STUDENT GUIDE
2020
SENIOR SCHOOL – YEARS 10, 11 AND 12

St Patrick’s College, Launceston
OUR MISSION.
TO BE A COLLEGE COMMUNITY OF FAITH, LEARNING, RESPECT AND SERVICE IN THE CATHOLIC TRADITION.

OUR VALUES.

CATHOLIC IDENTITY
We value a school where Christ is central to our lives and where Catholic teachings, values and traditions are lived and celebrated.

COMPASSION
We value a school where we have empathy for others, act with forgiveness and promote reconciliation.

ENDEAVOUR & EXCELLENCE
We value a school where each person is able to realise their full potential through spiritual, academic, cultural and sporting activities.

STEWARDSHIP
We value a school where we respect the environment and commit to sharing God’s gifts justly and wisely.

INDIVIDUALITY
We value a school where each person is accepted and loved and can develop their sense of personal worth.

RELATIONSHIPS
We value a school where partnerships between parents/guardians, students, staff, parishes and the community are fostered and developed.

LEADERSHIP
We value a school where Jesus’ model of leadership challenges each person to encourage and inspire others to their best.

SOCIAL JUSTICE
We value a school where we grow in awareness and respond to the needs of others in a spirit of service.
Dear Parents and Students

Central to the mission of St Patrick’s College, senior students are an integral part of our school community of faith, learning, respect and service in the Catholic tradition. In order to prepare senior students for the final journey of their secondary school experience, all aspects of Senior School are designed to meet the needs of all students. Our purpose is to enable students to grow in self-direction and resilience, encouraging students to become responsible contributors to the wider community. They are encouraged to be independent thinkers, make informed decisions, and take responsibility for their own actions as learners. Senior students work in partnership with a dedicated team of senior school staff to realise their full potential in order to pursue future pathways. The Senior School Study Handbook focuses on study over three years (Years 10, 11 and 12) towards gaining the Tasmanian Certificate of Education (T.C.E.). It provides clear learning pathways from Year 10 into Year 11 and Year 12, in specific Faculty areas. It promotes a broad approach to senior secondary education, keeping options open for future direction beyond Year 12.

The Senior School Study Handbook plays one part in the process of bringing students to a position in which informed decisions can be made. Students and parents are urged to take full advantage of the opportunities offered for information and career and subject counselling. It is hoped that by the end of Term 3, students will have selected their course of study for 2020.

The Senior School opens many more doors and opportunities for enriched learning. It provides Year 10, 11 and 12 students with a more diverse range of options and enables all three year levels to learn together in both St Patrick’s College courses (SPC), Tasmanian Assessment, Standards and Certification (TASC) courses and Vocational Education and Training (VET) courses. Students in Year 10 study core subjects, based on the Australian Curriculum and are then able to access one TASC Level 2 subjects in their option choice as an extension of their previous courses. This will provide some students with a direct pathway to a Level Three subject in their second year in the Senior School.

Our students have established a record of outstanding achievement in their studies, careers, sporting and cultural pursuits and service to the community. Parents and students should consider what our Catholic College has to offer them: belonging to a community of faith, continuation of their religious education, the opportunity of student leadership and personal development within the school, as well as completion of the T.C.E., and continuation of the bonds of friendship that they have developed. Senior study is challenging, and the secure, well-structured learning environment at St Patrick’s College where students are already well understood provides a very sound basis for success.

With best wishes

Mr T Daley
Principal

Mrs A Stretton
Deputy Principal - Learning & Achievement
Head of Senior School
Year 10 is a very important year for St Patrick’s College students. Year 10 is the beginning of study within the Senior School leading to Year 11 and Year 12 and the Tasmanian Certificate of Education and completion of secondary education. This is the year when students must make important decisions about pathways towards TCE study and beyond this, to career and Tertiary study choices. Involvement in the whole school program will enable students to approach their future with confidence, based upon spiritual, academic, social, emotional and physical understanding of themselves as persons.

Successful completion of Year 10 provides the student with a valuable basis for any future studies he or she may wish to undertake. All students should continue their education at St Patrick’s College to Year 12 in order to complete a full secondary education. During third term, important information and counselling will be available about study electives open to Year 10 students as they proceed to Year 11 and Year 12.

All Year 10 students undertake study in the following core subjects during a typical 2-week cycle:
- Religious Education (5 periods per cycle)
- English (8 periods per cycle)
- Mathematics (8 periods per cycle) or Extension Mathematics Methods Foundation Level 3 (12 periods per cycle)
- Science (7 periods per cycle) or Extension Introduction to Physical Sciences Foundation Level 2 (12 periods per cycle)
- History (5 periods per cycle)
- Health & Physical Education (5 periods per cycle)
- Supervised Study (1 or 2 periods per cycle)

In addition to the Core subjects, students study a further three or four Elective subjects depending on student choice per fortnightly cycle. Some students will follow an Elective pathway chosen in Year 9 while others will take up a new focus. Students wishing to study Mathematics at an advanced level must study Mathematics Methods Foundation Level 3 as one of their choices and students wishing to study advanced science must choose Physical Sciences Foundation Level 2. Students must have received a B or A rating the previous year.

* All senior students must be aware that in order to gain an ATAR score for entry to university you need to also complete the requirements of the Tasmanian Certificate of Education.

**Personal Pathway Planning:** It is now mandatory that all Year 10 students in Tasmania must work towards, and file a Statement of Intention as the summary of their Personal Pathway Plan by November. Preparation for this will involve small group discussions and an interview with a Careers Counsellor and attendance at Futures Day conferences as students begin to prepare individual Personal Pathway Plans. Students who complete all the requirements are eligible to receive the TASC Career & Life Planning Level 2 course for accreditation.

**Year 10 Examinations:** Formal examinations (core subjects) are held mid year.

**Year 11 and Year 12 Examinations** are held in Pre-Tertiary subjects subjects in mid June. These papers are set by St Patrick’s College Senior School staff and represent a trial prior to the final end of year examinations conducted by the Office of Tasmanian Assessment, Standards and Certification (TASC) and held in November with TASC appointed supervisors.

Students in Year 11 and Year 12 have a very short academic year, which must be extremely well focused in order to achieve individual goals about Tertiary Entrance (TE) scores and realising their futures. Year 11 and Year 12 students have study lines when they are not attending formal lessons denoted as STP Study Periods on Senior Student timetables. During this time students are expected to undertake effective study in order to cope with the demands of senior courses of study.

**Year 12 Graduation:** In order to gain a St Patrick’s College Graduation Certificate students must successfully complete the required hours of study in Year 11 and Year 12 together with details of their contribution to, and participation in the life of the Senior School and the College in general. Successful completion of Religious Education is a component of graduation from St Patrick’s College. The Graduation Certificate is presented to exiting Year 12 students at the Final Mass and Presentation.

**Parent/Teacher/Student Interviews** are held Terms 2 and 3 after each reporting process. Parents are always welcome to contact the College at any time when they experience concerns about student progress.
EXPECTATIONS OF SENIOR SCHOOL STUDENTS

Each student has the right to learn and each teacher has the right to teach in an environment that is positive, harmonious and productive. It is the responsibility of the students to:

• come to class regularly, on time and with required equipment
• be thoughtful of and respectful and courteous towards others
• support the learning and achievement of others
• participate positively and constructively in group discussions and activities
• follow reasonable instructions from teachers
• respect the property and working atmosphere of other students

All students are expected to do regular home study. Students cannot expect to fully understand and retain the knowledge and skills they study in class unless this work is revised and extended at home. Home study means:

• completing assignments, projects, reading, skills exercises, specific tasks
• regularly revising and summarising notes;
• re-attempting topics that were found difficult;
• catching up on work missed due to absence;
• memorising certain facts;
• noting questions to ask the teacher;
• reading and working ahead of class.

Parents can support students in their learning and academic commitments by accessing the parent portal ‘Schoolbox’ via the College website.

Year 11 and Year 12 students are responsible for their use of study periods. The College Library is a place for quiet study. The Waterford and Treacy rooms in the Edmund Rice Centre are also available for study and discussion. The Edmund Rice Centre is for quiet study and work-related discussion. The study periods are managed by the Senior School Study Supervisor, in collaboration with the Deputy Principal (L&A), Senior School Director of Curriculum and Senior School Director of Pastoral Care. Year 10 students will have a supervised study period, where they complete TASC Career & Life Planning, Level 2 course.

In order to make full and mature use of all learning and study opportunities, all Senior School students are expected to:

1. Be present at all scheduled classes held in subjects for which students are enrolled. It must be clearly understood that students can only hope to learn well when they are present in class for as much of the scheduled time as possible. Illness should be the only reason that any student is absent from school. Subject class absences are recorded and reported to parents with their reports. Students should not make appointments for medical, dental, driving or any other reasons when classes are scheduled.

2. Attendance:
Authorised & Unauthorised Absences
Authorised absences are those absences that meet the set of circumstances deemed for a student to be excused from daily attendance at school under the Education Act 2016.

Unauthorised absences are those absences that do not meet the set of circumstances deemed for a student to be excused from daily attendance at school under the Education Act 2016. The College, under the authority of the Education Act 2016, may investigate any unauthorised absences.

Short Term Absences
If a student is absent, the parent/caregiver is required to contact the College by phone (6341 9988), email (absent@stpatricks.tas.edu.au) or website (www.stpatricks.tas.edu.au/contact/) prior to 9.30am on the day of absence.

Extraordinary & Long Term Absences
Where a student is required to be absent from the College to participate in non-College activities for a period of 5 days or more, parent/caregivers must seek permission from the Principal by email (principal@stpatricks.tas.edu.au) or in writing. The Principal will consider the request at their discretion and notify the parent/caregiver. The Principal will not formally approve any unauthorised absences. Please note that under the Education Act 2016, that family holidays constitute an unauthorised absence.

For more information in regards to the College Attendance Policy, please refer to: https://www.stpatricks.tas.edu.au/our-college/policies-protocols

3. Be fully organised so that all set work, both at school and at home, can be competently completed and submitted for assessment on or by the due date. A
record of all set work would be kept and the due
date clearly recorded and noted. Completed set
work must be submitted in class or given directly to
the relevant subject teacher.

4. Late completion of work: If there is a very good reason
why work may not be completed by the due date,
students must see the relevant teacher in order to
discuss a negotiated deadline.

5. Responsibly view all study periods. Study is to be
undertaken in the Library or in the Edmund Rice Centre
for Year 11 and Year 12 students. For study purposes,
quiet working conditions will prevail at all times. Poor
study habits will be reported to students and parents
via reports. Year 10 students will have one or two
supervised study periods per fortnight where they
complete TASC Career & Life Planning Level 2 course.

6. Exercise courtesy, care for others and be aware that
optimum learning conditions can only prevail for all if
all students make the very best use of their learning
opportunities. All teachers will view very seriously any
disruptions to learning.

7. Ensure that social activities are responsibly organised
and conducted and well balanced and do not detract
from the ability to respond to the learning challenges
inherent in senior study.

8. Understand that any infringements will be regarded
very seriously and dealt with appropriately and
will involve the relevant subject teachers, Head of
Faculty, Tutor, House Head and/or Senior School
Director of Curriculum, and if necessary the Deputy
Principal (Learning & Achievement).

9. Uniform requirements and standards apply similarly
to students in Year 10, Year 11 and Year 12 as for all
other years but the expectation is stronger because
Senior students are expected to set clear standards of
excellence for younger students. A white shirt is worn in
Year 12 and students may wear the Year 12 rugby top at
school. Please consult Schoolbox for the regulations

10. Co-curricular: Students are encouraged to actively
pursue participation in one or more of sporting, cultural
and community service. Active participants gain more
from College life, develop personally and socially
and give meaningfully to the College community as a
preparation for life long community involvement.

The Heads of Faculty, the Senior School Director
of Curriculum and the Deputy Principal (Learning &
Achievement), will be happy to assist with all general
curriculum enquiries and can also be contacted
regarding specific subject concerns.

It is absolutely impossible to expect to complete
successful years of senior study unless total commitment
to that study is made from the beginning of each year.
This will mean a strong commitment to completion of
homework and regular review of learning, i.e. study in
the evenings after school and for part of each weekend.
The administration and staff of St Patrick’s are similarly
committed to ensuring that the needs of all students are
met fairly, openly and caringly.

POLICY REGARDING
SUBJECT SELECTION
FOR YEAR
10, 11 AND 12

All Senior students study Religious Education.
Year 10 students study their Core Subjects plus
Electives and Religious Education. Subject selection
counselling is significant and the Deputy Principal
(L&A) in consultation with the relevant Heads
of Faculty and Director of Curriculum will guide
students on their choices. Year 11 and Year 12
students are to study at least four subjects each
year. Students must study 15 credit points worth of
Religious Education subjects towards the 120 credit
points required for the Tasmanian Certificate of
Education (TCE). This can be done in
Year 11 or across Years
11 and 12.
CHOOSING A PERSONALLY RELEVANT SENIOR STUDY COURSE

Your three year program of learning should be gradual and developmental - a natural progression from Year 9 study.

Year 10 students undertake a study program combining core, Religious Education and electives plus possibly one or two Level 2/3 subjects.

In Year 11 and Year 12 students should select a manageable work load of Level 3/4 Pre-Tertiary subjects, Level 2 non-Pre-Tertiary subjects and Vocational courses from a broad range of learning areas. This will enable students to achieve their everyday adult literacy, numeracy and ICT requirements of the TCE (Tasmanian Certificate of Education). Students must achieve their TCE to receive an ATAR.

If you are aiming for entry into a tertiary institution post Year 12, you will need to complete five Pre-Tertiary Level 3 and/or 4 subjects over Years 11 and 12, with three of these subjects having been studied in Year 12. The ATAR is calculated using your best five Pre-Tertiary subject scores, three of which must be from Year 12 and two can be from either Year 11 or 12. Your ATAR can be calculated from four subjects, however, it will not be as high as if the five possible subjects are used.

Students aiming to attend university at the completion of Year 12 must consider which Year 11 and 12 subjects are pre-requisites and/or recommended subjects. For example, to undertake a Bachelor of Nursing, there are no pre-requisites. However, it is highly recommended that students undertake English, Biology or Health Studies and a Humanities subject (eg Sociology or Psychology).

The best advice that can be given to students is that, pre-requisite subjects aside, students should always choose subjects in which they show aptitude and interest and which will provide them with a challenge and lend them towards clear tertiary or career goals.

What does all this mean? How should I choose my subjects?

Look at general groupings of subjects:
- Mathematics/Science
- English and LOTE (Language other than English)
- Humanities and Social Sciences (HaSS)
- The Arts
- Health & Physical Education (HPE)
- Technology
- Vocational Education and Training (VET)

Try to get a balance across several of these areas in Years 11 and 12, or at least in Year 11 if tertiary entrance requirements necessitate more specialisation in Year 12. Pick subjects that will allow you to meet the required everyday adult reading and writing standard (literacy tick), everyday adult mathematics standard (numeracy tick) and adult everyday use of computers and the internet standard (ICT tick) required to achieve TCE.

Look at the degree of difficulty of subjects, and try, particularly in Year 11 to get a balance of Level 3 and 4 Pre-Tertiary subjects and Level 2 non-Pre-Tertiary subjects. Please be very honest in assessing the standard of work of which you are capable. Too many students attempt too many Pre-Tertiary subjects when they would be better taking two steps to accomplish their eventual aims and waiting until Year 12 to study Pre-Tertiary subjects. Students can only count a maximum of two Pre-Tertiary subjects from Year 11 towards their ATAR.

Most students require a mix of subjects of differing degree of difficulty, particularly in Year 11. Some students are not aiming for tertiary entrance and should choose the subjects that best suit their needs and abilities and possible career pathways.

Look at the type of study required in particular subjects in which you are interested and try to balance in each year: theoretical, essay-type, research dependent subjects, more practical subjects, subjects which mix theory and practice and subjects which involve solving problems.

Sincerely acknowledge your strengths and weaknesses and choose subject areas in which you have experienced previous success. If you must choose subjects where weaknesses exist for you, take two steps rather than one so that you gradually accomplish what is required through a carefully organised approach.
Look at the previous experience required in order to study the subject at Year 11 and Year 12:
Have you completed the recommended prior study? If no previous experience is necessary, are you sure that you have a particular interest, ability or need to study the subject? Look at the maturity level required to competently study particular subjects - some subjects will need to be studied in Year 12 due to the necessity to complete definite pre-requisite study and still others may be recommended as more generally suitable for Year 12 students.

The basis of subject choice must therefore be:
• Need - career, Tertiary study requirements
• Interest
• Ability, capacity to conduct organised study
• Previous success

The Heads of Faculty will be available to give specific subject information of greater depth and the Deputy Principal (Learning & Achievement), Directors of Curriculum and the Careers Counsellors, will also give detailed Tertiary advice. The Deputy Principal (L&A) and the Senior Director of Curriculum Coordinator may be contacted regarding all enquiries and general advice on Year 11 and Year 12 subject selection and Tertiary entrance requirements.

The University College Program (UCP)
The University Connections Program (previously known as the University College Program) enables eligible Year 11 and 12 students to undertake introductory level university units at the same time or in addition to their TCE studies. Students can extend their TASC subject enrolment where the TASC subject curriculum closely aligns to a University of Tasmania first year unit, or study full university units.

Unit delivery is either school based, school and university combined, or solely on-campus at the university.

St Patrick’s College has close links with the University of Tasmania and provide students with the opportunity to participate in a range of programs and activities including:
• University Connections Program where you can undertake university subjects while studying for your TCE.
• University of Tasmania High Achiever Program.
• Course, scholarship and application information sessions.
• Step Up program using university library resources.

For further information please see:
http://www.utas.edu.au/access-participation-and-partnerships/ucp or call (03) 6324 3343

CO-OPERATIVE STUDY
St Patrick’s College, Launceston Christian School, Scotch Oakburn College and Launceston Grammar.

Additional subjects may become accessible through St Patrick’s College, Launceston Church Grammar School, Scotch Oakburn College and Launceston Christian School co-operatively offering some subjects. This co-operative arrangement, which began in 1999, will continue into 2020. The subjects in which we offer classes across the four schools may vary from year to year but will always be those that allow the maximisation of student choice at LCGS, SOC, LCS and SPC. In some cases subjects offered co-operatively at Launceston Church Grammar School, Scotch Oakburn College or Launceston Christian School are also available at St Patrick’s College but students could not accommodate their other choices in one of these desired subjects.

This arrangement is a reciprocal recognition of the need for the most appropriate study for senior students at St Patrick’s College, Scotch Oakburn College, Launceston Church Grammar School and Launceston Christian School. Student travel is arranged and paid for by the four schools. A meeting of students and parents is held very early in the year to explain rules, travel arrangements, reporting, etc. and to answer questions.

If you would like further information please contact the Director of Curriculum or the Deputy Principal (L&A). The common lines across the four schools for students will be available early in Term 4.
STEPS TO PLANNING YOUR YEARS 10, 11 AND 12 STUDIES

You need Year 10, 11 and 12 qualifications to improve your future employment opportunities and to be considered for the majority of jobs available today.

During Year 10 you will work with Senior School staff to gather information about possible careers, explore options relevant to your interests and ability, and plan how you might achieve your personal and career goals.

Senior School staff will help you to identify your ambitions and expectations for the future, and to provide advice about making the transition to Year 11.

Planning your Years 10, 11 and 12 program is not about ‘locking in’ a decision for your future career. It’s about exploring your interests, abilities and goals – and the types of things you will need to do in the future if you want to achieve those goals.

When deciding on a program of study for Years 10, 11 and 12, make sure you:

- choose subjects or courses that will enable you to obtain the Tasmanian Certificate of Education;
- plan a three year program relevant to your goals and interests, keeping in mind that some subjects have pre-requisite;
- read the subject or course details carefully and ask Senior School staff for more information if you need it;
- consider any pre-requisite subjects that may be required for study at either TasTAFE or university after you complete Year 12.

You can choose to do: a vocational education and training (VET) course, Office of Tasmanian Assessment, Standards and Certification (TASC) subjects, or a combination of both.
UNDERSTANDING THE TERMINOLOGY

Vocational Education and Training (VET)

VET is a style of learning that focuses on learning through doing.

VET qualifications are recognised nationally, and are developed with industry consultation and for industry-specific requirements. This gives you real-life, practical and industry-relevant skills. Most VET courses also provide you with the opportunity to undertake work placements so you can get a real understanding of the industry and an opportunity to develop practical links to employment. More detailed information is available on the National Training Information Service website: www.training.gov.au

In Years 10, 11 and 12, VET courses ranging from Certificate I to Certificate 3 are available. Many VET courses continue through to Advanced Diploma level after Year 12.

Many VET Diploma and Advanced Diploma courses allow you to transition to university, which reduces the time and money you need for a degree. Where there is a transition arrangement, you may receive credit towards your university degree based on the VET study you have undertaken.

The Office of Tasmanian Assessment, Standards and Certification (TASC)

TASC is responsible for the accreditation of senior secondary subjects, and their external assessment and quality assurance. TASC issues qualifications and certificates - including the Tasmanian Certificate of Education (TCE) - to students who meet the required standards.

TASC Subjects

TASC subjects provide a broad range of learning opportunities which can help lead to employment and further education.

TASC subjects are organised into four levels of difficulty - Levels 1, 2, 3 and 4 (with 4 being the most difficult).

Level 3 and 4 subjects, also known as pre-tertiary subjects, can contribute to an Australian Tertiary Admission Ranking (ATAR) (more information following).

Level 1 and 2 subjects are non-pre-tertiary and do not count towards an ATAR but do count towards the TCE. They can be preliminary or foundation study for a pre-tertiary program.

More detailed information is available on the TASC website: www.tasc.tas.gov.au

Tasmanian Certificate of Education (TCE)

To achieve the TCE you must meet the five standards of the TCE:

- Participation and Achievement Standard - complete an equivalent of a two-year program of post year 10 education and/or training, achieving 120 credit points.
- Everyday adult reading and writing standard.
- Everyday adult mathematics standard.
- Everyday adult use of computers and the internet standard.
- Develop and review future career and education plans (also known as a pathway plan).

Full details on the Tasmanian Certificate of Education can be found at the TASC website www.tasc.tas.gov.au

Tertiary Entrance Score (TE)

From your Year 11 and 12 results TASC calculates a score for each pre-tertiary (Level 3 or 4) subject.

Your TE score is the combined scores of your best five or four Pre-Tertiary subjects over two years. At least three of these must be completed in your final year of senior secondary study. The TE score is then used to calculate an ATAR.

Australian Tertiary Admission Ranking (ATAR)/University Entrance

The ATAR is used by Australian universities to allocate places to students. Your ATAR is calculated by TASC from your results in Level 3 and 4 (pre-tertiary) subjects.

In Tasmania, it is the responsibility of the University of Tasmania to determine what subjects can be counted towards your ATAR. To be eligible for an ATAR the University of Tasmania has determined that students must also achieve a TCE. Entry requirements to university vary by course and by university. Generally, the higher your ATAR, the better your chances are of being accepted into your preferred course. That is why the personalised learning support you will receive at school is so important. It will help you to maximise your ATAR.

TASC will advise eligible students of their TE score and ATAR in late December.

More detailed information is available on the University of Tasmania’s website: www.utas.edu.au/study
MAKING UP A PROGRAM OF STUDY
FOR YEARS 10, 11 AND 12 SO YOU CAN ACHIEVE YOUR TCE

Ideally, you should be aiming to achieve your TCE, or an equivalent qualification when you leave Year 12. To achieve your TCE you must meet the five standards of the TCE.

The Course Planner is a really useful tool which can help you work out if your proposed Year 11 and 12 study program puts you on track to achieve the TCE. The Course Planner provides information about the credit point value of your proposed courses and whether they include the Adult Everyday standards. The Course Planner is available on the TASC website.

If you have not achieved all the Adult Everyday Standards through their inclusion in a course you can complete a ‘safety net’ test to ensure you have the standard included towards your TCE.

If you are interested in a pathway to a vocational qualification:

Your program of study should be centred around a vocational education and training (VET) course in your chosen industry area. This can lead you to direct employment, higher level Certificate and Diploma programs, and university courses. You should also aim to meet the five standards of the TCE and gain this qualification as well.

You can make up your study program by choosing some TASC-accredited subjects to add to your certificate course. These may complement your vocational learning, and may also include some recreational and interest subjects.

What is an Australian School-based Apprenticeships (ASbA)?

A school-based traineeship or apprenticeship is a paid, employment-based training arrangement where Year 10, 11 or 12 students are able to combine work, training and education to gain a nationally recognised qualification, usually at Certificate II or III level across almost every industry sector and training package.

Work

ASbA students are allowed to work between 7.5 and 15 hours in the workplace each week during school terms. This can be one or two days at work in school time or after school hours and on the weekend. There is an expectation that the ASbA student will work additional hours in term breaks in order to meet the required minimum total number of hours of employment in the Training Contract.

Training

ASbA students will sign a Training Plan with the employer and a Registered Training Organisation (RTO) who is responsible for the training and assessment against the requirements of the Vocational Education and Training (VET) ASbA qualification. ASbA students will be paid for any training in the workplace or off-site.

Education

ASbA students commit to attending school when timetabled to do so, and studying subjects that are complementary to the ASbA qualification and contribute to the TCE. Every unit of competency achieved over the course of the contract will contribute points to the ASbA student’s TCE and by the end of Year 12, students have the opportunity to gain dual qualifications - VET and the TCE.

For more information: www.education.tas.gov.au/parents_carers/schools-colleges/Programs-Initiatives/Pages/Australian-School-based-Apprenticeships.aspx

If you are interested in a pathway to a university qualification:

You will need to plan a three-year course, keeping in mind that some subjects are pre-requisites to certain university courses. Your chosen subjects may be directly relevant to your career direction and may also include some recreation and interest subjects.

Ideally, your Year 11 program should feature some English and Maths because they are fundamental to a broad range of options available at the end of Year 12.

How do you know what level to do?

Year 10 students enrolling in Year 11 in 2020

It is really important that you talk to your teachers early in the year to work out what standard you are at, and if this is adequate for what you want to study in Year 11.

At enrolment, Senior School staff will discuss your results and advise you about which subjects or courses will suit you best in Years 11 and 12.

The best indicator of your future path is how well you have done in the past.

Look at your results in English-literacy and Maths-numeracy:

If you are achieving an A/B (or C in consultation with teachers) in Year 10 Australian Curriculum subjects, you could enrol in some Level 3 subjects in Year 11.

If you are achieving a C/D rating in Australian Curriculum subjects, Level 2 subjects provide the necessary foundation leading to Level 3 in Year 12.

In the areas of Arts and Technology, a strong interest and experience in optional classes in Year 10 or a personal involvement in community-based learning could give you confidence to try Level 3 subjects.

Year 11 students enrolling in Year 12 in 2020

Discuss your proposed learning pathway with your teachers and Heads of Faculty.
YEAR 10 SUBJECTS

CORE SUBJECTS
• Religious Studies
• English
• History
• Mathematics
• Science
• Health & Physical Education
• Study Period (Supervised)

RELIGIOUS EDUCATION
Head of Faculty:
Mr P McManus
Religious Studies (CORE)

THE ARTS
Head of Faculty:
Mr C Ivory
Art (SPC)
Arts Practice Level 2 (EXT)
Audio Design (SPC)
Contemporary Music (SPC)
Dance (SPC)
Dance Level 2 (EXT)
Drama (SPC)
Drama Foundation Level 2 (EXT)
Media Studies (SPC)
Music Studies (SPC)
Musical Theatre (SPC)
Photography (SPC)
Theatre Production (SPC)

HEALTH AND PHYSICAL EDUCATION
Head of Faculty:
Mr P Smith
Australian Curriculum Health and Physical Education (CORE)
Talented Athlete Program
Athlete Development General (SPC)
Athlete Development Specialised (SPC) - either AFL, Basketball, Cricket, Cycling, Rowing or Soccer
Outdoor Education (Expedition) Level 2 (EXT)
Sports Science (SPC)
Sports Science Foundation Level 2 (EXT)

HUMANITIES AND SOCIAL SCIENCES
Head of Faculty:
Mrs K McCulloch
Australian Curriculum History (CORE)
Business Studies (SPC)
Child Studies (SPC)
Geography Explorations (SPC)
History Explorations (SPC)
Introduction to Legal Studies (SPC)
Introduction to Psychology/Sociology (SPC)
Introduction to Psychology/Sociology Level 2 (EXT)
Legal Studies - Foundation Level 2 (EXT)

LANGUAGES
Head of Faculty:
Mr R Wiese
Australian Curriculum English (CORE)
English Writing (SPC)
Japanese (SPC)
Japanese Level 2 (EXT)

(Core) subjects are compulsory and are studied for the full year.
(SPC) are subjects offered by St Patrick’s College.
Level 1, Level 2, Level 3 and Level 4 are subjects offered by the Office of Tasmanian Assessment, Standards and Certification (TASC) and studied at St Patrick’s College.
LEARNING ENHANCEMENT
Head of Faculty:
Mrs C Lobley
Senior Literacy Skills (SPC)
Study Skills (SPC)

MATHEMATICS
Head of Faculty:
Mr W Spradbury
Developmental Mathematics (CORE)
Australian Curriculum Mathematics (CORE)
Australian Curriculum Mathematics 10A (CORE)
Mathematics Methods - Foundation Level 3 (EXT)

NOTE: Mathematics Methods Foundation is studied over one line instead of Australian Curriculum Mathematics plus one option line.

