



Year 11-12 | 2024

Course Information Handbook

Inspiring Inquisitive Minds

An Early Learning to Year 12 School
providing a Christ-centred quality
education that inspires,
challenges, encourages and equips
young people for life at
school and beyond.

Inspiring inquisitive minds.





Mission Statement

Southern Christian College is a Christian, faith-based organisation serving the community. The College aims to provide a holistic education that develops a community of learners who are balanced spiritually, intellectually, physically, emotionally, creatively and socially.

The College aims to develop lifelong independent and cooperative learners through a Christ-centred quality education that inspires and equips young people for life. The College promotes an understanding of, and appreciation for, the teachings of Christ through the Scriptures and His life being foundational to our relationships and practice.

This understanding is demonstrated through:

Partnering with parents and community in the education of children.

Expressing faith as caring and respectful members of a global community, acting in ways that promote social justice and international mindedness.

Celebrating the knowledge, goodness and grace of God in creation and salvation.

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From the Principal

Dear Students, Parents and Carers,

The transition to the final years of schooling is an exciting time, as students consider the wide range of post-school pathways open to them and how they can use the next two years as an important steppingstone to their future. It can also be a daunting time, as students are faced with big decisions and many different choices.

At Southern Christian College, we believe each student has God-given gifts and abilities. Our responsibility is to help them develop and flourish in these. We work closely with each student to design a personalised plan for the Senior Secondary years, focused on their individual strengths and passions.

Each student will be on a unique pathway. For some, the focus may be on preparing for post-secondary studies, at University, TAFE or a private college. For others, the focus may be on accessing traineeships, apprenticeships or employment opportunities. Whatever pathway students may consider, SCC is able to provide them with a wide range of relevant subject choices. Some of our students may also access specialist courses through our education partners.

We will also work consistently with students to build the academic and self-management skills required for higher level learning pathways, skills we are certain students will take with them as they enter post-school learning or employment. Throughout the two years, students will undertake explicit training in more advanced organisational, time management and study skills.

While embarking on new learning challenges, we continue to provide the outstanding level of care young people need to thrive and for which SCC is well known. Students gain a new level of independence in Years 11 and 12 but retain the same foundation of an encouraging, supportive community. Overwhelmingly, feedback from past graduates has focused on the quality of the social, emotional and spiritual support provided throughout the Senior Secondary years.

Our information booklet provides details of the pathways and courses available for our Senior Secondary students and of the structures we have in place to enhance each student's learning journey. It is my hope that you and your family will continue to partner with us through this final phase of formal schooling, confident that we are working to ensure it is a rewarding, memorable and blessed experience.

Kind Regards,

Mrs Jodie Bennett



Mrs Jodie Bennett
Principal

“...offering TCE courses allows us even more capacity and time to provide our best and most balanced program for a wider range of students than ever before..”



Why Southern Christian College?

'...be transformed by the renewing of your mind.' Romans 12:2

Southern Christian College is more than a school; it is a growing community of students, staff and parents, where students are nurtured, inspired, challenged, and encouraged on their educational and life journey, from Kinder to Year 12, and beyond.

We are a Christian, faith-based school serving our local community. We aim to provide a holistic education that helps develop a community of learners who are balanced spiritually, intellectually, physically, emotionally, creatively and socially. We have a strong faith-formation core, and this helps our students to shape their belief system, and their identity in Christ, and the world around them.

One of the strengths of Southern Christian College is the close relationship between the students, parents and the School. This partnership and close engagement builds a special bond with our community; a bond based on 'care'. Our students value the highly supportive and nurturing environment in which they learn and live, and this relationship, where all students are known to staff, where teachers are approachable, supportive and engaged on a daily basis with our students, is of immense value as students work towards the different demands and challenges of everyday school, and life in general, and the fulfilling rewards that come with hard work and effort.

As a registered International Baccalaureate (IB) school offering the Primary Years Program (PYP) and Middle Years Program (MYP), our students are inspired to serve and shape our world with courage, curiosity, creativity and compassion. Our students approach Year 11 and 12 studies with a set of learning and life experiences that provide a strong foundation for their continuing education in Year 11 and 12, and beyond School.

Our Year 11 and 12 TCE Program provides learning opportunities for all, including high achievers and students with specific learning needs. We provide a broad range of course options, and tailor learning courses suited to our students' diverse learning needs.

At Southern Christian College, our students flourish and thrive, not just survive; despite the challenges of everyday life as an adolescent growing into young adulthood.

Life at Southern Christian College - Differences & Opportunities

At Southern, we have always believed that elements beyond the normal academic curriculum are critical; perhaps the most important elements in any educational program in providing the core developmental benefits each student needs. These elements include those things which draw out and empower the best human characteristics and traits in a person.

We make no secret that the pathway to the development of these outcomes in life comes through an understanding of, and ultimately relationship with, Jesus Christ. There are no more critical years for the formation and reinforcement of these traits than during a student's senior secondary education.

Our senior programs are designed to outwork for every student our commitment to provide the best mix of support, trust, challenge, inspiration, quality teaching and guidance.

Senior students are part of a whole-school student wellbeing program, and play a significant role in the pastoral care program as they assist staff to guide and mentor younger students. Our Year 11 and 12 Coordinator/Home Group Teacher provides support and guidance for students in their learning, faith development, everyday challenges and future pathways.

Faith-formation experiences abound at Southern. Senior students play a key role in vertical and family-based student prayer groups each week as they share their faith, and help others, younger and less experienced on this faith journey.

Senior Secondary Pastoral Care

At Southern Christian College, we believe that pastoral care is integral to the daily life of the Senior School and cannot be restricted to a particular program or curriculum. Pastoral care is very much at the heart of our mission. It fosters growth and embraces the total life of the Senior School by building relationships through the cooperation of parents, families, and the wider community.

Pastoral care is the practical expression of the Gospel message within the Senior School community and provides for a nurturing and secure environment. This aim also relates to our implementation of the stated vision of the school, as we as teachers assist parents to raise their children as disciples of Christ:

“...and provide a holistic education that develops a community of learners who are balanced spiritually, intellectually, physically, emotionally, creatively and socially... We aim to inspire and equip young people for life and promote an understanding of, and appreciation for, the teachings of Christ through the Scriptures and His life being foundational to our relationships and practice.” -

At Southern Christian College, each student is seen, valued, and celebrated as a unique child of God. Our pastoral approach allows teachers to connect with the whole student - heart, head, and hands and offer them encouragement, guidance, and support as they prepare for their future.

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There are no more critical years for the formation and reinforcement of these traits than during a student’s senior secondary education.



Senior QUEST

Our QUEST Program for senior students, developed from the foundational experiences in Year 9 QUEST, includes a range of structured activities, studies, service elements and “faith and culture” investigations. It will give our senior students time to explore those central elements relating to faith formation, personal character development, life skills, relationships and even physical pursuits and exercise that we believe are so important for a high quality, well rounded Christian education, especially in this day and age.

Such encouragement and equipping of students to explore, understand and analyse culture and ideas from a Christian worldview is of vital importance, as is fostering a deep commitment to humility and leadership through service.

Student Mentor Program

A critical and highly valued element of our Senior program is our Student Mentor Program. Every student is assigned a teacher as a Mentor for their two-year program of study. Each student is teamed with a suitable Mentor who meets with the student weekly, providing consistent support, regular oversight, practical advice and help to organise any learning support that might be needed. The Mentor keeps an eye on the student’s time management, life balance, and wellbeing and most importantly acts as a liaison between the student, their teachers and home. This is a highly valued and significant aspect of our unique offerings at Southern; and has been enthusiastically supported and endorsed by previous students and parents.

Southern Christian College will support and mentor each student in their course and transition planning, providing careful guidance as they prepare a two-year study plan for their future direction beyond School. It is not uncommon for students to find this difficult and challenging; our staff are there to support and guide our students through this journey as they prepare for future career planning beyond School. Community, business and tertiary connections will be explored which are aimed at providing valuable and rich career pathway experiences for our students.

A Highly Educational and Balanced Year 11-12 Program!

Combining the variety and academic challenge provided by TCE courses, with our diverse range of co-curricular and extra-curricular offerings, all underpinned by our commitment to Christian perspective and faith formation, we are confident that Southern’s unique senior program will resonate with young people who have either already experienced learning at Southern as well as those from other high schools or colleges. Senior students at Southern have many opportunities to learn beyond the classroom; to be challenged and extended, to be inspired, and to experience new ideas and ways in which to serve others.

At Southern, we are creating an environment where students develop the confidence to listen, think and share as young adults with peers and teachers. To learn how to understand their faith in the context of current culture, to defend their faith, and to stand tall and strong in the face of increasingly challenging cultural and political attitudes towards those expressing Christian values and worldview.



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Dates & contact information

Term Dates 2024

Term 1

Tuesday 6 February to Friday 12 April

Term 2

Tuesday 30 April to Friday 5 July

Term 3

Tuesday 23 July to Friday 27 September

Term 4

Monday 14 October to Friday 13 December

Web Links

TASC

www.tasc.tas.gov.au

Careers and Vocational Learning

<https://www.courseseeeker.edu.au>

<https://www.gooduniversitiesguide.com.au/careers-guide>

<https://www.tastafe.tas.edu.au/>

<https://masexperience.com.au>

www.mycareer.com.au

www.careersonline.com.au

www.myfuture.edu.au

University of Tasmania

<https://www.utas.edu.au/study>

Staff Contacts

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TASC Liaison Officer

Mrs Veronica Schuth

e veronica.schuth@scc.tas.edu.au

Head of Secondary

Mr Todd Barker

e todd.barker@scc.tas.edu.au

Head of Pastoral Care

Mrs Leaora Adams-Bell

e leaora.adams-bell@scc.tas.edu.au



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Every student is made in the image of God. He wants you to be fulfilled in life and work, in relationship with Him, with each other, and with the world He made for us to behold and enjoy.

Certification & Assessment

Year 11 and 12 Course Handbook

The Tasmanian Certificate of Education (TCE) offers wonderful opportunities for our students to choose a course of study that supports their learning pathways and future aspirations, and which also provides new challenges and areas of interest and study. These courses provide a broad range of learning opportunities which can help lead to employment and further education beyond School.

This handbook has a wealth of information in relation to the TCE. The handbook outlines information regarding subjects and requirements for students undertaking courses offered in Year 11 and 12 at Southern Christian College approved and accredited by TASC.

Please take the time to read it carefully; make notes as you think of questions to ask teachers and staff at Southern, or to research further on the TASC website.

Tasmanian Assessment and Standards Certification (TASC)

The Office of Tasmanian Assessment, Standards and Certification (TASC) is responsible for the accreditation of senior secondary courses, their external assessment and quality assurance.

TASC issues qualifications and certificates, including the Tasmanian Certificate of Education (TCE) and Tasmanian Qualifications Certificate (TQC) to students who meet the required standards. TASC courses provide a broad range of learning opportunities which can help lead to employment and further education.

TASC Course Levels

Courses are organised into four levels of difficulty: Levels 1, 2, 3 and 4 (with 4 being the most difficult). Level 3 and 4 courses, also known as pre-tertiary courses, can contribute to an Australian Tertiary Admission Ranking (ATAR); see below for more information. Level 1 and 2 courses 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. TASC also offer preliminary to Level 1 courses which are designed for students with high and additional learning needs, including students with specific learning disorders.

Points

Each course is awarded points, depending on the length/size of the course. All TASC 2, 3 and 4 courses are worth 15 points. Details concerning all TASC levels, and points for each subject, are found in the subject description pages. Pre-tertiary courses are Year 11/12 subjects that are approved by the University of Tasmania and all mainland universities as tertiary admission subjects. These subjects attract ATAR points.

TASC Qualifications

All Tasmanian students undertaking post Year 10 education and training may qualify for a number of qualifications / certificates issued by TASC.

There are many different qualifications, including those in senior secondary courses, VET studies, diplomas and university degrees. A recognised qualification tells employers about learning, knowledge and skills that a student has achieved at the conclusion of their studies.

These are:

The Tasmanian Certificate of Education (TCE)

The Tasmanian Qualifications Certificate (TQC)

The Tasmanian Certificate of Educational Achievement (TCEA)

A qualification is a formal recognition of student achievement. [it] tells employers about learning, knowledge and skills that a student has achieved at the conclusion of their studies.

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Certification & Assessment

Tasmanian Certificate of Education (TCE)

The Tasmanian Certificate of Education (TCE) is a qualification that is available to Tasmanian students who reach the prescribed standards. The TCE is primarily designed for those completing the senior secondary phase of education and training. To achieve the TCE a student must meet the requirements for all five standards:

1. Participation and Achievement Standard - complete an equivalent of a two-year program of post Year 10 education and/or training, achieving 120 credit points
2. Everyday adult reading and writing in English standard.
3. Everyday adult Mathematics standard.
4. Everyday adult use of computers and the internet standard (If a student meets all the other Tasmanian Certificate of Education (TCE) standards, the student will achieve the digital literacy standard)
5. Develop and review future career and education plans (also known as a transition statement)

Students may meet these requirements in different ways, in different settings and over different periods of time.

If a student fails a subject, the credit hours for that subject cannot be counted.

Full details on the TCE can be found at TASC:

<https://www.tasc.tas.gov.au/students/qualifications/tasmanian-certificate-of-education-tce/>

Tasmanian Qualifications Certificate (TQC)

The TQC is a TASC issued certificate that recognises all successfully completed TASC accredited courses on completion of Year 12. This may include TCE syllabuses, VET and other TASC recognised courses and studies (for example, AMEB Studies and The Duke of Edinburgh's Award). You may achieve the TQA and the TCE.

Full details on the TQC can be found at:

<https://www.tasc.tas.gov.au/students/qualifications/qualifications-certificate-qc/>

Tasmanian Certificate of Educational Achievement (TCEA)

The Tasmanian Certificate of Educational Achievement (TCEA) is a quality assured certificate issued by TASC for students whose participation and achievement in senior secondary education is recognised by outlining their achievements against their personalised learning goals. Please discuss with your teachers if you think you may be eligible for a TCEA.

Full details on the TCEA can be found at:

<https://www.tasc.tas.gov.au/students/qualifications/tasmanian-certificate-of-educational-achievement/>

Certification & Assessment

Assessment of TASC Accredited Subjects

Performance in each subject is assessed against criteria that have predetermined standards. At the end of the year you will receive final ratings 'A', 'B', 'C', 't' and 'Z' for each criterion.

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

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

A 'Z' is used where you have not provided any evidence of achievement at all.

Depending on your final ratings, you may receive one of these awards for each course / subject:

EA	Exceptional Achievement
HA	High Achievement
CA	Commendable Achievement
SA	Satisfactory Achievement
PA	Preliminary Achievement
NN	Fail

Information about certificates, syllabuses, courses, ATAR, scaling, assessment and past examination papers is available at www.tasc.tas.gov.au

Authenticity and Academic Integrity

The College views authenticity and academic integrity as a vital part of appropriate student behaviour, character and development as they demonstrate the highest standards of honesty and integrity in the work they submit. The College employs a number of ways in which to check on the authenticity of student work and will not hesitate to take appropriate action if plagiarism is found in any internally submitted assessment work.

The College has an Academic Integrity and Plagiarism Policy which details student requirements to ensure the authenticity and academic integrity of all work submitted for assessment. All students will be made aware of this policy by subject teachers at the start of each course of study.

Learn more at: <https://www.tasc.tas.gov.au/students/academic-integrity/>

Tertiary Entrance Score, SRP, Ranking and Scaling

Tertiary (University) Entrance score (TES)

TASC uses your Year 11 and 12 results to calculate a score for each pre-tertiary (Level 3 or 4) course for the sole purpose of calculating an Australian Tertiary Admission Rank (ATAR). The ATAR will only be used if you want to continue your studies at university.

Your TE score is the combined scores of your best four or five pre-tertiary courses 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. Please note you may compete for entry to University with only four subjects; however, this could disadvantage your chances of entry.

UTAS School's Recommendation Program

The School's Recommendation Program is an alternative pathway for Year 12 students to receive a university place. The University of Tasmania (UTAS) will assess applications holistically based on a number of factors. This means it is not just formal assessments that will calculate the ATAR.

Criteria for the program will include Year 11 results and an assessment of capabilities and the perspective of those teachers who have taught the student most recently. As the people closest to their schooling, their insights are very important to UTAS.

