

# COURSE HANDBOOK

## **YEAR 11 & 12**

**2023**



LAUNCESTON  
CHRISTIAN  
SCHOOL



# CONTENTS

LCS MISSION AND CORE VALUES .....	3
OUR SCHOOL.....	3
FROM THE PRINCIPAL .....	4
FROM THE HEAD OF SENIOR SCHOOL.....	4
YEAR 11/12 COURSES .....	5
TASC QUALIFICATIONS AND CERTIFICATES.....	5
CHOOSING COURSES.....	7
COURSE ADVISORS .....	7
MINIMUM HOURS .....	7
PREREQUISITES .....	7
HOW MANY PRE-TERTIARY (LEVEL 3/4) SUBJECTS? .....	7
AUSTRALIAN TERTIARY ADMISSION RANK (ATAR) .....	7
THE CO-OPERATIVE ARRANGEMENT .....	7
UTAS HIGH ACHIEVER PROGRAM (HAP).....	8
UNIVERSITY STUDY .....	9
UNIVERSITY OF TASMANIA .....	9
AUSTRALIAN MARITIME COLLEGE .....	10
INTERSTATE UNIVERSITIES.....	10
BIBLICAL STUDIES .....	12
ENGLISH .....	13
MATHEMATICS.....	17
HUMANITIES AND SOCIAL SCIENCES .....	21
SCIENCE .....	30
HEALTH AND PHYSICAL EDUCATION.....	34
TECHNOLOGIES   FOOD AND HOSPITALITY.....	38
TECHNOLOGIES   DESIGN AND TECHNOLOGY .....	41
TECHNOLOGIES   DIGITAL TECHNOLOGY .....	46
TECHNOLOGIES   AGRICULTURE .....	48
THE ARTS   DRAMA .....	50
THE ARTS   MEDIA.....	52
THE ARTS   MUSIC.....	54
THE ARTS   VISUAL ART .....	56
LANGUAGES.....	59
VOCATIONAL EDUCATION AND TRAINING (VET) COURSES.....	61
POLICIES AND EXPECTATIONS.....	65
ACADEMIC INTEGRITY .....	65
ASSESSMENT POLICY .....	65
THE HUB.....	65
LAUNCESTON CHRISTIAN SCHOOL LIBRARY – SENIOR SCHOOL .....	65
MOBILE PHONES .....	66
CARS .....	66
CLASS ATTENDANCE .....	66
LATE ARRIVALS .....	66
UNIFORM POLICY .....	66

## LCS MISSION AND CORE VALUES

### Vision Statement:

To glorify and honour God through Christ-centred education

### Our Core Values:

To live in obedience to God

To act with humility, integrity and fairness

To work with creativity and diligence

To encourage participation and teamwork

To be trustworthy and accountable to one another

### School Motto:

In Christ Wisdom and Knowledge

## OUR SCHOOL



Launceston Christian School is one of many schools throughout Australia that belong to a wider association of Christian schools that are unified around the common goal of authentic, Bible-based, Christ-centred education. This network is known as Christian Education National (CEN). The school was established in 1976 and has enjoyed steady growth over many years resulting in over 680 students currently enrolled. Set on 12 hectares just ten minutes from Launceston City centre, the school is positioned in the beautiful Tamar Valley with the Tamar River forming a scenic backdrop.

Our environment is one where God and His Word provide the motivation for how we live our lives, including the education of our students. Parents have the responsibility for the education of their children and work together with staff to maximise their children's spiritual and academic growth. LCS is a community committed to prayer and strives to encourage one another in dedication, dependence on and obedience to Jesus Christ.



## FROM THE PRINCIPAL



This informative Senior School Handbook outlines the important years of Senior Secondary education at Launceston Christian School.

We have a beautifully equipped campus, with excellent facilities and space to grow which is a wonderful setting for our Senior School students to thrive in.

LCS values our strong partnership with parents. This partnership assists us to work together to provide students with an excellent 21st century Christian education programme that is presented from a distinctly Christian worldview. Students at LCS progress along their education pathways in a nurturing environment, guided by Christian teachers and other staff who are dedicated to their task in teaching students a sound Biblical worldview, doing this with deep love and care for the students entrusted to them.

The K-12 nature of LCS provides many opportunities for leadership and expression of creativity in the gifts God has given to young people. Providing these pathways gives our senior students the supportive environment to explore how best to develop their talents, understand the impact of influence on younger students and prepare them for life beyond school.

As we partner together during these important school years, I look forward to serving you, as students explore, uncover and discover the meaning that God intends for them in the world.

**Mr Adrian Bosker**

## FROM THE HEAD OF SENIOR SCHOOL



Year 11 & 12 can be some of the best years of your life. It is an opportunity to learn and grow in subject areas that you are passionate about as you work towards your lives beyond school.

Here at LCS, we offer a distinctive program with a full range of TASC subjects, TAFE and VET course opportunities while still maintaining a Christ Centred focus. You will have the opportunity to choose subjects that are of interest to you and that will help equip you for your life beyond school. You will also have opportunities to take part in interstate school camps to Canberra (Yr 11) and Melbourne (Yr12) and special trips such as the Northern Territory trip and the Ski Trip (run on alternate years). At LCS we place a strong emphasis on our Pastoral Care time where we aim to ensure that our students are well grounded in biblical principles and can leave our school confident in their faith and with the tools to share their faith.

As you read through this subject selection guide, I encourage you to think about the things you enjoy and are passionate about. Consider what university or job opportunities you'd like to pursue when you are finished your schooling and whether the subjects you are interested in will assist you in those goals. Choosing subjects that are of interest to you and that you think you will enjoy will lead to much greater engagement and better outcomes.

We look forward to partnering with you and your family over these final years at LCS.

**Mr Nathan Hill**

## YEAR 11/12 COURSES

Launceston Christian School offers a range of courses accredited by Office of Tasmanian Assessment, Standards and Certification Authority (TASC).

The TASC assigns a complexity level to courses accredited by them. Levels of complexity in senior secondary education range from Preliminary to Level 4 (4 being the highest level of complexity). TASC accredited Level 3 and 4 courses contribute to the calculation of Tertiary Entrance Ranks.