SCIENCE
Head of Faculty:
Mr S Reid
Australian Curriculum Science (CORE)
Physical Sciences Foundation Level 2 (EXT)
Design & Engineering (SPC)
Engineering Design Level 2
Introduction to Biology & Environmental Science (SPC)
Life Sciences Level 2 (EXT)
Horticulture (SPC)

NOTE: Physical Sciences Foundation (as an option subject is studied over one line instead of Australian

Curriculum Science plus one option line).

TECHNOLOGY
Head of Faculty:
Mr B Goode
Computer Science (SPC)
Computer Graphics & Design Level 2 (EXT)
Computer Use in Design (SPC)
Computer Applications Level 2 (EXT)
Design and Production - Composite Level 2 (EXT)
Design and Production - Metal Level 2 (EXT)
Design and Production - Textiles Level 2 (EXT)
Design and Production - Wood Level 2 (EXT)
Food Studies (SPC)
Food, Cooking & Nutrition Level 2 (EXT)
Metal Design (SPC)
Wood Design (SPC)

VOCATIONAL EDUCATION & TRAINING (VET)
Head of Faculty:
Ms M Bassett
Animal Studies Certificate II Skillset
Aquaculture Certificate I
Construction Certificate I Skillset
Adventure Guiding & Land Conservation Vocational Skills
Hospitality Certificate I

(Core) subjects are compulsory and are studied for the full year.
(SPC) are subjects offered by St Patrick’s College.
Level 1, Level 2, Level 3 and Level 4 are subjects offered by the Office of Tasmanian Assessment, Standards and Certification (TASC) and studied at St Patrick’s College.
How many elective subjects do you need to select?

All Year 10 students undertake study in six core subjects: Religious Education, English, Mathematics, Science, History, Health & Physical Education. Students will have an opportunity to elect, upon the advice of their teachers and in light of their academic performance to date, what level of Mathematics and Science they attempt in Year 10.

Mathematics Options: Developmental Mathematics, Australian Curriculum Mathematics, Australian Curriculum 10A Mathematics and Mathematics Methods Foundation TASC Level 3. Please see the Senior School Handbook for more information about each subject. Please note that the Mathematics Methods Foundation TASC Level 3 subject is allocated 12 periods per fortnight (meaning students would choose one less elective subject to complete this subject in Year 10). This subject is also externally assessed by TASC with an end of year examination. Mathematics Methods Foundation TASC Level 3 is the most advanced level of mathematics available to Year 10 students. For strong mathematicians electing not to do Mathematics Methods TASC Level 3, your teacher may recommend that you go into the Maths 10A class (advanced skills in mathematics) which is eight periods a fortnight.

Science Options: Australian Curriculum Science and Physical Sciences Foundation TASC Level 2. Please see the Senior School Handbook for more information. Please note that the Physical Science Foundation TASC Level 2 subject is allocated 12 periods per cycle (meaning students would choose one less elective subject to complete this subject in Year 10). Physical Science Foundation TASC Level 2 is the most advanced level of science available to Year 10 students.

In addition to core subjects, students study a further 1-4 elective subjects. The number of electives students choose is dependent upon the level of Mathematics and Science nominated, and whether they wish to complete a TASC Level 2 subject. In Year 10, students are provided with the opportunity to select a TASC Level 2 subject as one of their electives. Such subjects provide an opportunity to study more intensively in an area of interest or talent and often provide pathways to TASC Level 3 study in Year 11/12. Academic performance in TASC subjects will be recorded on their TCE at the end of Year 12. If students utilise this unique opportunity they will use two of their elective options.

The diagram below will assist students to know how many elective subjects they can choose based on the above choices.
RELIGIOUS EDUCATION

Year 10

Head of Faculty:
Mr P McManus

Religious Studies (CORE)
Exploring Issues in Society Level 2 (EXT)

Religion Studies CORE

The Religious Education program is a central focus of the curriculum and sets the scene for the community life, values and personal growth of our students. Year 10 Religious Education is part of the Archdiocese K-12 Religious Education Framework Good News for Living. Year 10 links to five (5) of the strands at Level 6 of this program.

- Jesus Christ: Early Christian communities
- Church: The Church through time
- God: The Big Questions
- Christian Prayer: Prayer and Meditation. Year 10 Retreat Day
- Christian Life: Action for the common good

The Reflection Day Program forms an integral part of the Religious Education syllabus.

(Core) subjects are compulsory and are studied for the full year.
(SPC) are subjects offered by St Patrick's College.
Level 1, Level 2, Level 3 and Level 4 are subjects offered by the Office of Tasmanian Assessment, Standards and Certification (TASC) and studied at St Patrick's College.
**Year 10**

**Head of Faculty:**  
Mr C Ivory

**Art**  
Art (SPC)  
Arts Practice Level 2 (EXT)

**Dance**  
Dance (SPC)  
Dance Level 2 (EXT)

**Drama**  
Drama (SPC)  
Drama Foundation Level 2 (EXT)  
Theatre Production (SPC)

**Media**  
Media Studies (SPC)  
Photography (SPC)

**Music**  
Audio Design (SPC)  
Contemporary Music (SPC)  
Music Ensemble Level 2 (EXT)  
Music Studies (SPC)  
Musical Theatre (SPC)

---

**Art (SPC ELECTIVE SUBJECT)**

Year 10 Art gives students a greater opportunity to develop their artistic ideas and skills and broaden their knowledge and use of artistic conventions, techniques and materials. Awareness of other artists and their artworks will be an important part of this course as will be recording their artistic development and idea generation through the use of a visual journal.

**Pathway:** This course provides an excellent background to Year 11 and Year 12 study in Art Production Level 3, Visual Arts Level 2, Visual Arts Level 2 (Photography), Art Theory & Criticism Level 3, Art Studio Practice Level 3 or Art Practice Level 2.

---

**Dance (SPC ELECTIVE SUBJECT)**

Year 10 Dance is a foundation course requiring commitment to teamwork. Students will study a variety of genres of dance, with an emphasis on contemporary dance, and will take part in group and duo activities as well as a variety of theory and reflective tasks. Students will be introduced to dance skills and the foundations of choreography and there will be numerous performance opportunities for everyone. Year 10 Dance does not require any previous dance experience and provides a pathway into Dance 2 in Year 11/12 as well and Dance Choreography and Performance 3 in Year 11/12.

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

---

**Arts Practice LEVEL 2 - (EXT) ART215217**

This is an introductory course that offers students an opportunity to experiment and work in a range of artistic studio areas in the visual arts. Students focus their work in three or more studios, through which they will discover how to experience, make and respond to works of art. Students are expected to produce works that are resolved as finished visual art pieces. Students are also required to develop a support folio of source material that reflects their thinking processes and that serves as a record of their idea generation and development.

**Pathway:** This course provides an excellent background to Year 11 and Year 12 study in Art Production Level 3, Visual Arts Level 2, Visual Arts Level 2 (Photography), Art Theory & Criticism Level 3, Art Studio Practice Level 3.

---

**Dance LEVEL 2 - (EXT) DNC215115**

Dance Level 2, for advanced Year 10 students, is a course requiring a commitment to teamwork. Students study dance making and performance skills as well as reflecting on and responding to, their own and others work. Solo and group work is a course requirement. The four compulsory units of work are Dance Skills, Dance Making, Preparation & Performance, and Reflection & Appreciation. Dance Level 2 provides a pathway to Dance Choreography and Performance.

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

---

*Core* subjects are compulsory and are studied for the full year.  
*SPC* are subjects offered by St Patrick’s College.  
Level 1, Level 2, Level 3 and Level 4 are subjects offered by the Office of Tasmanian Assessment, Standards and Certification (TASC) and studied at St Patrick’s College.
Drama (SPC ELECTIVE SUBJECT)

Year 10 SPC Drama provides students with the opportunity to develop their artistic ideas and skills in performance through exploring a wide variety of genre and styles such as:
- Interpreting text
- Improvisation
- Mime and movement
- Vocal skills
- Confidence building
- Visits to live theatre performances
- Solo, small group and full class performances

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

Drama Foundation

Drama Foundation is a Level 2 course requiring no previous experience. This course provides students with the opportunity to:
- Perform solo and as part of a group
- Learn different drama texts
- Learn about storytellling
- Attend live performances and how to review live theatre
- Understand the role of technical elements
- Vocal and movement skills
- Devise drama
- Turn script into performance

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

Music Studies (SPC ELECTIVE SUBJECT)

Year 10 SPC Music studies is a course that takes a look at all forms of media, particularly film. The focus of this course is:
- Writing, filming and editing video
- Storyboarding
- Advertising
- Viewing and analysing film
- Understanding media issues
- Live TV

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

Photography (SPC ELECTIVE SUBJECT)

Year 10 SPC Photography allows students to learn all about DSLR cameras and explore, identify and create using the principles of photograph. Students will create pieces using Photoshop. They will gain experience in the following areas:
- Portrait photography
- Macro photography
- Landscape photography
- Fashion photography
- Light painting
- Video art

Pathway: This course provides an excellent background to Year 11 and Year 12 study in Technical Theatre Production Level 2, Media Production Foundation Level 2, Media Production Level 3, Visual Art Practice Level 2, Art Production Level 3 or Media Production-Foundation Level 2.

Theatre Production (SPC ELECTIVE SUBJECT)

Year 10 SPC Theatre Production is a practical hands-on course that teaches students all the technical aspects of theatre. This course will cover:
- Lighting
- Audio
- Publicity
- Set design and construction

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

Contemporary Music (SPC ELECTIVE SUBJECT)

Year 10 SPC Contemporary Music course is for students who enjoy performing and composing contemporary songs in solo and ensemble situations. Student activities include:
- Writing original music
- Charting music
- Developing performance styles and skills
- Improvising
- Using music technology
- Various performance opportunities

Pathway: This course provides an excellent background to Year 11 and Year 12 study in Musical Theatre Level 2, Music Studies Level 2, Contemporary Music Level 2, Music Ensemble Level 2, Music Level 3, Foundation Practical Study Level 3 or Advanced Practical Study Level 3 (Year 12 only).
Music Studies LEVEL 2 - (EXT) MSM215115

Music Studies is a Level 2 course. Learners undertaking this course require prior learning in music skills - playing and theory - for a selected instrument. The characteristic of Australian Music Examination Board Third Grade, St Cecilia School of Music Grade 3 and Trinity College London Grade 3 are indicative of the Level of skills required. Students will study Instrumental/Vocal Techniques, Styles of Music, Performance Skills and Music Literacy. Music Studies prepares learners for Music Level 3 and the University of Tasmania (UTAS) Foundation Practical Study.

Pathway: This course provides an excellent background to Year 11 and Year 12 study in Music Studies Level 2, Contemporary Music Level 2, Music Ensemble Experience Level 2, Music Level 3, Foundation Practical Study Level 3 or Advanced Practical Study Level 3 (Year 12 only).

Audio Design (SPC ELECTIVE SUBJECT)

Year 10 Music Technology - Audio Design course is designed for students interested in learning about studio and live broadcast recording. Student activities include:
- Practical skills in music technology
- Post production skills (mixing and mastering)
- Recording live and studio performances
- Understanding technical aspects of sound production (microphone technique, signal flow, etc)

Pathway: This course provides an excellent background to Year 11 and Year 12 study in Music Technology Projects Foundation Level 2 or Music Technology Projects (UTAS)

Musical Theatre (SPC ELECTIVE SUBJECT)

Year 10 SPC Musical Theatre course has been developed to assist students in developing performance skills and techniques in singing, dancing and acting to a wide range of repertoire from the stage and screen.

The focus of this course is:
- Voice development
- Creating characters
- How to use your voice to communicate a story
- Dance development
- Performance in a wide variety of venues and styles
- Acting development

Pathway: This course provides an excellent background to Year 11 and Year 12 study in Music Studies Level 2, Contemporary Music Level 2, Music Ensemble Level 2, Music Level 3, Foundation Practical Study Level 3 (Year 12 only).
HEALTH AND PHYSICAL EDUCATION

Year 10

Head of Faculty:
Mr P Smith

Australian Curriculum Health and Physical Education (CORE)
Talented Athlete Program
   Athlete Development General Conditioning (SPC)
   Athlete Development Specialised (SPC) - either AFL, Basketball, Cricket, Cycling, Rowing or Soccer
Outdoor Education Level 2 (EXT)
Sport Science (SPC)
Sport Science Foundation Level 2 (EXT)

Health and Physical Education
CORE

HPE contributes significantly to the cognitive, social, emotional, physical and spiritual development of students. It provides opportunities for students to learn about, and recognise ways of, adopting and maintaining a healthy, productive and active life.

The Health component provides the opportunity to explore issues that are likely to impact on the health and wellbeing of themselves and others, now and in the future. The issues covered include mental health, drug use, sexual health, driver education and how lifestyle choices affect individual health.

The Physical Education component allows students to be active in a variety of activities. The activities are designed to support the need to be active to promote wellbeing. Movement is a powerful medium for learning through which students can develop and recognise a range of personal, social and cognitive skills.

Pathway:
Year 10 Health & Physical Education core subject provides an excellent background to Year 11 and Year 12 study in Health Studies Level 3, Sports Science Level 3, Athlete Development Level 2, Physical Recreation Level 1, Outdoor Education Level 2, Personal Health & Wellbeing Level 2 or Sports Science - Foundation Level 2.

Outdoor Education
LEVEL 2 - (EXT) OXP215113

This course is designed for students who wish to expand their skills and understanding in Outdoor experiences. Skills and knowledge are developed through theoretical learning experiences and a range of outdoor activities. The course is designed to get students out of their ‘comfort zone’ within the four units. This course may run in combination with Outdoor Leadership (Level 3).

There are 4 units central to the course
1. Personal Development
2. Social and Interpersonal Development
3. Skills and Technical Knowledge
4. The Environment

The course will require students to be out of class for ‘day events’ and some overnight experiences each term. Students will be required to make up the missed class time in other subjects through School Box and negotiation with their teachers. A levy applies to this course. Purchase and/or hire of items will be required.

Pathway: This course links into Outdoor Leadership (level 3) and follows on from the camp experiences offered in Year 7-10. Both courses maybe to combined if required.

Sport Science
(SP ELECTIVE SUBJECT)

Year 10 Sports Science syllabus provides students with the opportunity to develop an understanding of the theory of:
   • Skill acquisition
   • Sports psychology
   • Applied physiology and fitness
   • Biomechanics
   • Sports injuries & management (optional)

Pathway: Provides an excellent background to Year 11 and 12 study in Sports Science Level 3, Sports Science - Foundation Level 2 or Physical Recreation.

Sport Science - Foundation
LEVEL 2 - (EXT) SPT215118

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

The content is divided into five (5) units of study. All five (5) units are compulsory.
   Unit 1: Body Systems
   Unit 2: Fitness
   Unit 3: Sports Knowledge and Involvement in Sport
   Unit 4: Science of Performance
   Unit 5: Unit of Inquiry

Pathway: Provides an excellent background to Year 11 and Year 12 study in Sports Science Level 3, Sports Science - Foundation Level 2 or Physical Recreation.
Talented Athlete Program (TAP)

This course has a potential to be studied over three years (Years 10-12).

Year 10 (Introductory) is a SPC designed course that dovetails into the senior course. It offers an introduction into sport-specific knowledge and training. There are two streams:

Specialised - AFL, Basketball, Cricket, Rowing, Soccer or Cycling (Mountain-biking, Track, Road and Triathlon).

General - available for all other sports

Student choose from the above options.

TAP is designed for the athlete who would like the opportunity to further develop their skills, fitness and knowledge in their chosen sport. This course is the National Curriculum developed by the national body as a framework to teach the chosen sport to 13-18 year olds. This subject is five lessons per cycle and maybe combined with the 1st and 2nd year TAP program.

The pre-requisite for this course is playing club at division 1, representative northern and state squads. It is a requirement of the course that students will play this sport for the College.

Units of work include: nutrition, recovery and fatigue management (pre-habilitation and rehabilitation), personal skill development including team and opposition game analysis, sport psychology, specificity of training including strength, conditioning, flexibility, agility, core, power, speed and testing.

Assessment is based on journals, worksheets, engagement and folio.

Pathway: provides an excellent background to Talented Athlete Pathways 1st and 2nd years in Years 11 and 12, either Specialised or General. Sport Science Foundation TASC2 and Community Sport and Recreation TASC 2.

Athlete Development General Conditioning (SPC ELECTIVE SUBJECT)

Year 10 SPC Athlete Development course is designed for the athlete who would like the opportunity to further develop their skills and fitness for their chosen sport. This subject is five lessons per cycle and may align with the Year 11/12 course.

Students must play in a recognised sporting competition in the year they undertake the course.

Theory content includes:
- Goal setting.
- Sports injuries.
- Training principles.
- Physiology.
- Competition planning.

Students selecting this course will be required to attend a suitability interview with the Head of Faculty, Health & Physical Education.

All students MUST have a College sport polo and green sports shorts to be able to participate in classes. A swimming cap is also required for the aquatic-based classes.

Pathway: Provides an excellent background to Year 11 and Year 12 study in Sports Science Level 3, Athlete Development Level 2, Physical Recreation Level 1, Outdoor Education Level 2, Personal Health & Wellbeing Level 2 or Sports Science - Foundation Level 2.
**Year 10**

**Head of Faculty:**
Mrs K McCulloch

**Australian Curriculum History (CORE)**

**Business Studies (SPC)**

**Child Studies (SPC)**

**Geography Explorations (SPC)**

**History Explorations (SPC)**

**Introduction to Legal Studies (SPC)**

**Introduction to Psychology/Sociology (SPC)**

**Introduction to Psychology/Sociology Level 2 (EXT)**

**Legal Studies - Foundation Level 2 (EXT)**

---

**Australian Curriculum History (CORE)**

The Year 10 History course provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing. The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.

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

**Business Studies (SPC ELECTIVE SUBJECT)**

Year 10 SPC Business Studies syllabus is concerned with the whole range of economic activity and especially the ways people in business organise, manage and facilitate the production and exchange of goods and services. Year 10 Units will include: The Uses of Accounting Information; Finance for Business; Business and the Law; Human Resources and Industrial Relations. This subject helps to develop a sound background to Year 11 and 12 Economics, Legal Studies and Accounting. It also provides knowledge of life skills for school leavers.

**Pathway:** Business Studies provides an excellent background to Year 11 and Year 12 study in Accounting Level 3, Economics Level 3, Business Studies Level 3 and Legal Studies Level 3.

**Child Studies (SPC ELECTIVE SUBJECT)**

Year 10 Child Studies subject concentrates on positive parenting and childcare. Child Studies will help you to develop skills in caring for children. You will learn how children grow and develop and how to be a good carer. Topics to be studied include:

- Conception and pregnancy.
- Birth and the newborn.
- Health and safety.
- Books, stories and play.

**Pathway:** Working with Children Level 2.

**History Explorations (SPC ELECTIVE SUBJECT)**

How would you like to

- Become an historian?
- Investigate in the field?
- Find out what happens at an archaeological site?
- Go back in time in Tasmania and visit Maria Island or Port Arthur?

History Explorations is your opportunity to do all of the above. This is an extension course designed to engage students who love finding out about what happened before our current time. The course varies from year to year with units chosen according to student interest.

A history camp and field study will be aligned with one of the study topics.

Three units are completed:

- A study of a region of Tasmania.
- Investigating Archeology and Material Culture - History beyond the text.
- An independent original research project chosen according to student interest.

This course is distinct from Australian Curriculum History and Geography and is designed to extend students who have a particular interest in this area of study.

**Pathway:** History Explorations provides an excellent background to Year 11 and 12 study in all HaSS subjects.

---

(Core) subjects are compulsory and are studied for the full year. (SPC) are subjects offered by St Patrick’s College. Level 1, Level 2, Level 3 and Level 4 are subjects offered by the Office of Tasmanian Assessment, Standards and Certification (TASC) and studied at St Patrick’s College.
Introduction to Legal Studies (SPC ELECTIVE SUBJECT)

Year 10 Introduction to Legal Studies is about developing an understanding of the Australian legal system. You will explore how to become an active and informed citizen and learn how to question and contribute to the improvement of laws and legal processes.

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

Year 10 introduction to Legal Studies will help develop your confidence in approaching and accessing the Australian legal system and will develop a better appreciation of the relationship between social and legal structures.

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

Legal Studies Foundation

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

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

Pathway: Legal Studies Level 2 provides an excellent background to Year 11 and Year 12 study in Legal Studies Level 3, Sociology Level 3 and/or Psychology Level 3.
Australian Curriculum English (CORE)

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop critical understanding of the contemporary media and the differences between media texts.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 9 and 10 as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts represent a synthesis of technical and abstract information (from credible/verifiable sources) about a wide range of specialised topics. Text structures are more complex and include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics and images.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

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

English Writing (SPC ELECTIVE SUBJECT)

This course aims to develop students’ skills in the exploration of ideas through writing. Students investigate texts and create their own, producing original work. There is emphasis on developing skills in crafting writing, both through workshop processes and through investigation of other writers’ approaches. As part of their study, students undertake personal reading and viewing programs designed to support and extend their work, responding personally, creatively and critically.

Pathway: English Writing provides background to Year 11 and Year 12 study in English Foundations Level 2, English Applied Level 2, English Level 3, Literature Level 3, or English Writing Level 3 (Year 12 only).
Japanese (SPC ELECTIVE SUBJECT)

This course is open to Year 10 students who have successfully completed Year 9 Japanese. This course will further develop students’ reading and writing skills employing all three Japanese alphabets including: Hiragana, Katakana and Kanji. There is a strong emphasis on increasing students’ awareness of grammatical structures to prepare them for pre-tertiary Japanese in the following year. Intercultural units in this course include: Places and Directions, Daily Life, Future Plan, Interests and Hobbies.

Pre-requisites: Year 9 Japanese.

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

Japanese Foundation LEVEL 2 - (EXT) JPN215114

This course is open to students with some Japanese experience and those with no Japanese experience from Years 10, 11 or 12. Level 2 Japanese is a comprehensive course that will cover all forms of communication and intercultural learning. Students with no experience can expect to learn to communicate in basic to intermediate Japanese on familiar topics such as family, hobbies, interests, school life, pets, birthdays, daily life, travel and Tasmania. This communication will involve learning the Japanese scripts hiragana, katakana and some kanji (Chinese letters). For students with some Japanese experience, this course will be an excellent opportunity to brush up on skills learnt in previous years and to further enhance learning with more advanced grammatical structures and vocabulary. Successful completion of this course will allow students to continue their studies of Japanese in the Level 3 pre-tertiary course in the following year.
LEARNING ENHANCEMENT

Year 10

Head of Faculty:
Mrs C Lobley

Senior Literacy Skills (SPC)
Study Skills (SPC)

Senior Literacy Skills
(SPC ELECTIVE SUBJECT)

This subject is an option only for students identified by the Learning Enhancement Faculty. Students will:

• become better readers,
• write better sentences and paragraphs,
• learn strategies to improve punctuation,
• learn strategies to improve spelling,
• improve essay and report writing,
• obtain Literacy for Life skills,
• learn time-management.

Study Skills
(SPC ELECTIVE SUBJECT)

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

• time-management strategies,
• take effective notes,
• the skill of summarising,
• skimming and scanning reading skill,
• organisation of tasks,
• long and short term planning,
• listening skills,
• strategies for exam planning, revision and sitting exams.

Head of Faculty:
Mrs C Lobley
Senior Literacy Skills (SPC)
Study Skills (SPC)
(Core) subjects are compulsory and are studied for the full year.  
(SPC) are subjects offered by St Patrick’s College.  
Level 1, Level 2, Level 3 and Level 4 are subjects offered by the Office of Tasmanian Assessment, Standards and Certification (TASC) and studied at St Patrick’s College.

YEAR 10

Head of Faculty:  
Mr W Spradbury

Developmental Mathematics (CORE)  
Australian Curriculum Mathematics (CORE)  
Australian Curriculum Mathematics 10A (CORE)  
Mathematics Methods - Foundation Level 3

NOTE: Mathematics Methods Foundation is studied over one line instead of Pathways for Australian Curriculum Mathematics plus one option line.

**Developmental Mathematics (CORE)**

This course is designed for students who are unable to access the Australian Curriculum Year 10 Mathematics Achievement Standard.

Students will have the opportunity to develop everyday life skills that can be applied in a practical way to allow students to enhance these skills. The Level covered will depend upon individual student capabilities.

**Pathway:** Provides background to Year 11 or Year 12 study Workplace Maths Level 2 or Essential Skills - Maths Level 2.

**Australian Curriculum Mathematics 10A (CORE)**

As above, however 10A provides more focus on Algebraic Techniques, better preparing those students who might wish to study Mathematics Methods in Years 11 and 12.

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

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

**Mathematics Methods - Foundation LEVEL 3 - MTM315117**

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

**Pre-requisite:** Students enrolling in this subject must have successfully completed Year 9 Australian Curriculum Extended Mathematics (9.4).

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

**NOTE:** Students enrolled in Mathematics Methods Level 2 must choose Mathematics Methods Level 3 as one of their option subjects.
Year 10

Head of Faculty:
Mr S Reid

Australian Curriculum Science (CORE)
Physical Sciences Foundation Level 2 (EXT)
Design & Engineering (SPC)
Engineering Design Level 2
Introduction to Biology & Environmental Science (SPC)
Life Sciences Level 2
Horticulture (SPC)

NOTE: Physical Sciences Foundation (as an option subject is studied over one line instead of Australian Curriculum Science plus one option line)

### Australian Curriculum Science (CORE)

This course is the core course for Science in Year 10. It is recommended for those students who do not wish to study pre-tertiary science in Year 11, however it does not preclude them from doing so (in consultation with Head of Faculty). It has a real world focus that will enable students to cover basic concepts in Science and to become Science literate. It will increase their awareness of the importance of Science in society and the impact it has on their lives. It includes topics in the main areas of:

**Biological Sciences**
- genetics
- evolution and natural selection

**Chemical Sciences**
- atomic structure and properties of elements
- the Periodic Table
- chemical reactions

**Physical Sciences**
- motion of objects including forces
- energy transfers & transformations

**Earth & Space Sciences**
- origins and features of the universe
- global systems including cycles, greenhouse effect and climate; change, loss of biodiversity

Pathway: Year 10 General Science provides an excellent background to Year 11 and Year 12 study in Life Sciences Level 2 or Physical Sciences Foundation Level 2.

### Physical Sciences Foundation LEVEL 2 - (EXT) SPW215114

Students in this course follow an accelerated pathway allowing for study in Physical Sciences Level 3 in Year 11 and leading on to Physics and/or Chemistry Level 4 in Year 12.

This is a senior secondary course. It is done in place of Australian Curriculum Science in Year 10.

Students completing this course can expect to proceed to Physical Sciences Level 3 in Year 11.

The allocation for this subject is 12 periods (seven replacing Australian Curriculum Science and five from an option line). Blocks of time will also be dedicated to units, such as Biology and Earth Science (eg. Genetics and natural selection), to satisfy all strands of the Australian Curriculum for Year 10.

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

This course includes:

**Physics**
- Forces and motion

**Chemistry**
- Sources and properties of energy
- Structure and Properties of materials
- Chemical reactions and change.

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

**Pre-requisite:** Year 9 Maths Level 3/4 (preferred but negotiable).

### Design & Engineering (SPC ELECTIVE SUBJECT)

Year 10 SPC Design & Engineering course is designed as a progression from Year 9 Science electives, however any of these are not a prerequisite. The primary focus will be on:

- Practices of design
- Experimentation
- Ingenuity and justification
- Engineering and technology skills

The focus will be on:
- Practices of design
- Experimentation
- Ingenuity and justification
- Engineering and technology skills

The content of the course is dependent on student interest but may include such things as Rocket building and launching, Projectile Launcher, preparation of challenges and entering The Science and Engineering Challenge (state competition), Robotics, Solar Boat and Cars design and other design and engineering challenges.

