in extra-curricular music activities

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

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)
https://www.tasc.tas.gov.au/students/courses/the-arts/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)
https://www.tasc.tas.gov.au/students/courses/the-arts/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. 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 or the Bachelor of Musical Arts.

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 15 - 20 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)
www.utas.edu.au/courses/art/units/fcp113-foundation-practical-study

Contact Teachers
Mrs Sherryn Arneil Hepher
Music Studies 2

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.

The course

The course is designed to provide experiences in the following:

- Music performance skills – ensemble or solo
- Composing and arranging
- Listening analysis
- Aural skills and theory knowledge
- Research in 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)
https://www.tasc.tas.gov.au/students/courses/the-arts/mss215115/

Contact Teachers
Mrs Sherryn Arneil Hepher
Music Technology Projects - UTAS

Subject Code          FCJ110
Credit Points         15

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. 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.

Assessment

Internal assessment + externally assessed

Pre-requisites

Recommended: Music Technology Projects – Foundation AUD 215115, TASC Level 2
https://www.tasc.tas.gov.au/students/courses/the-arts/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

Subject Code AUD215115

Credit Points 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)
https://www.tasc.tas.gov.au/students/courses/the-arts/aud215115/

Contact Teacher
Mrs Sherryn Arneil Hepher
Musical Theatre 2

Subject Code  MUT215115
Credit Points  15

Subject Description
This syllabus is designed for the student who wants to participate in the production of a musical theatre season and perform to an audience. In Musical Theatre students will learn about musical theatre and how to interpret the text, score or music for a musical theatre show. They will work as a member of an ensemble to plan, rehearse and present a performance for an audience. Skills will include how to use vocal techniques (spoken and singing), instrumental techniques, movement/dance techniques, and/or acting skills appropriate to the role. Performance skills such as audience awareness and protocols such as exits and entrances during scene changes as well as focus and discipline will be needed in order to perform in a large-scale production.
In typical lessons, students might be involved in the following:

• Participate in an audition
• Work on developing performance skills
• Rehearse scenes
• Undertake text, score or music interpretation
• Practise numbers from the show
• Learn choreography or singing parts
• Reflect on my own work and the work of others

A strong commitment to teamwork, rehearsal and performance obligations

This subject could lead to:
• Further study in the Performing Arts

Assessment
Internal assessment

Pre-requisites
The course is available for students in Grades 10-12. No previous experience is essential. A strong commitment to teamwork, rehearsal and performance obligations.

More information (click here)
https://www.tasc.tas.gov.au/students/courses/the-arts/mut215115-1/

Contact Teacher
Mrs Louise Peters / Mrs Sherryn Arneil Hepher
Technical Theatre Production 2

Subject Code SDT215115
Credit Points 15

Subject Description

This syllabus is designed for the student who has an interest in the technical aspects of theatre and who enjoys participating in a range of practical theatrical experiences, both individually and in group situations. They will workshop develop skills in the use of lighting, sound, set and properties design and construction, costume and theatrical make-up. It is mandated that they work on a minimum of two theatrical productions for which they will be involved in roles such as publicity, front of house responsibilities, operation of lighting and audio and the use of costumes and props. Aspects of theatrical production and events management will be learnt. Students will also critically analyse the use of production elements in at least two live performances attended throughout the year.

In typical lessons, students might be involved in the following:

- Decorate and paint set or properties
- Maintain costume and wardrobe
- Rig and operate lighting
- Set up and run audio equipment, selecting and developing sound effects and music
- Undertake publicity and marketing
- Attend and write reports on live performances
- Reflect on own work in a production team context

This subject could lead to:

- Further study in VET courses
- Further study in the Performing Arts

Assessment

Internal assessment + externally assessed practical examinations

Pre-requisites

The course is available for students in Grades 10 -12. No previous experience is needed although backstage participation in a previous production would be helpful.

TASC Syllabus (click here)
https://www.tasc.tas.gov.au/students/courses/the-arts/sdt215115-1/

Contact Teacher
Mrs Louise Peters
Theatre Performance 3

Subject Code SDP315115
Credit Points 15

Subject Description

This syllabus is designed for the student who enjoys performing and who works effectively in an ensemble. A student in this course can commit to rehearsals and performances and enjoys writing about the development of their work. Students will learn acting skills and how to perform to an audience. They will work in both solo and ensemble situations and behave as a theatre company. Skills will be developed in improvisation, vocal and physicalisation techniques and how to create an effective character. They will learn about theatrical conventions and the history of theatre.

In typical lessons, students might:

- Attend live performances
- Perform for an audience
- Rehearse and develop monologues
- Participate in improvisation activities
- Interpret text
- Rehearse a play
- Undertake solo and ensemble work
- Attend theatre performances and write reviews
- Rehearse for practical exams

This subject could lead to:
- Further study in the performing arts and/or a career in performing arts or entertainment industries.

*Theatre Performance 3 meets the standard for* Everyday Adult Reading, Writing and Communication Skills

Assessment

Internal assessment + externally assessed practical examinations and 3000 word folio

Pre-requisites

The course is available for students in Grades 11-12. Students should have successfully completed Drama 3 (or equivalent) and have a strong commitment to teamwork, rehearsal and performance obligations.

TASC Syllabus (click here)


Contact Teacher

Mrs Louise Peters
Visual Art 2

Subject Code ART215117

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)

https://www.tasc.tas.gov.au/students/courses/the-arts/art215117/

Contact Teacher

Mr Paul Snell
Visual Art (Photography) 2

Subject Code       ART215117
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)
https://www.tasc.tas.gov.au/students/courses/a-z/

Contact Teacher
Mr Paul Snell
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)

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)**

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 Commerce 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)

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 throughout 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 housing affordability affect 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 address the high living and energy costs?