The entry program operates as an alternate means of entry alongside the ATAR and the TCE.

Please note: Quota courses in Medicine, Nursing and paramedicine are excluded from early offers through this process. However, UTAS will take expressions of interest for these to help prioritise the Tasmanian Year 12 applications.

Certification & Assessment

Australian Tertiary Admission Ranking (ATAR)

The Australian Tertiary Admission Rank (ATAR) is used by Australian universities to allocate places to students who apply for tertiary courses. The ATAR system ensures that students have equitable access to tertiary courses across Australia, irrespective of the state or territory in which they completed their Year 12 studies.

TASC converts your TE score to a nationally comparable tertiary entrance rank (ATAR). The ATAR represents a percentile ranking of the TE score.

For example

A Tasmanian student with an ATAR of 90.00 means that the student was ranked in the top 10% of the cohort in Australia. Based on the Tasmanian Tertiary Entrance Scores, this would be regarded as being equal to a student with an ATAR of 90.00 in any other Australian state or territory.

In Tasmania, it is the responsibility of the University of Tasmania as the Tertiary Admissions Centre to determine what can be counted towards your ATAR. To be eligible for an ATAR the University has determined that students must also achieve the TCE. Entry requirements to university vary by course and by university. TASC will advise eligible students of their TE score and ATAR in late December. Universities are normally able to provide information on the minimum ATAR needed to gain entry to a specific course of study for the current year. Offers for courses at University and other tertiary institutions are based on the ATAR.

More detailed information is available on the University of Tasmania's website, and the TASC website.

<https://www.utas.edu.au/study/apply/admission-requirements/australian-tertiary-admission-rank-atar>

<https://www.tasc.tas.gov.au/students/university/>

or

<https://www.tasc.tas.gov.au/wp-content/uploads/2019/09/Understanding-the-ATAR.pdf>

Scaling

Scaling is an adjustment made to the courses that make up your TE score to allow for the variation in difficulty between courses. The difficulty of each course is determined after the results have been finalised.

Scaling allows results from different courses, with different requirements and different assessment criteria, to be fairly compared with each other. The scaling process is undertaken solely for the purpose of determining the best course results to use when calculating students' TE scores and ATAR. Every state and territory in Australia scales senior secondary course results when calculating the ATAR. Scaling does not make a judgement about whether the content of a course is 'harder' or 'easier' than another course. The reason for scaling is to encourage you to undertake pre-tertiary courses that are relevant to your learning pathway. The same course may be scaled up or down from year to year.

Important Note

Students are strongly advised to choose subjects based on their learning needs and pathway planning, not because they anticipate these will be scaled up. The same subject may be scaled up or down from year to year.

University Entrance

If students are intending to go to university after Year 12 they must:

- Check the specific university course requirements
- Check the necessary prerequisites for Level 3/4 subjects
- Select at least one Level 3 subject in Year 11
- Preferably are studying 5 x Level 3 subjects over 2 years of senior secondary schooling for university entrance (3 of these must be gained in Year 12)
- Check the UTAS Connections Program and UTAS High Achievers Program for courses you can undertake while in Year 11 and 12
- Check your two year program of study will meet the TCE requirements

For any further information please discuss with our TASC Liaison Officer, Mrs Schuth.

Pathways

Careers Information for Year 11 and 12 Students

The reality of making course choices in Year 11 and 12 can sometimes seem daunting, and very challenging! There is a lot of information, and often many options to choose from.

You may be influenced by a number of factors in making your selection, but your future plans after Year 10 should play the biggest part. Those of you who have already determined a career path will have a less challenging time choosing your courses, providing you have considered a realistic goal; but the vast majority of students may have no idea what you want to do with your future. If you fall into this group do not panic!

You can still make sensible choices that will give you the widest range of options, and Mrs Veronica Schuth (TASC Liaison Officer), and Heads of Faculty, along with your subject teachers who will be ready to help you with information and advice. A range of pathways is available utilising education partners associated with Southern.

In considering your courses, you should take into account your interests and abilities, as well as your personal values and goals. If you are not sure which path to take after School, try to include a wide variety of subjects from a range of learning areas. If you are thinking of further education, please keep in mind the entrance requirements of various tertiary institutions and the particular pre-requisites of individual courses; not only in Tasmania but also inter-state.

All students in Year 10 are required to have an individual appointment with Mrs Veronica Schuth or Mrs Dianne Vanderplas to develop their Transition Plan.

English

Students are encouraged to enrol in the highest level of English that is within their capabilities as this is a subject most frequently considered by employers. If you are considering University entrance, you should choose a pre-tertiary English in either Year 11 or 12, and should be aware that this is a requirement for many mainland courses and UTAS. Hospitality, tourism and travel courses at TasTAFE give preference to applicants with a pre-tertiary English. To gain the TCE, you must have achieved your Literacy 'tick'.

Mathematics

Students are encouraged to enrol in the highest level they can manage. It is not essential to complete a pre-tertiary Mathematics for general university entrance, but it is one of the essential subjects for Engineering, Surveying, Business, Commerce and many science based degrees. In addition, it is a requirement if you wish to study Education and some other courses on the mainland. Mathematics Specialised is strongly recommended for those considering Mathematics or Engineering subjects at university. Many courses, including the tourism, hospitality and travel courses at TasTAFE, give preference to applicants with a pre-tertiary Mathematics. To gain the TCE, you must have gained your Numeracy 'tick'.

New South Wales and ACT Universities require that local applicants take at least one course in each of their three key learning areas: English; Mathematics / Science; Humanities / Arts. They do not insist that interstate applicants fulfil this requirement. You should seek confirmation from the institution to which you intend to apply. All Victorian Universities require English as a pre-requisite for entry. If you have a specific course and / or institution in mind, it is your responsibility to check that you are studying the pre-requisite course. All universities / institutions have information about entry requirements on their websites.

Tertiary Studies

The University of Tasmania offers a number of courses to Year 11 and 12 students. These include access to the following two programs:

UTAS Connections Program

The University Connections Program in partnership with Southern allows eligible Year 11 and 12 students to undertake introductory level university units at the same time or in addition to their TCE studies. Unit delivery is either school-based, school and university combined, or solely on-campus at the university. Many of the UCP courses provide students with both TCE and ATAR points.

For more information please visit:

<https://www.utas.edu.au/underwood-centre/projects-and-initiatives/ucp>

UTAS High Achiever's Program (UTAS-HAP)

Southern, in partnership with the University of Tasmania, will offer a High Achiever Program known as UTAS-HAP. This is generally a Level 3 program worth 8 TCE credit points. Through this program, the University of Tasmania enriches the educational opportunities for high-achieving students and develops links between the University, the students and their school.

As well as providing students with academic challenge and the change to experience University life, the High Achiever Program offers a number of other benefits including: subsidised course costs; credit towards a UTAS Degree; counting units towards the ATAR; access to facilities and support services.

For more information please visit:

<https://www.utas.edu.au/underwood-centre/projects-and-initiatives/hap>



Pathways

Aboriginal Admission

A number of courses have places reserved for people of Australian Aboriginal or Torres Strait Islander descent. Riawunna, Centre for Aboriginal Education, conducts an orientation and assessment program for Aboriginal Australians to assist in preparation for study and to make recommendations for admission to the Faculty Admissions Committees.

People of Australian Aboriginal or Torres Strait Islander descent over the age of 18 may apply to Riawunna for admission to the Riawunna Higher Education Bridging Program. Successful completion of this program will assist in gaining admission to degree courses offered by the University.

Mainland Universities

As a rule, mainland Universities use the same entrance requirements as the University of Tasmania with two important differences. Most require a Satisfactory Achievement in a pre-tertiary English. Furthermore, Mathematics Methods Foundation 3 is not recognised as a pre-tertiary course at mainland Universities.

If a mainland University is being considered it is essential that entry requirements of that University are checked through contact with the institution. All courses at mainland Universities must be applied for through each state's admissions centre. Each will have a fee attached for administration of the application.

Queensland – QTAC: www.qtac.edu.au/

Victoria – VTAC: www.vtac.edu.au/

New South Wales/Australian Capital Territory – UAC: www.uac.edu.au/

South Australia/Northern Territory – SATAC: www.satac.edu.au/

Western Australia – TISC: www.tisc.edu.au/static/home.tisc

School Based Apprenticeships

Year 10-12 students are able to undertake a school-based apprenticeship or traineeship which is a nationally recognised qualification as an apprentice or trainee while still attending school.

Those students who choose to participate in a school-

based apprenticeship or traineeship may complete the qualification before leaving school; however, many of the higher level qualifications, particularly in the trade areas continue past the end of Year 12.

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

For further information visit the Skills Tasmania website and talk to Mrs Schuth.

www.skills.tas.gov.au/learners/apprenticeships_and_traineeships/school_based_apprenticeships_and_traineeships

Year 11 and 12 Course Selection Process

Choosing my courses for Year 11 and 12:

- Aim to gain a TASC qualification at the end of Year 12 and indicate this on your Course Selection Form.
- Complete the “SCC Course Selection Form” and return to Mrs Veronica Schuth (TASC Liaison Officer)
- Make sure a full two-year program of senior secondary studies (TCE, TASC accredited course, VET competencies and certificates, and TASC recognised courses) are chosen.
- Enter your two-year course into the TASC Planner. TASC has released tools to help students, mentors and teachers see how courses contribute to the TCE and other TASC qualifications www.tasc.tas.gov.au/students/course-planner/
- Talk to your teacher, Head of Faculty, Head of School or TASC Liaison Officer about your course choices and any future subject changes.
- You need to check that the courses you choose will allow you to meet the literacy, numeracy and ICT standards to gain the Tasmanian Certificate of Education (TCE).

To make sure you have chosen courses that help you to meet these standards go to <https://www.tasc.tas.gov.au/students/course-planner/> and complete your TCE course planner.

Course Selection Process

<p>Plan ahead</p>	<ul style="list-style-type: none"> • If you are a current Grade 10 student, plan your selection over two years. • Begin thinking about what you might like to study in Year 12. Work back to Year 11 and finally back to Grade 10. To help you, fill out the section “Transition Plan”. • Choose Year 11 courses that are necessary prior experience for any pre-tertiary Level 3 courses to study in Year 12. • You may be able to study some Year 12 pre-tertiary 3 courses in Year 11, provided your standard of achievement in the highest Grade 10 syllabus in that subject was better than satisfactory and has been recommended by your teacher.
<p>Select wisely</p>	<p>This is a two-year plan of study</p> <ul style="list-style-type: none"> • A course of study consists of 120 credit points over the two years. <p>For Year 11 students:</p> <ul style="list-style-type: none"> • In Year 11, it is very important to plan a two-year course of study to achieve the right mix of preparatory subjects for Year 12 and, at the same time, complete some pre-tertiary courses. Where possible, choose courses in areas of study where you have succeeded in the past. It is clearly better to take courses at a level in which you can cope, than to be too ambitious and face a period of frustration and possible failure. • Year 11 students are expected to study a combination of courses totalling a minimum of 60 credit points. • You must select the courses you wish to study in order of preference; listed in this handbook or on your Course Selection Form. <p>For Year 12 students:</p> <ul style="list-style-type: none"> • Year 12 students are expected to study four courses (60 credit points). It is recommended students who intend to qualify for University entrance MUST study FOUR pre-tertiary courses. • You must select the courses you wish to study in order of preference; listed on your Course Selection Form. • Consider the balance of courses you study over Year 11 and 12. • A broad education should include at least one Humanities course. • Ensure you show proficiency and interest in your chosen courses. • Ensure your choice of courses is realistic. • Your INITIAL course selection is critical. • Why? All classes offered in Year 11/12 are based on your initial selections. <p>Some courses may NOT be offered if there are too few students who choose to study them.</p> <ul style="list-style-type: none"> • If you change your mind after your initial selection, the class into which you might like to change may NOT be available or might be located on different lines on the timetable.
<p>Sequence</p>	<ul style="list-style-type: none"> • For some of you who have been challenged with Grade 10 subjects, a course made up completely of Year 11 TASC 2 subjects is recommended. • Remember that some courses are sequential in nature. eg. Languages, Mathematics, Sciences.
<p>Subject selection</p>	<ul style="list-style-type: none"> • Seek advice from subject teachers, Heads of Faculty, Head of Secondary School or TASC Liaison Officer. • Complete the Course Selection form and submit it to Mrs Veronica Schuth NO LATER THAN 3:00pm Friday 4 AUGUST 2023. • Year 11/12 lines will be constructed based on YOUR INITIAL COURSE SELECTIONS.

Using this Handbook

The Tasmanian Certificate of Education will offer wonderful opportunities for our students to choose a course of study that supports their learning pathways and future aspirations, but which also provides new challenges and areas of interest and study. These courses provide a broad range of learning opportunities which can help lead to employment and further education beyond School.

This handbook has a wealth of information in relation to the TCE. Please take the time to read it carefully; make notes as you think of questions to ask teachers and staff at Southern, or to research further on the TASC website; a very informative and useful site. Use this booklet to find information on the TCE, courses, useful contacts and links.



Year 11 & 12 Course Options 2024

Non Pre-Tertiary

Level 2 courses

Business Studies Foundation BST215116-2-15CP
Biology 2 BIO215123-2-15CP
Computer Graphics and Design Foundation CGD215118-2-15CP
Contemporary Music and Songwriting CMS215123-2-15CP
Design and Production DAP215116-2-15CP
Drama Foundations SDS215117-2-15CP
English Foundations ENG215117-2-15CP
English Inquiry ENT215123-2-15CP
Essential Mathematics – Personal MTP210114-2-15CP
Essential Mathematics- Workplace MEW215123-2-15CP
General Mathematics MTG215123-2-15CP
Introduction to Sociology and Psychology BHX215118-2-15CP
Japanese 2 JPN215123-2-15CP
Legal Studies Foundation LST215117-2-15CP
Outdoor Education EXP215118-2-15CP
Physical Sciences Foundation PSC215118-2-15CP
Visual Art ART215123-2-15CP