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

(Core) subjects are compulsory and are studied for the full year. (SPC) are subjects offered by St Patrick’s College. Level 1, Level 2, Level 3 and Level 4 are subjects offered by the Office of Tasmanian Assessment, Standards and Certification (TASC) and studied at St Patrick’s College.
Introduction to Biology & Environmental Science (SPC ELECTIVE SUBJECT)

Year 10 SPC Intro to Biology and Environmental Science course is designed for students who may wish to study Biology and/or Environmental Science at pre-tertiary Level in Years 11/12 or for those students who have an interest or strong desire to learn more in these subject areas.

The course may include:
- The chemical basis of life
- Cells
- Interactions of organisms with their environment
- Organisms
- Techniques for investigating the natural world
- The role of environmental science in society
- Ecology
- Ecologically sustainable development
- How humans depend upon and impact on the natural environment

There is no prerequisite for this subject other than a keen interest.

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

Life Sciences
LEVEL 2 - (EXT) LSC215115

This course is for students who have an interest in Biology but either do not wish to study it at a pre-tertiary level or require it as a pre-requisite for Biology Level 3 or Environmental Science Level 3 in Year 11. The theme of Human Biology is favoured throughout this course. It will include: Biodiversity and the Interdependence of Organisms and Resources; Structure and Function; Continuity, Change and Biotechnology.

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

TO ENROL IN THIS SUBJECT I NEED:
- no previous experience, however an interest developing scientific literacy skills through a hands on environment is recommended.

ENGINEERING DESIGN WOULD SUIT SOMEONE WHO:
- intends working in technical trades
- needs to lay some foundation of study for engineering
- wants to understand science issues in society and their local community.

This subject could lead me to:
- further study
- careers in automotive engineering (trades), electrical engineering (trades), mechanics and physical sciences or other areas where a practical knowledge of physics and engineering is beneficial.

Pathway: Year 10 Engineering Design Level 2 provides an excellent background to Year 11 and Year 12 subject Object Design Level 3 as well as Design and Production 2.

Horticulture (SPC ELECTIVE SUBJECT)

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

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

Pathway: Year 10 Horticulture will provide a very solid pathway for students wishing to study VET Horticulture or VET Agriculture in Years 11 or 12.
Year 10
Head of Faculty:
Mr B Goode

Computer Science (SPC)
Computer Applications Level 2 (EXT)
Computer Graphics & Design Level 2 (EXT)
Computer Use in Design (SPC)
Design and Production - Metal Level 2 (EXT)
Design and Production - Wood Level 2 (EXT)
Design and Production - Textiles Level 2 (EXT)
Design and Production - Composite Level 2 (EXT)
Food Studies (SPC)
Food, Cooking & Nutrition Level 2 (EXT)
Metal Design (SPC)
Wood Design (SPC)

Computer Science (SPC ELECTIVE SUBJECT)

Computer Science (formerly Advanced Computing) focuses on developing a student's knowledge in the core Knowledge and Understandings outlined in the Australian Curriculum. Students will have the opportunity to develop using a variety of learning approaches such as guided and self-directed projects, group work activities and research tasks. In this course students will gain further understandings in:

- Active webpages
- Webpages and databases
- Computer programming (Python and object oriented programming languages including an introduction to Java programing)
- 3D design, 3D modelling, 3D printing
- Basic digital circuitry
- Computer networking
- Multi-media production
- Project management strategies

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

Computer Applications LEVEL 2 - (EXT) ICT205114

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

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

Computer Graphics & Design LEVEL 2 - (EXT) CGD215118

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

This subject offers students the opportunity to:
- increase their knowledge in the area of computer equipment
- learn new computer graphic processes
- use specialist software
- explore 3 dimensional computer modelling
- create high quality animations

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

(Core) subjects are compulsory and are studied for the full year.
(SP) subjects are offered by St Patrick's College.
Level 1, Level 2, Level 3 and Level 4 are subjects offered by the Office of Tasmanian Assessment, Standards and Certification (TASC) and studied at St Patrick's College.
Computer Use in Design (SPC ELECTIVE SUBJECT)

Computer Use in Design is a subject that suits students with an interest in digital content creation. The subject focuses on exposing students to a range of computer programs, techniques and creative processes to develop fun and exciting projects.

Students will develop their knowledge of design processes and graphical techniques through a range of programs such as ArchiCAD, Adobe Animate, Photoshop, Illustrator, Blender and Minecraft Education Edition. Students in this course will learn about:

- Architecture and how to develop technical drawings
- 2D Animation
- 3D modelling and Animation
- Photo manipulation and content creation
- How computers work and their components
- How to use new technologies such as laser cutters and 3d printers
- Basic computer programming
- Students will also have the opportunity to create a major project of their choice

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

Design and Production (Composite)
Level 2 - (EXT) DAP215116

Students enrolled in this course will learn about developing creative and innovating solutions that respond to design situations through exploring and utilising emerging technologies, such as laser cutting and 3D printing. These projects may encompass a variety of materials that will demonstrate insight into the future uses of technology. Focus areas may include - engineering, decorative objects/homewares, modelling, electronics and jewellery production.

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 learner will develop skills and knowledge relevant to industry, cultural, personal and domestic contexts.

Students choose one of the following areas:- metal, textiles or wood

Food Studies (SPC ELECTIVE SUBJECT)

The major emphasis is in students exploring food related issues through a range of practical experiences. Integral to this course is students developing the ability and confidence to design, produce and evaluate solutions to situations involving food. They will learn to use appropriate ingredients, methods and equipment safely and competently.

Topics for study include:
- Seasonal Foods in Australia - Why should we eat local and seasonal food?
- Sustainability - How does the food we eat impact on the environment?
- Influences on Food Selection - Influences on personal food habits
- Nutrition - Health and environmental issues that arise from food consumption and lifestyle.
- Meals For The Family - Meal planning, types of entertaining, table etiquette, menu.
- The Art of Baking - How baking works, ingredients, cakes, biscuits and pastries, cooking with chocolate.
- Focus on Yeast
- Cooking With Pasta

Pathway: This course provides an excellent background to Year 11 and Year 12 study in Food & Nutrition Level 3, Food & Cooking Essentials Level 1

Food, Cooking & Nutrition
LEVEL 2 - (EXT) FDN215118

This course provides students an opportunity to develop knowledge of food and food preparation skills. Students will apply safe food handling practices and food safety hygiene procedures as they work individually and in a team to prepare key foods for a range of contexts. They will learn about the nutritional, sensory and functional properties of foods and prepare healthy meals. Students will consider cultural and environmental aspects of food in Australia.
Metal Design
(SPC ELECTIVE SUBJECT)

Metal Design is a balanced study of both the practical and theory aspects of metalwork. Emphasis is placed on fostering safe and effective work habits and practices. Students are encouraged to use initiative in their work as well as the development of problem solving skills. Students will be challenged to complete a variety of practical projects and include elements of their own design. Projects may incorporate a range of processes such as:
- engineering drawing
- marking and measuring
- electric welding
- gas welding and cutting
- plasma cutting
- machining processes
- safe operating procedures and practices

Pathway: This course provides an excellent background to Year 11 and Year 12 study in Design and Production Level 2 (Metal, Wood or Composite Materials).

Wood Design
(SPC ELECTIVE SUBJECT)

Wood Design allows a balanced study of both practical and theory aspects of wood, its properties and uses. Emphasis will be placed on each student to display a high degree of self-reliance and initiative. Students will develop their own design ideas within a set project. The drawing and theory covered within the course will complement the practical component and will provide a solid grounding for each student. Projects may incorporate a range of processes such as:
- design drawing & problem solving
- marking and measuring
- understanding appropriate construction techniques
- safely operating workshop tools and equipment
- research on aesthetics, ergonomics, timber species and manufactured materials
- developing skills and techniques in timber fabrication

Pathway: This course provides an excellent background to Year 11 and Year 12 study in Design and Production Level 2 (Metal, Textiles, Wood or Composite Materials).
Year 10

Head of Faculty:
Ms M Bassett

Animal Studies Certificate II Skillset
Aquaculture Certificate I
Construction Certificate I Skillset
Adventure Guiding & Land Conservation Vocational Skills
Hospitality Certificate I

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

The VET courses listed in this handbook are offered to the St Patrick’s College, Senior School student cohort and will be deemed viable to run in 2020 if student interest is adequate. VET course delivery is auspiced through Registered Training Organisations (RTOs) and delivered at St Patrick’s College utilising either a ‘partnership or service’ agreement. Contracts with RTOs are subject to change in accordance with regular training package upgrades and logistical arrangements. Students and their families will be notified of changes if/when they present.

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

Due to the high commercial cost of VET enrolments, we may require parents to contribute towards some costs associated with a course. These additional costs may include fees for workshop excursions or trips, purchase of trade uniforms and/or kits.

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

Course particulars, including terms and conditions will be explained at the suitability interview held in October/November.
Animal Studies
CERTIFICATE II - SKILLSET

Do you enjoy working with animals, or are you passionate about starting a career in the animal care industry? If you answered ‘yes’ - the ACM20110 Certificate II in Animal Studies course may just be the course for you! Studying animal care in partnership with TassTAFE could see you working in wildlife parks, animal boarding centres, shelters/sanctuaries and veterinary clinics, grooming salons or zoos. In this course, you will learn the skills and knowledge required for work in the Animal Care and Management industry, including animal control and regulation, animal technology, captive animals, companion animal services and veterinary nursing. This qualification is part of the Animal Care and Management Training Package. Whilst undertaking this qualification the learner is encouraged to seek volunteer work in an animal care environment and/or workplace.

Employment opportunities include an entry point into industry in the following areas:

- Veterinary Nursing
- Zoo or Native Animal Park
- The Companion Animal Service Industry
- Animal Rescue
- Animal Control and Regulation
- Animal Technology
- Captive Animals

The Certificate II in Animal Studies skill set course is auspiced with TassTAFE through a blended delivery mode at St Patrick’s College. The study will include a combination of projects, practical tutorials, industry visits, work placement and an external workshop at a local animal sanctuary. Students who successfully complete the Certificate II skill set course can apply to enrol to complete the Certificate II in Animal Studies qualification in Year 11 and consider a Certificate III in Animal Studies in Year 12.

Aquaculture
CERTIFICATE I

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

In Certificate I in Aquaculture I will learn:
- about the seafood/Aquaculture industry in Australia
- about the life cycle of farmed seafood such as salmon and trout
- how to stay healthy and safe in the workplace
- the skills employers value in young workers
- how to use power tools to build aquaculture systems
- about aquaponics and resource sustainability.

Employment positions in this industry are increasing for trained applicants as it is the fastest growing primary industry in our nation and Tasmania has the ideal climate and clean water to further develop this industry. This course is delivered in the St Patrick’s College Aquaculture Trade Training Centre that is fully equipped with modern technological equipment that replicates best industry practice. The course includes a number of specialised training sessions with external providers in wader safety and fire suppression training. Students who satisfactorily complete this course can apply to continue their study in Year 11 to undertake Certificate II in Aquaculture.

Construction
CERTIFICATE I - SKILLSET

Year 10 students who enjoy working with wood and/or designing and building structures may consider this introduction to a trade qualification in Construction. All classes for this introduction will be delivered at St Patrick’s College with a number of activities implemented as enterprise ventures (work placement) and school improvement projects. Students will achieve three units from Certificate II in Building and Construction (Carpentry) Pre-Apprenticeship and a WHS-White Card qualification.

In typical lessons I might:
- visit different types of tourist attractions and services
- participate in a day or multi-day guiding excursion
- identify hazards, assess and control safety risks associated with a guided activity
- participate in a range of outdoor activities.

To enrol in this subject I need:
- an interest in tourism and the outdoors.

Pathway: may lead to employment in the guiding and/or camping industry.

Vocational Sills in Adventure Guiding & Land Conservation contributes points towards the Tasmanian Certificate of Education.

RTO: GYC 1129

Hospitality
CERTIFICATE I

This course is available for students in Year 10 who are seeking knowledge and practical skills to assist in gaining employment in the Hospitality/Tourism industry. Students will attend classes (timetabled during the student’s usual class times) at St Patrick’s College. The six units delivered in the Certificate I in Hospitality training package offer students the opportunity to gain basic industry skills in Bar, Kitchen and Front of House-restaurant. Successful completion of this certificate will provide credit towards a Certificate II/III in Hospitality and/or Certificate II in Tourism or a specific qualification as Food and Beverage attendant, chef or bar attendant. Hospitality training can lead to multi-tasking career options in kitchen, restaurant, bar, events management, public relations, human resource management, accommodation services, hotel management and front office. Students will gain an RSA qualification, fire suppression training and attend work placement at AGFEST, the Launceston Racing Carnival, the Senior Ball and Valete Dinner. Industry visits, a tour and lunch at a local industry business, will also be included in this course.

Vocational Skills in Adventure Guiding & Land Conservation I will learn:
- about the Adventure guiding industry including the possible jobs and pathways
- how to stay safe and healthy in the workplace including first aid
- how to maintain an overnight shelter
- communication and teamwork skills
- bushwalking and navigation skills.
YEARS 11 & 12 COURSE INFORMATION
# YEAR 11 & 12 SUBJECTS

## RELIGIOUS EDUCATION
**Head of Faculty:**  
Mr P McManus

- Community Service Learning Level 2  
- Exploring Issues in Society Level 2  
- Making Moral Decisions Level 2 (Year 12 only)  
- Project Implementation Level 2 (Year 11 only)  
- Studies of Religion Level 3  
- You, Your Family and the Community Level 1 (Year 11 only)

## THE ARTS
**Head of Faculty:**  
Mr C Ivory

- Art Making Level 1  
- Art Practice Level 2  
- Art Production Level 3  
- Art Production (Photography) Level 3  
- Art Studio Practice Level 3  
- Art Theory and Criticism Level 3  
- Preliminary Arts Stages 1-4  
- Contemporary Music Level 2  
- Dance the Basic Moves Level 1  
- Dance Level 2  
- Dance Choreography and Performance Level 3  
- Drama Foundations Level 2  
- Drama Level 3  
- Media Production Foundations Level 2  
- Media Production Level 3  
- Advanced Practical Study (Music Performance) UTAS Program  
- Music Ensemble Level 2  
- Music Studies Level 2  
- Music Level 3  
- Music Technology Projects Foundation Level 2  
- Music Technology Projects 1 and 2 UTAS Program  
- Practical Study (Performance or Composition) UTAS Program  
- Technical Theatre Production Level 2  
- Theatre Performance Level 3 (Year 12 only)  
- Visual Art Level 2  
- Visual Art (Photography) Level 2

## HEALTH AND PHYSICAL EDUCATION
**Head of Faculty:**  
Mr P Smith

- Athlete Development Level 2 - General  
- Athlete Development Level 2 - Specialised (AFL)  
- Athlete Development Level 2 - Specialised (Basketball)  
- Athlete Development Level 2 - Specialised (Cricket)  
- Athlete Development Level 2 - Specialised (Cycling)  
- Athlete Development Level 2 - Specialised (Rowing)  
- Athlete Development Level 2 - Specialised (Soccer)  
- Community Sport & Recreation Level 2  
- Health Studies Level 3  
- Outdoor Education (Expedition) Level 2  
- Outdoor Leadership Level 3  
- Personal Health and Wellbeing Level 2  
- Sports Science Foundation Level 2  
- Sports Science Level 3  
- Sports and Recreation Management UTAS Connections Program

## HUMANITIES AND SOCIAL SCIENCES
**Head of Faculty:**  
Mrs K McCulloch

- Accounting Level 3 (available in 2021)  
- Ancient History Level 3 (available in 2021)  
- Australia in Asia and the Pacific Level 3  
- Business Studies Foundation Level 2  
- Business Studies Level 3  
- Economics Level 3  
- Exploring Issues in Society Level 2  
- Focus on Children Level 1  
- Geography Level 3 (available in 2021)  
- Introduction to Sociology and Psychology Level 2  
- Legal Studies Foundation Level 2  
- Legal Studies Level 3  
- Modern History Level 3  
- Philosophy Level 3  
- Psychology Level 3  
- Sociology Level 3  
- Student Directed Inquiry Level 3  
- Tasmanian Aboriginal Studies Level 2  
- Working with Children Level 2

*(Core) subjects are compulsory and are studied for the full year.  
*(SPC) are subjects offered by St Patrick’s College.  
Level 1, Level 2, Level 3 and Level 4 are subjects offered by the Office of Tasmanian Assessment, Standards and Certification (TASC) and studied at St Patrick’s College.*
LANGUAGES
Head of Faculty: Mr R Wiese
Basic Communication
English as an Additional Language or Dialect Level 1, 2 & 3
English Level 3
English Applied Level 2
English Foundations Level 2
English Literature Level 3
English Writing Level 3 (Year 12 only)
Essential Skills - Reading & Writing Level 2
Japanese Level 3
Japanese Foundations Level 2
Practical English Level 1

MATHEMATICS
Head of Faculty: Mr W Spradbury
Everyday Maths Level 1
Essential Skills - Maths Level 2
General Mathematics Foundation Level 2
General Mathematics Level 3
Mathematics Methods Foundation Level 3
Mathematics Methods Level 4
Mathematics Specialised Level 4
Workplace Maths Level 2

TECHNOLOGY
Head of Faculty: Mr B Goode
Computer Applications Level 2 + Essential Skills - Using Computers and the Internet Level 2 (Combined Class)
Computer Graphics & Design Foundation Level 2
Computer Graphics & Design Level 3
Computer Science Level 3
Design & Production Level 2 (Composite - combination of materials)
Design & Production Level 2 (Metal)
Design & Production Level 2 (Textiles)
Design & Production Level 2 (Wood)
Food and Cooking Essentials Level 1
Food, Cooking and Nutrition Level 2
Food and Nutrition Level 3
Housing & Design Level 3
Information Systems and Digital Technologies Level 3
Object Design - University Connections Program
Workshop Techniques Level 1

SCIENCE
Head of Faculty: Mr S Reid
Biology Level 3
Chemistry Level 4
Engineering Design Level 2
Environmental Science Level 3
Life Sciences Level 2
Physical Sciences Foundation Level 2
Physical Sciences Level 3
Physics Level 4

VOCATIONAL EDUCATION & TRAINING (VET)
Head of Faculty: Ms M Bassett
Agriculture Certificate II
Animal Studies Certificate II
Animal Studies Certificate III (Year 12 only)
Aquaculture Certificate I
Aquaculture Certificate II
Aquaculture Certificate III (Year 12 only)
Automotive Certificate II Vocational Preparation
Construction Certificate II
Discover Hair & Beauty Statement of Attainment
Early Childhood Education & Care and Community Services Skillset
Electrotechnology Introduction to Certificate II (Career Start)
Emergency Responses, Survival & Wilderness Conservation Vocational Skills
Engineering Pathways (Metalwork) Certificate II
Fitness Certificate III
Fitness Certificate IV
Horticulture Certificate II
Hospitality Certificate I
Hospitality Certificate II
Hospitality Certificate III (Year 12 only)
Tourism Certificate II

(Core) subjects are compulsory and are studied for the full year.
(SPC) are subjects offered by St Patrick's College.
Level 1, Level 2, Level 3 and Level 4 are subjects offered by the Office of Tasmanian Assessment, Standards and Certification (TASC) and studied at St Patrick's College.
You have: 

<table>
<thead>
<tr>
<th>TASC subjects</th>
<th>May lead to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>You, Your Family and the Community 1 (Year 11 only)</td>
<td>Further study or careers in a range of service industries</td>
</tr>
<tr>
<td>Ascent Year 12 incorporating Community Service Learning 2</td>
<td>Further study</td>
</tr>
<tr>
<td>Exploring Issues in Society 2</td>
<td>Further study or careers in a range of service industries</td>
</tr>
<tr>
<td>Making Moral Decisions 2 (Year 12 only)</td>
<td>Sociology 3, Psychology 3, Pre tertiary studies of Religion 3</td>
</tr>
<tr>
<td>Project Implementation 2 (Year 11 only)</td>
<td>Further study or careers in a range of service industries</td>
</tr>
<tr>
<td>Studies of Religion 3</td>
<td>Further study or careers in a range of service industries</td>
</tr>
<tr>
<td>'A/B' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum</td>
<td>Further study at university level</td>
</tr>
<tr>
<td>English is recommended</td>
<td></td>
</tr>
</tbody>
</table>

**Year 11 & 12 Religious Education 2019**

Across both years the students are required to study a minimum of 15 TCE points of Religious Education at St Patrick’s College.

**Year 11 students can study:**
- Pre-Tertiary Studies in Religion Level 3 (15 points)
- Exploring Issues in Society Level 2 (15 points)
- Project Implementation (5 points) + You, Your Family and the Community (5 points) = 10 points

**Year 12**

Students in Year 11 who have successfully completed (passed) either Studies in Religion Level 3 or Issues in Society Level 2 have attained their 15 points and do not need to study Religious Education in Year 12.

Students studying Project Implementation and You, Your Family and the Community in Year 11 can enrol in any of the following:

- Year 12 Making Moral Decisions (5 points) to give them a total of 15 points.

**OR**

- Students may also enrol in Pre-tertiary Studies in Religion Level 3 OR Exploring Issues in Society Level 2 in Year 12 if they have studied the 10 point course in Year 11.

Students enrolled in the Ascent Program do not enrol in religious education in Year 12, you will be awarded Community Service Learning level 2 - (5 points) in Year 12 instead of studying Making Moral Decisions.
Note: Students must choose at least 15 points of RE subjects during Years 11 and 12. If choosing 15 points in one year it must be in Year 11.

**Year 11**
- Studies in Religion Level 3 (subject to meeting pre-requisites) (15 points)

**OR**
- Exploring Issues in Society Level 2 (15 points)

**OR**
- Project Implementation Level 2 and You, Your Family and the Community Level 1 (10 points)

**Year 12**
- Making Moral Decisions Level 2 (5 points)

**OR**
- Studies in Religion Level 3 (15 points)

**OR**
- Exploring Issues in Society Level 2 (15 points)

**OR**
- Ascent Year 12 (subject to completing Ascent in Year 11) - Incorporating Community Service Level 2 (5 points)

---

**Senior Religious Education Pathways**

**Year 10**
- Religious Education (Core) Compulsory
- Pre-Tertiary Studies of Religion
  - REL315116
  - Level 3, size 15

**Year 11**
- Exploring Issues in Society
  - BHF215116
  - Level 2, size 15

**OR**
- You, Your Family & the Community
  - BHY105116
  - Level 1

**OR**
- Project Implementation
  - PRJ205113
  - Level 2, combined Size 10

---

**Year 12**
- Pre-Tertiary Studies of Religion
  - REL315116
  - Level 3, size 15

**OR**
- Exploring Issues in Society
  - BHF215116
  - Level 2, size 15

**OR**
- Making Moral Decisions
  - RLP205115
  - Level 2, size 5

---

Ascent Year 12
(subject to completion of Ascent in Year 11)
- Incorporating Community Service Learning
  - CSL205118
  - Level 2, size 5

---

* A or B in Year 10 Humanities subjects

(Core) subjects are compulsory and are studied for the full year.
(SPC) are subjects offered by St Patrick’s College.
Level 1, Level 2, Level 3 and Level 4 are subjects offered by the Office of Tasmanian Assessment, Standards and Certification (TASC) and studied at St Patrick’s College.
IN TYPICAL LESSONS I MIGHT:

- look at a social issue related to family, community, health, income and poverty
- propose a practical project to investigate
- look at social and cultural diversity in Australia
- look at issues related to:
  - population and migration
  - the influence of technology
  - societies and environments
  - children or aged care
- create a portfolio on a community project
- complete assignments in a range of formats that may include:
  - flow charts
  - visual maps
  - posters, collage
  - electronic or multi-modal presentations
  - oral presentation
  - reports.

TO ENROL IN THIS SUBJECT I NEED:

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

Studies of Religion 3
REL315116

IN STUDIES OF RELIGION I WILL LEARN:

- how religious affiliations, ideas, movements and belief systems have shaped society and culture, past and present
- how religious tradition contributes to the development of worldview and comprehension of meaning and purpose for individuals and communities

- how religious debate contributes to social, cultural, political and ethical issues
- how particular beliefs and perspectives contribute to the role of religion in society
- how issues and challenges for religious traditions manifest in contemporary society.

IN TYPICAL LESSONS I MIGHT:

- engage in group discussions and presentations
- conduct individual and group research
- select topics to study e.g. one religious tradition from: Islam, Buddhism, Judaism, Christianity, Hinduism, Aboriginal spirituality
- investigate inter-related aspects of religious traditions e.g. ritual, practices, symbols, structures and festivals, or sacred texts
- investigate ethics as a discipline that articulates the thinking that goes into developing a moral position
- investigate a variety of ethical codes of world religious traditions and other ethical frameworks (such as natural law ethics, virtue ethics, situation ethics, Kantian ethics)
- investigate significant change and change encountered by a religious tradition within a key period (may be historical or contemporary)
- undertake non-biased investigation into co-existence of religious and secular traditions in Australia and globally.

TO ENROL IN THIS SUBJECT I NEED:

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

STUDIES OF RELIGION WOULD SUIT SOMEONE WHO:

- is interested in studying how religion interfaces with culture, ethics and society
- enjoys reading on religious and ethical topics
- is interested in interpreting religious issues from a range of perspectives of religious traditions or viewpoints
- understands and is willing to engage in a course that is designed to be available to all learners, irrespective of the existence, or nature, of any individual religious beliefs.

THIS SUBJECT COULD LEAD ME TO:

- a pathway to Philosophy 3 and builds skills relevant to Modern History and Ancient History 3
- a pathway to further studies in Asian studies, philosophy, education, counselling, politics or other humanities courses such as history and anthropology.

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

Making Moral Decisions 2
RLP205115

IN MAKING MORAL DECISIONS I WILL LEARN:

- about morality and the need for and purpose of morality
- how some theories provide guidelines for behaviour
- how society, politics and culture impact on values, beliefs and ideas
- about the role of belief and values in society
- how moral beliefs impact on individual’s decisions and behaviour
- how the study of ethics can contribute to understanding our own beliefs and becoming active, informed, global citizens.

IN TYPICAL LESSONS I MIGHT:

- investigate a range of contemporary dilemmas including
- identify a range of ethical theories
- think deeply on the process of making moral decisions
- investigate the ethical frameworks used to assist with decision making
- undertake discussions, practical activities and written tasks.

TO ENROL IN THIS SUBJECT I NEED:

- no previous experience.

MAKING MORAL DECISIONS WOULD SUIT SOMEONE WHO:

- is interested in how philosophical thinking impacts on decision making in today’s society
- enjoys small group and whole class discussions.

THIS SUBJECT COULD LEAD ME TO:

- a pathway to Introduction to Religion in Society 2, Introduction to Sociology and Psychology 2, Exploring Issues in Society 2, Community Service Learning 2, Legal Studies 3, Studies of Religion 3 and Philosophy 3
- a vocational pathway to social work, journalism, community development, social welfare, chaplaincy, teaching, law and politics.

Making Moral Decisions 2 contributes 5 credit points toward the Tasmanian Certificate of Education. (Year 12 only).
You, Your Family and the Community 1  
BHY105116

**IN YOU, YOUR FAMILY AND THE COMMUNITY I WILL LEARN:**
- about social issues relating to the world we live in
- to understand the roles and functions of communities and families
- the location and functions of some facilities, services, resources, and organisations in the community
- how interact positively within and between communities and families.

**IN TYPICAL LESSONS I MIGHT:**
- explore and research social and community issues
- investigate family and community organisations and interactions
- discuss issues relating to sexual and mental health, housing, media and the environment
- complete a range of practical tasks, discussions and assignments
- engage with the local community (e.g. childcare centres, council, and parks).

**TO ENROL IN THIS SUBJECT I NEED:**
- no previous experience.

**YOU, YOUR FAMILY AND THE COMMUNITY WOULD SUIT SOMEONE WHO:**
- enjoys exploring and researching social issues
- wants to know more about how issues impact on themselves, their family and the community
- is enthusiastic about working with community organisations and service providers.

**THIS SUBJECT COULD LEAD ME TO:**
- further study such as Working with Children 2 and Introduction to Sociology and Psychology 2
- careers in a range of service industries.

You, Your Family and the Community 1 contributes 5 credit points towards your Tasmanian Certificate of Education. **(Year 12 only)**.

---

Community Service Learning 2  
CSL205118

**IN COMMUNITY SERVICE LEARNING I WILL LEARN:**
- what community service means
- about leadership and service as a citizen in the community
- about the diversity of our community and particular needs of some groups
- about the rights and responsibilities of a citizen
- details of major social and political issues in Australia.

**IN TYPICAL LESSONS I MIGHT:**
- plan, organise and lead a range of activities and projects, developing my skills as a volunteer worker
- conduct activities and projects that build connections with the community
- plan and participate in fundraising activities
- lead community activities
- visit and conduct interviews with groups and individuals in the community
- reflect on my opinions and attitudes, and how they change.