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 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)

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 Foundations 2
- English 3
- English Literature 3
- English Writing 3
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)
https://www.tasc.tas.gov.au/students/courses/english/eal315115/

Contact Teacher
Mr Christopher Ellison
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)
https://www.tasc.tas.gov.au/students/courses/english/eal215114/

Contact Teacher
Mr Christopher Ellison
English Foundations 2

Subject Code  ENG215117
Credit Points  15

Subject Description

English Foundations 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.

This subject can lead to a Pre-Tertiary English in Grade 12.

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

TASC Syllabus (click here)
https://www.tasc.tas.gov.au/students/courses/english/eng215117/

Contact Teacher
Miss Marianna Hedges
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.

NP  This course does not lead to a Pre-Tertiary English

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

TASC Syllabus (click here)
https://www.tasc.tas.gov.au/students/courses/english/ena215114/

Contact Teacher
Mrs Fiona Hickman
English 3

Subject Code  ENG315117
Credit Points  15

Subject Description

This subject is for students interested in contemporary literature. 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 High Achievement or better in Grade 10 English or have satisfactorily completed English Foundations 2 in Grade 11.

TASC Syllabus (click here)
https://www.tasc.tas.gov.au/students/courses/english/eng315117/

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 High Achievement or better in Grade 10 English or have satisfactorily completed English Foundations 2 in Grade 11.

TASC Syllabus (click here)
https://www.tasc.tas.gov.au/students/courses/english/enl315114/

Contact Teachers
Miss Marianna Hedges / Mrs Fiona Lockwood
English Writing 3

Subject Code ENW315114

Credit Points 15

Subject Description

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. They will learn about a number of writing forms such as short stories, poetry, dramatic writing and journalism.

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 are in Grade 12. They should have achieved a strong High Achievement or better in Grade 10 English or have satisfactorily completed a Pre-Tertiary English or English Foundations 2 in Grade 11.

TASC Syllabus (click here)
https://www.tasc.tas.gov.au/students/courses/english/enw315114/

Contact Teacher
Mrs Anne Gunn
General (Overview)

The courses which will be offered are:

- Student Directed Inquiry 3
- Pathways to Work 1
Student Directed Inquiry 3

Subject Code  SDI315117
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.

As much of the structure of Student-directed inquiry is self-determined, it is critical that any student enrolling in this course be self-motivated, highly disciplined and has an ability to meet deadlines.

- Students interested in enrolling in this course will be required to submit an inquiry proposal outlining their broad topic and specific inquiry questions.

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)
https://www.tasc.tas.gov.au/students/courses/mixed-field/sdi315117/

Contact Teacher

Mr Simon Shaw
Pathways to Work 1

Subject Code  
WRK115117

Credit Points  
15

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 Pathways to Work 1 may also be engaged in a VET Certificate I or II course.

The course contains 3 skill clusters with 10 skill areas:

<table>
<thead>
<tr>
<th>Skill Cluster</th>
<th>Skill area</th>
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</thead>
<tbody>
<tr>
<td>Navigate the world of work</td>
<td>Identifying work options and gaining work</td>
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<tr>
<td></td>
<td>Maintaining work</td>
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<tr>
<td>Getting the work done</td>
<td>Work in a digital world</td>
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<td></td>
<td>Plan and organise</td>
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<td></td>
<td>Make decisions</td>
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<td></td>
<td>Identify and solve problems</td>
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<td></td>
<td>Create and innovate as appropriate</td>
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<tr>
<td>Interact with others</td>
<td>Communicate for work</td>
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<tr>
<td></td>
<td>Connect and work with others</td>
</tr>
<tr>
<td></td>
<td>Recognise and utilise diverse perspectives</td>
</tr>
</tbody>
</table>

Assessment  
Internal assessment

Pre-requisites  
None

TASC Syllabus (click here)
https://www.tasc.tas.gov.au/students/courses/mixed-field/wrk115117/

Contact Teacher
Mr Bernd Meyer
Health and Recreation (Overview)

The courses which will be offered are:

- Athlete Development 2
- Community Sport and Recreation 2
- Health Studies 3
- Outdoor Education 2
- Outdoor Leadership 3
- Personal Health and Wellbeing 2
- Sport Science 3
Athlete Development 2

Subject Code  
ATH215118

Credit Points  
15

Subject Description

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

Learners will be given ongoing opportunities to prepare and test their progress and gather feedback from several sources as they work to improve their overall athletic performance.

Course content and work requirements are designed to help support learners to plan, participate in and regularly evaluate and refine their own annual training and competition program. The teacher and specialist coaches work in partnership and share regular communication with each other to help monitor learner progress throughout the training year.

The athlete utilises their personal testing and profiling data, training and competition journal and results, to regulate and adjust their training load and focus. This is done through integrating their experiences with a range of contemporary training, conditioning, and sport science practices shared during the theory component of the course.

Athlete Development consists of three modules which are generally delivered concurrently and, where possible, at times which best reflect the training and competition phases for the individual athlete.

Assessment

Internal assessment

Pre-requisites

There are no pre-requisites for this subject

TASC Syllabus (click here)


Contact Teacher

Mr Patrick Coleman
Community Sport and Recreation 2

Subject Code  HPE215118
Credit Points  15

Subject Description

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

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

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

Regular participation in recreation activities is the medium through which learners:

- experience and examine the effects of recreation on individuals and communities
- investigate the role of physical activity in maintaining good health
- assess and review strategies to promote health and safety
- assess personal and interpersonal skills impact on meeting goals.