Pre-Tertiary

Level 3 and 4 courses

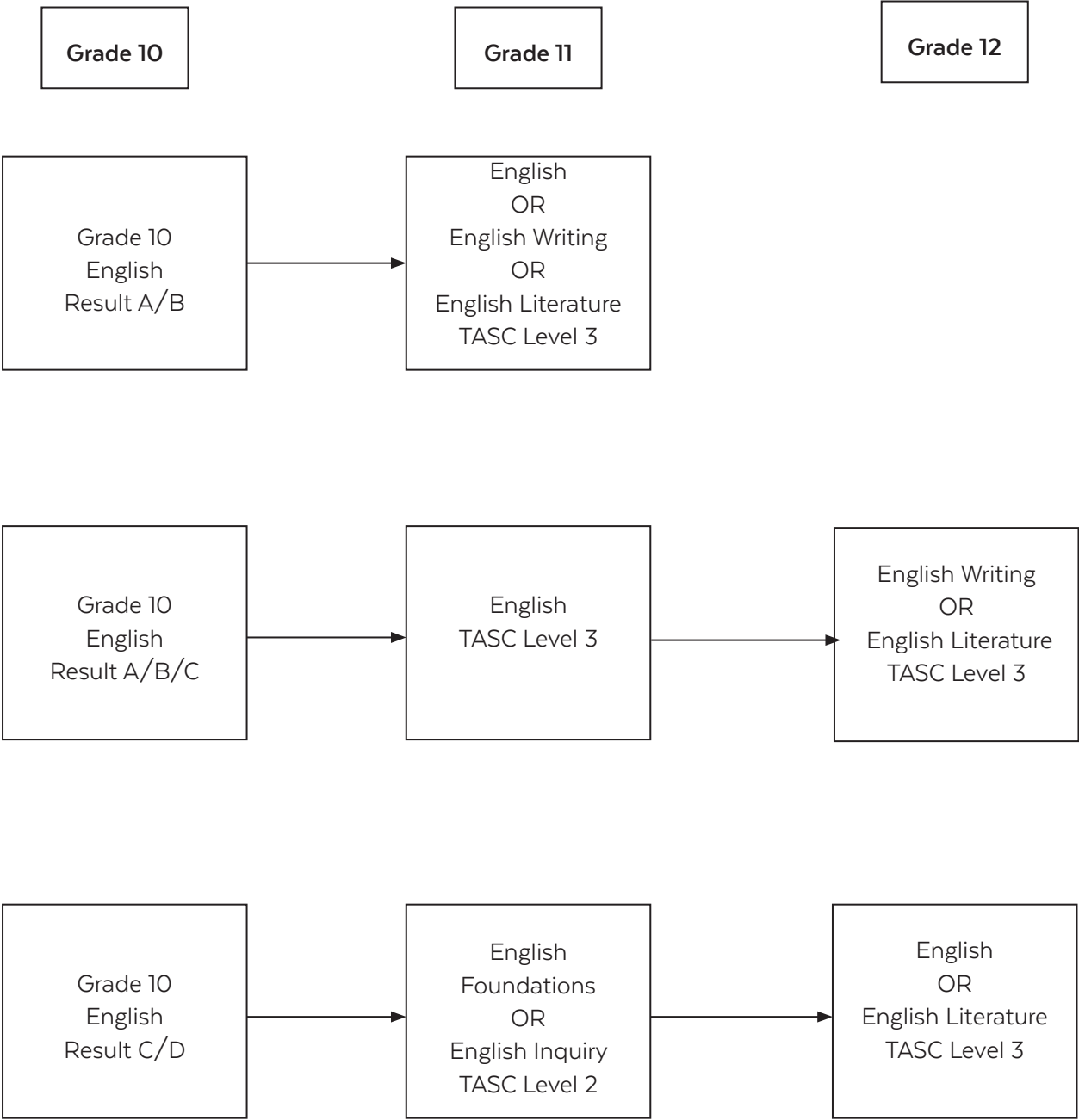
Art Studio Practice ART315214-3-15CP
Australia in Asia and the Pacific AAP315116-3-15CP
Business Studies BST315116-3-15CP
Biology BIO315116-3-15CP
Chemistry CHM415115-3-15CP
Computer Graphics and Design CGD315118-3-15CP
Computer Science ITC315118-3-15CP
Drama SDD315120-3-15CP
English ENG315117-3-15CP
English Literature ENG315114-3-15CP
English Writing ENW315114-3-15CP
Environmental Science ESS315118-3-15CP
Food and Nutrition FDN315118-3-15CP
General Mathematics MTG315123-3-15CP
Health Studies HLT315118-3-15CP
Housing and Design HDS315118
Indonesian* UTAS-HAP
Japanese JPN315114-3-15CP
Legal Studies LST315117-3-15CP
Mathematics Methods Foundations MTM315117-3-15CP
Mathematics Methods MTM415117-4-15CP
Mathematics Specialised MTS415118-4-15CP
Modern History HSM315117-3-15CP
Music MSC315120-3-15CP
Outdoor Leadership EXP315118-3-15CP
Physical Sciences PSC315118-3-15CP
Physics PHY415115-3-15CP
Psychology BHP315116-3-15CP
Sociology BHS315116-3-15CP
Sport Science SPT315118-3-15CP
Studies in Religion REL315116-3-15CP
Theatre Performance SDP315120-3-15CP
Visual Art 3 ART315123-3-15CP
* UTAS HAP LOTE Indonesian 1A/1B-MN101-8CP

Final subject offerings will be based on the best combination of student preferences and class viability.

Future Pathways

English

Possible Pathways in English for Year 10 - 12



English Inquiry

This course is designed to consolidate and refine the skills and knowledge needed by students to become confident, competent and engaged users of English in many contexts including everyday individual, community, and workplace contexts. This course is designed to provide students with the skills that will empower them to succeed in a wide range of post-secondary pathways.

This course will develop students' language and literacy skills to enable them to communicate successfully, both orally and in writing. These skills will also allow them to enjoy and use language for practical purposes, and for leisure and pleasure.

Students comprehend, analyse, interpret and evaluate the content, structure and style of a wide variety of oral, written and multimodal texts, including literary, digital and media texts. Students learn how the interaction of structure, language, audience and context helps to shape different points of view and perspectives. Both independently and collaboratively, they apply their knowledge to create texts in different modes and mediums.

Assessment

Internal class assessment based on a range of tasks to assess understanding.

Previous Experience

The English Inquiry Level 2 course enables learner continuity from Grades 9-10 Australian Curriculum English and the English Inquiry Level 1 course.

Future Pathways

The English Inquiry Level 2 course enables learner continuity into other Level 3 English courses but is not a pathway into either English Literature Level 3 or English Writing Level 3.

<https://www.tasc.tas.gov.au/students/courses/english/ent215123/>

Year 11 & 12

ENT215123

Non Pre-Tertiary

Level 2

15 TCE credit points

Year 11 & 12

ENG215117

Non Pre-Tertiary

Level 2

15 TCE credit points

English Foundations

This course focuses on developing students' analytical, creative and critical thinking and communication skills in all language modes. It encourages students to engage with texts from their contemporary world and with texts from Australian and other cultures. Such engagement helps students develop a sense of themselves, their world and their place in it.

Through close study and wide reading, viewing and listening, students develop the ability to appreciate and evaluate the purpose, stylistic qualities and conventions of literary and non-literary texts and enjoy creating their own imaginative, interpretive and analytical responses. English Foundations Level 2 is designed to develop students' facility with all types of texts and language modes and to foster an appreciation of the value of English for lifelong learning.

Students refine their skills across all language modes by engaging critically and imaginatively with texts, including literary and media texts. They learn to speak and write fluently in a range of contexts and to create mono and multimodal texts. They hone their oral communication skills through discussion, debate and argument, in a range of formal and informal situations.

Assessment

Internal class assessment based on a range of tasks to assess understanding.

Previous Experience

No previous experience required.

Future Pathways

English Foundations Level 2 is a course designed to prepare students for the study of English Level 3, English Writing Level 3 and English Literature Level 3.

<https://www.tasc.tas.gov.au/students/courses/english/eng215117-6/>

English Writing

This course aims to develop students' skills in the exploration of ideas through writing. Students investigate texts and create their own, producing a significant body of original work. Emphasis is given to 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.

This subject allows students to investigate texts and create their own, producing a significant body of original work.

Modules:

The Craft of Writing Writers and their Writing

Ideas, Issues and Texts
Writing and Technology
The Writing Project

Assessment

Students' internal assessment is based on their performance in class work, as well as creative, reflective and analytical writing of different lengths. A folio (5000 - 8000 words) comprised of the student's Writing Project, a reflective statement and two other selected pieces from the course modules are assessed externally.

Previous Experience

An A or B in Year 10 English is desirable and an interest in composing pieces in a range of styles.

Future Pathways

This subject benefits anyone who is interested in the composition and crafting of imaginative texts related to publishing. It will lead to tertiary study in English literature, creative writing, arts, law or journalism.

<https://www.tasc.tas.gov.au/students/courses/english/enw315114-6/>

Year 11 & 12

ENW315114

Non Pre-Tertiary

Level 3

15 TCE credit points

Year 11 & 12

ENG315117

Pre-Tertiary

Level 3

15 TCE credit points

English

English is a study of contemporary language, literacy, media and literature. It is designed to develop students' analytical, creative, critical thinking and communication skills in all language modes. English develops students as proficient, articulate communicators of English by extending and refining their language, literacy and literature skills.

The course encourages students to critically engage with a range of texts and genres from their contemporary world, including those from Australia and other cultures. Such engagement helps students develop a sense of themselves, their local and wider world and their place in it, as well as an understanding of how that world is represented. Through comparative study of texts students explore representations of concepts, ideas and issues. They evaluate how attitudes and perspectives in texts shape response and interpretation, including their own. Students extend their experience of language, exploring and analysing inter-textual relationships in texts constructed in different modes, forms and genres. This equips them with knowledge of how texts are constructed and received and how meaning is created in the process.

Through close study and wide reading, viewing and listening, students engage critically and imaginatively with contemporary non-literary and literary texts. They create their own imaginative, interpretive and analytical responses in a number of diverse mediums. They learn to speak and write fluently in a range of contexts and to create visual and multimodal texts, preparing them to adapt to future technological change and communication practices.

Assessment

Assessment will include a number of extended essay responses, a 2-hour mid-year examination, and a 3-hour external examination.

Previous Experience

Successful completion of Grade 10 English at Australian Curriculum standard.

Future Pathways

Successful completion of English Level 3 prepares students for the study of English and a wide variety of disciplines at the tertiary level.

www.tasc.tas.gov.au/students/courses/english/eng315117-6/

English Literature

English Literature explores how literary texts shape perceptions of the world and enable us to enter other worlds of the imagination. In this course students actively participate in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms.

Students enjoy and respond creatively and critically to literary texts drawn from the past and present, and from Australian and other cultures. They reflect on what these texts offer them as individuals, as members of Australian society, and as world citizens.

Students establish and articulate their views through creative response and logical argument. They reflect on qualities of literary texts, appreciate the power of language and inquire into the relationships between personal preference and texts, authors, audiences and contexts as they explore ideas, concepts, attitudes and values.

Assessment

Assessment will include a number of extended essay responses, a 2-hour mid-year examination, and a 3-hour external examination.

Previous Experience

Successful completion of Grade 10 English at Australian Curriculum standard.

Future Pathways

Successful completion of English Literature prepares students for the study of English and a wide variety of disciplines at the tertiary level.

www.tasc.tas.gov.au/students/courses/english/enl315114-6/

Year 11 & 12

ENG315114

Pre-Tertiary

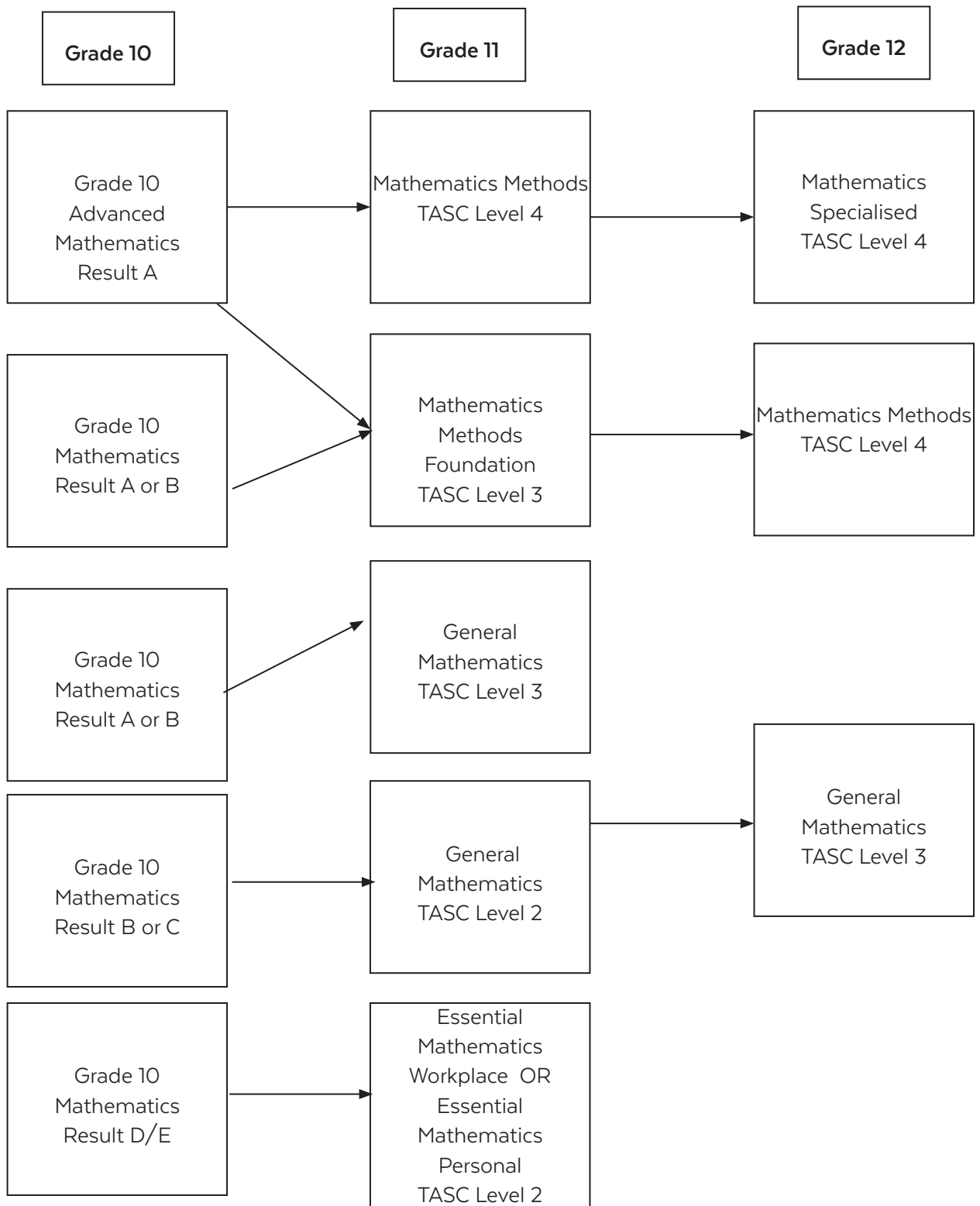
Level 3

15 TCE credit points

Future Pathways

Mathematics

Possible Pathways in Mathematics for Year 10 - 12



Year 11 & 12

MEP215123

Non Pre-Tertiary

Level 2

15 TCE credit points

Essential Maths - Personal

In Essential Mathematics - Personal Level 2 learners develop their understanding of concepts and techniques drawn from proportion and finance, collection and handling of data, measurement of time, motion, energy and mass.

This will assist them in making informed decisions in relation to their use of mathematics. By undertaking this course, learners will develop their ability to identify and solve problems in real contexts, and in a range of personal, further learning, everyday and community settings.

Learners will work collaboratively to generate ideas and find innovative approaches to engaging with mathematics. Learners will reflect on their ability to interpret, understand and apply these concepts and techniques.

Assessment

Internal class assessment based on a range of tasks to assess understanding.

Previous Experience

Learners who have achieved an “approaching the standard” rating or higher in Year 10 Australian Curriculum: Mathematics. Learners who have successfully undertaken the TASC accredited course or the Mathematics Level 1 course could progress into this course. Additionally, learners who have completed the Essential Mathematics - Workplace Level 2 and wish to broaden their essential mathematical knowledge and understanding could enrol in this course.

Future Pathways

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

<https://www.tasc.tas.gov.au/students/courses/mathematics/mep215123/>

Mathematics

Year 11 & 12

MTG215123

Non Pre-Tertiary

Level 2

15 TCE credit points

General Mathematics

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

They will study:

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

Students will apply mathematical concepts and techniques to communicate arguments, solve problems and explain reasonableness of solutions. In this course, students will model and investigate situations with and without the use of technology. By working collaboratively, they will reflect upon and broaden their own thinking.

Assessment

Internal class assessment based on a range of tasks to assess understanding.

Previous Experience

Successful completion of Grade 10 Mathematics at Australian Curriculum standard.

Future Pathways

General Mathematics Level 2 provides a clear pathway from Australian Curriculum: Mathematics F-10.

General Mathematics Level 2 provides a clear pathway to study General Mathematics Level 3 and additionally provides foundational knowledge to support students undertaking other non STEM TASC-accredited Level 2 and Level 3 courses, requiring mathematical competence. It may also provide a pathway to vocational training courses requiring mathematical competence.

<https://www.tasc.tas.gov.au/students/courses/mathematics/mtg215123/>

Essential Mathematics - Workplace

Year 11 & 12

Workplace Maths focuses on enabling students to use maths effectively, efficiently and critically to make informed decisions in their daily lives. The emphasis of Workplace Maths is to provide students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings. This course provides the opportunity for students to prepare for post-school options of employment and further training.

MEW215123

Non Pre-Tertiary

Level 2

15 TCE credit points

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

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

- communicate their arguments and strategies when solving mathematical problems using appropriate mathematical or statistical language
- use an investigative approach to collect, represent and analyse data and draw conclusions
- plan, organise and implement strategies in order to complete negotiated tasks
- apply reasoning skills to solve practical problems involving measurement, time and motion
- interpret mathematical and statistical information and ascertain the reasonableness of their solutions to problems
- apply reasoning skills to solve practical problems involving finance and budgeting.

Assessment

Internal class assessment based on a range of tasks to assess understanding.

Previous Experience

Successful completion of Grade 10 Mathematics at Australian Curriculum standard.

Future Pathways

Essential Mathematics-Workplace provides a good basis for students who will enter the workforce or for those students who will enrol in TAFE courses, or who seek apprenticeships.