In this handbook the level of complexity is indicated in the course name given in the heading for each course description. For example: Foundation English TASC 2 is a course accredited as a complexity level 2 course.

Courses also have an allocated 'design time' and associated 'credit points'. Most courses described in this Handbook have a design time of 150 hours. Courses with a *design time* of 150 hours are assigned 15 *credit points* (10 hours = 1 credit point). Some courses are of a smaller size or design time. One hundred hour courses have 10 credit points and 50 hour course have 5 credit points. Level 3/4 courses have a course size of 15. A course 15 credit points takes up one complete line of study on the timetable - which means 14 periods of study per fortnight. Credit points are indicated in this handbook.

Most TASC accredited courses use criterion-based assessment where several criteria are assessed and a grading on the scale Z, t, C, B, A is awarded. A 'Z' indicates that no work was submitted, a 't' indicates that work has been submitted for assessment but was not of a satisfactory standard, a 'C' indicates that work was of a satisfactory standard and 'A' indicates the highest possible standard for the course. Ratings on individual criteria are used to establish a final overall award as determined by TASC. The awards that may be given at the completion of a course are:

- EA exceptional achievement.
- HA high achievement.
- CA commendable achievement.
- SA satisfactory achievement.
- PA preliminary achievement.

It is important to note that level 2 courses are not designed as a safety net for students who struggle with level 3 courses. Students need to take a realistic view of their current level of attainment when selecting courses in years 11 and 12. A number of level 2 courses have been designed as 'Foundation Courses'. These courses may stand as endpoints of study but will also prepare students for study at level 3.

## TASC QUALIFICATIONS AND CERTIFICATES

There are three qualifications and certificates that are awarded by TASC. These are:

- the Tasmanian Certificate of Education (TCE)
- the Tasmanian Certification of Educational Attainment (TCEA)
- the Qualifications Certificate

### Tasmanian Certificate of Education (TCE)

The Tasmanian Certificate of Education (TCE) is the highest level of senior secondary certificate awarded in Tasmania. Students need to achieve the TCE to be awarded an ATAR for university entrance.

The TCE is awarded to all Tasmanians who reach the prescribed standards detailed below.

Students can achieve the TCE when they complete their senior secondary years of education and training. Or they can achieve the TCE any time throughout their life by completing further education and training and/or sitting the Everyday Adult Standards safety net tests.

### TCE standards

To achieve the TCE, students need to meet all the TCE standards:

- Participation and Achievement Standard:
  - 120 credit points of senior secondary education and training (with at least 80 credit points in studies at Level 2 or higher).
- Everyday Adult Standards:
  - Reading, Writing and Communication (in English)
  - Mathematics
  - Use of Computers and the Internet.

The Head of School, or Careers Advisor can help students plan a program of study for them to achieve the TCE. The TCE requirements can be met in different ways and in different settings.

### Meeting the Participation and Achievement Standard

There are a wide range of courses that provide credit points towards the Participation and Achievement Standard. Students can choose:

- TASC accredited courses
- vocational education and training (VET) courses
- nationally or interstate assessed languages (by application)
- recognised formal learning
- the University of Tasmania's University Connections Program and the High Achiever Program (for eligible students)
- or a combination of these to make up a program of study.

The TCE Course Planner or Courses page will show students how many TCE credit points you can receive for each course. To receive the credit points for a TASC accredited course, students need to complete the course with an award of Preliminary Achievement (or higher).

#### *Meeting the Everyday Adult Standards*

The Everyday Adult Standards are core skills, knowledge and capabilities that are needed in everyday adult life and work.

Students must meet all three (3) standards to achieve the TCE. They can show that they meet the standards by:

- successfully completing a course that includes that standard, or
- sitting and passing an Everyday Adult Standard safety net test.

The TCE Course Planner or Courses page will show students if a course includes an Everyday Adult Standard. To demonstrate they meet the standard embedded in a course, students need to successfully complete the course with an award of Satisfactory Achievement (or higher).

#### *Course Planner on The Hub*

Launceston Christian School students can make use of the Year 11/12 Course Planner on The Hub to see whether their two-year plan meets all the standards of the TCE.

Further information about the TCE can be found at: <https://www.tasc.tas.gov.au/students/qualifications/tasmanian-certificate-of-education-tce/>

#### *Tasmanian Certificate of Educational Attainment*

The Tasmanian Certificate of Educational Achievement (TCEA) is a quality assured certificate issued by TASC to eligible students at the end of their senior secondary studies.

The TCEA is designed for students for whom certificates such as the Tasmanian Certificate of Education and the Qualifications Certificate do not provide an adequately just and fair account of their participation and achievements in their senior secondary years.

#### *Eligibility Requirements*

A student is eligible to apply for the TCEA at the end point of senior secondary schooling (Year 12 or Year 13) when they meet at least one of the following eligibility criteria:

- where personal circumstances and/or family circumstances and/or trauma related experiences have had a significant impact on learning or caused difficulties in learning

- where an impairment, disability and/or condition impacts upon one or more aspects of their learning.

#### *Supporting Evidence*

The supporting evidence provided may be a Learning Plan (IEP) or a school statement.

Further information about the TCEA can be found at:

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

#### *The Qualifications Certificate*

The Qualifications Certificate is a certificate available to all Tasmanians who have gained one or more post Year 10 qualifications, accredited or recognised by TASC.

Certificates can be updated to reflect new qualifications (formally recognised by TASC) that are achieved throughout a person's career so that it becomes a formal record of life-long education and training.

Students will be issued with your initial Qualifications Certificate once they finish your senior secondary education (Year 12 or 13).

The Qualifications Certificate could include:

- TASC accredited senior secondary courses
- VET qualifications or units of competence
- other TASC recognised qualifications such as the Queen's Scout, International Baccalaureate and University of Tasmania High Achievement Program (HAP) courses
- higher education qualifications
- other Australian state or international qualifications that are recognised by TASC.

TASC can issue Qualifications Certificates at any time. Evidence of qualifications may be requested and any time a certificate is updated and issues, a fee will apply.