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

TASC Syllabus (click here)
https://www.tasc.tas.gov.au/students/courses/health-and-physical-education/hpe215118/

Contact Teacher
Mr Patrick Coleman
Health Studies 3

Subject Code HLT315118
Credit Points 15

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

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

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

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

Assessment Internal assessment + externally assessed 3 hour examination

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

TASC Syllabus (click here)
https://www.tasc.tas.gov.au/students/courses/health-and-physical-education/hlp315118/

Contact Teacher
Mr Patrick Coleman
Outdoor Education 2

Subject Code: OXP215118

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 five or more outdoor 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 gaining practical knowledge, experience and skills in activities.

Outdoor Recreation is offered offline with camps running during the school holidays; at the end of Terms 1, 2 and 3. To complete the course students are required to attend three camps. Camps will vary from year to year but may include but not limited to the following activities:- sea kayaking, climbing, white water rafting and kayaking, bushwalking, cycle touring, mountain biking.

Students will be required to develop and maintain, an Outdoor Recreation Journal that will incorporate records of each activity and reflections on their experiences and learning. Students are also required to undertake a number of tasks to demonstrate their understanding of the theoretical teachings of this course. These tasks will be in written and non-written e.g. collages, sketches, maps, video and photograph form.

The costs associated with each camp 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)

Contact Teacher

Miss Jennifer Tait
Outdoor Leadership 3

Subject Code  OXP315118
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 John McLaine
Personal Health and Wellbeing 2

Subject Code PER215118
Credit Points 15

Subject Description
Personal Health and Wellbeing is part of the Health and Recreation group of courses within the wider Health and Physical Education suite of course offerings.
This course offers learners an opportunity to develop awareness of health issues at various life stages and to build capacity to manage their personal health.
Through studying the course, learners will be encouraged to develop healthy lifestyles and to become actively involved in shaping the influences that determine their health and wellbeing. Learners will develop a range of personal and interpersonal skills which underpin positive health behaviours.
The course comprises two sections: Section A; and Section B.
All Units in Section A are compulsory and include:
* recognising and responding to personal health issues
* identifying critical health factors, connections and intervention strategies
* taking a holistic approach to managing personal health
* developing skills in comfortably communicating personal views.
Section B contains elective units which offer opportunities to select from health related areas of particular relevance or interest to learners including:
* non-traditional health management practices
* dealing with change, grief and loss
* self-improvement
* personal presentation
* awareness, access and sources of information and community support.

These concepts shape:
* informed decision making
* resilience and protective behaviours
* positive communication and relationships
* awareness of support mechanisms and information
* adoption of lifelong positive health attitudes and actions.

Assessment
Internal assessment

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

TASC Syllabus (click here)
https://www.tasc.tas.gov.au/students/courses/health-and-physical-education/per215118/

Contact Teacher
Mr Patrick Coleman
Sport Science 3

Subject Code SPT315118

Credit Points 15

Subject Description
Sport Science is the practical application of scientific principles and knowledge to exercise and sport. This course is designed for learners who wish to expand their skills and understanding in Sport Science through a theoretical and applied understanding of the factors which influence sporting performance.

The course is underpinned by a focus on understanding the world of competitive sport, and is delivered in the context of building moral and professional ethics, exploring the balance required for maximising holistic outcomes for athletes and relating theory knowledge and concepts to their application in various performance settings.

Sport Science encompasses the individual and collective significance of physiological, skills acquisition and psychological components in analysing and improving human sports performance.

The course examines three discipline areas:

1. Exercise Physiology, including: the study and preparation of athletes; how to improve their performance under stress in both training and competition; how their bodies produce energy for physical activity; understanding how they recover; the theory behind training programs; and what it means physiologically to be fit.

2. Skill Acquisition, including motor skills and learning, particularly focussing on: teaching and coaching; the importance of reaction time; and the study of biomechanics, including the use of technology to analyse and improve skill execution.

3. Sport Psychology examines the mental aspects required for preparing participants for sporting activities. It also considers the cognitive processes that occur and how they impact on sporting performance.

The field of Sport Science requires an understanding of connections and cross-discipline links between various performance components. This integration across related disciplines working in synergy is what enables high-performance athletes to consistently generate, analyse, develop and replicate or build on their peak performances.

Learners will undertake a range of practical laboratory experiences and applied activities. Learners will also engage in high order thinking as they are challenged to consider complex cross-discipline links between core areas of study as they complete classwork, practical activities and scientific investigative studies.

Assessment
Internal assessment + externally assessed 3 hour examination

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

TASC Syllabus (click here)

Contact Teacher
Mr Patrick Coleman
Information Technology (Overview)

The courses which will be offered are:

- Basic Computing 1
- Computer Applications 2
- Essential Skills 2
- Computer Science 3
- Information Technology and Systems 3
Basic Computing 1

Subject Code  ICT100114
Credit Points  10

Subject Description

Through practical experience, learners develop basic skills and confidence in dealing with common information technologies, and understand their application and implication in work, leisure and communication. On successful completion of this course, learners will: identify simple tasks in everyday adult settings, including the workplace, and identify appropriate digital technology for a specific task; identify and use common software tools; identify and use common hardware tools; use basic internet browser and email functions; develop skills in planning and completing tasks, and reviewing own performance; develop an understanding of personal safety and security issues related to the use of digital technology; follow occupational health and safety procedures when using computers and digital technology.

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

TQA Syllabus (click here)

Contact Teacher
Mrs Michelle Cooper
Computer Applications 2

Subject Code  ICT205114

Credit Points  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.