<https://www.tasc.tas.gov.au/students/courses/mathematics/mew215123/>

Year 11 & 12

MTG315123

Pre-Tertiary

Level 3

15 TCE credit points

General Mathematics

General Mathematics Level 3 enables students to extend their mathematical experience beyond Grade 10 with increasing sophistication. It provides increasingly abstract scenarios for incorporating mathematical arguments and problem solving in situations involving growth and decay, standard financial models, bivariate data analysis, time series analysis, trigonometry, geometry, networks and decision mathematics. Students will apply mathematical concepts and techniques to communicate reasoned arguments, solve problems and explain reasonableness of solutions. In this course, students will model and investigate situations with and without the use of technology. By working collaboratively, they will reflect upon and extend their own thinking.

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

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

Assessment

Internal class assessment based on a range of tasks to assess understanding, a 2-hour mid-year examination, and a 3-hour external examination.

Previous Experience

Successful completion of Grade 10 Mathematics at Australian Curriculum standard or have successfully completed General Mathematics – Level 2.

Future Pathways

General Mathematics Level 3 has a clear pathway from Australian Curriculum Mathematics F10 and the proposed General Mathematics Level 2. General Mathematics Level 3 provides a pathway into a wide range of educational and employment opportunities, including continuing their studies at university or TAFE. While the successful completion of this course will gain entry into some post-secondary courses, other courses may require the successful completion of Mathematics Methods – Level 4.

<https://www.tasc.tas.gov.au/students/courses/mathematics/mtg315123/>

Mathematics Methods - Foundation

Mathematics Methods - Foundations Level 3 provides an introductory study of algebra, functions and their graphs, calculus, probability and statistics. It is designed as a preparation course for the study of Mathematics Methods Level 4 and covers assumed knowledge and skills required for that course.

Areas of Study

- Algebra
- Functions and their graphs
- Calculus
- Probability and Statistics

Assessment

Internal class assessment based on a range of tasks to assess understanding, a 2-hour mid-year examination, and a 3-hour external examination.

Previous Experience

Successful completion of Grade 10 Mathematics or have successfully completed General Mathematics Level 3.

Future Pathways

Mathematics Methods - Foundation Level 3 is designed for students whose future pathways may involve the study of further secondary mathematics or a range of disciplines at the tertiary level. It functions as a foundation course for the study of Mathematics Methods Level 4 and for careers in engineering, the sciences, medicine, commerce, economics, health, and social sciences.

<https://www.tasc.tas.gov.au/students/courses/mathematics/mtm315117-6/>

Year 11 & 12

MTM315117

Pre-Tertiary

Level 3

15 TCE credit points

Year 12

MTM415117

Pre-Tertiary

Level 4

15 TCE credit points

Mathematics Methods

Mathematics Methods Level 4 provides the study of algebra, functions, differential and integral calculus, probability and statistics. These are necessary prerequisites for the study of Mathematics Specialised Level 4 and as a foundation for tertiary studies in disciplines in which mathematics and statistics have important roles, including engineering, the sciences, commerce and economics, health and social sciences. This is an academic course with a strong focus on theory and mathematical applications.

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

- understand the concepts and techniques in algebra, graphs, function study, differential and integral calculus, probability and statistics
- solve problems using algebra, graphs, function study, differential and integral calculus, probability and statistics
- apply reasoning skills in the context of algebra, graphs, function study, differential and integral calculus, probability and statistics
- interpret and evaluate mathematical information and ascertain the reasonableness of solutions to problems
- communicate their arguments and strategies when solving problems
- plan activities and monitor and evaluate their progress
- use strategies to organise and complete activities to organise and complete activities and meet deadlines in the context of mathematics
- select and use appropriate tools, including computer technology, when solving mathematical problems
- additionally, students will be given opportunities to demonstrate the following in line with the Australian Curriculum General Capabilities: literacy skills; numeracy skills; information and communication technology skills; critical and creative thinking skills; ethical and intercultural understanding.

Assessment

Internal class assessment based on a range of tasks to assess understanding, a 2-hour mid-year examination, and a 3-hour external examination.

Previous Experience

Successful completion of Grade 10 Extended Mathematics or Mathematics Methods Foundation 3.

Future Pathways

Mathematics Specialised 4. Mathematics Methods is a prerequisite for several university faculties, including areas of study such as mathematics, geomatics, engineering, physical sciences, and some health sciences.

www.tasc.tas.gov.au/students/courses/mathematics/mtm415117-6/

Mathematics Specialised

Year 12

Mathematics Specialised provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical and statistical models more extensively. Topics are developed systematically and lay the foundations for future studies in quantitative subjects in a coherent and structured fashion. Students will be able to appreciate the true nature of mathematics, its beauty and its functionality.

MTS415118

Pre-Tertiary

Level 4

15 TCE credit points

This course contains topics in functions, sequences and series, calculus, matrices and complex numbers that build on and deepen the ideas presented in Mathematics Methods and demonstrate their application in many areas. Complex numbers, mathematics in three dimensions and matrices are introduced. Mathematics Specialised is designed for students with a strong interest in mathematics, including those intending to study mathematics, statistics, all sciences and associated fields, economics or engineering at the tertiary level.

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

- utilise concepts and techniques drawn from sequences and series, complex numbers, matrices and linear algebra, function and equation study, and calculus
- solve problems using concepts and techniques drawn from algebraic processes, sequences and series, complex numbers, matrices and linear algebra, function and equation study, and calculus
- apply reasoning skills in the contexts of algebraic processes, sequences and series, complex numbers, matrices and linear algebra, function and equation study, and calculus
- interpret and evaluate mathematical information and ascertain the reasonableness of solutions to problems
- communicate their arguments and strategies when solving problems
- plan activities and monitor and evaluate their progress
- use strategies to organise and complete activities, and meet deadlines in the context of mathematics
- select and use appropriate tools, including computer technology, when solving mathematical problems
- additionally, students will be given opportunities to demonstrate the following, in line with the Australian Curriculum General Capabilities: literacy skills; numeracy skills; information and communication technology skills; critical and creative thinking skills; ethical and intercultural understanding.

Assessment

Internal class assessment based on a range of tasks to assess understanding, a 2-hour mid-year examination, and a 3-hour external examination.

Previous Experience

Successful completion of Mathematics Methods 4.

Future Pathways

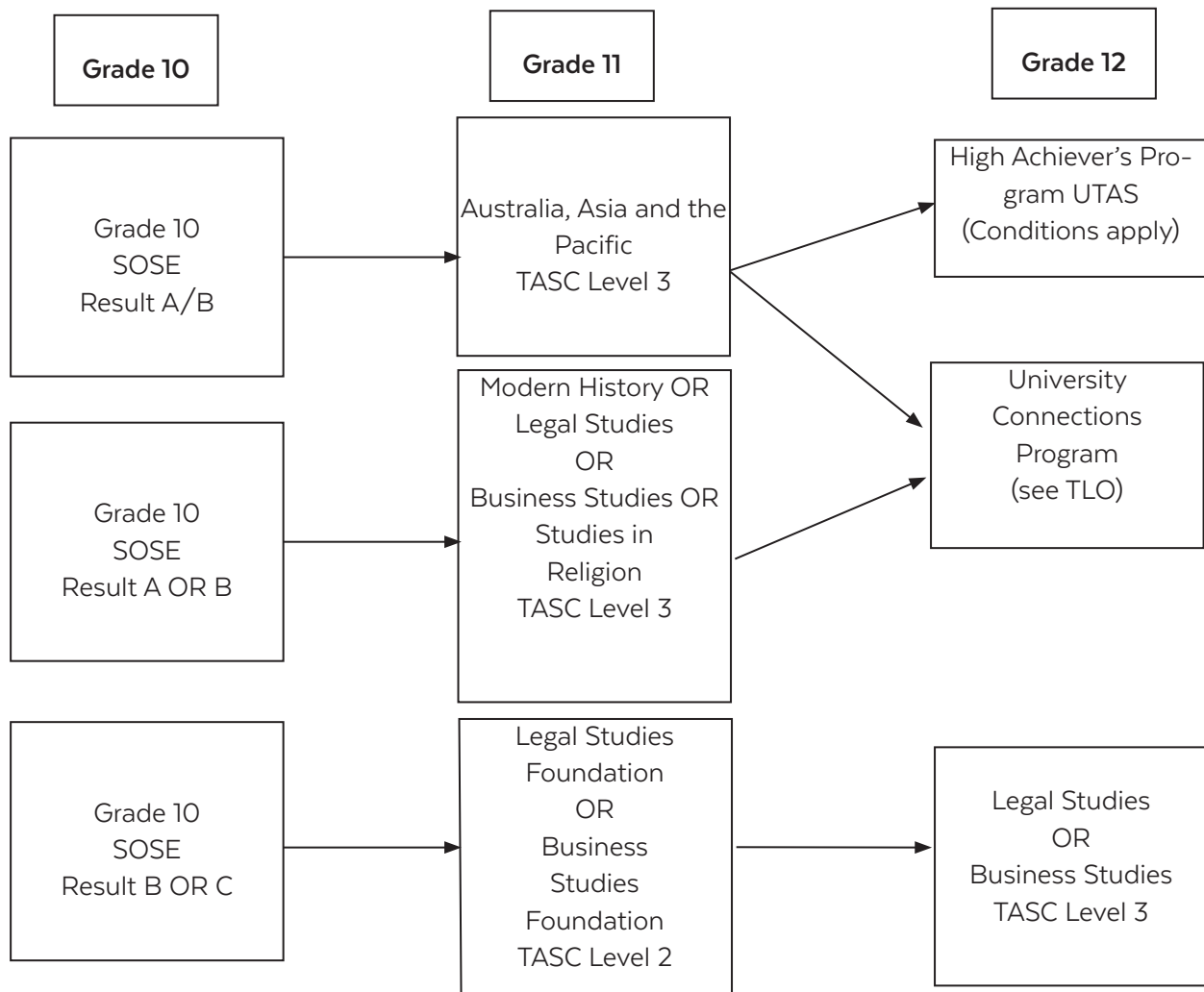
Mathematics Specialised is highly recommended for any student planning to study mathematics, physical sciences or engineering at university.

www.tasc.tas.gov.au/students/courses/mathematics/mts415118-6/

Future Pathways

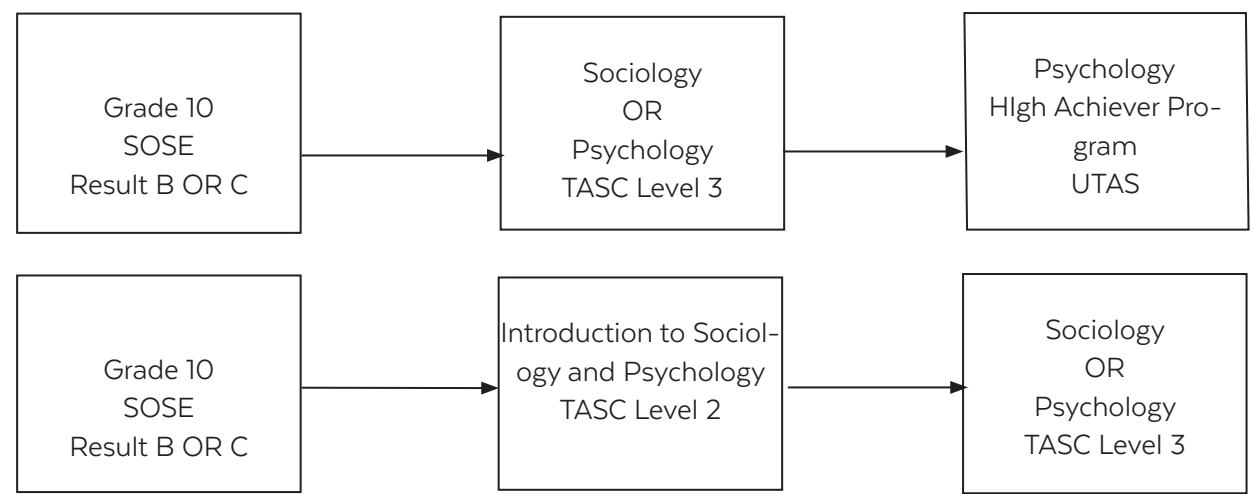
Humanities

Possible Pathways in Humanities for Year 10 - 12



Psychology and Sociology

Possible Pathways in Humanities for Year 10 - 12



Business Studies – Foundation

Year 11 & 12

Business Studies – Foundation Level 2 is an introduction to establishing and operating a small business in the Australian economy. It examines the ways people within business manage resources to achieve the objectives of the organisation, particularly marketing and accounting and finance. Students are provided with a practical opportunity to combine their knowledge and skills to develop a business plan for an enterprising idea of interest.

BST215116

Non Pre-Tertiary

Level 2

15 TCE credit points

Applied learning underpins this course. This involves the acquisition and application of knowledge, understanding and skills through the use of authentic, real-world or lifelike contexts, such as using current and contemporary examples and case studies concerning business and entrepreneurship and managing or operating a school or community-based enterprise or event.

Assessment

Internal class assessment based on a range of tasks to assess understand.

Previous Experience

No previous experience required.

Future Pathways

Business Studies – Foundation Level 2 serves as a pathway into the following TASC accredited courses: Accounting Level 3, Business Studies Level 3 and Economics Level 3. It complements vocational education and training (VET) pathways in Business Services, such as Certificate III in Micro Business (BSB30315). This course also acts as a pathway to further education, training and employment for careers in which an understanding of the world of business is a key element, such as owning or working in small-to-medium enterprises in a number of capacities.

www.tasc.tas.gov.au/students/courses/humanities-and-social-sciences/bst215116-6/

Year 11 & 12

BHX215118

Non Pre-Tertiary

Level 2

15 TCE credit points

Introduction to Sociology and Psychology

Introduction to Sociology and Psychology Level 2 uses an interdisciplinary approach through which students develop an understanding of themselves and other individuals, groups and institutions within society and across cultures. It explores common human experiences and the interaction between motivation and behaviour. Through evidence-based research and using the lenses of sociology and psychology, students are encouraged to ask critical questions about social phenomena.

Through this course, students gain valuable insights and understandings of both themselves and their worlds. They develop social and cultural literacy, that is; the essential skills, understandings and capabilities, to understand themselves and influence their own future and to participate with greater tolerance and respect in contemporary society, locally, nationally and globally.

Assessment

Internal class assessment based on a range of tasks to assess understanding.

Previous Experience

No previous experience required.

Future Pathways

This subject is relevant to a wide range of subjects, particularly as a background for Psychology TASC Level 3.

<https://www.tasc.tas.gov.au/students/courses/humanities-and-social-sciences/bhx215118-5/>

LST215117

Non Pre-Tertiary

Level 2

15 TCE credit points

Legal Studies – Foundation

Legal Studies – Foundation Level 2 enables students to develop the knowledge and skills necessary to become active and informed citizens. The course provides opportunities for students to develop an awareness of the law as it relates to individuals in Australian society. This course provides students with knowledge and understanding of the Australian legal system and extends 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. Students also undertake an evaluation of one aspect of Australia’s legal and political systems in order to deepen their understanding of Australia’s systems of law.

Assessment

Internal class assessment based on a range of tasks to assess understanding.

Previous Experience

No previous experience required.

Future Pathways

Legal Studies – Foundation Level 2 provides a pathway into Legal Studies Level 3.

www.tasc.tas.gov.au/students/courses/humanities-and-social-sciences/lst215117-6/

Humanities

Year 11 & 12

AAP315116

Pre-Tertiary

Level 3

15 TCE credit points

Australia in Asia and the Pacific

Australia in Asia and the Pacific course enables students to study the social, cultural, religious and geographical diversity of the Australia, Asia and Pacific region. Its focus is on building an understanding of the need to become 'Asia literate'. It is also designed to encourage students to develop understanding of the importance of Australia's relationships within the region in the 20th and 21st Centuries.

Australia in Asia and the Pacific nurtures student's appreciation of, and respect for, diversity. It also gives students an opportunity to develop understanding of what it means to be a global citizen. Themes running through the course topics include geographic and human diversity, relationships and environmental issues.

Students are introduced to a range of study methodologies that involve thorough, objective and sensitive investigation of human heritage and beliefs in an authentic learning environment. Disciplines developed within the course contribute to a lifelong capacity for rational understanding and tolerant viewpoints to be developed in the context of the present day, or in other environments and times.