Further information about the Qualifications Certificate can be found here:

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

## CHOOSING COURSES

Choosing courses or subjects can be a difficult task, particularly when there are so many options. Year 11/12 subject choices should be considered very carefully as they may influence your future options with employment or further education.

When beginning the process of choosing subjects, we encourage students to consider their God-given gifts, abilities, and interests. Students should ask questions like:

- What do I enjoy?
- What am I interested in?
- What am I good at?
- How can I serve God and others?

It is also important to do the following:

- Talk to your Head of Senior School, Careers Advisor, parents, teachers, friends etc.
- Consult a job guide taking time to look at different job descriptions.
- Plan a two-year course for Year 11/12 remembering you have two years to do the subjects you require.
- Establish what subjects you require for a particular job or further education.
- Be realistic when deciding your subjects and evaluating your capabilities.
- Consider what other commitments you have that may influence your chances of successfully completing a course.
- Plan your course with Head of Senior School.

## COURSE ADVISORS

Course advisors can be found in the *'For more information, I should talk to:'* section at the end of each course description in this document. You can also talk to Mr Nathan Hill and Mrs Aileen Lake.

## MINIMUM HOURS

The minimum course hours for a full-time student are:

- Yr 11 750 hours (75 credit points or 5 full-time courses)
- Yr 12 600 hours (60 credit points or 4 full-time courses)

## PREREQUISITES

Previous experience is required to be accepted into some subjects. This usually means a specific course or courses need to have been completed first. In some circumstances this may be negotiated so please check with the subject teacher concerned if you are unsure. This handbook indicates what prerequisites are required for each course.

## HOW MANY PRE-TERTIARY (LEVEL 3/4) SUBJECTS?

Selection for Tasmanian Universities is currently based on the scores from the applicant's five best pre-tertiary subjects. A minimum of three of these scores must come from subjects studied in Yr 12. You can apply with only four pre-tertiary subjects (three must be studied in Yr 12) however you may be at a disadvantage.

## AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

For all pre-tertiary courses, students applying for university admission who achieve an SA or better will receive a score between 1 and 25, calculated on the basis of the ratings they receive. These scores are subject to a scaling system to consider the difference in difficulty between the subjects. The scaling system allows students to choose more difficult subjects without being potentially penalised by not being able to get a high tertiary entrance score. Details of the scaling system are available on the TASC website. These scores are then used to determine the student's position, or rank, against all students Australia wide, in their year group. The 5 highest scores achieved are considered for this purpose. Three of these must be achieved in Yr 12 or the final year of study. Students must also meet the requirements for the Tasmanian Certificate of Education (TCE) in order to be awarded an ATAR.

## THE CO-OPERATIVE ARRANGEMENT

Launceston Christian School is a part of a Co-operative arrangement with St Patrick's College, Launceston Church Grammar School and Scotch Oakburn College. LCS students wishing to study subjects that are not offered at LCS may study at one of the other schools, if the lines match up. Students wishing to study VET Courses will be part of the St Patrick's College VET Program.

Vocational Education is an important element of the curriculum at LCS. It is specific to our Senior School and requires high levels of maturity and commitment from all its participants. The courses are conducted both within the Co-Op arrangement schools and by post-secondary Registered Training Organisations. Once students have decided to enrol and commit to a particular VET course, it is the expectation that that the course will be completed.

VET courses listed in this handbook are offered through St. Patrick's College and will be deemed viable to run in 2020 if student interest is adequate. VET course delivery is auspiced through Registered Training Organisations (RTOs) and delivered at St. Patrick's



College utilising either a “partnership or service” agreement. Contracts with RTOs are subject to change in accordance with regular training package upgrades and logistical arrangements. Students and their families will be notified of changes if/when they present.

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

All Vocational Education providers have high expectations of behaviour, work ethic and levels of maturity when undertaking the courses. In many courses students are treated as young employees and are required to comply with the rules, standards and regulations of the trainers/teachers and their institutions. College Vocational Education staff visit students studying outside the Coop arrangement schools and keep in regular contact with the teachers. It is not expected that we should have any concerns about any student regarding their attendance, behaviour and work ethic.

If a student cannot attend classes for a reason such as illness, the student or parent is to contact LCS (63272854) and leave a message for the Head of Senior School.

Different courses have specific dress and equipment requirements. It is very important students adhere to these requirements.

Students who require transport to the vocational course location are required to make their own way there. Students who have their own car and driver's licence may drive to and from the location once they have completed a permission to drive form.

*Please note that students must not travel with other students unless a permission form has been signed by all parties.*

## UTAS HIGH ACHIEVER PROGRAM (HAP)

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

The aims of the Program are to:

- Enrich educational opportunities for Year 11/12 students
- Extend the University's high-quality courses and teaching to Year 11/12 students
- Develop links between the University, students and their schools and colleges

The University of Tasmania is highly ranked in the Australian higher education sector for its teaching and learning and research activities. This Program provides early opportunities for academically able Year 11/12 students to undertake the challenges of University study while they are enrolled in the Tasmanian Certificate of Education (TCE) or International Baccalaureate (IB) diploma.

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

It is most common (and recommended) for HAP students to undertake a 12.5% unit in each of UTAS Semesters 1 and 2.

The High Achiever Program applications for will open in late September with applications closing mid-December. Supporting documentation will be accepted until mid-January and every effort will be made to approve and process applications as early as possible. Please note that late applications will not be accepted.

Further information can be found at:

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

<https://www.tasc.tas.gov.au/students/courses/utas/hap/a-z/>

# UNIVERSITY STUDY

## UNIVERSITY OF TASMANIA

### General Entry Requirements

The University's general entry requirements are based on student achievement in Tasmanian Certificate of Education courses approved by TASC.

Students must have met the requirements to be awarded a Tasmanian Certificate of Education (TCE) and have SA results in at least four Level 3 or Level 4 subjects accredited by TASC. You will receive a Tertiary Entrance (TE) score, which will be converted into your Australian Tertiary Admission Rank (ATAR).

All courses at the University are subject to quota selection. Selection of Tasmanian applicants for most courses will be based on their ATAR. University courses vary as to the minimum ATAR score for admission.