Computer applications (ICT205114)
Students must choose one of the following strands
- Information Processing
- Publishing
- Multimedia

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)

Contact Teacher
Mrs Michelle Cooper
Essential Skills – Using the computer and internet

Subject Code: ESC205114
Credit Points: 5

Subject Description

Using Computers and the Internet course is designed for learners who need to develop their everyday adult skills in use of computers and the internet in order to achieve their educational and vocational goals.

Assessment

Internal assessment

Pre-requisites

There are no pre-requisites for this subject.

TQA Syllabus (click here)

Contact Teacher

Mrs Michelle Cooper
Computer Science 3

Subject Code  ITC315118

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

<table>
<thead>
<tr>
<th>Topic</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Problem solving and programming</td>
<td>70</td>
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<tr>
<td>Social and ethical issues</td>
<td>10</td>
</tr>
<tr>
<td>Computer fundamentals and limitations</td>
<td>40</td>
</tr>
<tr>
<td>Computing option</td>
<td>30</td>
</tr>
</tbody>
</table>

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)

https://www.tasc.tas.gov.au/students/courses/technologies/itc315118-1/

Contact Teacher

Mrs Michelle Cooper
Information Systems and Digital Technologies 3

Subject Code  ITS315118
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

Students must have good communication skills. Success in Grade 10 English is highly desirable.

TASC Syllabus (click here)

https://www.tasc.tas.gov.au/students/courses/technologies/its315118/

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
- UTAS College Languages Programme
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)
https://www.tasc.tas.gov.au/students/courses/languages/frn215114/

Contact Teacher
Mrs Caitlin Clark
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 or satisfactory completion of French Foundation 2.

TASC Syllabus (click here)
https://www.tasc.tas.gov.au/students/courses/languages/frn315114/

Contact Teacher
Mrs Caitlin Clark
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)**  

**Contact Teacher**  
Mrs Caitlin Clark
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 or satisfactory completion of German Foundation 2.

TASC Syllabus (click here)

https://www.tasc.tas.gov.au/students/courses/languages/grm315114/

Contact Teacher

Mrs Caitlin Clark
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)
https://www.tasc.tas.gov.au/students/courses/languages/jpn215114/

Contact Teacher
Mrs Caitlin Clark
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 or satisfactory completion of Japanese Foundation 2.

TASC Syllabus (click here)
https://www.tasc.tas.gov.au/students/courses/languages/jpn315114/

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

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)
https://www.tasc.tas.gov.au/students/externally-assessed-language-courses/

Contact Teacher
TASC Liaison Officer
Mathematics (Overview)

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 4

* Entry from 10AC to Mathematics Methods 3
An overall CA award and in specific criteria
B (or better) in Uses patterns and algebra
B (or better) in Uses linear relationships
C (or better) in Uses non-linear relationships

# Entry from 10AC to General Mathematics 3
An overall CA award and in specific criteria
B (or better) in Applies Pythagoras and trigonometry
B (or better) in Uses linear relationships
C (or better) in Uses patterns and algebra
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)
https://www.tasc.tas.gov.au/students/courses/mathematics/mtn210114/

Contact Teachers
Mrs Monique Austen
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)
https://www.tasc.tas.gov.au/students/courses/mathematics/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 an overall CA award and in specific criteria, B (or better) in applies Pythagoras and trigonometry, B (or better) in uses linear relationships, C (or better) in uses patterns and algebra or a CA or better for General Mathematics Foundation MTG215114.

TASC Syllabus (click here)
https://www.tasc.tas.gov.au/students/courses/mathematics/mtg315115/

Contact Teachers
Mr Paul Townsend / Dr Cameron Rogers
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

An overall CA award (or better) and in specific criteria, B (or better) in uses patterns and algebra, B (or better) in uses linear relationships, C (or better) in uses non-linear relationships.

TASC Syllabus (click here)
https://www.tasc.tas.gov.au/students/courses/mathematics/mtm315117/

Contact Teachers
Dr David Coulson / Mr Paul Gray
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, statistical inference 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 3 in Grade 10 or Grade 11. Students who do not achieve at least a CA in MTM315117 are likely to experience real difficulty with MTM415117.

TASC Syllabus (click here)
https://www.tasc.tas.gov.au/students/courses/mathematics/mtm415117/

Contact Teachers
Dr David Coulson / Mr Paul Gray
Mathematics Specialised 4

Subject Code    MTS415118
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 4 in Grade 11.

TASC Syllabus (click here)
https://www.tasc.tas.gov.au/students/courses/mathematics/mts415118/

Contact Teacher
Mr Terry Sheehan
Workplace Mathematics 2

Subject Code  MTW215119
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)

Contact Teacher
Mrs Monique Austen
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, Environmental 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.

Pre-requisite 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.
Agricultural Enterprise 2

Subject Code  AGR215117

Credit Points  15

Subject Description

Agriculture offers Tasmanians opportunities in a wide range of careers spanning aspects of science, business, tourism, design and engineering. Agricultural careers are many and varied in the government and private sectors on a state, national and international level.

Agricultural Enterprise Level 2 provides learners with an introduction to agricultural production and develops enterprise skills and knowledge which position them to undertake entry level positions or to undertake further study in this field.

Agricultural Enterprise Level 2 introduces learners to farming systems and operations through an integrated Science, Technologies, Engineering and Mathematics (STEM) inquiry. STEM education integrates concepts that are usually delivered as separate subjects in different classes and emphasises the application of knowledge to real-life situations. STEM learning is typically based around finding a solution to a real-world problem and tends to emphasise project based learning. Students learn the theory of food and fibre production, and associated agricultural industries, through a focus on Managed and Natural Systems, Animal Production and Plant Production. Learner understanding is demonstrated by engaging in an agricultural enterprise.