**TO ENROL IN THIS SUBJECT I NEED:**
- no previous experience.

**COMMUNITY SERVICE LEARNING WOULD SUIT SOMEONE WHO:**
- wants to make a practical difference to a community organisation
- has an interest in helping others
- can commit to 30 hours of practical community service learning
- has good organisational skills
- is a self-starter and can manage their time effectively.

**THIS SUBJECT COULD LEAD ME TO:**
- further study
- careers in a range of service industries.

Community Service Learning 2 contributes 5 credit points towards your Tasmanian Certificate of Education. **(Year 12 only)**.

---

Project Implementation 2  
PRJ205113

**IN PROJECT IMPLEMENTATION I WILL LEARN:**
- how to set goals and make a plan to achieve them
- how to manage and evaluate a project using technology and project management resources.

**IN TYPICAL LESSONS I MIGHT:**
- develop a project which results in a culminating event
- work with others to manage tasks within a specific time frame and budget
- reflect upon my own performance and that of others and provide feedback to the group.

**TO ENROL IN THIS SUBJECT I NEED:**
- no previous experience
- a willingness to work as part of a team.

**PROJECT IMPLEMENTATION WILL SUIT SOMEONE WHO:**
- likes to be organised and work as part of a team.

**THIS SUBJECT COULD LEAD ME TO:**
- managing tasks and projects as part of my study, work or entrepreneurial ventures.

Project Implementation 2 contributes 5 credit points towards the Tasmanian Certificate of Education. **(Year 11 only)**.
### ARTS PERFORMING

#### Dance

<table>
<thead>
<tr>
<th>You have:</th>
<th>TASC subjects</th>
<th>May lead to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>No/little experience</td>
<td>Dance: the Basic Moves 1</td>
<td>Dance 2</td>
</tr>
<tr>
<td>Previous experience an advantage</td>
<td>Dance 2</td>
<td>Dance Choreography and Performance 3</td>
</tr>
<tr>
<td>Dance 2 or equivalent experience</td>
<td>Dance Choreography and Performance 3</td>
<td>Study and a career in dance or choreography</td>
</tr>
</tbody>
</table>

#### Drama

<table>
<thead>
<tr>
<th>You have:</th>
<th>TASC subjects</th>
<th>May lead to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>No previous experience</td>
<td>Preliminary Arts Stage 1</td>
<td>Access achievable pathways to further education and training, a range of employment opportunities or inclusion in appropriate community option settings</td>
</tr>
<tr>
<td></td>
<td>Preliminary Arts Stage 2</td>
<td>Drama 3</td>
</tr>
<tr>
<td></td>
<td>Preliminary Arts Stage 3</td>
<td>Theatre Performance 3</td>
</tr>
<tr>
<td></td>
<td>Preliminary Arts Stage 4</td>
<td>Further study and career in the performing arts</td>
</tr>
<tr>
<td></td>
<td>Drama Foundations 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Drama 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Theatre Performance 3 (Year 12 only)</td>
<td></td>
</tr>
</tbody>
</table>

#### Music

<table>
<thead>
<tr>
<th>You have:</th>
<th>TASC subjects</th>
<th>May lead to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instrumental or vocal experience</td>
<td>Contemporary Music 2</td>
<td>Music 3</td>
</tr>
<tr>
<td></td>
<td>Music Studies 2</td>
<td>Practical Study (University Connections Program)</td>
</tr>
<tr>
<td>Strong background in music</td>
<td>Music 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Practical Study (Performance) (University Connections Program)</td>
<td></td>
</tr>
<tr>
<td>Music 3 or considerable and successful experience in music</td>
<td></td>
<td>Further study/performance</td>
</tr>
</tbody>
</table>

#### Music Technology

<table>
<thead>
<tr>
<th>You have:</th>
<th>TASC subjects</th>
<th>May lead to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audio/Music Production interest and ability</td>
<td>Music Technology Projects - Foundation 2</td>
<td>Further study</td>
</tr>
</tbody>
</table>

#### Media

<table>
<thead>
<tr>
<th>You have:</th>
<th>TASC subjects</th>
<th>May lead to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>No previous experience</td>
<td>Media Production Foundations 2</td>
<td>Media Production 3</td>
</tr>
<tr>
<td>Strong interest in media production</td>
<td>Media Production 3</td>
<td>Study and careers in journalism, television, radio and print media</td>
</tr>
</tbody>
</table>
**Dance the Basic Moves 1**
DNC110115

**IN DANCE THE BASIC MOVES I WILL LEARN:**
- how to prepare the body for dance
- performance skills
- about working as an ensemble member
- to create and perform dance works
- different dance styles
- dance skills
- dance making
- about safe dance practices
- about dance contexts and dance history.

**IN TYPICAL LESSONS I MIGHT:**
- participate in warm ups
- learn dance making techniques
- undertake practical work
- view and review performances
- participate in self/peer assessment
- keep a journal.

**TO ENROL IN THIS SUBJECT I NEED:**
- an interest in dance.

**DANCE THE BASIC MOVES WOULD SUIT SOMEONE WHO:**
- enjoys creativity, spatial awareness and flexibility.

**THIS SUBJECT COULD LEAD ME TO:**
- further study in Dance 2.

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

**Dance 2**
DNC215115

**IN DANCE I WILL LEARN:**
- movement principles
- solo and ensemble performing
- how to appraise dance works
- about dance composition
- about the history of dance
- dance skills
- dance making techniques (choreography)
- how to perform and prepare dance works
- how to reflect on and review dance works
- different dance genres.

**IN TYPICAL LESSONS I MIGHT:**
- participate in warm ups
- learn dance and composition techniques
- create movement sequences
- perform for peers
- participate in self-assessment
- keep a reflective journal
- write reviews.

**TO ENROL IN THIS SUBJECT I NEED:**
- an interest in dance. Previous experience is an advantage, but not a requirement.

**DANCE WOULD SUIT SOMEONE WHO:**
- enjoys creativity and movement
- wants to improve their spatial awareness, confidence and flexibility.

**THIS SUBJECT COULD LEAD ME TO:**
- further study in Dance Choreography and Performance 3.

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

**Dance Choreography and Performance 3**
DNC315115

**IN DANCE CHOREOGRAPHY AND PERFORMANCE I WILL LEARN:**
- about movement principles
- how to perform and prepare dance works
- how to appraise dance works
- about safe dance practices
- how to compose/choreograph dances
- about dance styles and history
- choreographic design skills
- how to perform and prepare dance works
- how to analyse and reflect on dance works.

**IN TYPICAL LESSONS I MIGHT:**
- participate in warm ups and safe dance activities
- learn and explore choreographic and composition techniques
- expand and develop own movement vocabulary
- create sequences and dance works using personal movement vocabulary
- learn the principles of contemporary dance
- view and respond to dance works of others
- review and analyse dance works.

**TO ENROL IN THIS SUBJECT I NEED:**
- a strong commitment to teamwork, rehearsal and performance obligations
- sound literacy skills
- a strong interest in choreography and creative movement, prior dance training or success in Dance 2.

**DANCE CHOREOGRAPHY AND PERFORMANCE WOULD SUIT SOMEONE WHO:**
- enjoys developing their creativity, kinaesthetic awareness, performance skills, analytical thinking and flexibility
- is confident performing in front of others
- enjoys contemporary dance.

**THIS SUBJECT COULD LEAD ME TO:**
- a pathway to a career in dance performance or choreography.

Dance Choreography and Performance 3 contributes 15 credit points towards the Tasmanian Certificate of Education.
Depending on complexity of evidence learners will be assessed using one of four stages:

IN PRELIMINARY ARTS
(with or without coactive support)

I WILL DEVELOP

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

IN TYPICAL LESSONS:
(with or without coactive support)

I MIGHT:

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

TO ENROL IN THIS COURSE
I NEED:

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

PRELIMINARY ARTS
WILL SUIT SOMEONE WHO:

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

THIS COURSE COULD LEAD ME TO:

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

Preliminary Arts Stages 1-4 do not provide credit points towards the TCE.
ARTS - DRAMA & MUSIC

THIS SUBJECT COULD LEAD ME TO:
• further study in Theatre Performance 3.

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

Contemporary Music 2
MSC215117

IN CONTEMPORARY MUSIC I WILL LEARN:
• instrumental and vocal techniques
• about different styles of music
• performance skills
• music literacy
• about the Australian music industry
• how to market and promote an event
• recording techniques
• how to compose and arrange music.

IN TYPICAL LESSONS I MIGHT:
• perform as a member of an ensemble
• study music theory
• write original songs
• perform for an audience
• set up and use musical equipment
• record my own and others work
• complete assignments.

TO ENROL IN THIS SUBJECT I NEED:
• skills/experience on an instrument/voice
• some ability to read and write music is an advantage
• Grade 2 AMEB or equivalent.

MUSIC STUDIES WOULD SUIT SOMEONE WHO:
• wants to improve their vocal/playing skills
• wants to learn basic music theory.

THIS SUBJECT COULD LEAD ME TO:
• further study in Music 3
• practical study (UTAS).

Music Studies 2
MSS215115

IN MUSIC STUDIES I WILL LEARN:
• instrumental/vocal techniques
• about styles of music
• performance skills
• music literacy.

IN TYPICAL LESSONS I MIGHT:
• perform solo or as a member of an ensemble
• develop vocal/instrumental technique
• study basic theory and musicianship
• participate in music appreciation activities
• complete assignments and tests
• undertake recordings.

TO ENROL IN THIS SUBJECT I NEED:
• skills/experience on an instrument/voice
• some ability to read and write music is an advantage
• Grade 2 AMEB or equivalent.

Music 3
MSM315115

IN MUSIC I WILL LEARN:
• about musical ideas and styles
• compositional techniques, improvisation and arranging
• about developing performance skills
• skills in musical analysis
• listening (aural) skills.

IN TYPICAL LESSONS I MIGHT:
• undertake solo performance (tutor provided where required and available)
• participate in ensemble playing (as required and available)
• complete assignments and tests
• perform to the class and public
• create recordings and videos
• participate in creative tasks including composition, arrangement and/or improvisation.

TO ENROL IN THIS SUBJECT I NEED:
• strong music literacy skills— the ability to read and write music
• considerable and successful

Theatre Performance 3
SDP315115

IN THEATRE PERFORMANCE I WILL LEARN:
• acting skills
• about ensemble and solo performance
• how to work as a theatre company
• vocal techniques
• about improvisation
• how to create an effective character
• physicalisation techniques
• about theatrical conventions
• about performing to an audience
• about the history of theatre.

IN TYPICAL LESSONS I MIGHT:
• attend live performances
• perform for an audience
• rehearse and develop monologues
• participate in improvisation activities
• interpret text
• rehearse a play
• undertake solo and ensemble work
• attend theatre performances and write reviews
• rehearse for practical exams.

TO ENROL IN THIS SUBJECT I NEED:
• to have successfully completed Drama 3 (or equivalent)
• a strong commitment to teamwork, rehearsal and performance obligations

THEATRE PERFORMANCE WOULD SUIT SOMEONE WHO:
• enjoys performing
• can commit to rehearsals and performances
• enjoys writing about the development of their work
• works effectively in an ensemble.

THIS SUBJECT COULD LEAD ME TO:
• further study in the performing arts and/or a career in performing arts or entertainment industries.
  (Year 12 only)

Theatre Performance 3 meets the standard for Everyday Adult Reading, Writing and Communication Skills and contributes 15 credit points towards the Tasmanian Certificate of Education.
experience in music
• Grade 4 music qualifications.

MUSIC WOULD SUIT SOMEONE WHO:
• has studied music and music theory for a considerable period of time
• has a solid understanding of music theory
• wants to develop their musicianship and theoretical knowledge.

THIS SUBJECT COULD LEAD ME TO:
• further music studies at university level
• practical study (UTAS).

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

Practical Study (Performance or Composition) (University Connections Program)
Foundation: FCP113 (Level 100 University Unit)
Advanced: FCP120 (Level 100 University Unit)

YOU WILL LEARN ABOUT:
• music performance skills or development and notation and realisation of original works
• how to develop and improve level of musicianship
• communicating ideas and information.

YOU DO THIS BY STUDYING:
• performance or composition.

LEARNING ACTIVITIES MAY INCLUDE:
• performing (either instrumental or vocal)
• composing music
• analysing and reflecting on performances and compositions.

TO ENROL IN FOUNDATION PRACTICAL STUDY (FCP113) YOU NEED:
• to have a history of musical instrument/vocal tuition
• considerable and successful experience in music and/or Grade 5 music qualifications
• some examination and/or performing experience
• some music literacy skills.

TO ENROL IN ADVANCED PRACTICAL STUDY (FCP120) YOU NEED:
• to have successfully completed FCP113.

THESE SUBJECTS:
• are accredited by the University of Tasmania
• provide a pathway to further university music studies
• cannot be studied concurrently (as FCP113 is the prerequisite for entry into FCP120)
• require a portfolio which may include critiques, reflections, program notes, topic assignments, concert attendance log and a personal performance log
• are offered as part of the University of Tasmania’s University Connections Program and counts towards your TCE and ATAR. Successful completion of this subject may give you the opportunity to gain credit towards a University of Tasmania course.

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

Music Technology Projects - Foundation 2 AUD215115

IN MUSIC TECHNOLOGY PROJECTS FOUNDATION I WILL LEARN:
• basic audio engineering techniques
• studio and/or location recording techniques
• about sound reinforcement (PA)
• how to use music technology
• about working with a range of clients, musicians and production personnel.

IN TYPICAL LESSONS I MIGHT:
• study microphone types and techniques
• explore the use of analogue and digital hardware/software
• learn about occupational health and safety
• discuss commercial and legal issues
• develop audio engineering/sound system design techniques
• explore audio editing techniques
• participate in solo and group multi-track recording
• participate in editing/post production processes
• create and produce practical work
• set up and operate small and large public address systems
• undertake live sound mixing.

TO ENROL IN THIS SUBJECT I NEED:
• an interest in audio
• to be willing to work on audio projects.

MUSIC TECHNOLOGY PROJECTS FOUNDATION WOULD SUIT SOMEONE WHO:
• enjoys recording and editing music
• has an interest in music technology.

THIS SUBJECT COULD LEAD ME TO:
• further study in Music Technology Projects (University Connections Program).

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

Music Technology Projects (University Connections Program)
FCJ110 (Level 100 University Unit)
FCJ111 (Level 100 University Unit)

YOU WILL LEARN ABOUT:
• creating and shaping an audio product
• the tools used and skill-sets required in the audio/music technology industry
• how to read, interpret and fulfil the requirements of a music technology project brief
• working effectively as an individual and as a member of a project team
• workplace health and safety issues relevant to the field.

YOU DO THIS BY STUDYING:
• four modules of work (including three practical project briefs).

LEARNING ACTIVITIES MAY INCLUDE:
• small ensemble recording
• MIDI sequencing
• mixing
• remixing
• mashups
• multitrack recording
• sound design for vision
• mastering.

TO ENROL IN MUSIC TECHNOLOGY PROJECTS 1 (FCJ110) YOU NEED:
• some prior experience with music technology tools (desirable but not mandatory).

TO ENROL IN MUSIC TECHNOLOGY PROJECTS 2 (FCJ111) YOU NEED:
• to have successfully completed FCJ110.

THIS SUBJECT:
• is accredited by the University of Tasmania
• provides a pathway to further university music technology and audio studies
• cannot be studied at the same time
ARTS - MUSIC TECHNOLOGY & MEDIA

(as FCJ110 is the prerequisite for entry into FCJ111)

• Is offered as part of the University of Tasmania’s University Connections Program and counts towards your TCE and ATAR. Successful completion of this subject may give you the opportunity to gain credit towards a University of Tasmania course.

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

Media Production Foundations 2
MED215117

IN MEDIA PRODUCTION FOUNDATIONS I WILL LEARN:
• about an area of focus - either
  » screen (TV, film, online content)
  » print and digital media
  » radio (radio, digital media)
  » convergent media.
• about communicating to an audience
• media technical and production skills
• how to work in a media team
• how to use a range of media technologies
• about analysing and appreciating the media.

IN TYPICAL LESSONS I MIGHT:
• undertake roles in a media production team
• develop technical skills on industry-standard equipment and software
• write script for media
• develop editing techniques
• create media products
• undertake research assignments
• develop writing and story-telling skills
• learn about the media industry.

TO ENROL IN THIS SUBJECT I NEED:
• no previous experience.

Media Production 3
MED315117

IN MEDIA PRODUCTION I WILL LEARN:
• about an area of specialisation either:
  » radio (radio, digital media)
  » screen (TV, film, online content)
  » print and digital media.
• about communicating to an audience
• how to apply technical and production processes to create media narrative
• how to work in a media team
• about the use of a range of media technologies and techniques
• skills for analysing and appreciating the media
• how to create media products for a purpose
• the codes and conventions of specific media.

IN TYPICAL LESSONS I MIGHT:
• undertake roles in a media production team
• apply technical skills on industry-standard equipment and software
• script media
• use editing techniques
• create media products
• discuss workplace safety and OH&S issues
• create products with regard to a particular audience
• document evidence of technical skills with equipment
• research media issues
• discuss the role of media in society
• explore writing and story-telling skills
• prepare for the externally assessed folio and exam.

TO ENROL IN THIS SUBJECT I NEED:
• a strong interest in media production.
• technical skills in an area of specialisation and strong written skills are an advantage.

MEDIA PRODUCTION 3 WOULD SUIT SOMEONE WHO:
• enjoys creating media products
• enjoys using technology
• is interested in the role of the media.

This subject could lead me to:
• further studies in journalism and television, radio and print media
• careers in camera operation, film, radio and print production/editing and sound recording.

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

University Connections Program: Foundation Practical Study

This unit (FCP113) is the first of two units aimed at providing an intensive course of study in music performance designed to build skills to allow a successful entry into the Bachelor of Music Degree.

Regular, detailed feedback on the student’s work and progress is given during the student’s scheduled music classes as well as through the more formal assessment tasks.

The student’s command of fundamental performance skills will be demonstrated in both mid-year and end of year performance assessments.

Successful completion provides ATAR plus 25% UTAS Credit. To find out more, ask your teacher.
## ARTS - VISUAL

<table>
<thead>
<tr>
<th>You have:</th>
<th>TASC subjects</th>
<th>May lead to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>No previous experience</td>
<td>Art Making 1</td>
<td>Art Practice 2, Visual Art 2 Further study in visual arts</td>
</tr>
<tr>
<td>An interest in art</td>
<td>Art Practice 2</td>
<td>Art Production 3 Further study in the arts</td>
</tr>
<tr>
<td>An interest in photomedia</td>
<td>Visual Art 2</td>
<td>TasTAFE University</td>
</tr>
<tr>
<td>A strong interest in art or previous experience in art</td>
<td>Art Production 3</td>
<td>Art Studio Practice 3 TasTAFE University</td>
</tr>
<tr>
<td>A strong interest in photomedia or previous experience in photomedia</td>
<td>Art Production (Photography) 3</td>
<td>Art Studio Practice 3 TasTAFE University</td>
</tr>
<tr>
<td>Good writing skills and a strong interest in art</td>
<td>Art Theory and Criticism 3</td>
<td>TasTAFE University</td>
</tr>
<tr>
<td>Art Production 3</td>
<td>Art Studio Practice 3</td>
<td></td>
</tr>
</tbody>
</table>
TASC subjects

Art Making 1  
ART110117

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

IN TYPICAL LESSONS I MIGHT:
• experience making art and responding to artworks
• create a portfolio of artwork
• discuss artmaking techniques and approaches
• develop a journal of ideas and support material.

TO ENROL IN THIS SUBJECT I NEED:
• no previous experience.

ART MAKING WOULD SUIT SOMEONE WHO:
• enjoys art making
• is looking to develop basic skills with teacher guidance.

THIS SUBJECT COULD LEAD ME TO:
• further study in Art Practice 2, Visual Art 2 and/or further study in the visual arts.

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

Art Practice 2  
ART215217

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

IN TYPICAL LESSONS I MIGHT:
• experiment with a range of techniques and processes
• view exhibitions
• research artists and their work
• create artworks in response to concepts and stimuli
• share and exhibit work
• keep a visual diary.

TO ENROL IN THIS SUBJECT I NEED:
• an interest in art.

ART PRACTICE WOULD SUIT SOMEONE WHO:
• enjoys exploring different art studios
• wants to explore different art forms
• wants to develop their art making skills.

THIS SUBJECT COULD LEAD ME TO:
• further study in Art Production 3 and/or further study in the visual arts
Art Practice 2 contributes 15 credit points towards the Tasmanian Certificate of Education.

Visual Art 2  
ART215117

IN VISUAL ART I WILL LEARN:
• about art techniques and processes specialising in a single art studio from the following areas:
  » assemblage
  » ceramics
  » collage
  » craft and design
  » digital art and media
  » documented forms
  » drawing
  » environmental art
  » graphic design
  » life drawing
  » mixed-media
  » painting
  » photography
  » print making
  » sculpture
  » street art
  » wearable art.
• a range of techniques in a specific studio area
• how to create finished artworks
• about art materials and processes
• about other artists and their work
• about ideas and themes in art.

IN TYPICAL LESSONS I MIGHT:
• explore a range of art techniques
• discuss ideas and themes in art
• view exhibitions
• research artists and their work
• create artworks in response to concepts and stimuli
• share and exhibit work
• keep a visual diary.

TO ENROL IN THIS SUBJECT I NEED:
• an interest in art.

VISUAL ART WOULD SUIT SOMEONE WHO:
• enjoys working in a specific art studio
• wants to explore techniques related to a specific art studio
• wants to develop their art making skills.

THIS SUBJECT COULD LEAD ME TO:
• further study in Art Production 3 and/or further study in the visual arts
Visual Art 2 contributes 15 credit points towards the Tasmanian Certificate of Education.
Visual Art (Photography) 2
ART215117

IN VISUAL ART I WILL LEARN:
• about art techniques and processes specialising in photomedia
• a range of techniques in photomedia
• how to create finished artworks
• about art materials and processes
• about other artists and their work
• about ideas and themes in art.

IN TYPICAL LESSONS I MIGHT:
• explore a range of art techniques
• discuss ideas and themes in art
• view exhibitions
• research artists and their work
• create artworks in response to concepts and stimuli
• share and exhibit work
• keep a visual diary.

TO ENROL IN THIS SUBJECT I NEED:
• an interest in photomedia.

VISUAL ART WOULD SUIT SOMEONE WHO:
• enjoys working in photomedia
• wants to explore techniques related to a photomedia
• wants to develop their art making skills.

THIS SUBJECT COULD LEAD ME TO:
• further study in Art Production (Photography) 3 and/or further study in the visual arts.

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

Art Production 3
ART315117

IN ART PRODUCTION I WILL LEARN:
• about art techniques specialising in a single art studio from the following areas:
  » assemblage
  » ceramics
  » collage
  » digital art and media
  » documented forms
  » drawing
  » environmental art
  » fabrication/fibre art
  » graphic design
  » life drawing
  » mixed-media
  » painting
  » photography
  » print making
  » sculpture
  » time based forms
• how to develop my own artistic ideas and styles
• about artists and their work
• how artists represent their ideas
• how to create a body of work in a single studio
• how to exhibit work.

IN TYPICAL LESSONS I MIGHT:
• discuss key ideas and themes in art
• view and respond to exhibitions
• share and exhibit work
• keep a visual diary
• explore artistic processes, skills and techniques involved in producing art
• undertake art theory and analysis.
• complete art theory assignments
• create a portfolio of artwork for display and external assessment.

TO ENROL IN THIS SUBJECT I NEED:
• a high level of visual art competence attained in Year 10, or a strong interest and personal experience in the visual arts, or
• a good result in Visual Art (Photography) 2 in Year 11.

ART PRODUCTION WOULD SUIT SOMEONE WHO:
• has strong skills in artmaking in a specific studio area
• can develop an idea across several artworks
• enjoys making and responding to artworks.

THIS SUBJECT COULD LEAD ME TO:
• further study in Art Studio Practice 3 and/or further study in the visual arts.

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

Art Production (Photography) 3
ART315117

IN ART PRODUCTION I WILL LEARN:
• about art techniques specialising in photomedia
• how to develop my own artistic ideas and styles
• about artists and their work
• how artists represent their ideas
• how to create a body of work in photomedia
• how to exhibit work.

IN TYPICAL LESSONS I MIGHT:
• discuss key ideas and themes in art
• view and respond to exhibitions
• share and exhibit work
• keep a visual diary
• explore artistic processes, skills and techniques involved in producing art
• undertake art theory and analysis.
• complete art theory assignments
• create a portfolio of artwork for display and external assessment.

TO ENROL IN THIS SUBJECT I NEED:
• a high level of visual art competence attained in Year 10, or a strong interest and personal experience in the visual arts, or
• a good result in Visual Art (Photography) 2 in Year 11.

ART PRODUCTION WOULD SUIT SOMEONE WHO:
• has strong skills in artmaking in a specific studio area
• can develop an idea across several artworks
• enjoys making and responding to artworks.

THIS SUBJECT COULD LEAD ME TO:
• further study in Art Studio Practice 3 and/or further study in the visual arts.

Art Production 3 contributes 15 credit points towards the Tasmanian Certificate of Education.
Art Theory and Criticism 3  
ARA315116

IN ART THEORY AND CRITICISM I WILL LEARN:
• about art and culture, aesthetics, philosophy and critical analysis
• about art in various contexts
• the history and theory of images
• art processes.

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

TO ENROL IN THIS SUBJECT I NEED:
• an interest in visual art, art history and critical analysis
• competent English writing skills and good research skills.

ART THEORY AND CRITICISM WOULD SUIT SOMEONE WHO:
• has an interest in history
• enjoys research, analysis and inquiry
• has an interest in artists and their work.

THIS SUBJECT COULD LEAD ME TO:
• further study in the visual arts/curatorial studies/humanities/academia areas.

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

Art Studio Practice 3  
ART315214

IN ART STUDIO PRACTICE 3 I WILL LEARN:
• about the refinement of skills and art techniques in one of the following studio areas:
  » ceramics
  » digital art and media
  » drawing
  » graphic design
  » painting
  » photography
  » printmaking
  » sculpture.
• how to negotiate and plan an exhibition
• how to complete a schematic overview.

IN TYPICAL LESSONS I MIGHT:
• produce artworks
• create planning documents and schematic overviews
• communicate ideas and concepts through making art
• participate in group appraisal and critique forums to evaluate your own art and the artwork of others
• study relevant artists, styles and influences.

TO ENROL IN THIS SUBJECT I NEED:
• Art Production 3 (or equivalent).

ART STUDIO PRACTICE WOULD SUIT SOMEONE WHO:
• wants to refine their high level art making skills
• has a strong sense of artistic direction
• enjoys preparing and conceptualising for exhibitions.

THIS SUBJECT COULD LEAD ME TO:
• a pathway to tertiary study at TasTAFE or university.

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

University Connections Program: Extension Program for Creative Arts – Visual Arts

The 2020 University Connections Program offers an Arts extension program called Expanded Practice. This program provides learning opportunities to experiment with exciting approaches to art making, to acquire a deeper understanding of Art and Design principles, and to be exposed to diverse contemporary art practices, as a means of enriching your engagement in college projects.

Enrolment in this program (at the same time as you are enrolled in the relevant Level 3 subject) will not only help to expand your knowledge and understanding of this learning area, but also provide a HECS-free pathway into study at the University of Tasmania.

To find out more, ask your teacher.
Basic Communication
PRE015115

**IN BASIC COMMUNICATION I WILL LEARN:**
- to communicate effectively in familiar situations
- to share ideas, messages and feelings face-to-face
- to recognise a limited range of important words, symbols, signs and sounds
- to use a variety of materials and media.

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

**TO ENROL IN THIS SUBJECT I NEED:**
- no previous experience
- a willingness to communicate appropriately with a variety of people.

**BASIC COMMUNICATION WILL SUIT SOMEONE WHO:**
- requires flexible and individualised programs
- would like explicit teaching of social, emotional and communication skills.

**THIS SUBJECT COULD LEAD ME TO:**
- access achievable pathways to further education and training, a range of employment outcomes, or inclusion in appropriate community option settings.

Basic Communication does not provide credit points towards the TCE.