Further information can be found at:

<https://www.utas.edu.au/study/apply/admission-requirements>

### Schools Recommendation Program

The University of Tasmania also admit year 12 students through a *Schools Recommendation Program*. In this program, students can apply for up to five courses at the end of May and an offer may be received as early as July.

*Rather than an ATAR, each student's application is based on their school's recommendation and their year 11 results.*

The program is open to nearly all UTAS courses, including double degrees, undergraduate degrees, and associate degrees. Courses in Nursing, Medical Radiation, and Paramedicine work differently. Students can still apply for these courses from the end of May, but, depending on the course, students may not receive an offer until their ATAR is released in December. The Bachelor of Medicine and Bachelor of Surgery is not part of the program. Students can apply for these courses in early August.

Further information can be found at:

<https://www.utas.edu.au/study/schools-recommendation-program>

### Faculty Prerequisites

Some faculties require additional criteria or use other criteria for entrance, which may include specific Year 11 or Year 12 subjects. Some faculties use additional criteria altogether (eg Fine Arts may use a folio of work). Details of requirements are contained within the University Handbook.

Further information can be found at:

<https://www.utas.edu.au/study/apply/admission-requirements#selection>

### Alternative Pathways to University Study at UTAS

#### *University Preparation Program (UPP)*

This course suits students who have not finished school or who have not received a sufficient ATAR. It's also ideal for students who need a bit of extra support to meet the General Entry Requirements needed to enter a bachelor's degree.

The UPP is designed to support students to develop the academic skills and confidence to undertake university study successfully. If students don't currently meet the entry requirements for their chosen course, the UPP can provide an alternative entry pathway into university, with successful completion qualifying students for General Entry Requirements (GER). The UPP is open to everyone and aims to enhance the experience of student life.

Further information can be found at:

<https://www.utas.edu.au/college/courses/upp>

#### *Diploma of University Studies*

The Diploma of University Studies is suitable for students who have an idea about the bachelor's course they would like to study but need a bit of extra help to get there. Students can choose from the following pathways: Arts, Business, Education, Engineering, Health Science, Nursing Foundation Studies, Psychology, Social Work and Science.

In this one year full-time (or part-time equivalent) course students will learn key skills and build knowledge that will help them to succeed in their chosen pathway. The units they study in this course can also be credited into their bachelor's degree. This means students can start studying their degree from the get-go.

To be eligible for the Diploma of University Studies, applicants will be assessed on prior study history and/or a personal competency statement. Assessment for eligibility will be made based on the completion of secondary education or equivalent.

Further information can be found at:

<https://www.utas.edu.au/college/courses/diploma-university-studies>

#### *Murina Program*

The Murina Program is a pathway designed for Aboriginal and Torres Strait Islander students to gain the skills and confidence to commence undergraduate studies and pursue other vocational goals.

The Program offers units that explore people, place and politics using narrative approaches and storytelling

to advance study skills, all through a Tasmanian Aboriginal lens.

The Riawunna team provides a range of programs to support students to achieve success according to their goals. The Murina Program is offered on the Sandy Bay, Newnham and Cradle Coast campuses through a blended learning approach whilst incorporating 'On Country' experiences to strengthen knowledge and resilience to give voice and agency.

Further information can be found at:

<https://www.utas.edu.au/riawunna/murina-preparation-pathway>

#### *Other admission options*

Tasmanian applicants who do not qualify for an ATAR and wish to attend University may be eligible for consideration through **Assessed Entry**, which recognises senior secondary results (TCE and VET). Applicants are assessed on the subjects studied and given an Assessed Entry Score (AES). This score will be converted to a percentile rank based on the TE to ATAR conversion table as published on the TASC website.

Applicants who have completed a 'non-standard' Senior Secondary course which does not permit calculation of an ATAR or IB, e.g. those who have undertaken senior schooling at home, or at a school which does not follow the Australian curriculum, are assessed according to completed study with results converted to a selection rank.

Further information can be found at:

<https://www.utas.edu.au/study/apply/admission-requirements/detailed-information>

## AUSTRALIAN MARITIME COLLEGE

The AMC is an institute of the University of Tasmania. It offers undergraduate and vocational courses in maritime study in preparation for work in maritime industries. Postgraduate study in research and development is also available.

#### *Undergraduate courses*

- **Maritime Engineering and Hydrodynamics** (Naval architecture and offshore structure design)
- **Maritime and Logistics Management**
- **Marine Environment Studies** (Aquaculture, Fisheries Management, Marine Conservation)
- **Ocean Seafarer Training** (Deck officer, ship captain and marine engineer)

These higher education courses are normally undertaken after the completion of senior secondary school or TAFE training. AMC offers Associate Degrees, Bachelor Degrees, Honours Degrees, Advanced Diplomas, and Ocean Seafarer Training.

Information regarding enrolment can be found at:

<http://www.amc.edu.au/future-students>.

#### *Scholarships*

Students with an ATAR of 90 or above may be eligible for an AMC Outstanding Achiever Scholarship or an AMC Excellent Achiever Scholarship. Information on these and other scholarships can be obtained from <https://www.utas.edu.au/study/scholarships-fees-and-costs> on the AMC web site.

#### *Vocational Training*

AMC offers vocational training in areas such as:

- **Elements of Shipboard Safety (ESS)** (safety training for working on small commercial vessels)
- **Tourism Deckhand** (crew on smaller vessels)
- **Coxswain** (skipper of small commercial vessels)
- **Master Class 5/Skipper 3** (captain of commercial vessels up to 25m)
- **Integrated Rating** (crew on merchant ships)

These courses are conducted at the AMC Beauty Point Campus.

Details of these and other vocational courses can be found at [www.amc.edu.au](http://www.amc.edu.au).

## INTERSTATE UNIVERSITIES

Generally, mainland Universities use the same or similar entrance requirements (including the Schools Recommendation Program) as the University of Tasmania with one important difference. Most require a Satisfactory Achievement (SA) in a pre-tertiary Level 3 English. If a mainland University is being considered it is essential that the University be contacted to check the entry requirements of that institution.