Students will apply knowledge, skills and values they acquire to make sound judgements in their role as active and informed citizens in the workplace and within a global society.

Assessment

Internal class assessment based on a range of tasks to assess understanding, a 2-hour mid-year examination, and a 3-hour external examination.

Previous Experience

No previous experience required.

Future Pathways

AAP Level 3 prepares students for possible career in international relations, foreign affairs, the travel or tourism industry, Asian studies, Economics or Business.

www.tasc.tas.gov.au/students/courses/humanities-and-social-sciences/aap315116-6/



Business Studies

Business Studies Level 3 gives students the opportunity to understand how vital business is to the wealth and well-being of Australians and how it impacts on many aspects of our lives.

Business Studies is the study of the nature of business, key business functions and the importance of business practices and management strategies to the sustainability of businesses. The role of management and entrepreneurship are also recognised as powerful influences in business success.

Business Studies assists students to think critically about the role of business and about the ethical responsibilities business has to society. Business Studies develops business literacy which enhances a student's ability to appreciate the issues that face businesses and stakeholders in a rapidly changing world and to make informed and rational decisions about business matters.

Students develop understanding of business organisations, the markets they serve, the internal workings and management of business and the processes of decision-making. They learn about sustainable management practices and are made aware of the economic, environmental, ethical, regulatory, social and technological issues associated with business activity. Students also plan and prepare a feasibility study for a business start-up idea.

Assessment

Internal class assessment based on a range of tasks to assess understanding, a 2-hour mid-year examination, and a 3-hour external examination.

Previous Experience

Business Studies - Foundation Level 2 provides a pathway to this course.

Future Pathways

Business Studies Level 3 complements vocational education and training (VET) pathways in Business Services, such as Certificate II in Business (BSB20112), Certificate III in Business (BSB30112) and Certificate III in Business Administration (BSB30412). Business Studies establishes a basis for tertiary study in business and commerce, and further education, training and employment in the fields of small-to-medium enterprise, business management, human resource management, financial management, commerce, marketing and operations management and corporate systems management.

www.tasc.tas.gov.au/students/courses/humanities-and-social-sciences/bst315116-6/

Year 12

BST315116

Pre-Tertiary

Level 3

15 TCE credit points

Humanities

Year 11 & 12

LST315117
Pre-Tertiary

Level 3
15 TCE credit points

Legal Studies

The Australian legal and political systems are the principal institutional cornerstones of our society. An understanding of Australian legal and political systems – their foundational principles, composition, operation and influences upon our way of life – is important for students who want to contribute in an informed and effective way in our society. Legal Studies Level 3 gives students core knowledge and equips them to describe and assess essential principles, features and institutions of our legal and political systems, and how they operate locally, nationally and in an international context.

The course promotes understanding of the dynamic nature of Australia’s liberal democracy, its interactive processes, and the pursuit of equity and justice under the rule of law. Study of this course will develop research and communication skills as students identify and assess: structures and processes of government; sources of law; how the criminal justice system is structured and works; and how law and politics have both a national and international dimension.

Assessment

Internal class assessment based on a range of tasks to assess understanding, a 2-hour mid-year examination, and a 3-hour external examination.

Previous Experience

No previous experience is required. However, the study of Law and Economics in Grade 10 is advantageous. Students should have, or be able to develop, strong analytical and essay writing skills.

Future Pathways

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

www.tasc.tas.gov.au/students/courses/humanities-and-social-sciences/lst315117-6/

Modern History

The Modern History course enables students to study the forces that have shaped today's world and provides them with a broader and deeper comprehension of the world in which they live. The focus is on the 20th Century and 21st Century from the end of World War I (1917-18) until 2010. Students are encouraged to make connections with the changing world to the present.

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

Students pose increasingly complex questions about the past and use their historical inquiry skills, analytical skills and interpretation of sources to formulate reasoned answers to those questions.

Students are introduced to the complexities associated with the changing nature of evidence, its contestability; the distinctive characteristics of modern historical representation; and the skills that are required to investigate controversial issues that have a powerful contemporary resonance. Students develop increasingly sophisticated historiographical skills and historical understanding in their analysis of significant events and close study of the nature of modern societies.

Assessment

Internal class assessment based on a range of tasks to assess understanding, a 2-hour mid-year examination, and a 3-hour external examination.

Previous Experience

It is desirable for good results in Grade 10 English and SOSE subjects in order to study History at pre-tertiary level.

Future Pathways

History develops skills of critical thinking and as such is a useful lead in to careers such as journalism, law, social research, health professional, teaching and other 'people based' professions.

www.tasc.tas.gov.au/students/courses/humanities-and-social-sciences/hsm315117-6/

HSM315117

Pre-Tertiary

Level 3

15 TCE credit points

Humanities

Year 11 & 12

BHP315116

Pre-Tertiary

Level 3

15 TCE credit points

Psychology

Psychology, as the scientific study of behaviour in humans, has undergone a rapid expansion in knowledge, particularly in the sub-fields of neuroscience and cognition, fuelled by the emergence of new interdisciplinary approaches, advances in imaging technologies and a broader public interest in applications of psychology.

Students explore complex human behaviours and thought processes. They are given the opportunity to apply psychological principles to real life situations. Psychology provides them with a sophisticated framework for understanding the complex interactions between the biological, behavioural, cognitive and socio-cultural factors that influence thought, emotions and behaviour. The study assists students to develop effective language skills for communication, and numeracy skills for research, data analysis and other applications. In addition, they develop a range of broader skills including those of problem solving, critical evaluation and the application of processes of scientific inquiry.

Students are better able to assess psychological challenges that arise in their own environment and across their own lifespan, particularly in relation to personal development, good health, mental wellbeing, social interaction, communication and lifelong learning.

Assessment

Internal class assessment based on a range of tasks to assess understanding, a 2-hour mid-year examination, and a 3-hour external examination.

Previous Experience

It is desirable for good results in Grade 10 English and SOSE subjects in order to study Psychology at pre-tertiary level.

Future Pathways

Psychology develops skills of critical thinking and as such is a useful lead in to careers such as journalism, law, social research, health professional, teaching, welfare, student counselling and other 'people based' professions.

www.tasc.tas.gov.au/students/courses/humanities-and-social-sciences/bhp315116-6/

BHS315116

Pre-Tertiary

Level 3

15 TCE credit points

Sociology

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

Sociology develops a capacity for detailed observation of social patterns and behaviour in groups, and encourages learners to become aware of and to think about daily life and activities from a variety of sociological perspectives. This study allows learners to harness key sociological frameworks to analyse social institutions, especially in contemporary Australian society.

Assessment

Internal class assessment based on a range of tasks to assess understanding, a 2-hour mid-year examination, a 2-hour external examination and an Investigative Project.

Previous Experience

It is desirable for good results in Grade 10 English and SOSE subjects in order to study Psychology at pre-tertiary level.

Future Pathways

The study of Sociology can lead to employment in government and community organisations. It can lead to work in fields that address such issues as crime and substance abuse, youth and family matters, industrial relations, social justice and social issues related to health care.

This course also acts as a pathway to further education, training and employment for careers in which an understanding of the organisational behaviour of individuals, groups and institutions is a key element. These include careers in human resources, community services, education, journalism, environmentalism, business, law, criminal justice and health. It also provides a good introduction to the academic disciplines of sociology, anthropology, psychology, criminology and law at a tertiary level.

<https://www.tasc.tas.gov.au/students/courses/humanities-and-social-sciences/bhs315116-6/>

Humanities

Year 11 & 12

REL315116

Pre-Tertiary

Level 3

15 TCE credit points

Studies of Religion

Studies of Religion Level 3 examines the place and function of religious traditions and ethical perspectives in a pluralist society such as Australia within a global context. This course contributes to identifying religious diversity in Australia, the need for inter-faith dialogue and the current contribution that religious traditions make to cultural respect and social equity. In such a complex environment of cultural and religious diversity, religious frameworks can impact on essential debates and emerging issues regarding the interface of religion, ethics and society.

Ethical complexities in religious and secular contexts are a constant discourse in the political, economic and cultural life of Australia as a multicultural, multi-faith liberal democracy. While Australia's foundations are secular in nature, the majority of its population claim some religious affiliation which has a strong influence on identity, values and behaviour.

Studies of Religion aims to develop an understanding of the unique ways that particular belief systems and cultural contexts can shape and influence the formation of an individual's worldview. By studying a number of religious traditions students may be able to come to a greater appreciation and respect for others in their midst.

Assessment

Internal class assessment based on a range of tasks to assess understanding, a 2-hour mid-year examination, and a 3-hour external examination.

Previous Experience

It is desirable for good results in Grade 10 English and SOSE subjects in order to study Studies in Religion at pre-tertiary level.

Future Pathways

Studies in Religion is designed to equip students to pursue further opportunities in the areas of theology, history and philosophy.

www.tasc.tas.gov.au/students/courses/humanities-and-social-sciences/rel315116-6/

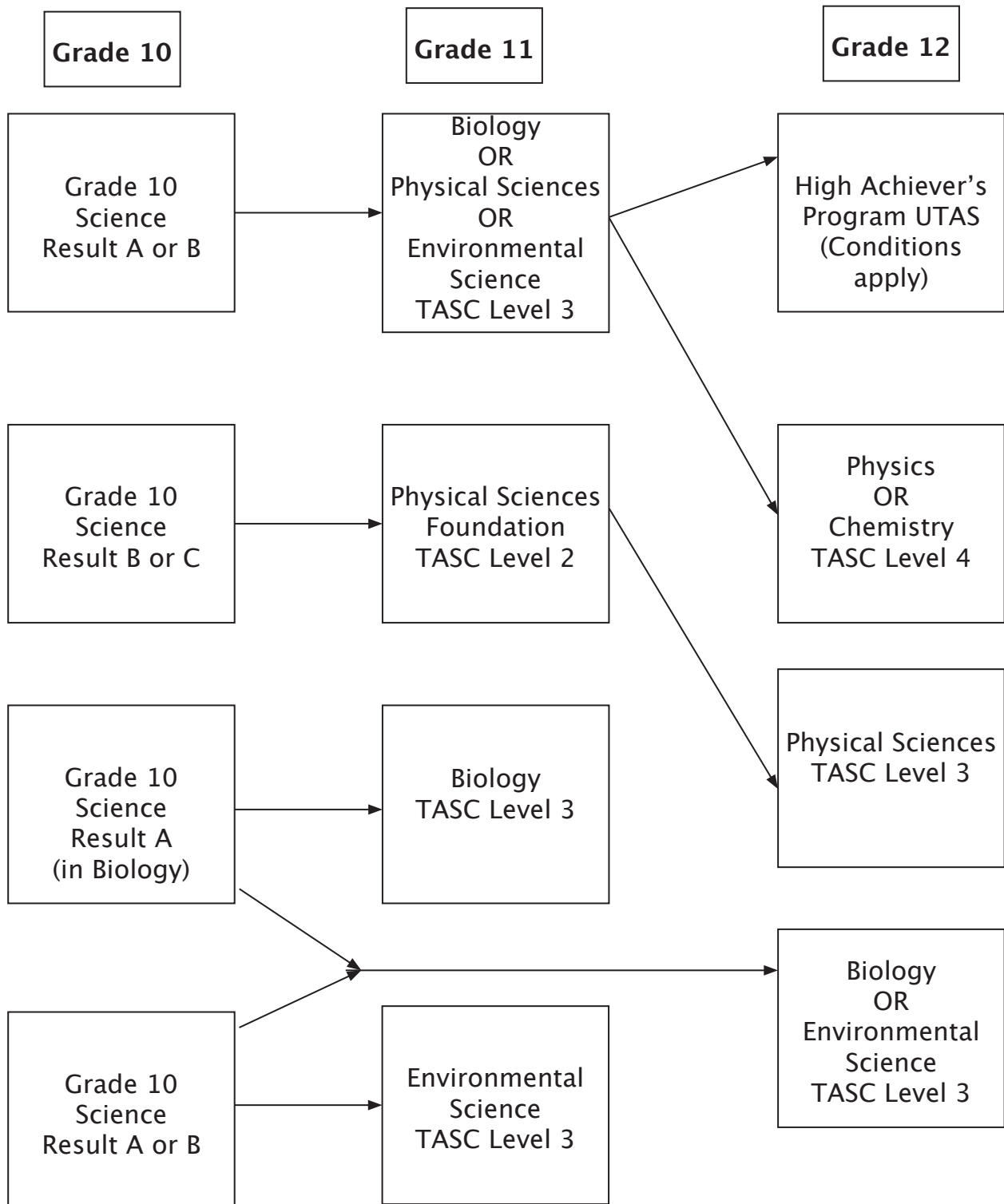




Future Pathways

Science

Possible Pathways in Science for Year 10 - 12



Biology

In Biology Level 2 students will understand the basic building blocks of biology. Students will explore cellstructure, processes and function. They will investigate organ systems and their place within multicellular organisms. They will apply this knowledge when inquiring into ecosystems and biodiversity. Students will use these concepts to explore one or more contexts or themes; for example, human biology, agriculture, environmental biology, biochemistry or marine studies.

Students will come to understand how applying biological knowledge is central to society. They will explore relationships between biology and society and investigate the processes of biological discovery. They will use practical inquiry to engage with an understand the natural world.

Assessment

Internal class assessment based on a range of tasks to assess understanding.

Previous Experience

No previous experience required.

Future Pathways

Biology Level 2 may be studied as a stand-alone course and is also useful preparation for further study in Level 3 courses such as: Biology Level 3; Environmental Science Level 3; and Physical Sciences Level 3. It may provide background and support for vocational programs within training packages, traineeships and apprenticeships where some scientific knowledge and experience is useful.

<https://www.tasc.tas.gov.au/students/courses/science/bio215123/>

BIO215123

Non Pre-Tertiary

Level 2

15 TCE credit points



Year 11 & 12

PSC215118

Non Pre-Tertiary

Level 2

15 TCE credit points

Physical Sciences - Foundation

The physical sciences endeavour to explain natural phenomena and properties of matter that occur in the physical world: physics uses models and theories based on physical laws to visualise, explain and predict physical phenomena; and chemistry uses an understanding of chemical structures, interactions and energy changes to explain chemical properties and behaviours.

Knowledge and understanding of science, scientific literacy and scientific methods are necessary for students to develop the skills to resolve questions about their natural and constructed world.

Assessment

Internal class assessment based on a range of tasks to assess understanding.

Previous Experience

Physical Sciences - Foundation, may be studied as a stand-alone course and is a useful preparation for further study of Physical Sciences Level 3. It is highly recommended that, as a minimum, students studying this course have studied, or are concurrently studying a Level 2 Mathematics course.

Future Pathways

This course provides background and support for vocational programs within training packages, where some scientific knowledge and experience is useful. It may complement or provide pathways to VET programs, traineeships and apprenticeships.

www.tasc.tas.gov.au/students/courses/science/psc215118-5/

Biology

Knowledge and understanding of science, scientific literacy and scientific methods are necessary for students to develop the skills to resolve questions about their natural and constructed world.

The purpose of science education is to develop scientific literacy, helping students: to be interested in, and understand, the world around them; to engage in discourse about the scientific and technological aspects underlying global and local issues; to understand the testable and contestable nature of science, and question the claims made by others about scientific matters; to be able to identify questions, draw evidence-based conclusions and discuss their validity; and to form opinions, that are reasoned and informed, about the environment, about their own health and well-being, and about the role and impact of science on society.

Biology is the study of the fascinating diversity of life as it has evolved and as it interacts and functions. Investigation of biological systems and their interactions, from the molecular level to cellular processes to ecosystem dynamics, has led to biological knowledge and understanding that enable us to explore and explain everyday observations, find solutions to biological issues, and understand the processes of biological continuity and change over time.

Assessment

Internal class assessment based on a range of tasks to assess understanding, a 2-hour mid-year examination, and a 3-hour external examination.

Previous Experience

Successful completion of Grade 10 Biology at Australian Curriculum standards, or pre-tertiary Environmental Science.