---

**TASC subjects**

<table>
<thead>
<tr>
<th>You have:</th>
<th>TASC subjects</th>
<th>May lead to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>No previous skills</td>
<td>Basic Communication</td>
<td>Further study</td>
</tr>
<tr>
<td>An interest or need for literacy skills in work and everyday life Meet TASC entry requirements</td>
<td>Practical English 1</td>
<td>Essential Skills - Reading and Writing 2</td>
</tr>
<tr>
<td>'C' in (or D in consultation with teachers) Year 10 Australian Curriculum English</td>
<td>Essential Skills - Reading and Writing 2</td>
<td>Further study</td>
</tr>
<tr>
<td>'B/C in Year 10 Australian Curriculum English</td>
<td>English Applied 2</td>
<td>English Applied 2</td>
</tr>
<tr>
<td>'A in (or 'strong B’ in consultation with teachers) Year 10 Australian Curriculum English, or ‘CA’ or above in English Foundation 2</td>
<td>English Foundations 2</td>
<td>Training or job where working English skills are required</td>
</tr>
<tr>
<td>English is not your first language</td>
<td>English 3</td>
<td>English Writing 3</td>
</tr>
<tr>
<td></td>
<td>English Literature 3</td>
<td>English 3</td>
</tr>
<tr>
<td></td>
<td>English 3 (Year 12 only)</td>
<td>English Literature 3</td>
</tr>
</tbody>
</table>

**Further study**

**University study in arts, education, media, journalism, graphic design**

Pre-tertiary English is often a pre-requisite for mainland university courses.
Practical English 1
ENG110114

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

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

TO ENROL IN THIS SUBJECT I NEED:
• no previous experience.

PRACTICAL ENGLISH WOULD SUIT SOMEONE WHO:
• wants to develop their skills with functional literacy, especially spelling, punctuation and grammar
• wants to develop skills in reading (understanding, comprehending, interpreting) texts for work, learning, community and everyday personal contexts
• wants to develop skills in writing and creating texts for work, learning, community and everyday personal contexts
• wants to develop skills in speaking and listening for work, learning, community and everyday personal contexts.

THIS SUBJECT COULD LEAD ME TO:
• further study and/or pursue a pathway to further training or employment.

English Applied 2
ENA215114

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

Essential Skills Reading and Writing 2
ERW210114

IN ESSENTIAL SKILLS – READING AND WRITING I WILL LEARN:
• to read routine texts (a text that provides information or instruction)
• to use reading strategies to interpret routine texts
• to produce written, routine texts
• to use correct spelling, punctuation and grammar when writing a routine text
• to recognise and understand specialised vocabulary used in routine texts
• to review and share my work progress.

IN TYPICAL LESSONS I MIGHT:
• read, identify and locate information from routine texts (letters, emails, manuals, instructions charts, rosters, graphs, tables, diagrams, spreadsheets, maps, memos, accounts, reports)
• produce (plan, draft and write) a range of routine texts.

TO ENROL IN THIS SUBJECT I NEED:
• to complete an assessment at college to see if I meet the TASC requirements for entry into this course.

ESSENTIAL SKILLS- READING AND WRITING WOULD SUIT SOMEONE WHO:
• wishes to improve their everyday reading and writing skills
• requires a well-structured and supportive learning program to develop their literacy skills.

THIS SUBJECT COULD LEAD ME TO:
• pursue a pathway to further training or employment.

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

English Foundations 2
ENG215117

IN ENGLISH FOUNDATIONS I WILL LEARN:
• the ways texts work to communicate effectively in a range of contexts: including every day, community, social, further education, training and workplace.

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

TO ENROL IN THIS SUBJECT I NEED:
• ‘C’ in Year 10 Australian Curriculum English.

ENGLISH APPLIED WOULD SUIT SOMEONE WHO:
• wants to consolidate their literacy skills
• wants to undertake a practical English course
• wants to expand their ability to understand and communicate effectively in a range of contexts: including every day, community, social, further education, training and workplace.

THIS SUBJECT COULD LEAD ME TO:
• confidently pursue a pathway to further training or employment.

English Applied 2 meets the standard for Everyday Adult Reading, Writing and Communication and contributes 10 credit points towards the Tasmanian Certificate of Education.
TO ENROL IN THIS SUBJECT
I NEED:
• ‘B/C’ in Year 10 Australian Curriculum English.

ENGLISH FOUNDATIONS WOULD SUIT
SOMEONE WHO:
• enjoys reading, viewing and discussion of a range of texts
• is interested in responding creatively and critically to texts
• wishes to further develop and extend their communication skills (oral and written), and language and literacy skills in preparation to study a Level 3
English subject.

THIS SUBJECT COULD LEAD ME TO:
• further study and/or a pathway to further training or employment.

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

SOMEONE WHO:
• ‘B/C’ in Year 10
English

IN ENGLISH I WILL LEARN:
• the ways themes, ideas and concepts are represented by comparing a range of literary and media texts
• the ways attitudes and perspectives in texts shape audience response and interpretation.

IN TYPICAL LESSONS I MIGHT:
• study a genre such as Dystopian fiction, Thriller or Life Writing
• compare how texts have been adapted from novel to film
• closely analyse a single study text
• produce a negotiated study, oral presentation or multimodal presentation
• read, view and examine a wide variety of print, oral, visual, fiction and non-fiction texts
• respond to texts in a variety of ways (discussing, debating, creating)
• create imaginative, interpretive and analytical responses.

TO ENROL IN THIS SUBJECT
I NEED:
• ‘A’ (or strong B in consultation with teachers) in Year 10 Australian Curriculum English or a rating of CA or above for English 2.

ENGLISH WOULD SUIT
SOMEONE WHO:
• enjoys reading and viewing a range of contemporary literature and media texts from Australia and other cultures
• readily engages in discussion and debate and considers differing perspectives

TO ENROL IN THIS SUBJECT
I NEED:
• ‘A’ (or strong B in consultation with teachers) in Year 10 Australian Curriculum English or a rating of CA or above for English 2.

ENGLISH LITERATURE WOULD SUIT
SOMEONE WHO:
• enjoys reading and responding critically and creatively to texts is interested in the ways language works to create meaning.

THIS SUBJECT COULD LEAD ME TO:
• University studies: a Bachelor of Arts, International Studies, Visual Communication, Media and Communication, Journalism, Education, Social Sciences, Law, Economics and Applied Learning
• Vocational Education: Creative Industries, Hospitality, Tourism, Community Services, Early Childhood Education and Care, Information and Cultural Services.

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

IN ENGLISH LITERATURE I WILL LEARN:
• the ways literary texts can be interpreted
• the ways in which literary texts represent culture and identity
• the relationship between authors, texts, audiences and contexts
• the ways values and ideas are represented in texts and how they are understood by audiences
• the ways historical and cultural contexts influence texts.

IN TYPICAL LESSONS I MIGHT:
• compare a set of poems from different historical and cultural contexts unified by a theme (love or loss)
• study two texts that share common ideas or issues
• undertake in-depth study critically examining one substantial text
• negotiate and produce an independent text study
• study literary texts drawn from the past and present, Australian and other cultures
• respond to texts in a variety of ways (discussing, debating, creating)
• create imaginative, interpretive and analytical responses.

TO ENROL IN THIS SUBJECT
I NEED:
• ‘A’ (or strong B in consultation with teachers) in Year 10 Australian Curriculum English or a rating of CA or above for English 2.

ENGLISH WRITING WOULD SUIT
SOMEONE WHO:
• enjoys responding critically and creatively to texts is interested in the ways language works to create meaning.

THIS SUBJECT COULD LEAD ME TO:
• University studies: a Bachelor of Arts, International Studies, Visual Communication, Media and Communication, Journalism, Education, Social Sciences, Law, Economics and Applied Learning
• Vocational Education: Creative Industries, Hospitality, Tourism, Community Services, Early Childhood Education and Care, Information and Cultural Services.

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

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

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

TO ENROL IN THIS SUBJECT
I NEED:
• ‘A’ (or strong B in consultation with teachers) in Year 10 Australian Curriculum English or a rating of CA or above for English 2.

ENGLISH WRITING WOULD SUIT
SOMEONE WHO:
• enjoys reading
• enjoys crafting imaginative texts and experimenting with compositional styles of writing
is focussed and works well independently and readily reflects on their own learning.

**THIS SUBJECT COULD LEAD ME TO:**

- University studies: a Bachelor of Arts, International Studies, Visual Communication, Media and Communication, Journalism, Education, Social Sciences, Law, Economics and Applied Learning
- A career as a writer: copywriting, content writing, screen writing, editing, journalism, speech writing, technical writing and creative writing
- Vocational Education: Creative Industries, Hospitality, Tourism, Community Services, Early Childhood Education and Care, Information and Cultural Services. (Year 12 only).

**English as an Additional Language or Dialect 1**

**EAL115114**

**IN ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT I WILL LEARN:**
- skills in listening, speaking, reading and writing in Standard Australian English
- to communicate and use language socially and in personal contexts
- to read and understand a range of everyday texts
- to consider aspects of Australian life and culture.

**IN TYPICAL LESSONS I MIGHT:**
- use English to listen, speak, view, read and write
- discuss issues, ideas and attitudes that change across cultures and contexts
- create and present oral, written and multi-modal texts to a range of audiences
- study texts and explore ways in which language choices shape meaning and influence audiences.

**TO ENROL IN THIS SUBJECT I NEED:**
- an interest in developing my English language skills.
- to check requirements for course entry as outlined in the course document.

**ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT WOULD SUIT SOMEONE WHO:**
- wants to develop their understanding and use of the English language

**IN ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT I WILL LEARN:**
- to consolidate my skills in listening, speaking, reading, viewing and writing in Standard Australian English
- to comprehend and create spoken, written and multi-modal texts for different purposes and audiences
- to study and reflect on language and meaning in and through English
- to consider how language influences my own and others’ personal, social and cultural identities and thought processes.

**IN TYPICAL LESSONS I MIGHT:**
- use English to describe, interpret, entertain, persuade and analyse
- discuss issues, ideas and attitudes that change across cultures and contexts
- create and present oral, written and multi modal texts to a range of audiences
- study texts and explore ways in which language choices shape meaning and influence audiences.

**TO ENROL IN THIS SUBJECT I NEED:**
- a solid foundation in using spoken and written English as a second or additional language or dialect
- some proficiency in using English for formal and school purposes
- to check entry requirements as outlined in the course document.

**ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT WOULD SUIT SOMEONE WHO:**
- wants to develop and refine their English language skills
- is interested in the ways language works to create meaning
- wishes to develop a greater understanding of communication and culture
- wishes to go on to further study.

**THIS SUBJECT COULD LEAD ME TO:**
- further study, training or employment.

**English as an Additional Language 3**

**EAL315115**

**IN ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT I WILL LEARN:**
- skills in listening, speaking, reading, viewing and writing in Standard Australian English
- to communicate and respond to issues and ideas effectively
- to create and comprehend extended spoken, written and multi-modal texts for different purposes and audiences
- to examine and consider how language influences my own and others’ personal, social and cultural identities and thought processes.

**IN TYPICAL LESSONS I MIGHT:**
- use English to describe, interpret, entertain, persuade and analyse
- discuss issues, ideas and attitudes that change across cultures and contexts
- create and present oral, written and multi modal texts to a range of audiences
- study texts and explore ways in which language choices shape meaning and influence audiences.

**TO ENROL IN THIS SUBJECT I NEED:**
- a solid foundation in using spoken and written English as a second or additional language or dialect
- some proficiency in using English for formal and school purposes
- to check entry requirements as outlined in the course document.

**ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT WOULD SUIT SOMEONE WHO:**
- wants to develop their understanding and use of the English language
- is interested in developing a greater understanding of communication and culture
- wishes to participate fully in senior secondary courses
- is preparing for further study.

**THIS SUBJECT COULD LEAD ME TO:**
- vocational and or further study including English as an Additional Language or Dialect 3.

**English as an Additional Language 2**

**EAL215114**

**IN ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT I WILL LEARN:**
- to consolidate my skills in listening, speaking, reading, viewing and writing in Standard Australian English
- to comprehend and create spoken, written and multi-modal texts for different purposes and audiences
- to study and reflect on language and meaning in and through English
- to consider how language influences my own and others’ personal, social and cultural identities and thought processes.

**IN TYPICAL LESSONS I MIGHT:**
- use English to describe, interpret, entertain, persuade and analyse
- discuss issues, ideas and attitudes that change across cultures and contexts
- create and present oral, written and multi modal texts to a range of audiences
- study texts and explore ways in which language choices shape meaning and influence audiences.

**TO ENROL IN THIS SUBJECT I NEED:**
- a solid foundation in using spoken and written English as a second or additional language or dialect
- some proficiency in using English for formal and school purposes
- to check entry requirements as outlined in the course document.

**ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT WOULD SUIT SOMEONE WHO:**
- wants to develop and refine their English language skills
- is interested in the ways language works to create meaning
- wishes to develop a greater understanding of communication and culture
- wishes to go on to further study.

**THIS SUBJECT COULD LEAD ME TO:**
- further study, training or employment.
You have:  

<table>
<thead>
<tr>
<th>TASC subjects</th>
<th>May lead to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>No previous experience</td>
<td>Japanese Foundation 2</td>
</tr>
<tr>
<td>Level 2 language study or good standard in the language at high school</td>
<td>Japanese 3</td>
</tr>
</tbody>
</table>

Learning an additional language helps you to:

- engage with the global community
- widen your cultural understanding and experiences
- develop new perspectives and opportunities
- strengthen your communication skills
- gain a competitive edge in the job market
- opportunities to travel.

Many courses complement your language studies. For example, students learning an Asian language may be interested in Australia in Asia and the Pacific (page 76) or Asian Studies.

**TASC subjects**

**Japanese Foundation 2**  
JPN215114

**Japanese 3**  
JPN315114

**IN JAPANESE I WILL LEARN:**

- to communicate in spoken Japanese
- to express ideas and information in written Japanese
- to read and respond to written Japanese
- to explore, understand and appreciate Japanese customs, traditions and culture.

**IN TYPICAL LESSONS I MIGHT:**

- communicate about myself, my life and plans for the future
- explore, research, compare and critically reflect on Japanese and Australian culture
- prepare for internal and external assessment of oral and written components (Japanese 3).

**TO ENROL IN THIS SUBJECT I NEED:**

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

**THIS SUBJECT WOULD SUIT SOMEONE WHO:**

- is interested in living and learning as part of a global community
- enjoys communicating and connecting with Japanese speakers and communities
- is open to developing new perspectives and widening cultural understanding
- wants to gain a competitive edge in the job market.

**THIS SUBJECT COULD LEAD ME TO:**

- further study
- global work opportunities particularly in areas such as tourism and hospitality, business, education and communications, diplomacy and the arts
- possible opportunities to travel.

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

**University Connections Program: Extension Program for Languages**

The 2020 University Connections Program offers extension programs in Chinese, French, German and Japanese. These programs build upon your Level 3 language study to develop competency in preparation for University of Tasmania second year level language study.

Enrolment in this program (at the same time as you are enrolled in the relevant Level 3 language subject) will not only help to expand your knowledge and understanding of this learning area, but also provides a HECS-free pathway into study at the University of Tasmania. To find out more, ask your teacher.
## HEALTH AND PHYSICAL EDUCATION

### TASC subjects

<table>
<thead>
<tr>
<th>You have:</th>
<th>TASC subjects</th>
<th>May lead to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interest in improving your health and wellbeing</td>
<td>Community Sport &amp; Recreation 2</td>
<td>Athlete Development 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sport Science 2</td>
</tr>
<tr>
<td>Participated in a recognised sporting competition</td>
<td>Athlete Development (General) 2</td>
<td>Further study</td>
</tr>
<tr>
<td></td>
<td>Athlete Development (Specialised) 2</td>
<td></td>
</tr>
<tr>
<td>An interest in the area</td>
<td>Outdoor Education 2 (Expedition)</td>
<td>Outdoor Leadership 3</td>
</tr>
<tr>
<td>Interest in improving your health and wellbeing</td>
<td>Personal Health and Wellbeing 2</td>
<td>Health Studies 3</td>
</tr>
<tr>
<td>No previous experience</td>
<td>Sport Science Foundation 2</td>
<td>Employment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sport Science 3</td>
</tr>
<tr>
<td>‘A/B’ (or ‘C’ in consultation with teachers) in Year 10 Australian Curriculum</td>
<td>Health Studies 3</td>
<td>Study and careers in education and a wide range of health-related areas</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outdoor Education 2</td>
<td>Outdoor Leadership 3</td>
<td>Further study</td>
</tr>
<tr>
<td>‘A/B’ (or ‘C’ in consultation with teachers) in Year 10 Australian Curriculum</td>
<td>Sport Science 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To be in Year 12 or 13</td>
<td>Sports and Recreation Management (University Connections Program)</td>
<td></td>
</tr>
</tbody>
</table>

### VET courses

<table>
<thead>
<tr>
<th>You have:</th>
<th>VET courses</th>
<th>May lead to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>An interest in Australian Defence Forces, Police</td>
<td>Vocational Skills: Emergency Responses, Survival &amp; Wilderness Conservation</td>
<td>The ADF Reserve program</td>
</tr>
<tr>
<td>An interest in the area</td>
<td>Certificate III in Fitness</td>
<td>Certificate IV in Fitness</td>
</tr>
<tr>
<td>Certificate III in Fitness</td>
<td></td>
<td>Employment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Further study</td>
</tr>
</tbody>
</table>

For detailed information please go to the VET Faculty section on page 88
TASC subjects

Talented Athlete Program (TAP)

The senior TAP program offers two year-long courses, Athlete Development (General) and Athlete Development (Specialised). Both courses contribute 15 credit points toward the TCE and can be completed in Year 11 or 12.

Athlete Development (General) is teacher-led initially and later requires student-athletes to meet with an accredited coach to develop a written training plan. The Athlete Development (Specialised) course has external (governing body) coaches working with student-athletes in class to develop tactical and technical skills.

The course contains three modules:
- Tactical and technical skills
- Strength and conditioning
- Performance sport education

ATHLETE DEVELOPMENT WOULD SUIT SOMEONE WHO:
- has a high work ethic and commitment to developing their personal potential
- is aiming to develop their personal attributes as an athlete and are willing to apply themselves in their chosen sport
- wants to work with their teacher and coach on developing their personal program.

TO ENROL IN THIS SUBJECT I NEED:
- a ‘C’ in Year 10 Australian Curriculum HPE
- to have an accredited external coach provide written programs and feedback
- to have the above accredited external coach provide written endorsement of enrolment and verify the student’s capacity to successfully complete the course
- to be in physical preparation, sport-specific coaching and technical training programs.

LEARNING ACTIVITIES MAY INCLUDE:
- specialist training under the direction of the coach
- individualised learning opportunities focussed on individual sporting performance

TO ENROL IN THIS SUBJECT YOU NEED:
- to have an accredited external coach provide written programs and feedback
- to have the above accredited external coach provide written endorsement of enrolment and verify the student’s capacity to successfully complete the course
- to be in physical preparation, sport-specific coaching and technical training programs.
- to be highly motivated to improve individual sporting performance
- to play for the school if that sport is offered

THIS SUBJECT COULD LEAD ME TO:
- ongoing study in the areas of physical education, sport science, health studies, human movement, exercise science and personal training
- a range of roles in the fitness, sport and recreation industry and involvement as a volunteer in sport.

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

Athlete Development 2 (Specialised) ATH215118

YOU WILL LEARN ABOUT:
- developing a sport specific well-organised, systematic training program
- developing and maintaining a level of physical conditioning to achieve optimal sporting performance
- setting goals and outlining ways in which these can be achieved
- how basic physical, psychological and social factors influence sporting performance
- basic sports nutrition
- strategies to reduce the incidence of injury and how to manage injuries.

LEARNING ACTIVITIES MAY INCLUDE:
- individualised learning opportunities focussed on individual sporting performance
- to develop personal performance through a range of methods
- sports knowledge tutorials focussing on a variety of topics specific to enhancing sporting performance
- to have an accredited external coach provide written programs and feedback
- to have the above accredited external coach provide written endorsement of enrolment and verify the student’s capacity to successfully complete the course
- to be in physical preparation, sport-specific coaching and technical training programs.
- to be highly motivated to improve individual sporting performance
- to play for the school if that sport is offered

THIS SUBJECT PROVIDES:
- a pathway to ongoing study in the areas of physical education, sport science, health studies, human movement, exercise science and personal training
- contributes 15 credit points towards the Tasmanian Certificate of Education
- US College pathway (basketball, soccer)

IN TYPICAL LESSONS I MIGHT:
- participate in a personal/ training group conditioning and/or recovery program
- choose and use a suitable testing battery to regularly monitor improvement and my personal athlete profile
- evaluate some video footage of high performance athletes and have a group discussion
- trial various experiences that support the work done with your specialist coach e.g. massage, pool based recovery or rehabilitation, strength training, plyometrics and visualisation
- do sport specific training under the direction of a suitable coach
- review and reflect on journal entries and look for patterns in performance and training to develop
- strategies to reduce the incidence of injury and how to manage injuries
- how various recovery methods affect performance
- strategies to reduce the incidence of injury and how to manage injuries
- methods of sport-specific conditioning (physical preparation and recovery)
- how to evaluate and review personal performance
- to choose, discuss, evaluate and apply a range of current high performance sport education information and resources shared through group tutorials.

IN ATHLETE DEVELOPMENT I WILL LEARN:
- how to manage a sport specific, well-organised, systematic training program
- about developing and maintaining a level of physical conditioning to achieve optimal sporting performance
- strategies for setting goals and outlining ways in which these can be achieved
- how basic physical, psychological and social factors influence sporting performance
- about current trends in sports nutrition and hydration
- how various recovery methods affect performance
- strategies to reduce the incidence of injury and how to manage injuries
- methods of sport-specific conditioning (physical preparation and recovery)
- how to evaluate and review personal performance
- to choose, discuss, evaluate and apply a range of current high performance sport education information and resources shared through group tutorials.

2020 STUDENT GUIDE FOR YEARS 10, 11 AND 12

HEALTH AND PHYSICAL EDUCATION

2020 STUDENT GUIDE FOR YEARS 10, 11 AND 12

HEALTH AND PHYSICAL EDUCATION

62
Community Sport & Recreation 2  
HPE215118

**IN COMMUNITY SPORT & RECREATION I WILL LEARN:**
- about opportunities for employment, enterprise, further study, leisure and lifelong learning.
- opportunities to experience the challenge and fun of active participation in physical activity while developing beneficial vocational and life skills including balancing priorities, managing time and experiencing the value of a healthy lifestyle.
- to develop skills orientated towards work, personal fitness, general health and wellbeing.

**IN TYPICAL LESSONS I MIGHT:**
- play a wide range of team and individual sports as well as do various recreational activities (planned to suit the size/dynamics of the class using facilities on site and in the community)
- discuss a range of health issues and ways to manage them, find information or get help
- devise a poster or digital presentation to show my personal lifestyle improvement plan
- do fun physical challenge activities to build teamwork, relationships and communication.

**TO ENROL IN THIS SUBJECT I NEED:**
- to enjoy being, or want to be, healthy and active
- no previous experience

**THIS SUBJECT COULD LEAD ME TO:**
- a broad pathway to other Year 11/12 courses such as: Sports Science - Foundation Level 2, Personal Health and Wellbeing Level 2, and Outdoor Recreation Level 2, as well as providing background to support the transition to studying Level 3 courses in the HPE area.
- further education and employment in the fields of fitness, outdoor recreation and education, sports administration, community health and recreation and sport.

Outdoor Education 2 (Expedition)  
OXP215118

**IN OUTDOOR EDUCATION I WILL LEARN:**
- about technical knowledge and safety skills required to participate in adventure recreation and/or expedition experiences
- personal and social skills and how to operate as an effective group member
- to set and reflect on personal goals related to various outdoor activities
- the importance of sustainable practice to help protect our natural environments for future generations
- about planning, logistics, nutrition, First Aid, navigation, weather interpretation and risk management considerations related to planning for outdoor recreation activities.

**IN TYPICAL LESSONS I MIGHT:**
- undertake a variety of shorter in the field and classroom-based experiences
- prepare for specific adventure activities and/or expeditions, problem solving and team building exercises
- take part in activities which may include kayaking, rock climbing, bush walking, abseiling, caving, snorkelling, surfing, mountain biking and/or self-contained expeditions.
- prepare a digital or verbal presentation reflecting on my experiences and their impact
- do an overnight self-contained land and/or water journey-based expedition.

**TO ENROL IN THIS SUBJECT I NEED:**
- no previous experience
- ‘C’ in Year 10 Australian Curriculum HPE or an SA in Outdoor Experiences 1.

**OUTDOOR EDUCATION WOULD SUIT SOMEONE WHO:**
- enjoys unique and challenging experiences and has a sense of adventure
- has good time management and organisational skills to enable significant participation in at least five different outdoor activities
- likes completing new or tough tasks that provide a sense of achievement and satisfaction
- wants to test and develop their personal, interpersonal and technical skills.

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

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

Personal Health and Wellbeing 2  
PER215118

**YOU WILL LEARN ABOUT:**
- the concept of self and individuality - strengths and weakness
- diet and nutrition - for performance
- risk taking and making informed personal choices - tactical and technical game play
- personal fitness and the value of exercise
- lifestyle diseases and their associated risk factors for athletes

**YOU DO THIS BY STUDYING:**
- personality and learning styles
- diet and healthy eating choices
- risk taking and adolescent behaviours, including performance drugs
- lifestyle choices and personal health issues

**LEARNING ACTIVITIES MAY INCLUDE:**
- evaluation by self, peer and teacher
- maintaining a folio of class work and experiences
- individual and group investigation projects
- participation in a variety of activities

**TO ENROL IN THIS SUBJECT YOU NEED:**
- a keen interest in improving sporting skills, personal fitness, health and wellbeing
- a willingness to be active and to participate fully in activities

**THIS SUBJECT:**
- exposes you to a wide range of realistic sport related tasks
- provides a pathway to Health Studies 3 and Sport Science 3
- contributes 15 credit points towards the Tasmanian Certificate of Education. 

---
Health Studies 3
SPT315118

IN HEALTH STUDIES I WILL LEARN:
• about personal, Australian and global health issues leading to a global perspective of health
• the physical, social, emotional and spiritual elements of health and how they are related
• how the media and community respond and shape health issues
• how technology impacts on the health of individuals in the 21st century.
• about informed health choices (including drugs and sexuality issues) and risk taking
• how data reflects the health of Australians and reflects the factors influencing health
• about national health priorities and Australia’s health care system
• Australia’s role in global health with regard to less developed and more developed countries
• international health approaches and policies including sustainable development goals, primary health care and foreign aid
• about groups of people experiencing inequalities in regard to their health.

IN TYPICAL LESSONS I MIGHT:
• work online to research for personal or collaborative group investigations
• construct a graphic or digital presentation to examine a significant health issue
• listen to guest speakers or view digital presentations by leading health care individuals and organisations
• work within a small group to compare different countries, summarize data, identify issues and suggested solutions and report your findings to the class
• review current research and strategies in preparation for an in class debate.

TO ENROL IN THIS SUBJECT I NEED:
• ‘B’ (or ‘C’ in consultation with teachers) in Year 10 Australian Curriculum English.

Health Studies 3
SPT315118

IN HEALTH STUDIES I WILL LEARN:
• about personal, Australian and global health issues leading to a global perspective of health
• the physical, social, emotional and spiritual elements of health and how they are related
• how the media and community respond and shape health issues
• how technology impacts on the health of individuals in the 21st century.
• about informed health choices (including drugs and sexuality issues) and risk taking
• how data reflects the health of Australians and reflects the factors influencing health
• about national health priorities and Australia’s health care system
• Australia’s role in global health with regard to less developed and more developed countries
• international health approaches and policies including sustainable development goals, primary health care and foreign aid
• about groups of people experiencing inequalities in regard to their health.

IN TYPICAL LESSONS I MIGHT:
• work online to research for personal or collaborative group investigations
• construct a graphic or digital presentation to examine a significant health issue
• listen to guest speakers or view digital presentations by leading health care individuals and organisations
• work within a small group to compare different countries, summarize data, identify issues and suggested solutions and report your findings to the class
• review current research and strategies in preparation for an in class debate.

TO ENROL IN THIS SUBJECT I NEED:
• ‘B’ (or ‘C’ in consultation with teachers) in Year 10 Australian Curriculum English.

Outdoor Leadership 3
OXP315118

IN OUTDOOR LEADERSHIP I WILL LEARN:
• key elements and considerations required to plan for activities and lead groups
• to develop my adventure activity skills and knowledge through participating in outdoor activities
• several research based theories and ways to develop leadership capacity
• emergency and risk management procedures
• how leaders consider environmental management to ensure sustainable practices
• about the ways humans experience and relate to the natural environment.

IN TYPICAL LESSONS I MIGHT:
• have a small group discussion to help each other with planning, leading and managing an outdoor experience for a group
• research and debate a current environmental management or access issue
• experience a variety of field and classroom-based challenges involving the planning of activities, problem solving and research tasks
• prepare and participate in sessions for kayaking, rock climbing, bushwalking,..
Sport Science 3
SPT315118

IN SPORT SCIENCE I WILL LEARN:
• about the three main disciplines that contribute to current sport science practice;
  » sport psychology including goal setting, motivation, stress and anxiety and visualisation
  » exercise physiology, energy systems, recovery, training programs (and their effects)
  » skill acquisition with regard to motor skills, information processing, feedback and movement analysis.
• how various factors influence and contribute to sports performance and why certain approaches are widely used
• about ways athletes learn sports skills and the implications for coaching and practice
• how different training types are designed to target particular responses in athletes
• ways to examine human systems and function during exercise, and how physical activity impacts health
• how the inter-relationships and connections between physiology, skill acquisition and sports psychology can impact on performance.