For further information about interstate universities and all courses can be found at:

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

# COURSES





## BIBLICAL STUDIES

### Preliminary Theological Certificate PTC

In Preliminary Theological Certificate, I will learn:

- How to interpret different passages of the Bible accurately and effectively
- How to illustrate and apply different passages of the Bible appropriately
- How to do biblical, historical and systematic theology

In a typical lesson, I might:

- Read theological notes and the Bible
- Conduct theological research
- Complete online reading, quizzes and activities

Preliminary Theological Certificate would suit someone who:

- Desires an in-depth knowledge of the Bible
- Wants to learn how to preach, lead a Bible study, or go into Christian ministry
- Is considering Bible college, pastoral work or going to the mission field

Enrolling in Preliminary Theological Certificate requires

*(prerequisites):*

- No previous experience, but proficiency in reading and writing skills would be of benefit

Preliminary Theological Certificate may lead to:

- Further theological training
- Teaching others how to understand the Bible

For more information, I should talk to:

Mr Nathan Hill

# ENGLISH

## Prior Learning

## Year 11/12 Courses

## Future Pathways

Not yet at a 'C' standard in Year 10 AC English	<b>Practical English 1</b>	English Applied Level 2 Trade Training or Employment
'C' (or 'D' in consultation with your English teacher) in Year 10 AC English	<b>English Applied 2</b>	Trade Training or Employment
'C/B' in Year 10 AC English	<b>English Foundations 2</b>	English Level 3 English Writing Level 3 English Literature Level 3
'A' (or strong 'B' in consultation with your English teacher) in Year 10 AC English.	<b>English 3</b>	University Trade Training Employment
'CA' or above in English Foundations Level 2.	<b>English Writing 3</b>	
	<b>English Literature 3 *</b>	
A solid foundation in using spoken and written English as a second or additional language or dialect Some proficiency in using English for formal and school purposes	<b>English as an Additional Language or Dialect 3 *</b>	Further study, training or employment

\* indicates that this course may be offered through the Cooperative Arrangement

### Practical English 1 ENG110114

#### TCE Information

**Level: 1**

**Credit Points: 10**

**Everyday Adult Skills:**

Literacy: No    Numeracy: No    ICT: No

#### In Practical English, I will learn:

- To develop my vocabulary and participate effectively in everyday conversations and discussions
- To read, view and interpret information from simple, everyday texts
- To write and create simple, everyday texts
- To use correct spelling, punctuation and grammar
- To communicate appropriately in everyday adult contexts; personal, community and the workplace.

#### In a typical lesson, I might:

- Discuss books, films and websites, make phone enquiries and ask questions about job roles
- Identify and interpret information from websites, emails, newspaper and magazine articles, application forms and payslips
- Write a brief dot-point CV/resume and basic job applications, make notes and draft posters.

#### Practical English would suit someone who:

- Wants to develop their understanding and use of the English language
- Is developing the confidence to communicate in English
- Is preparing for further study.

#### Enrolling in Practical English requires (*prerequisites*):

- An interest in developing my English language skills
- To check requirements for course
- Entry as outlined in the course document

#### Practical English may lead to:

- Further study and/or pursue a pathway to further training or employment.

#### For more information, I should talk to:

Mr James McGeachy

### English Applied 2 ENA215114

#### TCE Information

**Level: 2**

**Credit Points: 15**

**Everyday Adult Skills:**

**Literacy: Yes**    Numeracy: No    ICT: No

#### In English Applied, I will learn:

- To develop and strengthen my literacy
- Skills to communicate confidently and effectively with others
- To read, understand and examine ideas, issues, attitudes and values from a range of texts
- To respond to, and create oral, written and multi-modal texts
- To research and present ideas and information
- To work both independently and collaboratively.

#### In a typical lesson, I might:

- Collaboratively discuss, share and present what I have learned
- Examine and assess ideas, attitudes and points of view in texts
- Create texts for individual, community and workplace audiences
- Produce and share a Negotiated Study based on a topic of interest.

#### English Applied would suit someone who:

- Wants to consolidate their literacy skills
- Wants to undertake a practical English course
- Wants to expand their ability to understand and communicate effectively in a range of contexts: including every day, community, social, further education, training and workplace.

#### Enrolling in English Applied requires (*prerequisites*):

- 'C' (or 'D' in consultation with your English teacher) in Year 10 Australian Curriculum English

#### English Applied may lead to:

- Confidently pursue a pathway to further training or employment.

#### For more information, I should talk to:

Mrs Alison Morgan

## English Foundations 2 ENG215117

### TCE Information

**Level:** 2

**Credit Points:** 15

**Everyday Adult Skills:**

**Literacy:** Yes    **Numeracy:** No    **ICT:** No

**In English Foundations, I will learn:**

- The ways texts work to communicate and shape meaning
- The ways language is used to represent ideas, attitudes and voices in text
- To engage critically and imaginatively with texts.

**In a typical lesson, I might:**

- Explore the same idea or issue across a range of imaginative, interpretive or persuasive texts
- Produce a negotiated study, oral presentation or multimodal presentation
- Examine how texts represent the world and human experience
- Examine how composers persuade audiences through texts
- Read, view and examine a wide variety of print, oral, visual, fiction and nonfiction texts
- Respond to texts in a variety of ways (discussing, debating, creating)
- Create imaginative, interpretive and analytical responses.

**English Foundations would suit someone who:**

- Enjoys reading, viewing and discussion of a range of texts
- Is interested in responding creatively and critically to texts
- Wishes to further develop and extend their communication skills (oral and written), and language and literacy skills in preparation to study a Level 3 English course.

**Enrolling in English Foundations requires (*prerequisites*):**

- 'B/C' in Year 10 Australian Curriculum English

**English Foundations may lead to:**

- Further study and/or a pathway to further training or employment.

**For more information, I should talk to:**

Mr James McGeachy

## English 3 ENG315117

### TCE Information

**Level:** 3

**Credit Points:** 15

**Everyday Adult Skills:**

**Literacy:** Yes    **Numeracy:** No    **ICT:** No

**In English, I will learn:**

- The ways themes, ideas and concepts are represented by comparing a range of literary and media texts
- The ways attitudes and perspectives in texts shape audience response and interpretation.