Course Content

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

- Unit 1: Managed and Natural Systems (30 hours)
- Unit 2: Plant and/or Animal Production (60 hours)
- Unit 3: Agricultural Enterprise (60 hours).

Assessment

Internal assessment

Pre-requisites

The syllabus is designed for students who are proceeding to the study of Agricultural Systems 3 in Grade 12 and/or looking to expand their knowledge of the Agricultural industry in Tasmania.

TASC Syllabus (click here)


Contact Teacher

Mr George Darby / Mr Mark Cox / Mr Don Schumacher
Agricultural Systems 3

Subject Code AGR315117
Credit Points 15

Subject Description

Learners explore the various systems and sub-systems that support agricultural production and maximise productivity. They learn the theory of food and fibre production, and associated agricultural industries, through a focus on ecosystems, plant and animal productions systems, business and financial management systems and agricultural technologies systems. Learner understanding is demonstrated by researching a case study and by developing an engineering solution to an agricultural problem or situation.

Agricultural Systems Level 3 introduces learners to farming systems and operations through an integrated Science, Technologies, Engineering and Mathematics (STEM) inquiry. STEM education integrates concepts that are usually delivered as separate courses in different classes and emphasises the application of knowledge to real-life situations. STEM learning is typically based around finding a solution to a real-world problem and tends to emphasise project based learning.

Agriculture offers Tasmanians opportunities in a wide range of careers spanning aspects of science, business, tourism, design and engineering. Agricultural careers are many and varied in the government and private sectors on a state, national and international level. Agricultural Systems Level 3 enables learners to develop the skills and knowledge that can be transferred into a range of post-secondary options including: employment; self-employment; and further education or training.

Course Content
Agricultural Systems Level 3 is divided into six (6) Units of study:

- Unit 1: Introduction to Systems Thinking (10 hours)
- Unit 2: Ecosystems (20 hours)
- Unit 3: Plant Production Systems (25 hours)
- Unit 4: Animal Production Systems (25 hours)
- Unit 5: Agricultural Technologies (40 hours)
- Unit 6: Agribusiness Case Study (30 hours).

Assessment
Internal assessment plus externally assessed folio which includes Agri-foods Case Study and Engineering Solution project folio

Pre-requisites
Agricultural Enterprise Level 2 provides foundational learning for Agricultural Systems Level 3 but is not essential

TASC Syllabus (click here)
https://www.tasc.tas.gov.au/students/courses/technologies/agr315117/

Contact Teacher
Mr George Darby / Mr Don Schumacher
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 discussion about current 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 presentation of theory, 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)


Contact Teacher

Ms Victoria Haeusler
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:

- Electrochemistry
- Organic Chemistry + Spectra
- Electronic Structure and the Periodic Table
- Gases
- Energy and Rates of Reaction
- Equilibrium
- 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 only recommended for Grade 12 students who have achieved a CA or higher in Physical Sciences 3 in Grade 11.

TASC Syllabus (click here)

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

Subject Code: ESS315118
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

1. Apply personal skills to plan, undertake and complete activities
2. Develop, interpret and analyse experiments and investigations
3. Collect, record, process and communicate information
4. Analyse the application and impact of environmental science in society
5. Apply ecological concepts and processes
6. Apply concepts and processes of ecosystem
7. Apply concepts relating to human dependence and impact on ecosystems
8. Apply principles and processes related to ecologically sustainable management of the environment

Approximately 30 hours will be spent on practical activities both in the field or laboratory work.

This subject provides a pathway of study of Biology 3, Geography 3 and Agricultural Systems 3. 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)

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, Agricultural Systems 3 or Environmental Science 3 in Grade 12

TASC Syllabus (click here)
https://www.tasc.tas.gov.au/students/courses/science/lsc215115/

Contact Teacher
Mr George Darby / Mr Mark Cox
Physical Sciences 3

Subject Code  PSC315118
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 five major themes are:

FORCES AND MOTION  CONSERVATION IN PHYSICS
• graphical treatment of accelerated motion  • conservation of mass and energy
• uniformly accelerated motion  • work, energy and power
• Newton’s laws of motion  • momentum
• momentum  • electrical energy

STRUCTURE AND PROPERTIES OF MATERIALS  ATOMIC STRUCTURE AND NUCLEAR
REACTIONS
• carbon compounds  • nuclear physics
• introduction to the periodic table  • atomic structure
• the structure and properties of metallic, ionic and covalent substances

CHEMICAL REACTIONS AND REACTING QUANTITIES
• chemical reactions
• aqueous solutions and acidity
• 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)

Contact Teachers
Mr Greg Titmuss / Mr Mark Cox
Physical Science - Foundation 2

Subject Code PSC215118
Credit Points 15

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.

The TCE Physical Sciences - Foundation 2 course prepares students for pre-tertiary Physical Science 3 in Grade 11. 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, chemical and natural world. Content will have a strong practical basis and, where possible, link to 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 Greg Titmuss / Mr Matthew Kent
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 recommended for Grade 12 students who have achieved a CA or better in Physical Sciences 3 in Grade 11. Consideration may be given to those students who achieved well within the Physics criteria (4, 5, 6) of that course if the minimum recommended requirement has not been obtained.

TASC Syllabus (click here)

Contact Teacher
Mr Matthew Kent
Studies of Society and the Environment (Overview)

The courses which will be offered are:

- Ancient History 3
- 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
Ancient History 3

Subject Code: ANH315117
Credit Points: 15

Subject Description

This Ancient History course enables learners to study life in an early civilisation based on the analysis and interpretation of physical and written remains.