IN TYPICAL LESSONS I MIGHT:
• watch and analyse footage of various sports people, identify and discuss the strategies or techniques they are using and target options to improve performance
• work with classmates to compare ways of preparing and managing athletes in intensive competitions such as local tournaments, national and international events
• work online to research and compare your findings in a small group discussion
• prepare digital presentations and/or negotiated research assignments
• learn how to use technology and equipment in practical lab work and athlete performance testing
• research scientific evidence and publications around specific sports and trends.

OUTDOOR LEADERSHIP WOULD SUIT SOMEONE WHO:
• enjoys working in the natural environment and has a dedicated and enthusiastic approach to safe participation in adventure experiences
• enjoys new challenges and wants to understand appropriate ways to work with and lead people in various situations or settings
• wants to study and develop their own leadership knowledge and skills.

THIS SUBJECT COULD LEAD ME TO:
• a wide range of personal, vocational and further education and training options, this subject provides a transferrable skillset for learners wishing to move into areas of employment where there is a requirement for people managers and team workers, particularly those working outdoors and/or where leadership, responsibility, decision-making and resourcefulness are crucial, such as The Defence Forces, Police, Ambulance and Fire Departments, the Antarctic Division, and Adventure Tourism and Education.
• further study in related VET courses or tertiary qualifications in Outdoor Education.

Outdoor Leadership 3 meets the standards for both Everyday Adult Use of Computers and the Internet and Everyday Adult Reading and Writing and Communication and contributes 15 credit points for the TCE.
TO ENROL IN THIS SUBJECT
I NEED:
• successful completion of a Level 3
  English subject in Year 11.

SPORTS AND RECREATION
MANAGEMENT WOULD SUIT
SOMEONE WHO:
• is interested in the different
  managerial and administrative
  components of the sport industry at
  local, state, national and international
  levels
• wants to learn more about the
  business side of a wide range of
  sports and recreation ventures
• wants to develop university-specific
  study skills and techniques.

THIS SUBJECT COULD LEAD ME TO:
• a number of areas in sport, recreation
  and business management or
  associated fields.

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

For more information, please visit
the University’s website and discuss
your University Connection Program
course options with a teacher or course
counsellor at your school.
### HUMANITIES AND SOCIAL SCIENCES - BEHAVIOURAL STUDIES

#### You have: TASC subjects May lead to:

<table>
<thead>
<tr>
<th>No previous experience</th>
<th>Focus on Children 1</th>
<th>Working with Children 2 Certificate II in Community Services (focus on Children’s Services)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No previous experience</td>
<td>Working with Children 2</td>
<td>Certificate II in Community Services Certificate III in Early Childhood Education and Care Introduction to Sociology and Psychology 2 Sociology 3 Psychology 3 Further study</td>
</tr>
<tr>
<td>‘C’ in Year 10 Australian Curriculum English is recommended</td>
<td>Introduction to Sociology and Psychology 2</td>
<td>Further study or careers in a range of service industries Sociology 3 Psychology 3</td>
</tr>
<tr>
<td>‘A/B’ (or ‘C’ in consultation with teachers) in Year 10 Australian Curriculum English is recommended</td>
<td>Psychology 3 Sociology 3</td>
<td>Further study or careers in a range of service industries</td>
</tr>
</tbody>
</table>

#### You have: VET courses May lead to:

| An interest in the area | Certificate III in Early Childhood Education and Care | Diploma of Early Childhood Education and Care |

For detailed information please go to the VET Faculty section on page 96
### TASC SUBJECTS

**Focus on Children 1**  
BHC115116

**IN FOCUS ON CHILDREN I WILL LEARN:**
- how to care for children
- how to interact confidently and appropriately with children
- how children develop and learn
- about how children, parents and others work together in the childcare environment
- safe and appropriate environments for children; benefits of play; guiding children’s behaviour.

**IN TYPICAL LESSONS I MIGHT:**
- take part in practical experiences and observations in childcare environments
- participate in activities and discussions about the stages of growth for children
- interact with children
- observe and respond to children’s basic needs
- complete some assignments and practical tasks.

**TO ENROL IN THIS SUBJECT I NEED:**
- no previous experience
- to acquire a Working with Vulnerable People registration prior to placement.

**FOCUS ON CHILDREN WOULD SUIT SOMEONE WHO:**
- is interested in working with children
- is interested in developing the basic knowledge and skills required to work with children and others in a range of child care environments, including the home
- enjoys a range practical tasks
- appreciates that the care of children is valuable and rewarding.

**THIS SUBJECT COULD LEAD ME TO:**
- further study in Behavioural Sciences, such as *Working with Children 2* and other Level 2 courses.

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

<table>
<thead>
<tr>
<th>Focus on Children 1</th>
<th>Working with Children 2</th>
<th>Introduction to Sociology and Psychology 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BHC115116</strong></td>
<td><strong>BHC215116</strong></td>
<td><strong>BHX215118</strong></td>
</tr>
</tbody>
</table>

**IN WORKING WITH CHILDREN I WILL LEARN:**
- skills and knowledge required for the care of children in practical and theoretical contexts
- theories of child development
- about the educational, social and ethical frameworks of child care environments.

**IN TYPICAL LESSONS I MIGHT:**
- investigate how children develop and their stages of development
- learn how to interact appropriately with children, care providers, parents and others in the childcare environment
- design and implement safe and age-appropriate activities in the childcare environment
- develop understandings of the importance of health and hygiene, children’s play and how to guide children’s behaviour
- interview playgroups and/or childcare providers
- discuss topics related to child care
- implement safe and age-appropriate activities in a child care environment
- engage in optional studies which may include: careers with children; nutrition and health; children and technology; sustainable practices.

**TO ENROL IN THIS SUBJECT I NEED:**
- no previous experience
- a ‘C’ in Year 10

**IN TYPICAL LESSONS I MIGHT:**
- discuss topics related to child care
- implement safe and age-appropriate activities in a child care environment
- engage in optional studies which may include: careers with children; nutrition and health; children and technology; sustainable practices.

**TO ENROL IN THIS SUBJECT I NEED:**
- no previous experience
- a ‘C’ in Year 10 Australian Curriculum English.

**IN INTRODUCTION TO SOCIOLOGY AND PSYCHOLOGY I WILL LEARN:**
- the disciplines of sociology and psychology
- about society, behavioural sciences and culture and the various social interactions of individuals and groups
- why other people behave the way they do (individually and in groups)
- the way human societies are structured and major issues facing these societies
- theories and ideas to explain human actions and behaviours.

**IN TYPICAL LESSONS I MIGHT:**
- conduct research on sociology as a study that seeks to explain human behaviour in contemporary social life
- investigate psychology as a study that provides an understanding of human behaviour and the experiences of the individual
- discuss key topics on sociology and psychology
- use basic terms, concepts and ideas to describe human behaviour and motivation
- apply appropriate theories to interpret evidence and information from a variety of sources
- examine the forces that influence behaviour
- investigate sociological and psychological concepts
- investigate topics from the fields of sociology and psychology.

**TO ENROL IN THIS SUBJECT I NEED:**
- ‘C’ in Year 10 Australian Curriculum English.

**IN INTRODUCTION TO SOCIOLOGY AND PSYCHOLOGY WOULD SUIT SOMEONE WHO:**
- is interested in developing understanding of themselves and other individuals, groups and institutions within society
- is interested in a Level 2 course in the Behavioural Sciences that may also provide a pathway to further studies at Level 3.
I NEED: TO ENROL IN THIS SUBJECT

IN TYPICAL LESSONS I MIGHT:

IN SOCIOLOGY I WILL LEARN:

IN PSYCHOLOGY I WILL LEARN:

THIS SUBJECT WOULD LEAD ME TO:

SOCIOCY WOULD SUIT SOMEONE WHO:

THIS SUBJECT COULD LEAD ME TO:

TO ENROL IN THIS SUBJECT I NEED:

SOMEONE WHO:

TO ENROL IN THIS SUBJECT I NEED:
**HUMANITIES AND SOCIAL SCIENCES - ECONOMICS & BUSINESS**

**TASC SUBJECTS**

### Business Studies Foundation 2
**BST215116**

**IN BUSINESS STUDIES FOUNDATION I WILL LEARN:**
- to use business terms, concepts and processes
- to understand the internal and external forces which influence business
- to develop a business plan
- to understand the qualities of a successful entrepreneur.

**IN TYPICAL LESSONS I MIGHT:**
- research the role of business in the Australian economy
- identify how marketing, accounting and finance are important in business
- apply models, techniques and processes to provide data and information for making business decisions
- work with others to apply relevant business ideas in the development of a business plan.

**TO ENROL IN THIS SUBJECT I NEED:**
- ‘C’ in Year 10 Australian Curriculum Mathematics and English.

**BUSINESS STUDIES FOUNDATION WOULD SUIT SOMEONE WHO:**
- is interested in business and those who are successfully involved in business
- wants to know more about establishing a small business
- has well developed organisational skills.

**THIS SUBJECT COULD LEAD ME TO:**
- further study in Business Studies 3, Accounting 3, Economics 3 or certificate courses in the business sector.

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

### Accounting 3 (Available in 2021)
**ACC315116**

**IN ACCOUNTING I WILL LEARN:**
- how to record financial information for a business
- how to prepare business financial statements
- how firms use financial statements to run their businesses
- how to better manage my own money.

**IN TYPICAL LESSONS I MIGHT:**
- participate in practical accounting exercises
- prepare cash budgets and bank reconciliations

**ACCOUNTING WOULD SUIT SOMEONE WHO:**
- has a good ‘feel’ for numbers and who is numerically literate
- wants to understand the financial elements which guide business decision-making
- wants to understand what it’s like to work in a commercial environment.

**THIS SUBJECT COULD LEAD ME TO:**
- further study and/or a career in accounting or business.

Accounting 3 meets the standard for Everyday Adult Mathematics and contributes 15 credit points towards the Tasmanian Certificate of Education.
**Business Studies 3**  
**BST315116**

**IN BUSINESS STUDIES I WILL LEARN:**
- about the nature of business
- about the importance of key business functions, including marketing, human resource and financial management
- the economic, environmental, ethical and governmental issues related to managing a business
- about the legal, social and technological issues which impact on business in Australia.

**IN TYPICAL LESSONS I MIGHT:**
- participate in group discussions, presentations and activities
- undertake assignments and practical tasks designed to develop understanding of business issues
- research successful businesses as well as entrepreneurial traits and characteristics
- prepare a feasibility study for a start-up business idea.

**TO ENROL IN THIS SUBJECT I NEED:**
- ‘A’ or ‘B’ (‘C’ in consultation with teachers) in Year 10 Australian Curriculum Mathematics and English.

**BUSINESS STUDIES WOULD SUIT SOMEONE WHO:**
- is interested in marketing, human resource management and/or accounting and finance.
- wants to understand the world of business and is interested in learning the skills to influence the operations of a business
- has well developed organisational skills.

**ECONOMICS 3**  
**ECN315116**

**IN ECONOMICS I WILL LEARN:**
- how markets operate
- the foundational elements of the Australian economy and the factors that impact on growth, jobs and standard of living
- how the government manages the economy, including management of unemployment, inflation and interest rates
- the role of government in the economy and global financial markets
- Australia’s role in the global economy
- issues of environmental economics as well as income inequality in Australia.

**IN TYPICAL LESSONS I MIGHT:**
- participate in group discussions, presentations and activities designed to develop understanding and appreciation of economic issues
- undertake investigations into poverty or environmental issues in economics
- interpret and analyse economic data and economic policy alternatives
- complete assignments and tests.

**TO ENROL IN THIS SUBJECT I NEED:**
- ‘A’ or ‘B’ (‘C’ in consultation with teachers) in Year 10 Australian Curriculum Mathematics and English.

**ECONOMICS WOULD SUIT SOMEONE WHO:**
- has an active interest in economic issues that affect people both in Australia and the global economy
- is interested in understanding why interest rates go up and down
- wants a better understanding of Australia’s major trading partners and why we export and import
- is curious about the origin and impact of major economic decisions and policies such as the federal budget
- has well developed organisational skills.

**UNIVERSITY of TASMANIA**

**University Connections Program: Extension Program for Accounting**

The 2020 University Connections Program offers an extension program in Accounting called Accounting and Financial Decision Making. This program aims to strengthen your skills and knowledge in the analysis of company financial statements and financial decision making techniques used by managers in organisations.

Enrolment in this program is based on you currently studying (or have successfully completed in a prior year) Level 3 Accounting (ACC315116). The unit will not only help to expand your knowledge and understanding of this learning area, but also provides a HECS-free pathway into study at the University of Tasmania. To find out more, ask your teacher.

**University Connections Program: Extension Program for Business**

The 2020 University Connections Program also offers a Business extension program in this subject area called Enterprise U. This unit will enable college students to gain a personal understanding of the factors that prevent their engagement in enterprising behaviours. Increasingly employers in many areas demand that graduates demonstrate a capacity for enterprising behaviour.

Upon completion of this unit, students will have had an opportunity to develop specific enterprise knowledge and skills. Importantly, students will also have the opportunity to develop personal confidence through which future entrepreneurial behaviour is possible. Enrolment in this unit will not only help to expand your knowledge and understanding of this subject area, but also provides a HECS-free pathway into study at the University of Tasmania. To find out more, ask your teacher.
HUMANITIES AND SOCIAL SCIENCES - CIVICS & CITIZENSHIP

You have:

<table>
<thead>
<tr>
<th>‘C’ in Year 10 Australian Curriculum English</th>
<th>TASC subjects</th>
<th>May lead to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Legal Studies Foundation 2</td>
<td>Legal Studies 3</td>
</tr>
<tr>
<td></td>
<td>Legal Studies 3</td>
<td>Further study Employment</td>
</tr>
</tbody>
</table>

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

TASC SUBJECTS

Legal Studies Foundation 2
LST215117

IN LEGAL STUDIES FOUNDATION I WILL LEARN:

- the role of the law in Australian society
- the theory and practice of Australian Consumer Law
- key aspects of Australian Family Law
- how Australian Employment Law impacts on me
- what is crime and what are the powers of the police.

IN TYPICAL LESSONS I MIGHT:

- participate in visits to law courts, prison and parliament
- investigate the structure and responsibilities of the three levels of Government in Australia
- apply my understanding of employment law to real world examples
- individually or in groups, undertake research on legal issues
- complete tasks and assignments.

TO ENROL IN THIS SUBJECT I NEED:

- ‘C’ in Year 10 Australian Curriculum English.

LEGAL STUDIES WOULD SUIT SOMEONE WHO:

- is curious, and is seeking insights into the basis of applied justice.

THIS SUBJECT COULD LEAD ME TO:

- further study, as this course provides a pathway to Legal Studies 3
- careers in government positions, the legal profession, policing, journalism or social work.

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

Legal Studies 3
LST315117

IN LEGAL STUDIES I WILL LEARN:

- the principles and practices underpinning our system of government
- the role of the law in our society
- the major political and legal institutions in Australia, such as the Australian parliament and the High Court of Australia, and how they operate
- how legal disputes are resolved
- how the Australian and international legal systems operate.

IN TYPICAL LESSONS I MIGHT:

- develop an awareness of the legal system in Australia
- research how laws are made and changed, nationally and internationally
- undertake group activities on the court system, trials and juries
- respond to concerns as to the efficacy of the criminal justice system
- reflect on the effectiveness of our legal system
- undertake individual research on topical legal issues
- complete various tasks and assignments.

TO ENROL IN THIS SUBJECT I NEED:

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

LEGAL STUDIES WOULD SUIT SOMEONE WHO:

- enjoys research, investigation and analysis
- wants to know more about how government works
- has an interest in our system of dispute resolution
- wants to know more about international political events
- has very good organisational skills.

THIS SUBJECT COULD LEAD ME TO:

- further study
- a career in journalism, law, government administration, policing, social work and court administration.

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

University Connections Program: Extension Program for Legal Studies 3

The 2020 University Connections Program offers an extension program for Legal Studies 3, called Politics & Law. The unit aims to extend and deepen students’ learning within Legal Studies 3 in relation to the topics of Politics in Australia, International Relations and International Law and Law Reform. Online tasks combined with a series of weekend workshops comprising lecture(s) and various follow-up activities (e.g. role-plays and simulated parliamentary debates) will enable your practical application of fundamental principles and theories in relation to the subject matter.

Enrolment in this program (at the same time as you are enrolled in Legal Studies 3) will not only help to expand your knowledge and understanding of this learning area, but also provides a HECS-free pathway into study at the University of Tasmania. To find out more, ask your teacher.
### HUMANITIES AND SOCIAL SCIENCES: HISTORY, SOCIETY & THE ENVIRONMENT

#### TASC subjects

<table>
<thead>
<tr>
<th>You have:</th>
<th>May lead to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘C’ in Year 10 Australian Curriculum English is recommended</td>
<td>Exploring Issues in Society 2</td>
</tr>
<tr>
<td>Tasmanian Aboriginal Studies 2</td>
<td></td>
</tr>
<tr>
<td>‘A/B’ (or ‘C’ in consultation with teachers) in Year 10 Australian Curriculum English or History is recommended</td>
<td>Ancient History 3 (Available in 2021)</td>
</tr>
<tr>
<td></td>
<td>Geography 3 (Available in 2021)</td>
</tr>
<tr>
<td></td>
<td>Modern History 3</td>
</tr>
<tr>
<td>‘A/B’ (or ‘C’ in consultation with teachers) in Year 10 Australian Curriculum English or History is recommended</td>
<td>Philosophy 3</td>
</tr>
<tr>
<td></td>
<td>Australia in Asia and the Pacific 3</td>
</tr>
<tr>
<td>Independent study skills</td>
<td>Student Directed Inquiry 3</td>
</tr>
</tbody>
</table>

#### VET courses

<table>
<thead>
<tr>
<th>You have:</th>
<th>May lead to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>No previous experience</td>
<td>Certificate II in Tourism</td>
</tr>
</tbody>
</table>

For detailed information please go to the VET Faculty section on page 94.
TASC SUBJECTS

Exploring Issues in Society 2
BHF215116

IN EXPLORING ISSUES IN SOCIETY I WILL LEARN:
• about issues faced by families and communities in today's society
• how actions by government, communities, families and individuals have an impact on resolving issues
• about the role of community organisations in responding to social issues
• how to contribute to community organisations by direct participation
• how social and cultural differences contribute to public debate
• about the ideas, values and perspectives of myself and others.

IN TYPICAL LESSONS I MIGHT:
• look at a social issue related to family, community; health; income and poverty
• propose a practical project to investigate
• look at social and cultural diversity in Australia
• look at issues related to:
  » population and migration
  » the influence of technology
  » societies and environments
  » children or aged care
• create a portfolio on a community project
• complete assignments in a range of formats that may include:
  » flow charts
  » visual maps
  » posters, collage
  » electronic or multi-modal presentations
  » oral presentation
  » reports.

TO ENROL IN THIS SUBJECT I NEED:
• to be willing to work in projects that reflect the nature of community issues.

WOULD SUIT SOMEONE WHO:
• is interested in social issues of today
• is well organised and enjoys engaging in community projects
• enjoys working with others

Tasmanian Aboriginal Studies 2
TAS215118

IN TASMANIAN ABORIGINAL STUDIES I WILL LEARN:
• about the histories, cultures, values, beliefs, lifestyles of Tasmanian Aboriginal people in the past and present
• about the contributions of Tasmanian Aboriginal people in the past and present
• to be an active participant in reconciliation
• about a range of units of study, such as:
  » country and place (including Aboriginal migration to Tasmania, use of the land and European contact)
  » culture
  » people (including original clans, significant individuals and contemporary Tasmanian Aborigines)
• personal inquiry where you examine an aspect of the Tasmanian Aboriginal experience of your choice.

IN TYPICAL LESSONS I MIGHT:
• learn about ice age migration to Tasmania and ice age hunting patterns
• examine land settlement patterns for the last 12,000 years
• learn about sacred country and creation stories
• learn about the European search for Terra Australia and first contact
• study the Black War
• assess the impact of dispossession
• examine the political, social and legal struggles for recognition and rights
• learn about world heritage and protected areas
• learn about ruling spirits and afterlife
• appreciate the cultural resurgence of language, music and ceremony
• examine the 1967 Referendum and government policies regarding indigenous peoples
• study the original Tasmanian Aboriginal clans
• research on a significant individual
• complete a personal written report into a topic of choice.

TO ENROL IN THIS SUBJECT I NEED:
• to be willing to show respect to the content of the course
• at least a "C" in Australian Curriculum History or English.

WOULD SUIT SOMEONE WHO:
• Wants a better understanding of the history and lived experience of Tasmanian Aborigines
• Has an interest in historical, sociological and anthropological inquiry
• Seeks to be involved in community engagement and wishes to develop an understanding of multiple historical perspectives
• Wishes to involve themselves in active reconciliation

THIS SUBJECT COULD LEAD ME TO:
• Further study
• Careers in history, sociology or anthropology

Ancient History 3
(Available in 2021)
ANC 315117

IN ANCIENT HISTORY I WILL LEARN:
• how we know what life was like in ancient times by reconstructing the past
• how to investigate the ancient past, including key sites, events and or developments in the ancient world; individuals, structures and features of ancient societies
• the history and aspects of culture of one of the great civilisations of the ancient world (such as Egypt, Greece, Rome or China)
• connections between the origins, impact and legacy of ideas, beliefs and values of the ancient world and a context for the inter-connectedness of past and present
• how some distinctive features of ancient societies, for example arts, architecture or drama; weapons and warfare; technology and engineering; women and families; beliefs, rituals and funerary practices act as evidence that define the nature of key structures and practices of ancient societies.

IN TYPICAL LESSONS I MIGHT:
• select one civilisation to investigate
• investigate the origins and settlement of an ancient civilisation and the impact of chronological and geographical context on the development of the civilisation selected
• select a key ancient site, event or development to investigate to understand the nature of the remaining evidence of the ancient world

Exploring Issues in Society 2 contributes 15 credit points towards the Tasmanian Certificate of Education.
address the political, social, economic and cultural structures and practices of an ancient society
• analyse and refer to relevant primary and secondary sources
• write historical essays responding to key topics
• engage in discussions, research work, investigate and study selected topics
• experience excursions to relevant sites.

TO ENROL IN THIS SUBJECT I NEED:
• 'A'/’B’ (or ‘C’ in consultation with teachers) in Year 10 Australian Curriculum History or English.

ANCIENT HISTORY WOULD SUIT SOMEONE WHO:
• is interested in the ancient past and the development and characteristics of ancient civilisations
• is able to write essays in response to historical questions and inquiry
• is well organised
• likes analysing historical sources to find relevant evidence to support historical arguments
• has critical and creative thinking skills.

THIS SUBJECT COULD LEAD ME TO:
• a pathway and skills relevant to other Level 3 courses such as Modern History 3, Geography 3, Philosophy 3 and Studies of Religion 3
• a pathway to further study at university in ancient history, modern history, archaeology, teaching and associated fields.

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

Geography 3 (Available in 2021)
GGY315115

IN GEOGRAPHY I WILL LEARN:
• how to develop concepts of place, space, environment, inter-connection, sustainability, scale and change through inquiries into geographical phenomena and issues
• how environmental, social and economic factors impact on the challenges facing humanity
• how global land cover changes are impacted by natural and human causes
• how sustainability of places, changing land covers and urbanisation are impacted by non-sustainable choices
• how technology and transport has been enhanced by globalisation.

IN TYPICAL LESSONS I MIGHT:
• identify contemporary issues related to sustainability, human impact and globalisation
• apply general geographical skills
• plan and undertake field trips
• use statistical information (Population Data Sheet) to investigate topics related to human population
• use spatial technologies
• engage in group and individual investigations
• write reports and essays
• use graphs, maps, population pyramids and climate graphs to investigate topics
• investigate geographical phenomena and issues; sustainability, the process of urbanisation, its implications for world population growth, human wellbeing and urban and rural places
• select a topic for a depth study on the challenges faced in a megacity in a developing country including: rapid population growth, development, environmental degradation, waste, social/economic division, infrastructure
• investigate anthropogenic climate change and direct human activity on the earth’s land cover e.g. deforestation, drainage, irrigation, reclamation, mining
• investigate globalisation: potential spatial, economic, social, political, cultural, technological, transport and temporal consequences/impacts of globalisation
• investigate EITHER international economic integration OR international cultural integration as a depth study
• look at the process of globalisation and the impact of technology, transport, cities and changing economic power; international economic and cultural integration; the changing distribution of production and consumption; the internationalisation of culture.

TO ENROL IN THIS SUBJECT I NEED:
• 'A'/’B’ (or ‘C’ in consultation with teachers) in Year 10 Australian Curriculum Geography, History or English.

GEOGRAPHY WOULD SUIT SOMEONE WHO:
• is well organised
• enjoys undertaking individual investigations as well as group work
• is interested in creative solutions to global issues relating to human activity, climate change and globalisation
• is interested in analysing graphs, statistical data and maps
• is interested in spatial technologies to investigate geographical issues
• how human activity is impacting on the world and potential sustainable solutions.

THIS SUBJECT COULD LEAD ME TO:
• a pathway and skills relevant to other subjects such as Environmental Science and Society 3, Agricultural Systems 3, Modern History 3, Ancient History 3, Philosophy 3
• further studies in areas such as geography, education, geomorphology, geomatics, environmental studies, sustainability, urban planning, agriculture.

Geography 3 meets the standard for Everyday Adult Reading, Writing and Communication and contributes 15 credit points towards the Tasmanian Certificate of Education.
Modern History 3  
HSM315117

IN MODERN HISTORY I WILL LEARN:
• how modern political systems and ideologies differ in the modern history of some nations
• how internal and external threats impacted on the history of modern nations
• how national responses were shaped by internal and external factors
• how historical change was impacted by social, political and economic change
• how the political and social forces of the twentieth century have shaped our world
• to use primary and secondary documents to investigate historical events
• how history has been interpreted by historians.

IN TYPICAL LESSONS I MIGHT:
• investigate the history of modern nations (ONE Western and ONE Asian nation)
• investigate post World War II developments and the changing world order 1945-2010, including topics such as studies of the Cold War, Australia’s engagement with Asia; peace, conflict and the nature of terrorism; migration.
• assess the significance of modern political systems and ideologies and describe their manifestations in the modern history of some nations
• identify and assess drivers of social, political and economic change, and assess nature and impact of such changes in the modern history of some nations
• assess the internal divisions and external threats in the development of modern nations
• describe and assess key historical concepts in the historical record
• describe and assess the causes and impacts of particular events, ideas, movements and developments that have shaped the modern world
• describe and assess historical significance of individuals, events, movements and organisations.

MODERN HISTORY WOULD SUIT SOMEONE WHO:
• has an interest in modern history
• enjoys investigating historiography and the historical debates that arise
• enjoys responding to key historical questions
• enjoys investigating key historical events that changed the course of history
• is interested in the impact of political ideologies on people’s lives.

THIS SUBJECT COULD LEAD ME TO:
• a pathway to further study at university in history, Asian studies or international relations
• a career in law, journalism, teaching, the public service and diplomatic corps.

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

Philosophy 3  
PHL315118

IN PHILOSOPHY I WILL LEARN:
• about the basics of philosophy
• about major philosophers and their ideas
• how to investigate and explain philosophical ideas, issues and positions
• how to identify strengths and weaknesses of philosophical arguments
• how to formulate and provide relevant evidence to support philosophical questions
• how to question and develop informed opinions on various philosophical issues
• how to communicate ideas clearly and effectively in verbal and written forms
• how to explore responses to philosophical questions and contemporary issues
• how to reflect, critically with an open mind, on my own thinking and that of others, and explore alternative approaches to philosophical questions
• how to explain the significance of philosophical positions to contemporary issues
• about a range of units of study such as:
  » epistemology
  » mind/body: is our mind separate from our body?
  » free will: are we free to make choices or are our options determined for us?
  » elective study on either Contemporary Conflicts In Moral Theory OR Life the Universe and everything; competing views to the universal questions around the origin of the universe and life on earth
  » philosophers’ views on how to live ‘the good life’.

IN TYPICAL LESSONS I MIGHT:
• engage in class discussions
• read, reflect upon and analyse philosophical opinions
• undertake inquiry, evaluation of sources, synthesis of evidence, analysis of interpretations and representations, and communication of findings
• identify and articulate philosophical questions
• analyse significant philosophical ideas, viewpoints and arguments, in their historical contexts.

TO ENROL IN THIS SUBJECT I NEED:
• ‘A’/’B’ (or ‘C’ in consultation with teachers) in Year 10 Australian Curriculum History or English.