**In a typical lesson, I might:**

- Study a genre such as Dystopian fiction, Thriller or Life Writing
- Compare how texts have been adapted from novel to film
- Closely analyse a single study text
- Produce a negotiated study, oral presentation or multimodal presentation
- Read, view and examine a wide variety of print, oral, visual, fiction and nonfiction texts
- Respond to texts in a variety of ways (discussing, debating, creating)
- Create imaginative, interpretive and analytical responses.

**English would suit someone who:**

- Enjoys reading and viewing a range of contemporary literature and media texts from Australia and other cultures

- Readily engages in discussion and debate and considers differing perspectives
- Enjoys responding critically and creatively to texts
- Is interested in the ways language works to create meaning.

**Enrolling in English requires (*prerequisites*):**

- 'A' (or strong B in consultation with teachers) in Year 10 Australian Curriculum English or a rating of CA or above for English Foundations 2

**English may lead to:**

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

**For more information, I should talk to:**

Mr James McGeachy

## English Writing 3 ENW315114

### TCE Information

**Level:** 3

**Credit Points:** 15

**Everyday Adult Skills:**

**Literacy:** Yes    **Numeracy:** No    **ICT:** Yes

**In English Writing, I will learn:**

- About the different styles and forms of writing e.g. poetry, short story, news article, monologue, memoir
- To write for a variety of purposes, audiences and contexts
- Composition, drafting and revision techniques
- To respond to feedback through reflection and drafting
- The ways writers employ writing techniques and styles to explore ideas and issues.

**In a typical lesson, I might:**

- Study writers and their work
- Study the craft of writing and the writing process
- Explore text forms and genres and the way texts communicate ideas
- Explore the impact of technology and the internet on writers and writing
- Undertake a major writing project
- Explore topics and writing forms of interest to me
- Create imaginative and expository texts
- Workshop my own and others writing.

**English Writing would suit someone who:**

- Enjoys reading
- Enjoys crafting imaginative texts and experimenting with compositional styles of writing
- Is focused and works well independently and readily reflects on their own learning.

**Enrolling in English Writing requires (*prerequisites*):**

- 'A' (or strong B in consultation with teachers) in Year 10 Australian Curriculum English or a rating of CA or above for English 2

**English Writing may lead to:**

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

**For more information, I should talk to:**

Mrs Marjorie Cardwell

## English Literature 3 ENL315114

### TCE Information

**Level:** 3

**Credit Points:** 15

**Everyday Adult Skills:**

**Literacy:** Yes    **Numeracy:** No    **ICT:** Yes

### In English Literature, I will learn:

- The ways literary texts can be interpreted
- The ways in which literary texts represent culture and identity
- The relationship between authors, texts, audiences and contexts
- The ways values and ideas are represented in texts and how they are understood by audiences
- The ways historical and cultural contexts influence texts.

### In a typical lesson, I might:

- Compare a set of poems from different historical and cultural contexts unified by a theme (love or loss)
- Study two texts that share common ideas or issues
- Undertake in-depth study critically examining one substantial text
- Negotiate and produce an independent text study
- Study literary texts drawn from the past and present, Australian and other cultures
- Respond to texts in a variety of ways (discussing, debating, creating)
- Create imaginative, interpretive and analytical responses.

### English Literature would suit someone who:

- Enjoys reading and responding critically and creatively to complex texts from the past, present and from Australia and other cultures
- Appreciates aesthetic use of language and discussing ideas in depth
- Is interested in exploring how literary texts shape perceptions of the world and enable us to enter other worlds of the imagination.

### Enrolling in English Literature requires (*prerequisites*):

- 'A' (or strong B in consultation with teachers) in Year 10 Australian Curriculum English or a rating of CA or above for English 2

### English Literature may lead to:

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

### For more information, I should talk to:

Mr James McGeachy

### In a typical lesson, I might:

- Use English to describe, interpret, entertain, persuade and analyse
- Discuss issues, ideas and attitudes that change across cultures and contexts
- Create and present oral, written and multi modal texts to a range of audiences
- Study texts and explore ways in which language choices shape meaning and influence audiences.

### English as an Additional Language or Dialect would suit someone who:

- Wants to develop and refine their English language skills
- Is interested in the ways language works to create meaning
- Wishes to develop a greater understanding of communication and culture
- Wishes to go on to further study.

### Enrolling in English as an Additional Language or Dialect requires (*prerequisites*):

- A solid foundation in using spoken and written English as a second or additional language or dialect
- Some proficiency in using English for formal and school purposes

### English as an Additional Language or Dialect may lead to:

- Further study, training or employment.

### For more information, I should talk to:

Mr James McGeachy

## English as an Additional Language or Dialect 3 EAL315120

### TCE Information

**Level:** 3

**Credit Points:** 15

**Everyday Adult Skills:**

**Literacy:** Yes    **Numeracy:** No    **ICT:** No

### In English as an Additional Language or Dialect, I will learn:

- To refine my skills in listening, speaking, reading, viewing and writing in Standard Australian English
- To communicate and respond to issues and ideas effectively
- To create and comprehend extended spoken, written and multi-modal texts for different purposes and audiences
- To examine and consider how language influences my own and others' personal, social and cultural identities and thought processes.





# MATHEMATICS

## Prior Learning

## → Year 11/12 Courses

## → Future Pathways

'D' in Year 10 AC Mathematics	<b>Workplace Mathematics 2</b>	General Mathematics Foundation 2 Trade Training or Employment
'C' in Year 10 AC Mathematics	<b>General Mathematics Foundation 2</b>	General Mathematics 3 Trade Training or Employment
'B' in Year 10 AC Mathematics CA in General Mathematics Foundation 2	<b>General Mathematics 3</b>	University Trade Training or Employment
'B' in Year 10 AC Mathematics	<b>Mathematics Methods Foundation 3</b>	General Mathematics 3 Mathematics Methods 4
CA in Mathematics Methods Foundation 3	<b>Mathematics Methods 4</b>	Mathematics Specialised 4 Required by the University of Tasmania ...
Mathematics Methods 4	<b>Mathematics Specialised 4</b>	A recommended course for university c...