Future Pathways

The study of Biology will provide a foundation for students to critically consider and make informed decisions about contemporary biological issues in their everyday lives. It may be studied as part of a pathway to tertiary study and careers in areas such as agriculture, botany, zoology, marine science, biotechnology, health science, pharmacy, medicine, nursing or veterinary science. It is also suitable for students wishing to study a science as part of a general education.

www.tasc.tas.gov.au/students/courses/science/bio315116-6/

Year 11 & 12

BIO315116

Pre-Tertiary

Level 3

15 TCE credit points

Year 12

CHM415115

Pre-Tertiary

Level 4

15 TCE credit points

Chemistry

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

Studying Chemistry provides students with the opportunity to explore key concepts, models and theories through active inquiry into phenomena and through contexts that exemplify the role of chemistry and chemists in society. The study of chemistry provides a foundation for undertaking investigations in a wide range of scientific fields and often provides the unifying link across interdisciplinary studies. Students will become more informed citizens, able to use chemical knowledge to inform evidence-based decision-making and engage critically with contemporary scientific issues.

Assessment

Internal class assessment based on a range of tasks to assess understanding, a 2-hour mid-year examination, and a 3-hour external examination.

Previous Experience

'SA' or higher in Physical Sciences Level 3. Additionally, a sound background in Mathematics, such as General Mathematics Level 3, is strongly recommended.

Future Pathways

Studying senior secondary Science provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. An understanding of chemistry is relevant to a range of careers, including those in forensic science, environmental science, engineering, medicine, pharmacy, health science and sports science. Additionally, chemistry knowledge is valuable in occupations that rely on an understanding of materials and their interactions, such as art, winemaking, agriculture and food technology. Studying Chemistry will provide a foundation to pursue tertiary studies in science or a related discipline.

www.tasc.tas.gov.au/students/courses/science/chm415115-6/

ESS315118
Pre-Tertiary

Level 3
15 TCE credit points

Environmental Science

In studying Environmental Science, students develop their investigative, analytical and communication skills. Students apply these skills to their understanding of ecology and environmental issues in order to engage in public debate, solve problems and make evidence-based decisions about contemporary environmental issues in society. Knowledge and understanding of science, scientific literacy and scientific method are necessary for students to develop the skills to resolve questions about their natural and constructed world.

The wider benefits of this 'scientific literacy' are well established, including giving students the capability to investigate the natural world and changes made to it through human activity. The ability to think and act in scientific ways helps build the broader suite of capabilities in students as confident, self-motivated and active members of our society. It helps them to:

- be interested in, and understand, the world around them
- engage in discourse about science
- understand the testable and contestable nature of science, and question the claims made by others about scientific matters
- be able to identify questions and draw evidence-based conclusions
- make informed decisions about the environment, about their own health and well-being, and about the role and impact of science on society.

Assessment

Internal class assessment based on a range of tasks to assess understanding, a 2-hour mid-year examination, and a 3-hour external examination.

Previous Experience

Successful completion of Grade 10 Biology at Australian Curriculum standard.

Future Pathways

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

The study of Environmental Science may provide a pathway to the study of Biology Level 3 and Geography Level 3.

www.tasc.tas.gov.au/students/courses/science/ess315118-5/

Sciences

Year 12

PSC315118

Pre-Tertiary

Level 3

15 TCE credit points

Physical Sciences

Physical Sciences students have the opportunity to explore concepts, models and theories of both physics and chemistry. Physics and chemistry are fundamental sciences that: provide a foundation for undertaking investigations; endeavour to explain physical and chemical phenomena that occur in the universe; and can be applied to, and have an impact on, issues in society.

Knowledge and understanding of science, scientific literacy and scientific methods are necessary for students to develop the skills to resolve questions about their natural and constructed world.

The purpose of science education is to develop scientific literacy, helping students to:

- be interested in, and understand, the world around them
- engage in discourse about the scientific and technological aspects underlying global and local issues
- understand the testable and contestable nature of science, to question the claims made by others about scientific matters
- be able to identify questions, draw evidence-based conclusions and discuss their validity
- form opinions, that are reasoned and informed, about the environment, about their own health and well-being and about the role and impact of science on society.

Assessment

Internal class assessment based on a range of tasks to assess understanding, a 2-hour mid-year examination, and a 3-hour external examination.

Previous Experience

Successful completion of Grade 10 Chemistry, Physics or Mathematics at Australian Curriculum Standard.

Future Pathways

Physical Sciences is designed for students whose future pathways may involve the study of further senior secondary science or a range of disciplines at the tertiary level. The study of Physical Sciences is highly recommended as a foundation to the study of Chemistry Level 4 and Physics Level 4.

www.tasc.tas.gov.au/students/courses/science/psc315118-6/

Physics

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

Students learn how an understanding of physics is central to the identification of, and solutions to, some of the key issues facing an increasingly globalised society. They consider how physics contributes to diverse areas in contemporary life, such as engineering, renewable energy generation, communication, development of new materials, transport and vehicle safety, medical science, an understanding of climate change, and the exploration of the universe. Studying Physics will enable students to become citizens who are better informed about the world around them and who have the critical skills to evaluate and make evidence-based decisions about current scientific issues.

Knowledge and understanding of science, scientific literacy and scientific methods are necessary for students to develop the skills to resolve questions about their natural and constructed world.

The purpose of science education is to develop scientific literacy, helping students: to be interested in, and understand, the world around them; to engage in discourse about the scientific and technological aspects underlying global and local issues; to be sceptical and questioning of claims made by others about scientific matters; to be able to identify questions, draw evidence-based conclusions and discuss their validity; and to form opinions, that are reasoned and informed, about the environment, about their own health and well-being and about the role and impact of science on society.

Assessment

Internal class assessment based on a range of tasks to assess understanding, a 2-hour mid-year examination, and a 3-hour external examination.

Previous Experience

'SA' or better in Physical Sciences Level 3. It would be advantageous to be concurrently studying General Mathematics Level 3 or studying Mathematics Methods Level 4.

Future Pathways

Studying senior secondary science provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. An understanding of physics provides students with a suite of skills and understandings that are valuable in a wide range of further study and careers. An understanding of Physics Level 4 is relevant and provides a foundation for a range of careers, including those in: astronomy; biomechanics; engineering; energy creation and management; forensic science; computer game design; meteorology; oceanography; quantum computing; space science; and sport science.

www.tasc.tas.gov.au/students/courses/science/phy415115-6/

PHY415115

Pre-Tertiary

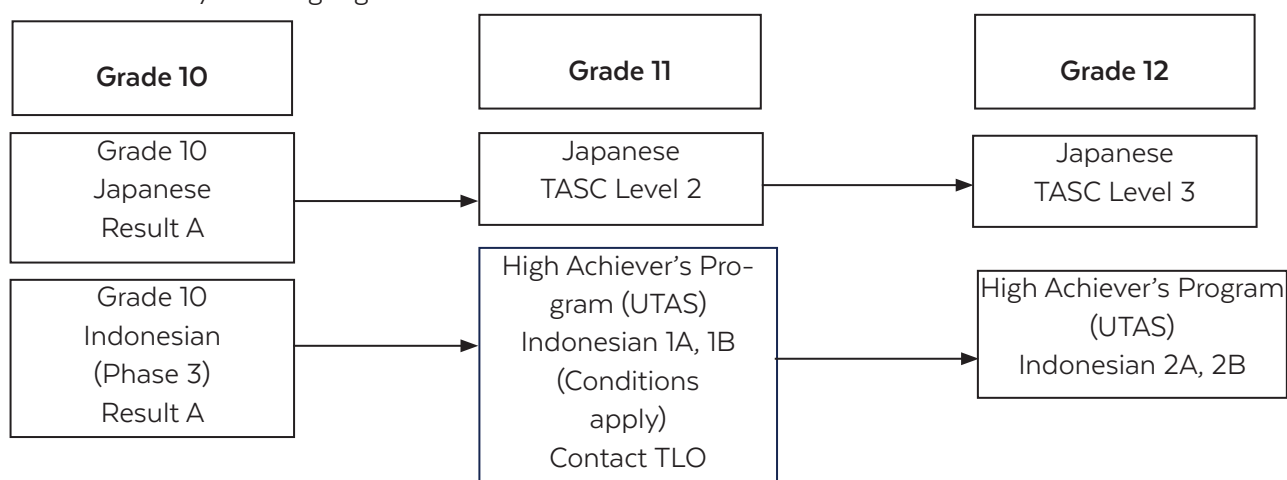
Level 4

15 TCE credit points

Future Pathways

Languages

Possible Pathways in Languages for Year 10 - 12



Year 11 & 12

JPN215123

Non Pre-Tertiary

Level 2

15 TCE credit points

Japanese

Japanese Level 2 enables students to communicate in basic Japanese and develop an understanding of Japanese language and culture. They will make comparisons between their own lives and those of Japanese-speaking teenagers.

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

Students will explore personal, community and global perspectives and build the skills to make social, cultural and economic contributions using their knowledge of the Japanese language and interest in Japanese-speaking communities.

Assessment

Internal class assessment based on a range of tasks to assess understanding.

Previous Experience

No previous experience required.

Future Pathways

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

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

<https://www.tasc.tas.gov.au/students/courses/languages/jpn215123/>

Japanese

Through studying Japanese, students gain access to Japanese-speaking communities in Japan and in many other countries, including Australia. The ability to communicate in Japanese will (in conjunction with other skills acquired in the study of this course) provide students with enhanced vocational opportunities and the possibility to apply Japanese culture and language skills to work, further study, training or personal interests. This course builds on Japanese 2 and provides a pathway to the study of Japanese at university level.

The study of Japanese contributes to the overall education of students, particularly in the areas of communication, intercultural understanding and general knowledge. The language to be studied and assessed is the modern standard, or official version of Japanese.

Assessment

Internal class assessment based on a range of tasks to assess understanding, a 2-hour mid-year examination, and a 3-hour written external examination and an oral examination.

Previous Experience

Successful completion of Japanese 2, or fluent spoken Japanese and an aptitude for languages.

Future Pathways

This course provides a pathway to the study of Japanese at tertiary level, and to various vocational and training (VET) packages that include language components/units of competency.

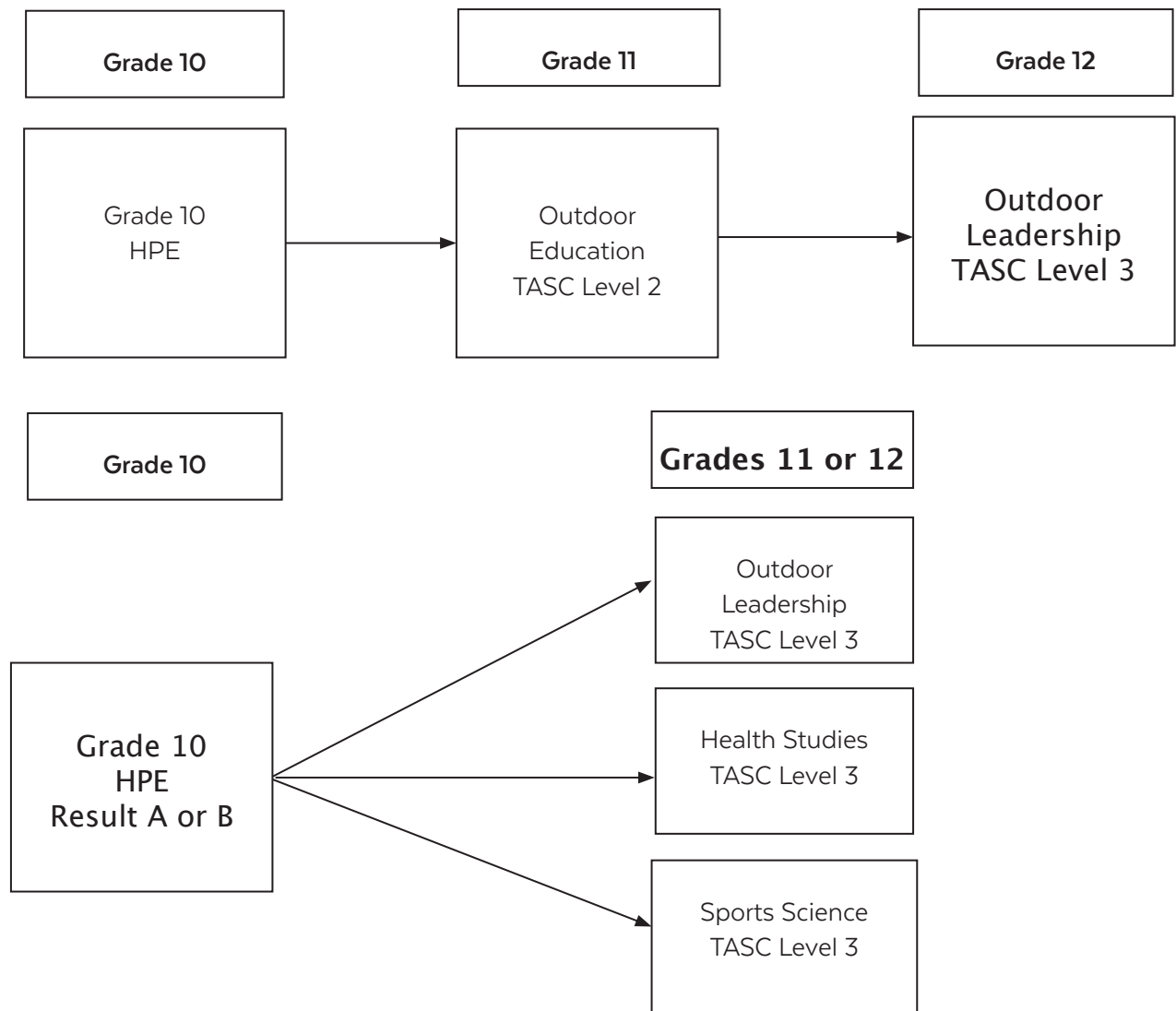
<https://www.tasc.tas.gov.au/students/courses/languages/jpn315114-6/>



Future Pathways

Health and Physical Education

Possible Pathways in Health and Physical Education for Year 10 - 12



Health and Physical Education

Health Studies

Health is a dynamic and multidimensional state encompassing physical, social, mental, emotional and spiritual dimensions and environmental determinants. These elements interact to impact on health at a personal, local, national and global level.

The interrelationship of these elements are reflected in a social view of health where principles of equity, diversity, social justice and supportive environments are fundamental to health. The way many people live in the twenty-first century is influenced by continuous and rapid change. This is characterised by ever expanding technologies, social networking, shifting community values, emerging environmental and sustainability issues and the distribution of wealth across developed and developing countries.

Through undertaking Health Studies, students will investigate health in the context of Personal Health, Australian Health and Global Health. This approach using layered perspectives provides a continuum of learning where students will develop the knowledge, skills and understanding to enable a global perspective of health.

Assessment

Internal class assessment based on a range of tasks to assess understanding, a 2-hour mid-year examination, and a 3-hour external examination.

Previous Experience

No previous experience required.

Future Pathways

Health Studies Level 3 provides a skillset for students interested in further study or a career in Health & Allied Health, Childcare or Health Science. This subject will also equip students with knowledge and skills which will help them prepare for personal health issues as well as a wider perspective on national and global health issues.

<https://www.tasc.tas.gov.au/students/courses/health-and-physical-education/hlt315118-4/>

Year 11 & 12

HLT315118

Pre-Tertiary

Level 3

15 TCE credit points

Health and Physical Education

Year 11 & 12

Outdoor Leadership

OXP315118

Pre-Tertiary

Level 3

15 TCE credit points

The primary focus of this course is on developing students' understanding of leadership concepts and the organisation of practical activities. Outdoor activities provide the context for application and opportunities for a range of experiences that enable individuals to build awareness of themselves, others and the environment.

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

Central to this course are the following elements: leadership; personal development; social and interpersonal development; skills and technical knowledge; and the environment. Through undertaking this course students will develop an understanding of leadership theories, qualities and skill sets of a leader, and observe and practice applying these in outdoor activities.

Students will develop an awareness and knowledge of the requirements and procedures for planning activities, and managing groups in outdoor activities. Outdoor Leadership places an emphasis on applying critical and innovative thinking to solve problems in response to environmental, technical and personal challenges experienced in outdoor activities.

Assessment

Internal class assessment based on a range of tasks to assess understanding, a 2-hour mid-year examination, and a 3-hour external examination.

Previous Experience

Successful completion of Outdoor Education Level 2 is not essential but would be useful. Students must be prepared to demonstrate a genuine interest and aptitude in undertaking outdoor activities that are essentially adventurous in nature, and often in remote locations, and which require a reasonable level of fitness, and no significant health problems. Students undertaking this course must be aware of the complexity of the content, and the high level of physical activity required. Students must own, or be prepared to borrow, hire or purchase a minimum set of personal outdoor clothing and equipment.