PHILOSOPHY WOULD SUIT SOMEONE WHO:
• is well organised
• enjoys reading on philosophical topics
• enjoys discussing and supporting an argument.

THIS SUBJECT COULD LEAD ME TO:
• a range of further studies in history, politics, law, religion, ethics and philosophy, business, sociology, psychology, natural sciences, journalism, nursing, medicine and the creative arts.

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

Australia in Asia and the Pacific 3  
AAP315116

IN AUSTRALIA IN ASIA AND THE PACIFIC I WILL LEARN:
• about the social, cultural, religious and geographical diversity of the Australia, Asia and Pacific region
• what the relevance of Australia’s relationships are within the region in the 20th and 21st centuries
• about geographic and human diversity, relationships and environmental issues of the Asia-Pacific region
• what it means to be a global citizen and to respect diversity
• how Australia’s role in the region is changing
• how immigration has changed in the Asia Pacific region
• what the impact of tourism is on the land and people of the region
• what the historical and geographical features of the Asia Pacific region are
• how Pacific and Asian nations respond to human and natural crises.

IN TYPICAL LESSONS I MIGHT:
• describe the diversity of the physical and human geography in the Australia, Asia and Pacific Region
• investigate Australia’s changing role in the region: partnerships (overseas trade, security and aid) or immigration (White Australia Policy, post war immigration, refugees and multiculturalism)
• map the location of nations, major landforms, climate and environmental degradation
• use generalisations – based on knowledge of human and physical geography, tourism, and cause, effect and responses to national crises in the Australia, Asia and Pacific region
• make logical predictions and reach valid conclusions in real and hypothetical contexts
• investigate human characteristics e.g. populations size and density, religion, identity and culture
• investigate immigration to Australia including the White Australia Policy, post war immigration, refugees and multiculturalism
• investigate tourism and impact on environment, culture, society and economy; reasons for growth; management strategies.

TO ENROL IN THIS SUBJECT I NEED:
• ‘A’/’B’ (or ‘C’ in consultation with teachers) in Year 10 Australian Curriculum English, History or Geography.

AUSTRALIA IN ASIA AND THE PACIFIC WOULD SUIT SOMEONE WHO:
• is interested in the evolving relationships between Australia and Asia-Pacific nations
• is interested in aspects of ‘Asia literacy’ and its impact on understanding Australia’s relationships with our Asia-Pacific neighbours.

THIS SUBJECT COULD LEAD ME TO:
• a pathway to other Level 3 subjects such as Geography 3, Modern History 3, Studies of Religion 3 or Ancient History 3
• the University Connections Program subject Asian Studies.
• a pathway to further study in subjects such as geography, history, tourism and religion, and careers in travel, international relations, journalism, teaching, government, trade, overseas aid programs and diplomacy.

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

Student Directed Inquiry 3
SDI315117

IN STUDENT DIRECTED INQUIRY I WILL LEARN:
• to apply capabilities of decision making, thinking globally, risk management and self-regulation to an inquiry
• to apply critical and creative thinking to a transdisciplinary inquiry
• to work individually and collaboratively, using effective time management, planning and organising strategies and skills
• to reflect on processes, new learnings and feedback and transfer knowledge into new contexts.

IN TYPICAL LESSONS I MIGHT:
• formulate an inquiry question and plan the inquiry
• conduct in-depth research into an area of interest
• investigate and record information and resources, analyse and synthesise the data and draw conclusions from the inquiry.

TO ENROL IN THIS SUBJECT I NEED:
• the capacity for self-directed learning
• a minimum ‘B’ standard in Australian Curriculum English at Year 10
• strong research methods, the ability to analyse primary and secondary sources and draw conclusions
• to take part in a selection process.

STUDENT DIRECTED INQUIRY WILL SUIT SOMEONE WHO:
• enjoys planning and managing their own learning
• has a passion they would like to pursue through an inquiry process.

THIS SUBJECT COULD LEAD ME TO:
• a pathway to university study in all learning areas or to work.

Student Directed Inquiry may be used as evidence for portfolio entrance to a university undergraduate degrees where appropriate.

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

You have: | TASC subjects | May lead to: |
--- | --- | --- |
An interest or need to develop mathematical skills | **Everyday Maths 1** | Essential Skills - Maths 2  
Training or job where mathematical skills are required |

‘D’ in Year 10 Australian Curriculum Mathematics | **Essential Skills - Maths 2** | Workplace Maths 2  
Training or job where mathematical skills are required |

‘C’ in Year 10 Australian Curriculum Mathematics  
Basic algebra skills | **Workplace Maths 2** | General Mathematics Foundation 2  
Training or job where mathematical skills are required |

‘B’ in Year 10A Australian Curriculum Mathematics  
Good algebra skills | **General Mathematics Foundation 2** | General Mathematics 3  
Training or job where mathematical skills are required |

‘A’ in Year 10A Australian Curriculum Mathematics  
OR  
CA in General Mathematics Foundation 2  
OR  
‘C’ in Year 10A Australian Curriculum Mathematics | **General Mathematics 3** | Mathematics Methods Foundation 4  
General Mathematics 3 |

‘B’ in Year 10 and Year 10A Australian Curriculum Mathematics  
with some calculus  
OR  
CA in Mathematics Methods Foundation 3 | **Mathematics Methods 4** | Mathematics Specialised 4  
Required by the University of Tasmania and some mainland universities as pre-requisite for further study in some areas |

CA in Mathematics Methods 4 | **Mathematics Specialised 4** | A recommended subject for university subjects in Science, Technology, Engineering and Mathematics (STEM). Please see university guides for details. |

---

**UNIVERSITY of TASMANIA**

**University College Program: Extension Program for Mathematics Methods**

The 2020 University College Program offers an extension program for Mathematics Methods. This program aims to strengthen the essential algebraic skills needed for pre-tertiary Mathematics and to undertake further study requiring a mathematical background at university level.

Enrolment in this program (at the same time as you are enrolled in the relevant Level 3/4 subject) will not only help to expand your knowledge and understanding of this learning area, but also provides a HECS-free pathway into study at the University of Tasmania. To find out more, ask your teacher.
TASC SUBJECTS

Everyday Maths 1
MTE110114

IN EVERYDAY MATHS I WILL LEARN:
• to apply mathematical skills in practical everyday situations.

IN TYPICAL LESSONS I MIGHT:
• review my working knowledge of basic operations
• learn how to better work with everyday maths concepts
• collect and interpret data
• undertake a range of practical tasks and investigations.

TO ENROL IN THIS SUBJECT I NEED:
• an interest or a need to develop mathematical skills.

EVERYDAY MATHS WOULD SUIT SOMEONE WHO:
• needs to further develop their core numeracy and mathematical skills
• needs to apply these skills better in their everyday lives.

THIS SUBJECT COULD LEAD ME TO:
• more efficiently utilise my everyday mathematics skills
• Workplace Maths 2.

Essential Skills Maths 2
MTN210114

IN ESSENTIAL SKILLS MATHS I WILL LEARN:
• needs to further develop their core numeracy and mathematical skills in order to seek employment
• wants to get their TCE and is unable to access another mathematics subject.

THIS SUBJECT COULD LEAD ME TO:
• more efficiently utilise my everyday mathematics skills
• Workplace Maths 2.

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

Workplace Maths 2
MTW215114

IN WORKPLACE MATHS I WILL LEARN:
• to further develop essential numeracy and mathematical skills for use in the workplace and in everyday life.

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

TO ENROL IN THIS SUBJECT I NEED:
• ‘C’ in Year 10 Australian Curriculum Mathematics.

GENERAL MATHEMATICS FOUNDATION I WILL LEARN:
• to apply reasoning skills and solve practical problems in consumer arithmetic, algebra, measurement, univariate data analysis and graphs and networks
• to use statistical and mathematical language to communicate arguments and strategies when solving mathematical problems
• to choose and use technology appropriately.

IN TYPICAL LESSONS I MIGHT:
• review and apply my working knowledge of core mathematical concepts in algebra, consumer arithmetic, data analysis and in measurement
• further develop my working knowledge and problem solving skills in data analysis and in graphs and networks
• undertake a range of assessment tasks, practical tasks and investigations.

TO ENROL IN THIS SUBJECT I NEED:
• ‘C’ in Year 10 Australian Curriculum Mathematics.

GENERAL MATHEMATICS FOUNDATION WOULD SUIT SOMEONE WHO:
• needs to build upon and extend their mathematical skills that are required in many workplace and everyday life situations
• has well developed organisational and problem solving skills.

THIS SUBJECT COULD LEAD ME TO:
• more efficiently utilise mathematics skills in everyday and workplace situations
• VET courses
• General Mathematics 3.

General Mathematics Foundation 2
MTG215114

General Mathematics Foundation 2 meets the standard for Everyday Adult Mathematics and contributes 15 credit points towards the Tasmanian Certificate of Education.
**Mathematics Methods Foundation 3**

MTM315117

*In Mathematics Methods Foundation I Will Learn:*  
- to apply reasoning skills and solve problems involving algebra, functions and graphs, exponential functions, circular functions, differential calculus and probability  
- to use mathematical and statistical language to communicate arguments and strategies when solving mathematical problems  
- to choose and use CAS and other technology appropriately.

*In Typical Lessons I Might:*  
- further develop and utilise skills in the core areas of algebra, functions and graphs, exponential and circular functions, differential calculus and probability  
- undertake a range of assessment tasks, practical tasks and analytical tasks.

*To Enrol In This Subject I Need:*  
- very good algebra skills  
- 'B' in Year 10A Australian Curriculum Mathematics.

**Mathematics Methods Foundation Would Suit Someone Who:**  
- needs to build upon and extend their mathematical skills in the STEM and related areas  
- has well developed organisational and problem solving skills.

*This Subject Could Lead Me To:*  
- many other pre-tertiary STEM and related subjects and is a pathway to Mathematics Methods 4.

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

---

**General Mathematics 3**

MTG315115

*In General Mathematics 3 I Will Learn:*  
- to apply reasoning skills and solve practical problems involving finance, bivariate data analysis, graphs and networks, growth and decay and trigonometry  
- to use mathematical and statistical language to communicate arguments and strategies when solving mathematical problems  
- to choose and use CAS and other technology appropriately.

*In Typical Lessons I Might:*  
- develop and utilise skills in the core areas of finance, bivariate data analysis, graphs and networks, growth and decay and in trigonometry  
- undertake a range of assessment tasks, practical tasks and investigations.

*To Enrol In This Subject I Need:*  
- good algebra skills  
- 'A' in Year 10 Australian Curriculum Mathematics OR  
- CA in General Mathematics Foundation 2 OR  
- 'C' in Year 10A Australian Curriculum Mathematics.

**General Mathematics Would Suit Someone Who:**  
- needs to build upon and extend their mathematical skills for future, tertiary studies  
- has well developed organisational and problem solving skills.

*This Subject Could Lead Me To:*  
- tertiary and TasTAFE studies where higher order practical mathematical working knowledge and skills are required  
- careers in areas such as Certificate I, tourism management and banking or for further study in fields requiring mathematics, such as teaching and accounting.

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

---

**Mathematics Methods 4**

MTM415117

*In Mathematics Methods 4 I Will Learn:*  
- to apply reasoning skills and solve problems involving algebra, functions, circular functions, differential and integral calculus and in probability  
- to use mathematical and statistical language to communicate arguments and strategies when solving mathematical problems  
- to choose and use CAS and other technology appropriately.

*In Typical Lessons I Might:*  
- develop and then utilise skills in the core areas of algebra, function study, circular functions, differential and integral calculus and in probability  
- undertake a range of assessment and analytical tasks.

*To Enrol In This Subject I Need:*  
- CA in Mathematics Methods Foundation 3.

**Mathematics Methods Would Suit Someone Who:**  
- needs to build upon and extend their pure mathematical skills to pursue future STEM and related studies  
- has very well developed organisational and problem solving skills.

*This Subject Could Lead Me To:*  
- tertiary studies in mathematics, science or engineering (STEM), computing, health studies, economics, pharmacy, agricultural sciences and any other fields that involve a background in higher order practical and pure mathematical working knowledge and skills.  
- This subject is a pre-requisite or a preferred subject for university entrance in many STEM and health related fields.

Mathematics Methods 4 meets the standard for Everyday Adult Mathematics and contributes 15 credit points towards the Tasmanian Certificate of Education.
IN MATHEMATICS SPECIALISED 4 I WILL LEARN:
- to apply reasoning skills and solve problems involving matrices, sequence and series, differential and integral calculus and complex numbers
- to use mathematical language to communicate arguments and strategies when solving mathematical problems
- to choose and use CAS and other technology appropriately.

IN TYPICAL LESSONS I MIGHT:
- develop and then utilise skills in the core areas of matrices, sequence and series, differential and integral calculus and complex numbers
- undertake a range of assessment, analytical and investigative tasks.

TO ENROL IN THIS SUBJECT
I NEED:
- CA in Mathematics Methods 4.

MATHEMATICS SPECIALISED WOULD SUIT SOMEONE WHO:
- needs to build upon and extend their pure mathematical skills to pursue future STEM and related studies
- has very well developed organisational and problem solving skills.

THIS SUBJECT COULD LEAD ME TO:
- tertiary studies in mathematics, science or engineering (STEM) and computing sciences.

This is a recommended subject for university entrance in many STEM fields. Mathematics Specialised 4 meets the standard for Everyday Adult Mathematics and contributes 15 credit points towards the Tasmanian Certificate of Education.
You have: **TASC subjects** | May lead to:
--- | ---
An interest in or need to develop scientific skills | Further study
- Engineering Design
- Life Sciences 2
- Physical Sciences - Foundation 2
- Environmental Science 3
- Biology 3
- Physical Sciences 3
At least a ‘B’ (or a ‘C’ in consultation with teachers) in Year 10 Australian Curriculum Science and English | Work where knowledge of science is beneficial
- Environmental Science 3
- Biology 3
- Physical Sciences 3
At least a SA in Physical Sciences Foundation level 2 OR an interview with HOF if no Physical Sciences background | At least a ‘B’ in Year 10 Australian Curriculum Science and English
- Physical Sciences 3
- Chemistry 4
- Physics 4
At least an SA in Physical Sciences 3 and a level 3 Maths is recommended | Further study at tertiary level or work
- Chemistry 4
- Physics 4

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

For detailed information please go to the VET Faculty section on page 94
## TASC subjects

<table>
<thead>
<tr>
<th>Engineering Design 2</th>
<th>Life Sciences 2</th>
<th>Physical Sciences - Foundation 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>END215118</td>
<td>LSC215115</td>
<td>SPW215118</td>
</tr>
</tbody>
</table>

### Engineering Design 2 I WILL LEARN:
- to explore and apply the basic principals of the engineering lifecycle
- to explore and apply the logical methodology to solve complex problems
- how we relate the basic principles of physics and practical data to describe natural phenomena
- how to link experimental prototype design and aim to solve problems
- the role and impact of engineering in society.

### Life Sciences 2 I WILL LEARN:
- how we understand ecosystems, biotechnology, and the structure and function of living organisms
- how to design, carry out and interpret experiments
- the role and impact of biology in society
- to apply my understanding to a theme; for example, Human Science, Marine Studies, Environment, Biochemistry, or Agriculture.

### Physical Sciences - Foundation 2 I WILL LEARN:
- to explore and apply the basic principles of chemistry to describe properties of matter
- how we relate the basic principles of physics and practical data to describe natural phenomena
- how to link experimental design with scientific understanding, and carry out and interpret experiments
- the role and impact of chemistry and physics in society.

### IN TYPICAL LESSONS I MIGHT:
- analyse a real world problem and begin to formulate a solution
- compare materials for building a design based on a set of self-chosen criteria
- learn how to use basic physics to explain phenomena in a mechanical nature
- research other people’s solution to a problem and try to improve on them.

### TO ENROL IN THIS SUBJECT I NEED:
- no previous experience, however an interest developing scientific literacy skills through a hands on environment is recommended.

### ENGINEERING DESIGN WOULD SUIT SOMEONE WHO:
- intends working in technical trades
- needs to lay some foundation of study for engineering
- wants to understand science issues in society and their local community.

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

### PHYSICAL SCIENCES - FOUNDATION WOULD SUIT SOMEONE WHO:
- intends working in technical trades
- needs preparation for Physical Sciences 3
- wants to understand science issues in society and their local community.

### THIS SUBJECT COULD LEAD ME TO:
- further study
- careers in automotive engineering (trades), electrical engineering (trades), mechanics and physical sciences or other areas where a practical knowledge of physics and engineering is beneficial.

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

Life Sciences 2 contributes 15 credit points towards the Tasmanian Certificate of Education.
IN ENVIRONMENTAL SCIENCE I WILL LEARN:
• to apply scientific method and experimental design to understand ecological processes
• about changes to ecosystems locally and globally, focusing on current and topical environmental issues
• how humans depend on and impact upon ecosystems
• what measures can be used to sustainably manage the environment.

IN TYPICAL LESSONS I MIGHT:
• go on a field trip to collect environmental data from local environments, including rivers and estuaries, forests and beaches, to deepen understanding of an ecosystem
• compare factors affecting ecosystems such as climatic factors, fire, biodiversity, introduced species and greenhouse gas composition
• perform an investigation, survey and case study to explore how natural events and humans impact upon ecosystems
• research the role of scientists in decision making about the sustainable use of resources, and strategies for their management.

TO ENROL IN THIS SUBJECT I NEED:
• ‘B’ (or ‘C’ in consultation with teachers) in Year 10 Australian Curriculum English and Science
• an interest in environmental issues and management.

ENVIRONMENTAL SCIENCE WOULD SUIT SOMEONE WHO:
• wants to better understand our place in ecology and how it is managed
• would like to make informed decisions about environmental issues both locally and globally, and their increasing importance to our planet.

THIS SUBJECT COULD LEAD ME TO:
• further study
• careers in conservation, parks and wildlife, fisheries and oceanography, environmental science, biology, ecology, environmental engineering, forestry, geography journalism, environmental management, science, tourism, aquaculture, teaching, and life sciences.

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

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

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

TO ENROL IN THIS SUBJECT I NEED:
• a strong interest in the biological sciences
• ‘B’ in Year 10 Australian Curriculum English and Science.

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

BIOLOGY WOULD SUIT SOMEONE WHO:
• wants to better understand living things and how they work
• would like to make informed decisions about science issues in society and their local community.

PHYSICAL SCIENCES WOULD SUIT SOMEONE WHO:
• needs to enrol into Physics 4 and Chemistry 4 in Year 12
• would like to understand physics and chemistry within their lives
• would like to make informed decisions about science issues in society and their local community.

THIS SUBJECT COULD LEAD ME TO:
• further study and careers in many university courses including those in health sciences, environmental science and engineering, including Australian Maritime College science degrees.

Physical Sciences 3 meets the standard for Everyday Adult Mathematics and contributes 15 credit points towards the Tasmanian Certificate of Education.
Chemistry 4
CHM415115

IN CHEMISTRY I WILL LEARN:
• the fundamental principles and theories of electrochemistry, thermochemistry, kinetics and equilibrium
• what underlies the properties and reactions of organic and inorganic matter
• to apply chemical and quantitative principles for analysis, interpretation and solve problems
• to further appreciate the role and impact of chemistry in society.

IN TYPICAL LESSONS I MIGHT:
• apply knowledge and understanding of electrochemistry to predict reactions within batteries and the voltage produced
• analyse for unknown concentrations of substances in household chemicals
• use a variety of tests to identify unknown organic compounds
• research and investigate how the rate and direction of reactions are manipulated to produce desired products.

TO ENROL IN THIS SUBJECT I NEED:
• a strong SA in Physical Sciences 3 or equivalent, and
• a strong background in mathematics, e.g. Level 3 Mathematics, is highly recommended.

CHEMISTRY WOULD SUIT SOMEONE WHO:
• wants to better understand the underlying chemistry within our world
• would like to make informed decisions about science issues in society and your local community.

THIS SUBJECT COULD LEAD ME TO:
• further study or careers in chemistry, medicine, biotechnology, biochemistry, medical research, pharmacy and agricultural, environmental science agriculture, pharmacy, environmental science, engineering, health and medical science.

*please note Chemistry is a pre-requisite for many tertiary courses. Please check with each university for more information.

Physics 4
PHY415115

IN PHYSICS 4 I WILL LEARN:
• to understand and apply the principles of Newtonian mechanics, including gravitational fields
• to apply the principles and theories of electricity and magnetism, including electric and magnetic fields
• to utilise the general principles of waves and extend this to wave particle duality in light
• to apply principles in atomic and nuclear physics and models of the nucleus and nuclear processes
• to further appreciate the role and impact of physics in society.

IN TYPICAL LESSONS I MIGHT:
• model collisions in two dimensions using conservation of momentum
• practically investigate and model the physics within a DC electric motor
• replicate and interpret Young’s double slit experiment
• research practical applications of the theory of relativity.

*please note Physics is a pre-requisite for many tertiary courses. Please check with each university for more information.

This extension program is mainly field-based and offers an extension to Life Sciences 2, Biology 3 or Environmental Science 3. It is designed to engage, challenge, excite and inspire you through an experiential and hands-on marine science program.

This program will introduce you to concepts of ecological theory and practice, allowing you to apply marine biology theories, techniques and sampling methods during a practical field investigation of species diversity within temperate marine habitats. Emphasis will be placed on developing an ability to design, collect and interpret biological data.

It will encourage you to explore issues threatening marine biodiversity plus important local fisheries, including climate change, overharvesting, invasive species, pollution and habitat destruction.

For enrolment in this unit, you need to have completed (or be concurrently studying) Life Sciences 2, Environmental Science 3 or Biology 3.

The program provides a HECS-free pathway into study at the University of Tasmania. To find out more, ask your teacher.
# TECHNOLOGIES - DESIGN AND TECHNOLOGIES

## TASC subjects

<table>
<thead>
<tr>
<th>You have:</th>
<th>TASC subjects</th>
<th>May lead to:</th>
</tr>
</thead>
</table>
| No previous experience | Workshop Techniques - Introduction 1 | VET Trades program  
Certificate II in Engineering Pathways  
Certificate II in Applied Fashion Design and Technology  
Design and Production 2 |
| Basic computer skills | Computer Graphics and Design - Foundation 2 | Further study |
| No previous experience | Design and Production 2 (Metal, Textiles or Wood)  
Design and Production 2 (Composite) | Object Design (University Connections Program)  
Housing and Design 3  
Student Directed Inquiry 3 |
| An understanding of design process and the application of this | Computer Graphics and Design 3 | May lead to further study or employment in a design-related area  
Housing and Design 3 and Computer Graphics and Design 3 may lead to Object Design (University Connections Program) |
| ‘B’ (or ‘C’ in consultation with teachers) in Year 10 Australian Curriculum English | Housing and Design 3 | |
| Design and Production 2  
Housing and Design 3  
Computer Graphics and Design 3 | Object Design (University Connections Program) | |

## VET courses

<table>
<thead>
<tr>
<th>You have:</th>
<th>VET courses</th>
<th>May lead to:</th>
</tr>
</thead>
</table>
| No previous experience | Certificate I in Construction | Certificate II in Construction  
Certificate II in Construction Pathways  
Employment  
Further study |
| No previous experience  
Basic literacy, numeracy, ICT and comprehension skills | Introduction to Certificate II in Electrotechnology (Career Start)  
Statement of Attainment for selected units  
Certificate II in Automotive Vocational Preparation  
Certificate II in Construction  
Certificate II in Electrotechnology (Career Start) | Further study or employment in the industry area |

For detailed information please go to the VET Faculty section on page 94
**Workshop Techniques Introduction 1**

**WTE110114**

IN WORKSHOP TECHNIQUES I WILL LEARN:
- how to work with my chosen material
- the safe use of tools and equipment, including power tools and machines where appropriate
- how to use a variety of construction and embellishment techniques.

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

TO ENROL IN THIS SUBJECT I NEED:
- no previous experience.

**Design and Production 2 (Composite)**

**DAP215116**

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

IN DESIGN AND PRODUCTION I WILL LEARN:
- how to design and make objects using one type of material
- about the tools, equipment and processes to use to manipulate and construct items using my chosen material
- the appropriate workplace health and safety requirements for the materials being used.

IN TYPICAL LESSONS I MIGHT:
- learn to use a range of software packages
- produce a digital solution to solve a design challenge
- spend time developing skills in one of the following elective areas:
  » interactive design
  » solid modelling
  » video and motion graphics
  » asset development.

TO ENROL IN THIS SUBJECT I NEED:
- no previous experience.

**Design and Production 2**

**DAP215116**

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

IN DESIGN AND PRODUCTION I WILL LEARN:
- how to design and make objects using one type of material
- about the tools, equipment and processes to use to manipulate and construct items using my chosen material
- the appropriate workplace health and safety requirements for the materials being used.

IN TYPICAL LESSONS I MIGHT:
- learn to use a range of software packages
- produce a digital solution to solve a design challenge
- spend time developing skills in one of the following elective areas:
  » interactive design
  » solid modelling
  » video and motion graphics
  » asset development.

TO ENROL IN THIS SUBJECT I NEED:
- no previous experience.

**Computer Graphics and Design Foundation 2**

**CGD215118**

IN COMPUTER GRAPHICS AND DESIGN - FOUNDATION I WILL LEARN:
- how to use a design process to communicate ideas and develop digital content
- how to use and develop computer graphic techniques and processes to solve problems
- how to create 2D and 3D digital graphics and animation.

IN TYPICAL LESSONS I MIGHT:
- learn to use a range of software packages
- produce a digital solution to solve a design challenge
- spend time developing skills in one of the following elective areas:
  » interactive design
  » solid modelling
  » video and motion graphics
  » asset development.

TO ENROL IN THIS SUBJECT I NEED:
- no previous experience.

**Design and Production 2**

**DAP215116**

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

IN DESIGN AND PRODUCTION I WILL LEARN:
- how to design and make objects using one type of material
- about the tools, equipment and processes to use to manipulate and construct items using my chosen material
- the appropriate workplace health and safety requirements for the materials being used.

IN TYPICAL LESSONS I MIGHT:
- learn to use a range of software packages
- produce a digital solution to solve a design challenge
- spend time developing skills in one of the following elective areas:
  » interactive design
  » solid modelling
  » video and motion graphics
  » asset development.

TO ENROL IN THIS SUBJECT I NEED:
- no previous experience.

**Design and Production 2**

**DAP215116**

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

IN DESIGN AND PRODUCTION I WILL LEARN:
- how to design and make objects using one type of material
- about the tools, equipment and processes to use to manipulate and construct items using my chosen material
- the appropriate workplace health and safety requirements for the materials being used.

IN TYPICAL LESSONS I MIGHT:
- learn to use a range of software packages
- produce a digital solution to solve a design challenge
- spend time developing skills in one of the following elective areas:
  » interactive design
  » solid modelling
  » video and motion graphics
  » asset development.

TO ENROL IN THIS SUBJECT I NEED:
- no previous experience.

**Design and Production 2**

**DAP215116**

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

IN DESIGN AND PRODUCTION I WILL LEARN:
- how to design and make objects using one type of material
- about the tools, equipment and processes to use to manipulate and construct items using my chosen material
- the appropriate workplace health and safety requirements for the materials being used.

IN TYPICAL LESSONS I MIGHT:
- learn to use a range of software packages
- produce a digital solution to solve a design challenge
- spend time developing skills in one of the following elective areas:
  » interactive design
  » solid modelling
  » video and motion graphics
  » asset development.

TO ENROL IN THIS SUBJECT I NEED:
- no previous experience.
**Computer Graphics and Design 3 (CGD315118)**

**IN COMPUTER GRAPHICS AND DESIGN I WILL LEARN:**
- processes and systems of 3D modelling to develop design solutions in products, engineering, architectural/visualisation, games, character or film/television
- the application of design process, principles and practice in specialised contexts
- sketching and graphic communication including orthographic, isometric and perspective drawing
- the fundamentals of contemporary digital technologies in design and computer graphics
- about the impact design has in society including the ethical, cultural and sustainability impacts.

**IN TYPICAL LESSONS I MIGHT:**
- use a variety of open source and industry standard software packages
- undertake design briefs, research assignments or work on my major project
- spend time developing skills in two of the following elective areas:
  - interactive design
  - solid modelling and 3D fabrication
  - video and motion graphics
  - animation
  - asset development, game design and production.

**TO ENROL IN THIS SUBJECT I NEED:**
- good computer skills and an understanding of a design process and their application OR
- Year 9/10 Australian Curriculum Technologies OR
- To have successfully completed Computer Graphics and Design Foundation Level 2, Design and Production Level 2, Housing and Design Level 3, Technical Graphics Level 3.

**Computer Graphics and Design 3 (CGD315118)**

**IN COMPUTER GRAPHICS AND DESIGN I WILL LEARN:**
- enjoys developing design ideas to solve problems
- has a strong interest in computer graphics applications
- has good organisational skills.