### Workplace Maths 2 MTW215120

#### TCE Information

**Level:** 2

**Credit Points:** 15

#### Everyday Adult Skills:

Literacy: No    **Numeracy: Yes**    ICT: No

#### In Workplace Maths, I will learn:

- To further develop essential numeracy and mathematical skills for use in the workplace and in everyday life.

#### In a typical lesson, I might:

- Review my working knowledge of core mathematical operations
- Measure length, area, volume and time
- Learn how to better manage money and to prepare and manage a budget
- Interpret and construct maps
- Collect, manipulate and interpret data
- Undertake a range of practical tasks and investigations.

#### Workplace Maths would suit someone who:

- Needs to consolidate and build upon the core mathematical skills needed in many workplace and everyday life situations.

#### Enrolling in Workplace Maths requires (*prerequisites*):

- 'D' in Year 10 Australian Curriculum Mathematics

#### Workplace Maths may lead to:

- More efficiently utilise my everyday mathematics skills in potential workplace applications
- VET courses
- General Mathematics Foundation 2.

#### For more information, I should talk to:

Mrs Alison Blackberry

### General Mathematics – Foundation 2

MTG215114

#### TCE Information

**Level:** 2

**Credit Points:** 15

#### Everyday Adult Skills:

Literacy: No    **Numeracy: Yes**    ICT: No

#### In General Mathematics – Foundation, I will learn:

- To apply reasoning skills and solve practical problems in consumer arithmetic, algebra, measurement, univariate data analysis and graphs and networks
- To use statistical and mathematical language to communicate arguments and strategies when solving mathematical problems
- To choose and use technology appropriately.

#### In a typical lesson, I might:

- Review and apply my working knowledge of core mathematical concepts in algebra, consumer arithmetic, data analysis and in measurement
- Further develop my working knowledge and problem-solving skills in data analysis and in graphs and networks
- Undertake a range of assessment tasks, practical tasks and investigations.

#### General Mathematics – Foundation would suit someone who:

- Needs to build upon and extend their mathematical skills that are required in many workplace and everyday life situations
- Has well developed organisational and problem solving skills.

#### Enrolling in General Mathematics – Foundation requires (*prerequisites*):

- 'C' in Year 10 Australian Curriculum Mathematics

#### General Mathematics – Foundation may lead to:

- More efficiently utilise mathematics skills in everyday and workplace situations
- VET courses

- General Mathematics 3.

For more information, I should talk to:

Mr Bruce McIntosh

## General Mathematics 3 MTG315120

TCE Information

**Level:** 3

**Credit Points:** 15

**Everyday Adult Skills:**

Literacy: No **Numeracy: Yes** ICT: No

In General Mathematics, I will learn:

- To apply reasoning skills and solve practical problems involving finance, bivariate data analysis, graphs and networks, growth and decay and trigonometry
- To use mathematical and statistical language to communicate arguments and strategies when solving mathematical problems
- To choose and use CAS and other technology appropriately.

In a typical lesson, I might:

- Develop and utilise skills in the core areas of finance, bivariate data analysis, graphs and networks, growth and decay and in trigonometry
- Undertake a range of assessment tasks, practical tasks and investigations.

General Mathematics would suit someone who:

- Needs to build upon and extend their mathematical skills for future, tertiary studies
- Has well developed organisational and problem solving skills.

Enrolling in General Mathematics requires (*prerequisites*):

- Good algebra skills OR
- A 'B' in Year 10 Australian Curriculum Mathematics OR
- A 'CA' in General Mathematics Foundation 2

General Mathematics may lead to:

- Tertiary and TasTAFE studies where higher order practical mathematical working knowledge and skills are required
- Careers in areas such as nursing, tourism management and banking or for further study in fields requiring mathematics, such as teaching and accounting.

For more information, I should talk to:

Mr Cameron Spaulding

## Mathematics Methods – Foundation 3

MTM315117

TCE Information

**Level:** 3

**Credit Points:** 15

**Everyday Adult Skills:**

Literacy: No **Numeracy: Yes** ICT: No

In Mathematics Methods – Foundation, I will learn:

- To apply reasoning skills and solve problems involving algebra, functions and graphs, exponential functions, circular functions, differential calculus and probability
- To use mathematical and statistical language to communicate arguments and strategies when solving mathematical problems
- To choose and use CAS and other technology appropriately.

In a typical lesson, I might:

- Further develop and utilise skills in the core areas of algebra, functions and graphs, exponential and circular functions, differential calculus and probability
- Undertake a range of assessment tasks, practical tasks and analytical tasks.

Mathematics Methods – Foundation would suit someone who:

- Needs to build upon and extend their mathematical skills in the STEM and related areas
- Has well developed organisational and problem solving skills.

Enrolling in Mathematics Methods – Foundation requires (*prerequisites*):

- Very good algebra skills
- 'B' in Year 10 Australian Curriculum Mathematics

Mathematics Methods – Foundation may lead to:

- Many other pre-tertiary STEM and related subjects and is a pathway to Mathematics Methods 4.

For more information, I should talk to:

Mrs Aileen Lake

## Mathematics Methods 4 MTM415117

TCE Information

**Level:** 4

**Credit Points:** 15

**Everyday Adult Skills:**

Literacy: No **Numeracy: Yes** ICT: No

In Mathematics Methods, I will learn:

- To apply reasoning skills and solve problems involving algebra, functions, circular functions, differential and integral calculus and in probability
- To use mathematical and statistical language to communicate arguments and strategies when solving mathematical problems
- To choose and use CAS and other technology appropriately.

In a typical lesson, I might:

- Develop and then utilise skills in the core areas of algebra, function study, circular functions, differential and integral calculus and in probability
- Undertake a range of assessment and analytical tasks.

Mathematics Methods would suit someone who:

- Needs to build upon and extend their pure mathematical skills to pursue future STEM and related studies
- Has very well developed organisational and problem solving skills.

Enrolling in Mathematics Methods requires (*prerequisites*):

- A 'B' in Year 10A (with appropriate calculus studies) Australian Curriculum Mathematics. OR
- A 'CA' in Mathematics Methods Foundation 3.