Future Pathways

Outdoor Leadership Level 3 provides a transferable skillset for students wishing to move into areas of employment where there is a requirement for people managers and team workers, particularly those working outdoors and/or where leadership, responsibility, decision-making and resourcefulness are crucial, such as: The Defence Forces; Police, Ambulance and Fire Departments; the Antarctic Division; and Adventure Tourism and Education.

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

<https://www.tasc.tas.gov.au/students/courses/health-and-physical-education/oxp315118-5/>

Outdoor Education

Outdoor Education Level 2 offers Tasmanian learners the opportunity to develop a range of personal and interpersonal skills that enable them to relate to, and work more effectively with others in everyday life and promote career opportunities. It supports learners in developing an understanding of self; growing positive relationships with others and the natural environment; and to build capacity to be an effective contributor to group challenges.

A key element of Outdoor Learning is to foster an awareness of the natural environment and build responsibility for its care and conservation. These understandings empower learners to contribute towards achieving an ecologically sustainable world. Learners develop an awareness of the importance of sustainable practice to help protect our natural environments for future generations.

Assessment

Internal class assessment based on a range of tasks to assess understanding.

Previous Experience

Successful completion of Grade 10 Health/Physical Education at Australian Curriculum standard.

Future Pathways

Outdoor Education leads directly into Outdoor Leadership for those wishing to develop leadership skills. The development of personal skills and self-awareness in outdoor education will help prepare students for vocational pathways such as guiding, adventure tourism, the natural sciences, the defence forces, police forces, fire and forestry departments and business as well as further education in the VET or tertiary system.

<https://www.tasc.tas.gov.au/students/courses/health-and-physical-education/oxp215118-5/>

Year 11 & 12

OXp215118

Pre-Tertiary

Level 2

15 TCE credit points

Health and Physical Education

Year 12

SPT315118

Pre-Tertiary

Level 3

15 TCE credit points

Sport Science

The course is intended to provide students with broad experience and awareness of contemporary practice across the Sport Science fields. In preparation for further study and/or vocational pathways the course also aims to develop understandings around how Sport Science practices are applied in various amateur, semi-professional and high performance sport settings and a wide range of sports, industry and related roles. Students are encouraged to undertake high-order thinking and are challenged to consider the complex cross-discipline links between core areas of study in addition to completing scientific investigative studies.

Sport Science is a rapidly expanding field which encompasses the physiological, psychological and skill acquisition components involved with planning and analysing human performance. This course balances a theoretical focus with a range of applied experiences designed to allow students to develop their skills, knowledge and understanding of issues related to the training and performance of athletes of all ages and levels.

The course integrates science, literacy and numeracy concepts developed in the Australian Curriculum F-10 and helps connect to future learning in a range of allied health, exercise science, human movement, and performance sport related areas.

Assessment

Internal class assessment based on a range of tasks to assess understanding, a 2-hour mid-year examination, and a 3-hour external examination.

Previous Experience

Successful completion of Grade 10 Health/Physical Education at Australian Curriculum standard.

Future Pathways

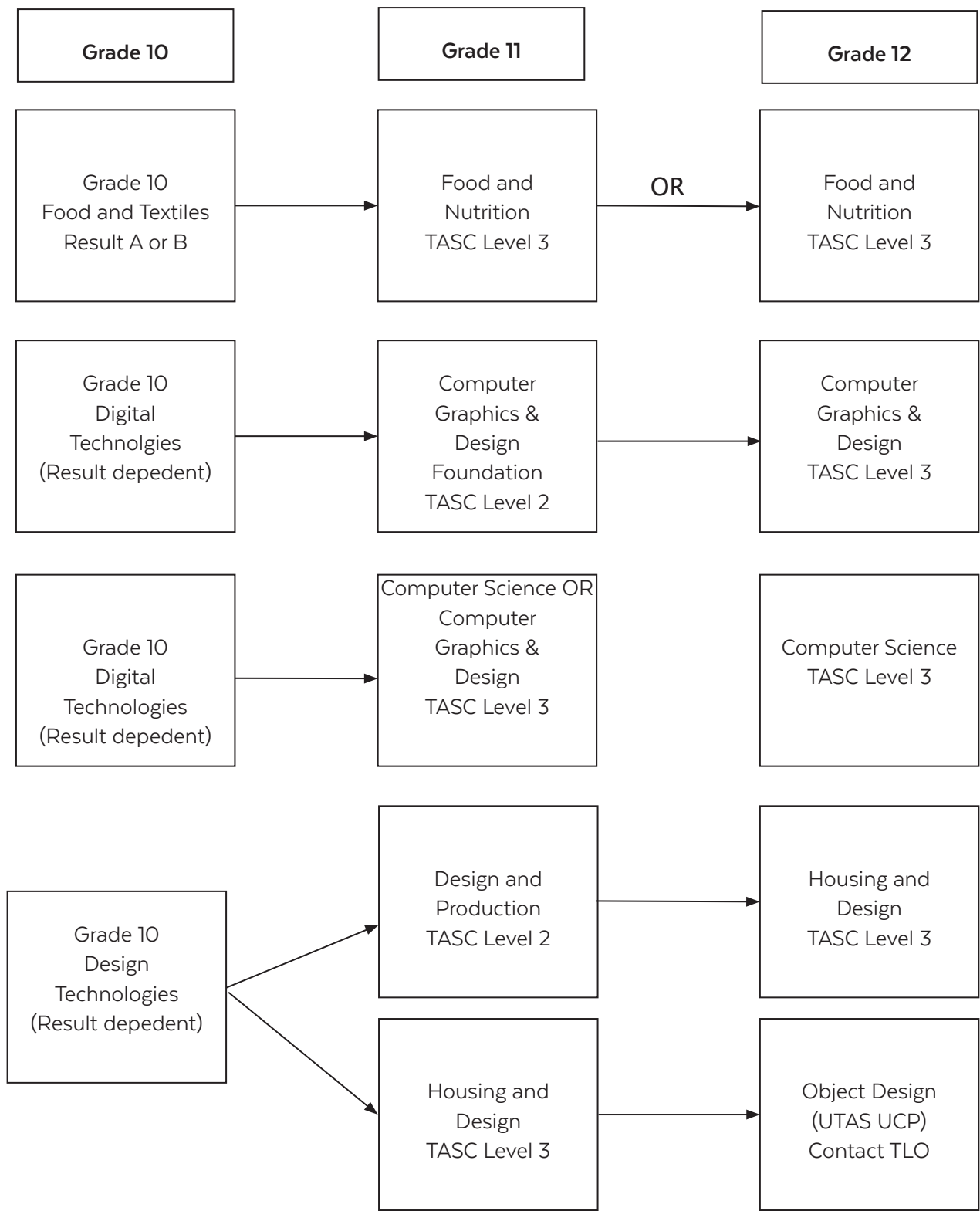
Sport Science Level 3 course provides a strong basis for students going on to further vocational and/or tertiary study including: Health and Allied Health careers; Human Movement; Exercise Science; Education; Health Science; Physiotherapy; Personal Training; coaching and other sport-related careers.

<https://www.tasc.tas.gov.au/students/courses/health-and-physical-education/spt315118-5/>

Future Pathways

Technologies

Possible Pathways in Technologies for Year 10 - 12



Year 11 & 12

CGD215118

Non Pre-Tertiary

Level 2

15 TCE credit points

Computer Graphics and Design - Foundation

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

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

Assessment

Internal class assessment based on a range of tasks to assess understanding.

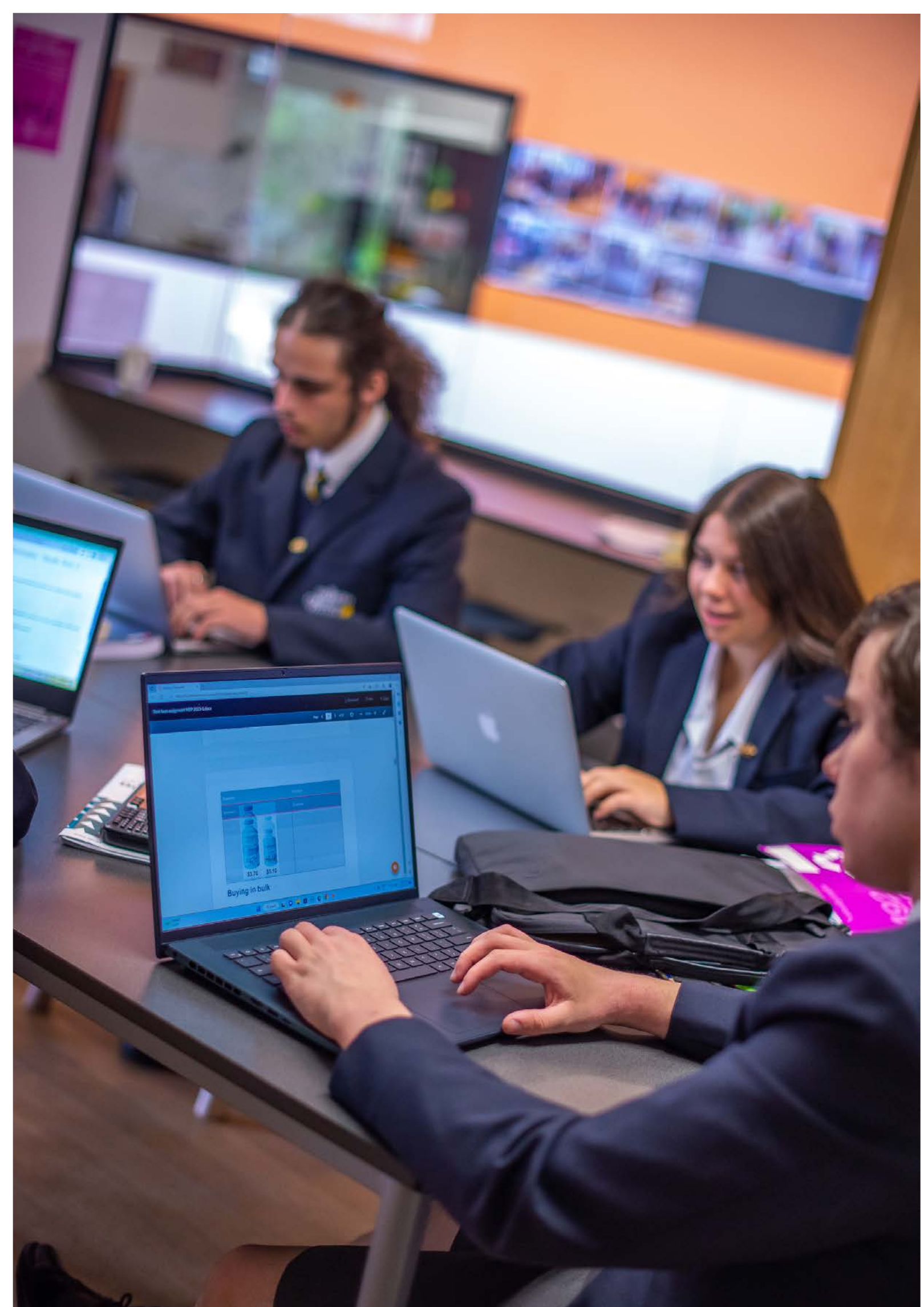
Previous Experience

Students who have completed prior study in the area of Australian Curriculum Technologies band 9-10, or other design-based courses will be well placed to engage in Computer Graphics and Design - Foundation; however there are no mandatory entry requirements to this course.

Future Pathways

On successful completion of this course, students will have attained the knowledge and skills to progress to Computer Graphics and Design Level 3 and/or entry level vocational education and training (VET) pathways in the areas such as: engineering; building design; computing; visual arts; and design.

<https://www.tasc.tas.gov.au/students/courses/technologies/cgd215118-5/>



Technologies

Year 11 & 12

CGD315118

Pre-Tertiary

Level 3

15 TCE credit points

Computer Graphics and Design

Design principles and processes must underpin the development of digitally created outcomes and solutions. These must be arrived at using a range of expressive techniques including written, drawn and digital. Students develop the ability to use, manage, assess and understand the implications and applications and consequences of digital design technologies on individuals, society and the environment.

Project management skills are an important part of this course, fostering students as creative, critical and reflective thinkers. Students develop insights in how design is culturally, socially and ethically constructed with an environmentally sustainable approach. Connections will be made with contemporary designers working in a diverse range of contexts. This may take the form of case studies, guest speakers and/or excursions.

Assessment

Internal class assessment based on a range of tasks to assess understanding, a 1.5-hour mid-year examination, a 2-hour external examination and the presentation of an extended project.

Previous Experience

Students entering this course should have an understanding of a design process and the application of this, including the elements and principles of design and the iterative process of design development. Students who have successfully completed Computer Graphics and Design Foundation Level 2, Housing and Design Level 3, or Grade 9/10 Australian Curriculum Technologies will have developed required knowledge and skills, although these are not pre-requisite courses.

Future Pathways

On successful completion of this course, students will have developed the knowledge and skills that will support them in further tertiary study and/or Vocational Education and Training pathways in the areas of engineering, architecture, computing, visual arts and design.

<https://www.tasc.tas.gov.au/students/courses/technologies/cgd315118-5/>

Design and Production

This subject emphasises the use of a design process to respond to design briefs to produce objects, models or prototypes in one or a combination of materials including glass, metal, plastics, textiles or wood. Design development and solutions are generated and communicated using a range of drawing techniques. Relevant functional, social, environmental, aesthetic and technological factors are considered when making design decisions. Products, models or prototypes are completed in response to the design brief using technical skills and processes relevant to the chosen materials.

Design and production phases are reviewed using an iterative process to reflect on and adjust design decisions throughout the process. Students build the skills in planning and implementing projects, enabling them to manage resources effectively. A design folio records the design process for a major practical project.

Assessment

Internal class assessment based on a range of tasks to assess understanding.

Previous Experience

No previous experience is required.

Future Pathways

The course provides a foundation for senior secondary studies in Object Design (University College Program), Housing and Design Level 3, or a range of vocational education and training (VET) programs or tertiary study in areas such as fashion design; art, craft and design; construction; metal fabrication and engineering; furniture production; manufacturing or soft furnishings.

<https://www.tasc.tas.gov.au/students/courses/technologies/dap215116-6/>

DAP215116

Non Pre-Tertiary

Level 2

15 TCE credit points

Technologies

Year 11 & 12

ITC315118

Pre-Tertiary

Level 3

15 TCE credit points

Computer Science

Computer Science involves the study of the processes underlying the storage, transformation and transfer of data. It includes both the theoretical study of algorithms and the practical problems involved in implementing them, usually via a programming language.

The course consists of three major content areas plus a Computing Option which relies on knowledge from those content areas. Areas of study include problem solving and programming; computing fundamentals and computer limitations; and social/ethical issues and professional responsibility. The computing option can include development of a software application to meet a client need, or application of CS principles to a new programming environment or tool.

Assessment

Internal class assessment based on a range of tasks to assess understanding, a 2-hour mid-year examination, and a 3-hour external examination.

Previous Experience

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

Future Pathways

Students wishing to pursue a computing career could use this as a starting point to study a degree at University, or VET Certificate IV, or Diploma, including combined Diploma/Degree courses. These courses may focus on multimedia and the internet, artificial intelligence, mobile and ubiquitous computing, systems and networks, computer security, distributed systems, software engineering or programming languages. An increasing number of careers involve computer science, and students may find this course useful in other fields such as: law; medical research; engineering; logistics; military; tourism; commerce, and management. Students entering the workforce should expect to undergo further education and training.

<https://www.tasc.tas.gov.au/students/courses/technologies/itc315118-5/>

Housing and Design

Housing and Design emphasises the development of design thinking through the use of imagination and creativity in making proposals and choices in the creation of innovative and enterprising solutions to problems. Students study a variety of strategies for meeting identified needs, and addressing considerations of a design brief.

Students learn to draw from a wide spectrum of thinking, including design and systems thinking, and use creativity to plan, generate, synthesise and realise ideas. They use a diverse range of techniques to communicate this thinking, and their design proposals (e.g. graphical, oral, notational, textual, mathematical, digital, virtual or three-dimensional presentations). Students engage with complexity, being adaptive, creative and enterprising in their work. Their outcomes reflect qualities of appropriateness of designs and sensitivity, having learned to critically challenge housing values to improve the social and environmental impacts of the built environment.