The study of Ancient History illustrates the development of some of the distinctive features of contemporary societies, for example social organisation, systems of law, governance and religion. Ancient History is also concerned with the possible motivations, and actions of individuals and groups, and how they shaped the political, social and cultural landscapes of the ancient world.

Ancient History continues to develop the historical skills and understandings taught in the Foundation to Grade 10 History curriculum. Learners develop transferable skills associated with the process of historical inquiry and communication.

Assessment

Externally and internally assessed and 3 hour examination

Pre-requisites

Competence in communication and research skills and an interest in ancient society.

TASC Syllabus (click here)

Contact Teacher
Mrs Gail Harris
Australia in Asia and the Pacific 3

Subject Code  AAP315116
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)**

**Contact Teacher**
Mr John McLaine
Community Service Learning 2

Subject Code CSL205118
Credit Points 5

Subject Description
This course combines community service with academic learning, focusing on critical, reflective thinking and personal and civic responsibility. It involves learners in activities that address community service needs, while developing their academic skills and commitment to their community. Learners complete at least thirty hours of unpaid service experience, with one or a number of community service providers, and reflect upon their experience, its current and future impact, on their own beliefs, values and attitude through exploring issues concerning social justice.

Learners will participate in learning in three dimensions.
- Dimension 1- Civic Knowledge and Understanding
- Dimension 2- Social Action
- Dimension 3- Reflection

The types of activities and projects learners can take part in include:
- working with remote communities, nationally or internationally
- reading and conversing with seniors
- participating in Red Cross Breakfast Club
- supporting children and adults with disability
- undertaking work with disadvantaged communities through internationally linked schools and programs
- cooking or serving meals for guests in a shelter
- (unpaid) sport coaching
- helping design and run community programs for youth
- participating in the Red Cross Shield Door Knock Appeal, Red Nose Day, Daffodil Day and so on
- participating in sustainability projects
- acting as a carer for a member of the family
- conducting research on nutrition, hunger and homelessness policies for a community service organisation
- taking positive action about race relations, poverty, human rights issues, or the environment designing, constructing and establishing vegetable gardens for different groups (e.g. pensioners).

Assessment
Internal assessment that includes a journal, written report, service evaluation forms, exit interview and 30 hours of community service.

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

TASC Syllabus (click here)

Contact Teacher
Reverend Paul Grayston
Geography 3

Subject Code  GGY315115
Credit Points  15

Subject Description
The study of geography draws on learners' curiosity and wonder about the diversity of the world's places and their peoples, cultures and environments.

It enables learners to appreciate the complexity of our world and the diversity of its environments, economies and cultures. Learners can use this knowledge to promote a more sustainable way of life and awareness of social and spatial inequalities. In the senior secondary years, geography provides a structured, disciplinary framework to investigate and analyse a range of challenges and associated opportunities facing Australia and the global community. These challenges include rapid change in biophysical environments, the sustainability of places, dealing with environmental risks and the consequences of international integration.

Geography as a discipline values imagination, creativity and speculation as modes of thought. It provides a systematic, integrative way of exploring, analysing and applying the concepts of place, space, environment, interconnection, sustainability, scale and change. The application of conceptual knowledge in the context of an inquiry, and the application of geographical skills, constitute 'thinking geographically' - a uniquely powerful way of viewing the world. Through the study of Geography learners develop the ability to identify, evaluate and justify appropriate sustainable approaches to geographical issues, as well as skills in communication, investigation, analysis, numeracy, problem solving and decision-making. They will also have a much deeper understanding of the interconnections between places and the dynamic nature of the world in which they live.

The Course involves:
THREE (3) units of study, each of which includes ONE (1) depth study:

- **Unit 1: Sustainable Places**
  Depth study: Challenges faced in a megacity in a developing country

- **Unit 2: Human Impact on Land Cover Change**
  Depth study: EITHER
  o A. Anthropogenic climate change, OR
  o B. Initiatives to address land cover change

- **Unit 3: Globalisation**
  Depth study: EITHER
  o A. International economic integration, OR
  o B. International cultural integration.

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.


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)

Contact Teacher
Mrs Gail Harris
Introduction to Sociology and Psychology 2

Subject Code BHX215118

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)**


**Contact Teacher**

Mr Simon Shaw
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)

Contact Teacher

Mr Bernd Meyer
Modern History 3

Subject Code  HSM315117
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)

Contact Teacher

Mrs Gail Harris
Philosophy 3

Subject Code    PHL315118
Credit Points   15

Subject Description

The real value of philosophy is that it teaches not what to think but how to think. It is the study of the principles underlying conduct, existence, knowledge and metaphysics. In other words, it is the study of life’s big questions.

Philosophy involves researching, analysing and questioning prevailing views. Students are taught to apply critical thinking to the analysis and development of arguments.

Philosophy promotes respect for intellectual integrity and builds students' capacity to be independent, rational thinkers, who can clearly articulate and justify philosophical positions.

‘Science’ was originally called ‘natural philosophy’, and this reflects the fact that Philosophy is an ‘umbrella’ subject, whose methods inform a vast range of disciplines, from physics to sociology to linguistics. 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 five units.