**IN TYPICAL LESSONS I MIGHT:**
- respond to design briefs and challenges by creating designs for specific purposes
- communicate designs through sketching and technical drawing
- participate in excursions to local buildings to see design theory in practice
- work on my individually negotiated design folio.

**TO ENROL IN THIS SUBJECT I NEED:**
- a ‘B’ (or ‘C’ in consultation with teachers) in Year 10 Australian Curriculum English.

**Object Design (University Connections Program) (FSF104 (Level 3))**

**IN OBJECT DESIGN I WILL LEARN:**
- about designers and their approach to design problems
- how to develop a designed object in response to a brief
- how to document and communicate my design process
- technical skills to work with the materials and finishes for my object.

**IN TYPICAL LESSONS I MIGHT:**
- work on the design and development of an object that addresses the design brief
- receive technical instruction and mentoring from a university mentor to support the design and making of my object
- work on my journal reflecting my design development.

**TO ENROL IN THIS SUBJECT I NEED:**
- to have successfully completed Design and Production 2, Housing and Design 3 or Computer Graphics and Design 3 or be demonstrating outstanding progress in Design and Production 2.

**OBJECT DESIGN WOULD SUIT SOMEONE WHO:**
- has an interest in and understanding of the design process
- would like to find out about university life and opportunities.

**IN HOUSING AND DESIGN I WILL LEARN:**
- to understand and apply the elements and principles of design
- to develop and communicate designs, including room layouts for functional use and interior design
- to manage design projects and collaborate with others
- the importance of sustainability in housing design, including passive solar design.

**IN TYPICAL LESSONS I MIGHT:**
- receive technical instruction and mentoring from a university mentor to support the design and making of my object
- work on my journal reflecting my design development.

**TO ENROL IN THIS SUBJECT I NEED:**
- a ‘B’ (or ‘C’ in consultation with teachers) in Year 10 Australian Curriculum English.

**Housing and Design 3 (HDS315118)**

**IN HOUSING AND DESIGN I WILL LEARN:**
- a ‘B’ (or ‘C’ in consultation with teachers) in Year 10 Australian Curriculum English.

**HOUSING AND DESIGN WOULD SUIT SOMEONE WHO:**
- is interested in the built environment
- enjoys responding to creative challenges
- has well developed organisational skills.

**IN TYPICAL LESSONS I MIGHT:**
- respond to design briefs and challenges by creating designs for specific purposes
- communicate designs through sketching and technical drawing
- participate in excursions to local buildings to see design theory in practice
- work on my individually negotiated design folio.

**TO ENROL IN THIS SUBJECT I NEED:**
- a ‘B’ (or ‘C’ in consultation with teachers) in Year 10 Australian Curriculum English.
**TASC subjects**

**Computer Applications 2**  
ICT205114  
**Essential Skills - Using Computers and the Internet 2**  
ESC205114

**IN COMPUTER APPLICATIONS I WILL LEARN:**  
- knowledge and skills within an area of focus including:  
  - business  
  - game design  
  - information processing  
  - information management  
  - multimedia (website development, digital imagery, etc.)  
  - programming and control  
  - robotics  
  - publishing  
  - system management and support  
  - computer hardware and software  
  - social, legal and ethical issues.

**YOU DO THIS BY STUDYING:**  
- computer applications and systems  
- computer software and computer use.

**LEARNING ACTIVITIES MAY INCLUDE:**  
- tutorials  
- assignments  
- a major project relating to your focus area.

**TO ENROL IN THIS SUBJECT I NEED:**  
- no previous experience.

**THIS SUBJECT:**  
- gives you many useful computing skills  
- provides a pathway for further study in computing

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

**IN ESSENTIAL SKILLS – USING COMPUTERS AND THE INTERNET I WILL LEARN:**  
- extend your range of information and communication technology skills.

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

**ESSENTIAL SKILLS - USING COMPUTERS AND THE INTERNET WOULD SUIT SOMEONE WHO:**  
- has an interest in understanding and developing widely used computing skills.

**THIS SUBJECT COULD LEAD ME TO:**  
- further study or employment in an area requiring basic computing skills.

**Computer Applications 2/Essential Skills - Using Computers and the Internet 2 meets the standard for Everyday Adult use of Computers and the Internet and contributes 10 credit points towards the Tasmanian Certificate of Education.**
Computer Science 3
ITC315118

IN COMPUTER SCIENCE I WILL LEARN:
• how to design programming solutions to a range of problems
• programming using appropriate structures
• about the components and applications of computer architecture
• in what ways data is manipulated, stored and represented.

IN TYPICAL LESSONS I MIGHT:
• design algorithms to solve problems
• program using an object oriented programming language
• test, debug and document courses
• understand and apply how computers store and represent data.

TO ENROL IN THIS SUBJECT I NEED:
• ‘B’ (or ‘C’ in consultation with a teacher) in Year 10 Australian Curriculum Mathematics
• some computing skills.

COMPUTER SCIENCE WOULD SUIT SOMEONE WHO:
• is interested in solving complex and diverse problems through programming using a flexible high-level computing language.

THIS SUBJECT COULD LEAD ME TO:
• further study in computing, engineering, the sciences, business and other areas involving analytical and problem-solving skills.

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

Information Systems and Digital Technologies 3
ITS315118

IN INFORMATION SYSTEMS AND DIGITAL TECHNOLOGIES I WILL LEARN:
• how to identify, analyse and solve real world information problems
• about the components of information systems and their inter-relationships
• the social, legal and ethical issues associated with information systems
• what strategies and tools are required to use and evaluate information systems.

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

TO ENROL IN THIS SUBJECT I NEED:
• ‘C’ in Year 10 Australian Curriculum English.
• strong literacy skills.

INFORMATION SYSTEMS AND DIGITAL TECHNOLOGIES WOULD SUIT SOMEONE WHO:
• wants to gain an understanding of how organisations manage, use and organise data to solve a range of information problems, and acquire highly-valued, current skills and understanding by developing creative solutions and learning about the digital tools used to create them.

THIS SUBJECT COULD LEAD ME TO:
• wide range of study areas and employment including information technology, business, health, law, commerce, engineering, education, arts and sciences.

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

You have: | VET courses | May lead to: |
---|---|---|
No previous experience | Certificate I in Aquaculture | Further study and employment |
An interest in the industry area | Certificate II in Agriculture | Further study and employment |
 | Certificate II in Aquaculture | |
 | Certificate II in Horticulture | |

For detailed information please go to the VET Faculty section on page 94
### TECHNOLOGIES - FOOD AND HOSPITALITY

#### TASC subjects

<table>
<thead>
<tr>
<th>No previous experience</th>
<th>Food and Cooking Essentials I</th>
<th>May lead to: Further study</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Food, Cooking &amp; Nutrition 2</td>
<td>Food and Nutrition 3</td>
</tr>
</tbody>
</table>

| ‘C’/‘B’ in Year 10 Australian Curriculum English, or Food, Cooking and Nutrition 2 | Food and Nutrition 3 | Further study or careers in food and nutrition |

#### VET courses

<table>
<thead>
<tr>
<th>An interest in the hospitality industry</th>
<th>Certificate I in Hospitality</th>
<th>May lead to: Certificate II in Hospitality</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Certificate II in Hospitality</td>
<td>Certificate III in Hospitality</td>
</tr>
</tbody>
</table>

| Certificate II in Hospitality          | Certificate III in Hospitality | Certificate IV in Hospitality              |

For detailed information please go to the VET Faculty section page 94
**TASC subjects**

<table>
<thead>
<tr>
<th>Food and Cooking Essentials 1 FCE110114</th>
<th>Food, Cooking and Nutrition 2 FDN215118</th>
<th>Food and Nutrition 3 FDN315118</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IN FOOD AND COOKING ESSENTIALS</strong></td>
<td><strong>IN FOOD, COOKING AND NUTRITION</strong></td>
<td><strong>IN FOOD AND NUTRITION</strong></td>
</tr>
<tr>
<td>I WILL LEARN:</td>
<td>I WILL LEARN:</td>
<td>I WILL LEARN:</td>
</tr>
<tr>
<td>• to cook a range of healthy foods</td>
<td>• how to prepare a range of foods,</td>
<td>• about different nutrients in</td>
</tr>
<tr>
<td>• to make healthy food choices</td>
<td>with an emphasis on making healthy</td>
<td>food and how they contribute</td>
</tr>
<tr>
<td>• to budget and plan for meals.</td>
<td>food choices</td>
<td>to health</td>
</tr>
<tr>
<td><strong>IN TYPICAL LESSONS I MIGHT:</strong></td>
<td>• how to keep food safe, and apply</td>
<td>• how a range of factors affect</td>
</tr>
<tr>
<td>• complete practical cooking sessions</td>
<td>hygienic work practices when</td>
<td>people’s food choices</td>
</tr>
<tr>
<td>• work on written activities and</td>
<td>handling and storing food</td>
<td>• dietary analysis and the role</td>
</tr>
<tr>
<td>investigations</td>
<td>• menu planning and recipe</td>
<td>of health promotion</td>
</tr>
<tr>
<td>• present my practical work through</td>
<td>modification to implement current</td>
<td>• to investigate food issues,</td>
</tr>
<tr>
<td>photographs and evaluations.</td>
<td>nutrition information</td>
<td>such as global food security</td>
</tr>
<tr>
<td>TO ENROL IN THIS SUBJECT I NEED:</td>
<td>• about food issues and influences</td>
<td>and ecological sustainability.</td>
</tr>
<tr>
<td>• no previous experience.</td>
<td>related to the environment,</td>
<td><strong>IN TYPICAL LESSONS I MIGHT:</strong></td>
</tr>
<tr>
<td>FOOD AND COOKING ESSENTIALS WILL SUIT</td>
<td>• prepare food to make individual</td>
<td>• research current nutrition and</td>
</tr>
<tr>
<td>SOMEONE WHO:</td>
<td>dishes or meals</td>
<td>dietary trends</td>
</tr>
<tr>
<td>• is interested or has a need to</td>
<td>• present practical work through</td>
<td>• analyse diets and nutritional</td>
</tr>
<tr>
<td>develop practical cooking skills.</td>
<td>photographs and evaluation</td>
<td>data</td>
</tr>
<tr>
<td>THIS SUBJECT COULD LEAD ME TO:</td>
<td>• design and adapt recipes and menus</td>
<td>• research and write about food</td>
</tr>
<tr>
<td>• further study in other food-related</td>
<td>• investigate food and food-related</td>
<td>issues</td>
</tr>
<tr>
<td>courses</td>
<td>issues.</td>
<td><strong>TO ENROL IN THIS SUBJECT I NEED:</strong></td>
</tr>
<tr>
<td>Food and Cooking Essentials 1</td>
<td></td>
<td>• ‘B’ in Year 10 Australian</td>
</tr>
<tr>
<td>contributes 10 credit points towards</td>
<td></td>
<td>Curriculum English (or ‘C’ in</td>
</tr>
<tr>
<td>the Tasmanian Certificate of Education.</td>
<td></td>
<td>consultation with a Food and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nutrition teacher).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FOOD AND NUTRITION WILL SUIT</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SOMEONE WHO:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• has an interest in nutrition,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>health and food issues</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• may be considering a career or</td>
</tr>
<tr>
<td></td>
<td></td>
<td>further study in a food or</td>
</tr>
<tr>
<td></td>
<td></td>
<td>nutrition field.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Note this subject has limited</td>
</tr>
<tr>
<td></td>
<td></td>
<td>practical food preparation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>THIS SUBJECT COULD LEAD ME TO:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• further study or a career in</td>
</tr>
<tr>
<td></td>
<td></td>
<td>food and nutrition as well as</td>
</tr>
<tr>
<td></td>
<td></td>
<td>health and related fields.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Food and Nutrition 3 meets the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>standard for Everyday Adult</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading, Writing and Communication and contributes 15 credit points towards the Tasmanian Certificate of Education.</td>
</tr>
</tbody>
</table>
The extensive list of VET courses offered in the following pages are presented as educational opportunities for students to gain workplace qualifications while also achieving a Tasmanian Certificate of Education (TCE).

The VET courses listed in this handbook are offered to the St Patrick’s College, Senior School student cohort and will be deemed viable to run in 2020 if student interest is adequate. VET course delivery is auspiced through Registered Training Organisations (RTOs) and delivered at St Patrick’s College utilising either a ‘partnership or service’ agreement. Contracts with RTOs are subject to change in accordance with regular training package upgrades and logistical arrangements. Students and their families will be notified of changes if/when they present.

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

Due to the high commercial cost of VET enrolments, we may require parents to contribute towards some costs associated with a course. These additional costs may include fees for workshop excursions or trips, purchase of trade uniforms and/or kits.

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

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

VET courses

All certificate courses contribute credit points towards the Tasmanian Certificate of Education. The number of credit points is dependent on the units of competence. For details view the TCE planner tool at: www.tasc.tas.gov.au
IN EMERGENCY RESPONSES, SURVIVAL & WILDERNESS CONSERVATION VOCATIONAL SKILLS I WILL LEARN:
- about what it takes to be in the services of parks and wildlife, police force, fire brigade, ambulance service or the defence force
- first aid and how to respond to multiple emergencies
- how to preserve life and be safe in a remote areas
- land conservation and restoration.

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

TO ENROL IN THIS SUBJECT I NEED:
- an interest in a career in parks and wildlife, police force, fire brigade, ambulance service or defence force.

THIS SUBJECT COULD LEAD ME TO:
- employment in parks and wildlife, police force, fire brigade, ambulance service or the defence force.

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

RTO: GYC 1129

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

VET courses

Vocational Skills in Emergency Responses, Survival & Wilderness Conservation

May lead to: The ADF Reserve program, police force, parks and wildlife, fire brigade
You have: An interest in the area

VET courses

Early Childhood Education & Care and Community Services Skillset

IN EARLY CHILDHOOD EDUCATION & CARE AND COMMUNITY SERVICES I WILL LEARN:
- about a wide variety of employment opportunities in the community
- how to work with children from birth to five years of age in an early childhood setting
- how to work with a diverse range of people in the community.

IN A TYPICAL LESSON I MIGHT:
- take part in communication activities
- learn about workplace health and safety
- learn from people currently working in the industry
- undertake a practical work placement.

TO ENROL IN THIS SUBJECT I NEED:
- some ICT, literacy and numeracy skills
- to have an interest in working with young children or in community services
- to register to Work with Vulnerable People. This MUST be organised by the student prior to the beginning of the school year.

THIS SUBJECT COULD LEAD ME TO:
- further study
- work in a variety of careers in the community.

You have: An interest in the area

VET courses

Certificate III in Fitness

IN CERTIFICATE III IN FITNESS I WILL LEARN:
- about working with clients as a fitness instructor
- how the body works
- about basic nutrition
- how to effectively deal with customers and clients
- how to stay safe and healthy in the workplace, including first aid.

IN TYPICAL LESSONS I MIGHT:
- plan and instruct a group exercise class
- learn about the risks involved in some fitness activities
- use exercise equipment
- maintain exercise equipment.

TO ENROL IN THIS SUBJECT I NEED:
- an interest in this area
- an interest in working with clients
- basic ICT, literacy and numeracy skills.

THIS SUBJECT COULD LEAD ME TO:
- employment as a fitness instructor
- Certificate IV in Fitness.
You have: An interest in Tourism  
VET courses  
Certificate II in Tourism  
May lead to:  
Certificate III in Tourism, Certificate III in Events, Certificate III in Travel

VET courses

Certificate II in Tourism

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

IN CERTIFICATE II IN TOURISM I WILL LEARN:
• about the tourism industry including the possible jobs and pathways
• how to stay safe and healthy in the workplace, including First Aid
• social media for businesses
• Responsible Serving of Alcohol (RSA)

IN TYPICAL LESSONS I MIGHT:
• visit different types of tourist attractions and services
• gather information about a tourist destination
• create a file containing media releases about the tourism industry
• undertake a practical work placement.

TO ENROL IN THIS SUBJECT I NEED:
• an interest in tourism.

THIS SUBJECT COULD LEAD ME TO:
• further study
• work in tourism, travel or other areas of interest.

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

<table>
<thead>
<tr>
<th>Certificate II in Automotive Vocational Preparation</th>
<th>Certificate II in Construction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Certificate II in Automotive Vocational Preparation</strong> is studied over a period of two years.</td>
<td><strong>Certificate II in Construction</strong> is studied over a period of two years.</td>
</tr>
<tr>
<td><strong>IN CERTIFICATE II IN AUTOMOTIVE VOCATIONAL PREPARATION I WILL LEARN:</strong></td>
<td><strong>IN CERTIFICATE II IN CONSTRUCTION I WILL LEARN:</strong></td>
</tr>
<tr>
<td>• skills needed to work in the automotive industry</td>
<td>• skills needed to work in construction</td>
</tr>
<tr>
<td>• to solve problems related to vehicles</td>
<td>• how to carry out measurements and calculations</td>
</tr>
<tr>
<td>• how to stay safe and healthy in the workplace</td>
<td>• how to stay safe and healthy in the workplace</td>
</tr>
<tr>
<td>• the skills employers value in young workers.</td>
<td>• the skills employers value in young workers.</td>
</tr>
<tr>
<td><strong>IN TYPICAL LESSONS I MIGHT:</strong></td>
<td><strong>IN TYPICAL LESSONS I MIGHT:</strong></td>
</tr>
<tr>
<td>• perform minor maintenance and repair of an automotive vehicle body</td>
<td>• read and interpret plans</td>
</tr>
<tr>
<td>• use and maintain tools and equipment</td>
<td>• use construction tools and equipment correctly</td>
</tr>
<tr>
<td>• inspect and identify mechanical and electrical components and systems.</td>
<td>• undertake a practical work placement.</td>
</tr>
<tr>
<td><strong>TO ENROL IN THIS SUBJECT I NEED:</strong></td>
<td><strong>TO ENROL IN THIS SUBJECT I NEED:</strong></td>
</tr>
<tr>
<td>• an interest in the automotive industry</td>
<td>• an interest in construction</td>
</tr>
<tr>
<td>• literacy and numeracy skills.</td>
<td>• to enjoy working in a practical way</td>
</tr>
<tr>
<td><strong>THIS SUBJECT COULD LEAD ME TO:</strong></td>
<td><strong>basic literacy and numeracy skills.</strong></td>
</tr>
<tr>
<td>• further study</td>
<td>• work in construction or other areas of interest.</td>
</tr>
<tr>
<td>• work in automotive or other areas of interest.</td>
<td><strong>Certificate II in Construction contributes points towards the Tasmanian Certificate of Education.</strong></td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th>Certificate II in Construction (Career Start)</th>
<th>Statement of Attainment for selected units</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Certificate II in Construction</strong></td>
<td><strong>Statement of Attainment for selected units</strong></td>
</tr>
<tr>
<td><strong>Employment</strong></td>
<td><strong>Further study</strong></td>
</tr>
</tbody>
</table>

---

You have:  
- No previous experience  
- Basic literacy, numeracy, ICT and comprehension skills

May lead to:  
- Employment  
- Further study

Certificate II in Automotive Vocational Preparation contributes points towards the Tasmanian Certificate of Education.
Certificate II in Electrotechnology (Career Start) is studied over a period of two years. Students currently studying Electro-Technology in 2019 will need to discuss their study options with Ms Bassett at the suitability interview.

IN CERTIFICATE II IN ELECTROTECHNOLOGY (CAREER START) I WILL LEARN:
- about the skills required to work in the electrotechnology industry (electrical, refrigeration, electronics, telecommunications)
- how to use tools and equipment
- how to stay safe and healthy in the workplace
- the skills employers value in young workers.

IN A TYPICAL CLASS I MIGHT:
- gather information about possible career paths in electrotechnology
- name and identify electrotechnology components
- problem solve and fix electrotechnology faults.

TO ENROL IN THIS SUBJECT I NEED:
- an interest in electrotechnology
- literacy, numeracy and science skills.

THIS SUBJECT COULD LEAD ME TO:
- further study
- work in electrotechnology or other areas of interest.

Certificate II in Electrotechnology (Career Start) contributes points towards the Tasmanian Certificate of Education.

Certificate II in Engineering Pathways (Metalwork) MEM20413

Certificate II in Engineering Pathways (Metalwork) is studied over a period of two years.

IN CERTIFICATE II IN ENGINEERING (CAREER START) I WILL LEARN:
- how to apply principles of occupational health & safety in the work environment
- how to use tools and equipment
- how to pull apart and reassemble engineering mechanisms
- the skills employers value in young workers.

IN A TYPICAL CLASS I MIGHT:
- gather information about possible career paths in engineering
- use oxy-acetylene and soldering equipments
- undertake a basic engineering project.

TO ENROL IN THIS SUBJECT I NEED:
- an interest in engineering and metalwork
- literacy, numeracy and science skills.

THIS SUBJECT COULD LEAD ME TO:
- further study
- work in engineering or other areas of interest.

Certificate II in Engineering Pathways (Metalwork) contributes points towards the Tasmanian Certificate of Education.
VET courses

**Certificate I in Aquaculture**

**IN CERTIFICATE I IN AQUACULTURE I WILL LEARN:**
- about the seafood/aquaculture industry in Australia
- about the life cycle of farmed seafood such as salmon and trout
- how to stay healthy and safe in the workplace
- the skills employers value in young workers.

**IN TYPICAL LESSONS I MIGHT:**
- be shown how to use and maintain equipment and machinery
- learn basic rules about safe food handling.

**TO ENROL IN THIS SUBJECT I NEED:**
- an interest in aquaculture or ornamental fish
- to enjoy working outdoors

**THIS SUBJECT COULD LEAD ME TO:**
- further study
- work in aquaculture or other areas of interest.

**Certificate II in Aquaculture**

**IN CERTIFICATE II IN AQUACULTURE I WILL LEARN:**
- the skills employers value in young workers.

**IN TYPICAL LESSONS I MIGHT:**
- learn how to use and maintain farming equipment
- learn how to care for the health and welfare of livestock
- visit a farm
- learn how to repair fences, treat weeds, carry out other farming duties.

**TO ENROL IN THIS SUBJECT I NEED:**
- an interest in agriculture.

**THIS SUBJECT COULD LEAD ME TO:**
- further study
- work in farming/agriculture or other areas of interest.

**Certificate II in Horticulture**

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

**IN CERTIFICATE II IN HORTICULTURE I WILL LEARN:**
- skills and knowledge needed to work in horticulture; this might include a retail or wholesale nursery, landscaping, parks and gardens, arboriculture or general horticulture
- how to care for the environment and work sustainably
- how to stay safe and healthy in the workplace
- the skills employers value in young workers.

**IN TYPICAL LESSONS I MIGHT:**
- be shown how to recognise certain plants
- design or create a garden
- learn how to grow plants
- learn about the nutritional and economic use of plants
- find out how to treat plant pests and diseases.

**TO ENROL IN THIS SUBJECT I NEED:**
- an interest in horticulture.

**THIS SUBJECT COULD LEAD ME TO:**
- further study
- work in horticulture or other areas of interest.

**Certificate II in Aquaculture** contributes points towards the Tasmanian Certificate of Education.

**Certificate II in Agriculture**

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

**IN CERTIFICATE II IN AGRICULTURE I WILL LEARN:**
- basics skills in my interest area of farming, these might include dairy, beef, wool, sheep, cropping or mixed farming
- how a farm operates
- how to stay safe and healthy in the workplace

**IN TYPICAL LESSONS I MIGHT:**
- be shown how to use and maintain farming equipment
- learn basic rules about safe food handling.

**TO ENROL IN THIS SUBJECT I NEED:**
- an interest in agriculture.

**THIS SUBJECT COULD LEAD ME TO:**
- further study
- work in farming/agriculture or other areas of interest.

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

Aquaculture is becoming one of Tasmania’s largest local industries and it involves a broad range of enterprises ranging from seahorses, shellfish, crustaceans, tropical, cold water, marine and fresh water fish to name a few. Employment positions in this industry are increasing for trained applicants as it is the fastest growing primary industry in our nation and Tasmania has the ideal climate and clean water to further develop this industry.

This course is delivered in the St Patrick’s College Aquaculture Trade Training Centre that is fully equipped with modern technological equipment that replicates best industry practice. The Certificate III in Aquaculture course is available to Year 12 students who have satisfactorily completed a Certificate II in Aquaculture. This course comprises of 18 units and builds on the prior learning attained in Certificate II in Aquaculture. The course equips a person with the necessary skills to undertake a basic level of responsibility for decision-making and to coordinate some team activities. The course will ideally suit students who would like to enter the industry in the capacity of a skilled worker or leading hand. The Certificate III in Aquaculture course is also ideal for students looking towards a pathway into a tertiary qualification.

Certificate III students who meet the necessary work readiness requirements may be offered the opportunity to participate in a four day Work Placement at Strahan, or at a hatchery in the Central Highlands. (Year 12 only).

Certificate III in Hospitality

IN CERTIFICATE III IN HOSPITALITY I WILL LEARN:
• to specialise in customer service focusing on food and beverage service
• about job opportunities in hospitality
• how to stay safe and healthy in the workplace including First Aid
• the skills employers value in young workers.

IN A TYPICAL LESSON I MIGHT:
• mentor or coach another student in a job skill
• improve my communication skills
• undertake a practical work placement.

TO ENROL IN THIS COURSE I NEED:
• to have completed Certificate II in Hospitality or have had recent employment in hospitality.

THIS SUBJECT COULD LEAD ME TO:
• further study
• work in hospitality or other areas of interest.

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

- An interest in the area
- Certificate II in Animal Studies
- Certificate III in Animal Studies (Year 12 only)

May lead to:

- Employment in veterinary
- Certificate I, zoo or native
- animal parks, the companion
- animal service industry, animal
- rescue, animal control and
- regulation, animal technology,
- captive animals

### VET courses

#### Certificate II in Animal Studies

**IN CERTIFICATE II IN ANIMAL STUDIES I WILL LEARN:**

- how to care for animals
- animal rescue and first aid
- how to stay safe and healthy in the workplace
- the skills employers value in young workers.

**IN TYPICAL LESSONS I MIGHT:**

- feed, water and provide shelter for a range of animals
- visit an animal park, veterinary clinic or RSPCA
- learn about products and services in animal care
- investigate some of the career paths in animal care
- gather information about caring for domestic pets.

**TO ENROL IN THIS SUBJECT I NEED:**

- an interest in animals
- to enjoy working outdoors.

**THIS SUBJECT COULD LEAD ME TO:**

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

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

#### Certificate III in Animal Studies

**IN CERTIFICATE III IN ANIMAL STUDIES I WILL LEARN:**

- skills and knowledge needed to work in animal care
- how to keep animals safe, clean, healthy and well fed
- how to stay safe and healthy in the workplace
- the skills employers value in young workers.

**IN TYPICAL LESSONS I MIGHT:**

- be shown how to care for orphaned native animals
- collect information on animal care products
- visit animal care organisations and undertake a practical work placement.

**TO ENROL IN THIS SUBJECT I NEED:**

- to have completed Certificate II in Animal Studies.

**THIS SUBJECT COULD LEAD ME TO:**

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

Certificate III in Animal Studies contributes credit points towards the Tasmanian Certificate of Education. (Year 12 only).
You have: An interest in the area

VET courses

Discover Hair & Beauty
Statement of Attainment

May lead to:
Further study, Certificate II in Salon Assistant, Certificate III in Hairdressing, Certificate IV in Beauty Therapy

VET courses

Discover Hair & Beauty
STATEMENT OF ATTAINMENT

Discover Hair and Beauty is a pathway in the hairdressing, beauty and nail industries. Specifically designed for Year 11 and 12, this program offers practical make-up sessions, skin-care, hand and nail care, hair styling, braiding, applying basic colour, participating in a photo shoot and a Hair Competition. Guest speakers in skin-care, make-up and hairdressing professionals are integral to the course. Units are alternated each year so the students can participate in the program in Year 11 and Year 12 and complete a range of units over the two years. Students will attend Alanvale TasTAFE campus every Wednesday throughout the school year and will need to purchase a TasTAFE uniform and custom designed hair and beauty kit for approximately $250. Students will receive a Statement of Attainment for the units completed and points will be credited towards the TCE. If students also wish to continue to study Certificate II Hairdressing or Certificate III Beauty Services they will gain Credit Transfer for the units from this course.
Roman Catholic Trust Corporation of the Archdiocese of Hobart trading as

**St Patrick’s College**  
(Main Campus)  
282 Westbury Road  
Prospect, TAS 7250  
Tel: 03 6341 9988

**Croagh Patrick**  
(Year 9 Campus)  
251 Peel Street West  
Prospect, TAS 7250  
Tel: 03 6341 9999

Email: contact@stpatricks.tas.edu.au  
Website: www.stpatricks.tas.edu.au