Assessment

Internal class assessment based on a range of tasks to assess understanding, a design folio submitted internally, a 1.5-hour mid-year examination, a 2-hour external examination and the presentation of a design folio.

Previous Experience

Students who have completed prior study in the area of Australian Curriculum Design and Technology band 9-10, Design and Production Level 2 or other design-based courses will be well placed to engage in Housing and Design, however there are no mandatory entry requirements to this course.

Future Pathways

This course is a pathway for students intending to proceed to training and tertiary study in Environmental Design and Architecture, Interior Design, Building Design or Urban Planning. It is also relevant for students pursuing pathways in Design Teaching, Spatial Design, Landscape Design or Furniture Design. Housing and Design has links with the Science, Technologies and Arts learning areas. It complements senior secondary courses in art, graphics (including computer graphics) and environmental science.

<https://www.tasc.tas.gov.au/students/courses/technologies/hds315118-5/>

HDS315118

Pre-Tertiary

Level 3

15 TCE credit points

Techologies

Year 11 & 12

FDN315118

Pre-Tertiary

Level 3

15 TCE credit points

Food and Nutrition

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

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

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

Assessment

Internal class assessment based on a range of tasks to assess understanding, a 2-hour mid-year examination, and a 3-hour external examination.

Previous Experience

No previous experience is required.

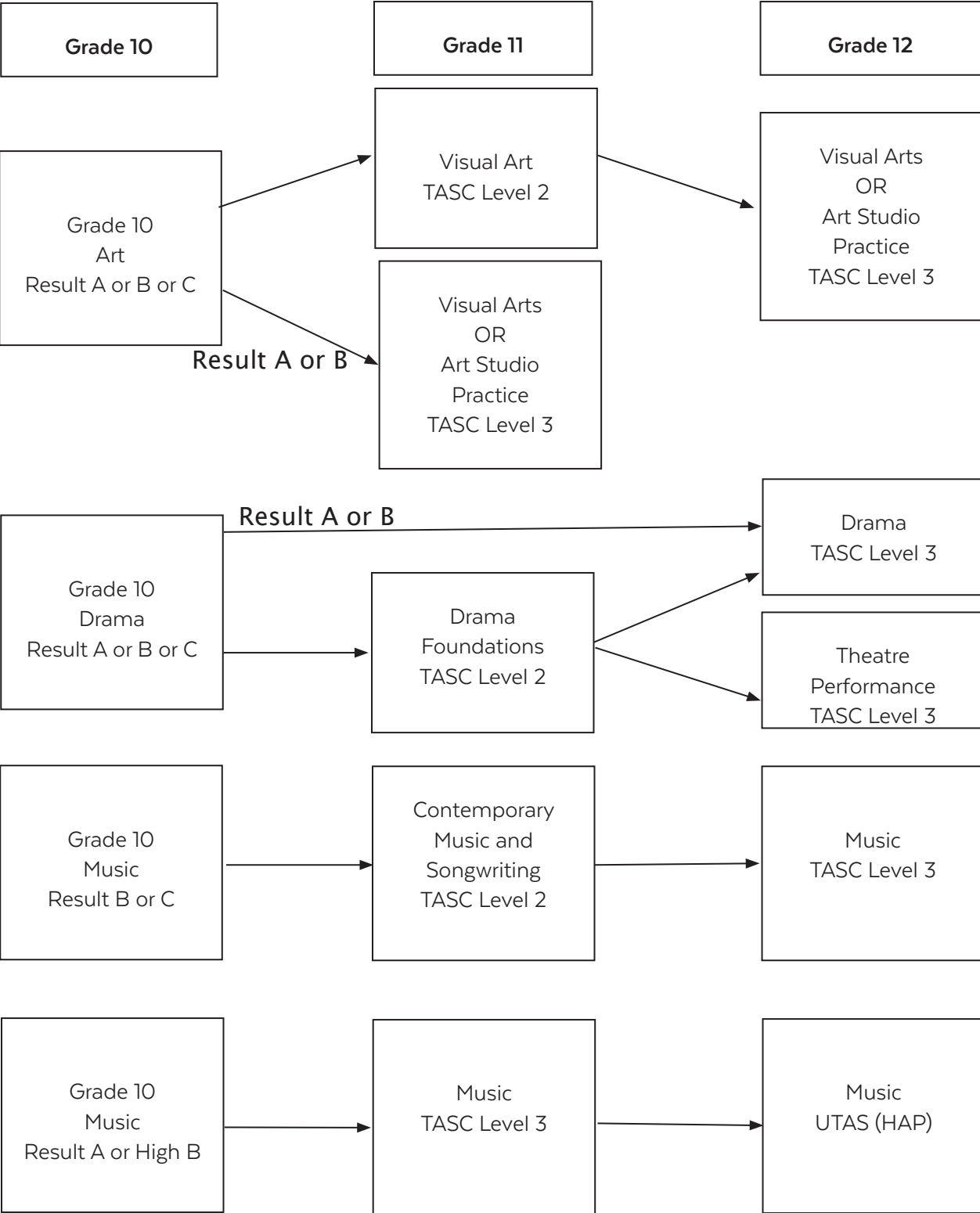
Future Pathways

Food and Nutrition is relevant for students who want to pursue pathways into Health Science, Dietetics, Nutrition, Environmental Health and Community Health. Teaching, especially in the Design Teaching and Human Movement areas, is also a possible pathway.

<https://www.tasc.tas.gov.au/students/courses/technologies/fdn315118-5/>

Arts

Possible Pathways in Arts for Year 10 - 12



Arts

Year 11 & 12

CMS215123

Non Pre-Tertiary

Level 2

15 TCE credit points

Contemporary Music and Songwriting

This course balances the development of technical skills with the creative processes vital to the contemporary musician, while maintaining an awareness of the demands of an ever-challenging profession. It provides students with opportunities to participate in a range of contemporary music performances and tasks reflecting particular genres and styles.

Contemporary Music Level 2 provides a vehicle for students to engage with and create music aligned with popular culture. Their creativity and originality are embraced and expanded through the acquisition of practical and applied music literacy skills.

Students engage in authentic learning experiences and build a relevant and meaningful context for their participation in the music community. They acquire skills in musical creativity, performance and collaboration as well as develop an understanding of recording processes, workplace safety and marketing.

Assessment

Internal class assessment based on a range of tasks to assess understanding.

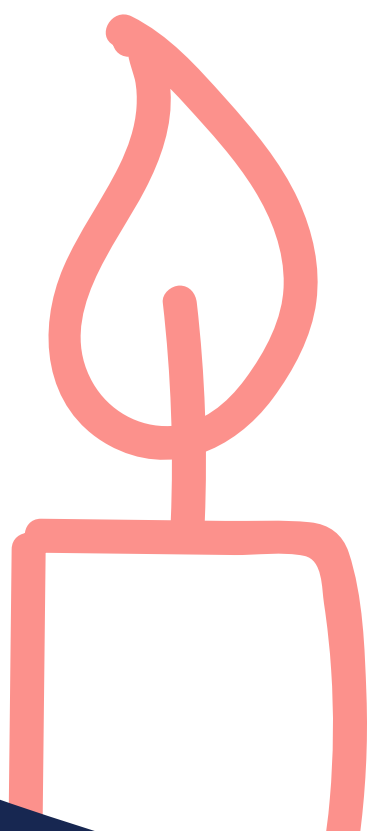
Previous Experience

Successful completion of Music in Grade 10 at Australian Curriculum standard, and ability to play an approved instrument at approximate Grade 5 AMEB.

Future Pathways

Contemporary Music and Songwriting Level 2 prepares students for more advanced study beyond this course.

<https://www.tasc.tas.gov.au/students/courses/the-arts/cms215123/>



CMS315120

Non Pre-Tertiary

Level 3

15 TCE credit points

Music

Music is an expression of human experience. As an aural art form it encompasses performing, composing, listening, analysing and communicating.

Music will enable learners to develop as musicians through an experience-based program that provides opportunities to investigate the relationship between creating, listening to and performing music.

Students will engage in reflective and critical analysis in order to refine, evaluate and articulate their ideas, and to consolidate their musical practice.

Students develop comprehensive skills in performing, creating and listening to music. Learners study a range of music styles and genres (e.g. classical, contemporary, jazz) to gain a broad understanding and knowledge of, the characteristics of different music styles and genres. Learners will develop comprehensive knowledge of musical literacy including theory knowledge and aural skills.

Students will reflect upon and apply their understanding of music through: their performance musicianship; engaging in the creative process; through exercising their analytical listening.

Assessment

Assessment includes internal ongoing tasks throughout the year including a 2-hour mid year examination. External assessments include ensemble and 10 -15 practical performance or composition folio (audio or performed) as well as a 2-hour written examination.

Previous Experience

Successful completion of Music in Grade 10 at Australian Curriculum standard, and ability to play an approved instrument at approximate Grade 4 or higher Music examination qualifications.

Future Pathways

Music Level 3 may lead on to tertiary music study.

<https://www.tasc.tas.gov.au/students/courses/the-arts/msm315120-2/>

Arts

Year 11 & 12

SDS215117

Non Pre-Tertiary

Level 2

15 TCE credit points

Drama Foundations

This course introduces students to the foundations of drama. Students acquire skills in collaborative processes, imaginative exploration of ideas and beliefs, and the appreciation of drama as an art form. Students explore how and why drama works are made by interpreting and responding to the works of others and by engaging in dramatic storytelling. They develop the skills, techniques and processes of drama through the performance of simple scripted works, and works they have devised.

Personal confidence, and drama skills, knowledge and understanding are developed through a range of drama tasks. Students are involved in gathering information, devising drama, exploring text, reflecting and rehearsing to prepare for, and participate in, dramatic performances. Students will be given opportunities to attend and reflect upon live dramatic performances.

Assessment

Internal class assessment based on a range of tasks to assess understanding.

Previous Experience

No previous experience is required.

Future Pathways

The study of Drama Foundations Level 2 is relevant to students who wish to pursue further study such as Drama Level 3.

<https://www.tasc.tas.gov.au/students/courses/the-arts/sds215117-6/>

Visual Art

Visual Art Level 2 is a course for students who would like to engage with a specific visual art studio from the available selection offered by their provider, and it may also prepare them for Visual Art Level 3. Students will undertake arts practice in a studio area and learn specialised skills, techniques and knowledge. Methods and processes specific to the studio of choice are explored so that students develop visual literacy skills: the ability to interpret and make meaning from information presented in images; technical skills, and knowledge and understanding of traditional, modern and contemporary art forms. Students begin to develop skills in the research, analysis, and criticism of art from different social, historical and cultural contexts and learn to express and identify meaning in artworks. Study of Visual Art Level 2 promotes innovation and creative and critical thinking skills, persistence and selfdirection, all of which help prepare students for their future.

Assessment

Internal class assessment based on a range of tasks to assess understanding.

Previous Experience

Studies in Art or Graphic and Digital Design in Year 10 is advantageous.

Future Pathways

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

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

<https://www.tasc.tas.gov.au/students/courses/the-arts/art215123/>

Year 11 & 12

ART215123

Non Pre-Tertiary

Level 2

15 TCE credit points

Year 11 & 12

ART315123

Pre-Tertiary

Level 3

15 TCE credit points

Visual Art 3

Visual Art Level 3 is a course for students who would like to broaden and deepen their understanding and application of artistic practice, perception and visual literacy, the ability to interpret and make meaning from information presented in images. Visual Art Level 3 has been developed for students seeking a pathway to tertiary studies or a career within the visual arts. Students develop a resolved body of work in a single studio area which demonstrates their understanding of visual art as a form of communication, a way to make sense of the world and their own experience and a form of cultural transmission.

The course encourages students to apply problem-solving skills, think creatively and analytically and engage with traditional, modern and contemporary art forms. Students apply and refine their skills in the research, analysis and criticism of art from a range of social, historical and cultural contexts, and express and identify meaning in artworks in increasingly sophisticated ways. Study of Visual Art Level 3 promotes skill refinement, confidence, self-direction and innovation, all of which help prepare students for their future.

Assessment

Internal class assessment based on a range of tasks to assess understanding, and a final display of work for external examination.

Previous Experience

It is advantageous to have successfully completed Year 10 Art to Australian Curriculum standard, and / or Visual Art Level 2 ART215123 in Year 11.

Future Pathways

Pathways into the Visual Art Level 3 course enable learning continuity from Visual Art Level 2, for students who may have completed the Grade 9-10 band of the Australian Curriculum: The Arts or for students who have prior arts experience.

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

<https://www.tasc.tas.gov.au/students/courses/the-arts/art315123/>

Art Studio Practice 3

This course has been designed to enable students to develop meaningful conceptual knowledge through research and studio practice. It will challenge students to engage in reflective and critical analysis to refine, evaluate and articulate their ideas in the consolidation of their artistic practice.

The course consists of two compulsory areas of learning: Conceptual Knowledge and Practice. Students are required to prepare a research paper, visual schematic overview, artist's statement and present an exhibition.

The course integrates knowledge and practice through active art investigation and participation in specialised and authentic learning experiences. It provides a framework for students to establish links and actively engage with local, national and international art communities.

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

Assessment

Internal class assessment based on a range of tasks to assess understanding, and a final exhibition of work for external examination.

Previous Experience

Successful completion of Visual Art Level 3 ART315123.

Future Pathways

Students who complete Art Studio Practice ART3152214 are prepared for the study of visual arts at tertiary level. This course also provides a foundation for those students considering a career in design, art, illustrating, book and magazine publishing, visual merchandising, visual communication, or web design.

<https://www.tasc.tas.gov.au/students/courses/the-arts/art315214-6/>

Year 12

ART315214

Pre-Tertiary

Level 3

15 TCE credit points

Arts

Year 11 & 12

SDD315120

Pre-Tertiary

Level 3

15 TCE credit points

Drama

Students will be provided with practical and creative opportunities to acquire drama skills, knowledge and understanding. Through a practical and theoretical study of drama, students are exposed to a wide range of experiences and stagecraft. Students develop an understanding of the creative and collaborative processes and skills needed to make drama works.

This course is designed to provide rigorous training for the aspiring performing artist. Students study four compulsory units in Skills Development, Exploring and Devising, Presenting and Reflecting and Live Theatre Analysis.

Assessment

Assessment includes internal ongoing tasks throughout the year. External assessments include ensemble and solo practical performances, as well as a 2-hour written examination.

Previous Experience

Successful completion of Drama Foundations SDS215117 or considerable experience in the performing arts.

Future Pathways

The study of Drama Level 3 is relevant to students who wish to pursue further study at tertiary level, in vocational educational training (VET) settings or to pursue industry or community related pathways such as theatre practice including acting, dancing, directing, playwright, stage managing, lighting design, and producing.

<https://www.tasc.tas.gov.au/students/courses/the-arts/sdd315120-2/>



Theatre Performance

Year 12

This course is designed to provide students with practical and creative opportunities to acquire skills, knowledge, understanding and experience of theatre. The course encompasses a comprehensive programme of theatre performance.

SDP315120

Pre-Tertiary

Working individually and as a member of a theatrical ensemble, students present polished performances and dramatic monologues to a variety of audiences. Vocal skills are developed and students explore a range of texts and dramatic techniques. Through class and personal research work, students study the contexts (the time, place and culture) of play scripts, as well as their language and theatrical possibilities. Live theatre performances are attended and critically analysed, with emphasis placed on the observation of individual acting performances in theatrical contexts.

Level 3

15 TCE credit points

Within the context of these various studies students are expected to operate as much as possible like members of a theatre company, while teachers operate much like directors. Theatre Performance builds on the learning in and the acquisition of performance skills in Drama Level 3, requires more self-sufficiency and self-direction of the learner, and emulates the professional realm of the actor.

Assessment

Internal class assessment based on a range of tasks to assess understanding. External assessment includes a practical performance and an Individual Reflective Study/folio.

Previous Experience

Successful completion of Drama Level 3 would be advantageous. Students must possess competent acting / dramatic skills. This course requires a minimum of 3 students to go ahead.

Future Pathways

The study of Theatre Performance is relevant to students who wish to pursue further study at tertiary level, in vocational educational training settings or to pursue industry or community related pathways.

<https://www.tasc.tas.gov.au/students/courses/the-arts/sdp315120-2/>



Inspiring inquisitive minds.