· Unit 1: Epistemology. What can we know and how can we know it?
· Unit 2: Mind/body problem. Who am 'I'? Is our mind our brain? What are they made of? How do mind and body interact?
· Unit 3: Free Will. Do we really have free will?
· Unit 4: (elective):
  • 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? OR
  • Contemporary Conflicts in Moral Theory. Upon what is our morality based? Is it all a social construction, or is there really right and wrong? How can moral theories be applied to contemporary issues?
· Unit 5: 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)


Contact Teacher

Dr Nicholas Clements
Psychology 3

Subject Code BHP315116
Credit Points 15

Subject Description

Psychology is the study of behavior and mental processes, and no other subject provides students with a better insight into their behaviour and thinking, or the behaviour and thinking those around them. This course reveals many of the human mind’s flaws, blind-spots, and limitations, while empowering students to recognise and manipulate these phenomena. The human mind has long been a mystery, but this is changing. This is an exciting and prosperous time to be considering a career in psychology, but one’s aspirations need not extend that far for this course to be interesting and useful.

The course covers:
- Introduction to psychology
- States of consciousness, with a specific focus on sleep and dreaming
- Memory
- Human learning
- Gender differences in humans
- Research methods in psychology

In this subject, students will develop:
- A familiarity with some central concepts used by psychologists and their usefulness for understanding human behaviour;
- The knowledge of some of the key research areas in psychology;
- An understanding of the behaviour and experiences of the individual;
- The ability to apply the knowledge and inquiry skills of psychology;
- The ability to engage in inquiry, discussion, research, critical evaluation of evidence, reporting, and presenting.

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 Science and English is recommended.

TASC Syllabus (click here)

Contact Teacher
Dr Nicholas 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
Reverend 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 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 2 Institutions: Power and Politics
• This section focuses on the role of the Family, Education, Mass Media and Work in Australian society.

Section 3 Equality and Inequality
• Examination of the causes and consequences of difference and inequality with focus on gender, ethnicity, age and indigenous peoples.

Section 4 Sociological Research Methods
• What questions do Sociologists ask?
• How do they undertake investigations?
• What are the ethical considerations of research?

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 Psychology, Economics, SDI and English.

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)

Contact Teacher
Mr Simon Shaw
Technology (Overview)

The courses which will be offered are:

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

Subject Code  CGD315118
Credit Points  15

Subject Description
Computer Graphics and Design equips learners for working in the digital age through the development of design thinking and problem solving skills.

In a future that will be characterised by rapid and continuing advances in digital technologies where visual solutions are central to the way people use, share, develop and process information, learners need to learn the skills to utilise such technologies to solve problems and visually communicate knowledge and ideas. Learners will work within the computer graphics context, applying their understanding of form and function to develop design solutions.

Computer Graphics and Design equips learners for working in the digital age through the development of design thinking and problem solving skills. In a future that will be characterised by rapid and continuing advances in digital technologies where visual solutions are central to the way people use, share, develop and process information, learners need to learn the skills to utilise such technologies to solve problems and visually communicate knowledge and ideas. Learners will work within the computer graphics context, applying their understanding of form and function to develop design solutions.

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

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)
https://www.tasc.tas.gov.au/students/courses/technologies/cgd315118-1/

Contact Teacher
Mr Nick Hansson
Design responds to human need by producing artefacts and solutions to enhance quality of life and user experience. Innovative solutions to real world problems are addressed through the use of a design process in the creation of designed objects in a range of fields. Social, economic and environmental benefits are derived from innovation and the creative use of technologies that contribute to the lives of individuals and to cultures and environments. The use of a design process when devising and producing solutions necessitates the application of a range of cognitive processes which are transferrable to contexts beyond the design realm, including business, engineering, social entrepreneurship and innovation in other sectors. Design and Production Level 2 develops design thinking, systems thinking and project implementation skills which typify contemporary design practice. Through an iterative and reflective approach, ideas are generated, tested and refined and the functional, environmental, economic, aesthetic, social and technological attributes of the design brief are considered. A range of technological skills are developed through the use of tools and equipment to transform materials to meet a need in areas such as furniture and homewares, clothing and fashion and tools and devices. Design and Production provides a basis of knowledge and skills for further education and employment in the fields of product design, fashion design, construction, architectural and project management.

This course enables learners to design and make products in a range of material areas including, composite materials, glass, metal, plastics, textiles and 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, be interested in UTAS Object Design and would run as part of the Design and Production course.

Assessment
Internal assessment

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

TASC Syllabus (click here)

Contact Teachers
Mr Nick Hansson / Ms Ena Rigney
Food, Cooking and Nutrition 2

Subject Code FDN215118
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 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)
https://www.tasc.tas.gov.au/students/courses/technologies/fdn215118/

Contact Teacher
Mrs Janelle Scott / Ms Ena Rigney
Food and Nutrition 3

Subject Code FDN315118
Credit Points 15

Subject Description

Food and Nutrition 3 aims to build learners knowledge and understanding of nutrition and the impact this can have on health. Learners will develop skills and knowledge enabling them to consider local and global contexts in regards to food security and ecological sustainability of our food supply.

Food is fundamental to our lives, and food choices impact directly on the wellbeing of individuals, as well as that of our families and communities. Globally, many people do not have access to a secure or nutritionally adequate food supply, yet those that do often make poor food choices in regard to health. Food and Nutrition learners analyse nutritional requirements for individuals and groups and explore influences on food choices. The course responds to global and community concerns about increasing levels of diet-related conditions by providing students with the knowledge and skills to make informed choices.

Food and Nutrition provides a broad study of food issues which have ongoing relevance to individuals and community health and wellbeing. The knowledge, skills and attitudes gained during the course will have applications in, and benefits for, academic, vocational and general life experiences. Students will learn to analyse and draw evidence-based conclusions in response to nutrition and food information, food advertising and current dietary trends.

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

Assessment
Internal assessment and 3 hour examination

Pre-requisites
No pre-requisites

TASC Syllabus (click here)
https://www.tasc.tas.gov.au/students/courses/technologies/fdn315118/

Contact Teacher
Mrs Janelle Scott
Housing and Design 3

Subject Code  HDS315118
Credit Points  15

Subject Description

The built environment provides the setting in which we live our lives. Lives are shaped by our experiences in spaces, places and buildings, and the design and creation of these can enhance the quality of life for individuals and support the effective functioning of communities. An understanding of design and how it works can enhance an individual’s ability to connect with their environment, to learn from it, to grow within it and contribute towards it.

Housing and Design Level 3, develops learners’ knowledge, skills and capabilities to respond to design problems relating to indoor and outdoor living spaces. Through an integrated Science, Technologies, Engineering and Mathematics (STEM) inquiry model using individual and collaborative learning experiences, learners will consider environmental, aesthetic, functional, social, technological and ergonomic influences and impacts. Learners develop insights into how design within the built environment is culturally, socially and ethically constructed with an environmentally sustainable approach.

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)
https://www.tasc.tas.gov.au/students/courses/technologies/hds315118-1/

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.

This subject counts towards a student’s ATAR score

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 the Design Process, principles and practice
• create a design brief and complete the design process.

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 examination is the other major assessment task.

Assessment

Pre-requisites

There are no pre-requisites for this subject.

TASC Syllabus (click here)

Contact Teacher
Mr Nick Hansson
UTAS Object Design

Subject Code       FSF104
Credit Points      25

Subject Description

Object Design is a University Connections Program

The program is project-based. Students attend a one-day symposium that includes designer talks, technical demonstrations and an introduction to their project brief. Students then work with teachers in their 'home' colleges on completing a design in response to the project brief.

Access to UTAS workshops can be organised, with students and staff able to use specialist facilities when and as required (by negotiation).

Students will be required to produce a major design piece for assessment, backed up by a project journal and a drawing, model or project plans. Completed student works will be presented at a group exhibition in a professional gallery setting, which will also form the basis of the student assessment process. Assessment will be via panel led by UTAS staff.

Learning outcomes:

- realisation and application: apply project management skills to produce and realise works, artefacts and forms of creative expression
- knowledge and skills integration: demonstrate knowledge of materials, technologies and techniques used in creating an original designed object
- apply the technical skills required to create the object that has been designed
- demonstrate knowledge of a design icon, designer, design style or design movement relevant to the project
- locate, analyse and apply information about user needs and design related influences
- creative thinking and exploration: develop and evaluate ideas, concepts and processes by thinking creatively, critically and reflectively
- communication: communicate ideas and information using a range of techniques

Assessment

Presentation/journal research(20%); individual scale model/drawings(20%); Design object(60%)

Pre-requisites

There are no pre-requisites for this subject.

TASC Syllabus (click here)
www.utas.edu.au/arts/UCP

Contact Teacher

Mr Nick Hansson
UTAS (Overview)

- UTAS University Connections Program (UCP)
- UTAS High Achiever Program (HAP)

The University Connections Program (UCP), allows Grade 11 and 12 students to study university level units at the same time or in addition to their TCE studies. The Program provides great opportunities to extend and reward hard-working students.

The Program is offered in partnership with schools and senior secondary colleges. Individual University of Tasmania faculties and schools deliver programs within the overarching UCP structure.

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

The aims of the Program are to:

Enrich educational opportunities for Grade 11/12 students

Extend the University’s high quality courses and teaching to Grade 11/12 students

Develop links between the University, students and their schools and colleges

This Program provides early opportunities for academically able Grade 11/12 students to undertake the challenges of University study while they are enrolled in the Tasmanian Certificate of Education (TCE).

High Achiever Program units may contribute towards the calculation of the Australian Tertiary Admissions Rank (ATAR). Upon successful completion of the University unit under HAP, the result will be considered for inclusion among your best five results in the calculation of your ATAR.
UTAS University Connections Program

Credit Points 8 per semester

Subject Description

The University Connections Program 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 may count towards the completion of a relevant degree. Some university connection subjects – especially in the Performing Arts area – also contribute towards your ATAR score.

Subjects available include:                         Contact Person

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<th>Subject</th>
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<tbody>
<tr>
<td>Visual Arts</td>
<td>Mr Paul Snell</td>
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<tr>
<td>Drama</td>
<td>Mrs Louise Peters</td>
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<tr>
<td>Object Design</td>
<td>Mr Nick Hansson</td>
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<td>Music</td>
<td>Mrs Sherryn Arneil Hepher</td>
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<td>Chinese</td>
<td>Miss Caitlin Haynes and Mrs Pushpa Kunasegaran</td>
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<td>Japanese</td>
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<td>Accounting and Financial Decision Making</td>
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<td>Legal Studies</td>
<td>Mr Bernd Meyer</td>
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UTAS 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 full list of course offerings can be found online.

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 University Connections Program or in the previous year.

More information (click here)

www.utas.edu.au/schools-engagement/ucp

Contact Teacher

Mrs Fiona Symons
UTAS High Achiever Program

Subject Code

Credit Points 8 per unit (half year unit)

Subject Description

The University of Tasmania's High Achiever Program 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 program 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 program.

High Achiever Program units also contribute to the calculation of your Australian Tertiary Admission Rank (ATAR). 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 Connections Program

Students wishing to undertake a High Achiever Program must make contact with the Careers Advisor before putting in subject selections.

Assessment

Students must fulfil all UTAS requirements

Pre-requisites

To be eligible for the program, 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)

www.utas.edu.au/schools-engagement/hap

Contact Teacher

Mrs Fiona Symons