Mathematics Methods may lead to:

- Tertiary studies in mathematics, science or engineering (STEM), computing, health studies, economics, pharmacy, agricultural sciences and any other fields that involve a background in higher order practical and pure mathematical working knowledge and skills.

For more information, I should talk to:

Mr Robert Morgan

## Mathematics Specialised 4 MTS415118

### TCE Information

**Level:** 4

**Credit Points:** 15

### Everyday Adult Skills:

Literacy: No      **Numeracy: Yes**      ICT: No

### In Mathematics Specialised, I will learn:

- To apply reasoning skills and solve problems involving matrices, sequence and series, differential and integral calculus and complex numbers
- To use mathematical language to communicate arguments and strategies when solving mathematical problems
- To choose and use CAS and other technology appropriately.

### In a typical lesson, I might:

- Develop and then utilise skills in the core areas of matrices, sequence and series, differential and integral calculus and complex numbers
- Undertake a range of assessment, analytical and investigative tasks.

### Mathematics Specialised would suit someone who:

- Needs to build upon and extend their pure mathematical skills to pursue future STEM and related studies
- Has very well developed organisational and problem solving skills.

### Enrolling in Mathematics Specialised requires (*prerequisites*):

- A 'CA' in Mathematics Methods 4

### Mathematics Specialised may lead to:

- Tertiary studies in mathematics, science or engineering (STEM) and computing sciences
- This is a recommended course for university entrance in many STEM fields.

### For more information, I should talk to:

Mrs Aileen Lake





# HUMANITIES AND SOCIAL SCIENCES

## Prior Learning

## ➔ Year 11/12 Courses

## ➔ Future Pathways

No prior learning requirements	Working with Children 2	Further study or career in a range of se...
	Tasmanian Aboriginal Studies 2 *	Further study or First Nations Studies 3
'C' in Year 10 AC English is recommended	Introduction to Sociology and Psychology 2	Further study or careers in a range of s... Sociology 3 Psychology 3
'B/A' in Year 10 AC English 'CA' in English Foundations 'CA' in Introduction to Sociology and Psychology 2	Sociology 3	University study
	Psychology 3	
'B/A' in Year 10 AC English or History 'CA' in English Foundations	Modern History 3	University study
	Australia in Asia and the Pacific 3	
	Ancient History 3 *	
	First Nation Studies 3 *	
	Studies of Religion 3 *	
'B/A' in Year 10 AC English 'CA' in English Foundations	Legal Studies 3	University study
	Philosophy 3 *	
'B/A' in Year 10 AC English, Geography or History 'CA' in English Foundations	Geography 3 *	University study
'B/A' in Year 10 AC English and Mathematics 'CA' in English Foundations and Mathematics General - Foundations	Business Studies 3 *	Further study Employment
	Economics 3 *	
	Accounting 3 *	

\* indicates that this course may be offered through the Cooperative Arrangement

## Working with Children 2 BHC215116

### TCE Information

**Level:** 2

**Credit Points:** 15

**Everyday Adult Skills:**

Literacy: No Numeracy: No ICT: No

### In Working with Children, I will learn:

- Skills and knowledge required for the care of children in practical and theoretical contexts
- Theories of child development
- About the educational, social and ethical frameworks of child care environments.

### In a typical lesson, I might:

- Investigate how children develop and their stages of development
- Learn how to interact appropriately with children, care providers, parents and others in the childcare environment
- Design and implement safe and age-appropriate activities in the childcare environment
- Implement safe and age-appropriate activities in the childcare environment
- Develop understandings of the importance of health and hygiene, children's play and how to guide children's behaviour
- Interview playgroups and/or childcare providers
- Discuss topics related to child care
- Implement safe and age-appropriate activities in a child care environment
- Engage in optional studies which may include: careers with children; nutrition and health; children and technology; sustainable practices.

### Working with Children would suit someone who:

- Is willing to actively participate in childcare environments (includes song, dance and dynamic engagement in activities with young children)
- Has a genuine interest in children
- Enjoys working with children.

### Enrolling in Working with Children requires (*prerequisites*):

- No previous experience
- A willingness to be actively involved in group activities
- To acquire, or be able to acquire, a Working with Vulnerable People registration prior to placement.

### Working with Children may lead to:

- A pathway to Certificate II in Community Services, Certificate III in Early Childhood Education and Care; as well as Introduction to Sociology and Psychology 2, Sociology 3 and Psychology 3
- Further study leading to careers such as teaching, early childhood education, paediatric or child health nursing.

### For more information, I should talk to:

Mrs Rachel Lichtendonk

## Introduction to Sociology and Psychology 2

BHX215118

### TCE Information

**Level:** 2

**Credit Points:** 15

**Everyday Adult Skills:**

Literacy: Yes Numeracy: No ICT: No

### In Introduction to Sociology and Psychology, I will learn:

- The disciplines of sociology and psychology

- About society, behavioural sciences and culture and the various social interactions of individuals and groups
- Why other people behave the way they do (individually and in groups)
- The way human societies are structured and major issues facing these societies
- Theories and ideas to explain human actions and behaviours.

### In a typical lesson, I might:

- Investigate sociology as a study that seeks to explain human behaviour in contemporary social life
- Investigate psychology as a study that provides an understanding of human behaviour and the experiences of the individual
- Discuss key topics on sociology and psychology
- Use basic terms, concepts and ideas to describe human behaviour and motivation
- Apply appropriate theories to interpret evidence and information from a variety of sources
- Examine the forces that influence behaviour
- Investigate sociological and psychological concepts
- Investigate topics from the fields of sociology and psychology.

### Introduction to Sociology and Psychology would suit

#### someone who:

- Is interested in developing understanding of themselves and other individuals, groups and institutions within society
- Is interested in a Level 2 course in the Behavioural Sciences that may also provide a pathway to further studies at Level 3.

### Enrolling in Introduction to Sociology and Psychology

#### requires (*prerequisites*):

- 'C' in Year 10 Australian Curriculum English.

### Introduction to Sociology and Psychology may lead to:

- A pathway to Sociology 3 and Psychology 3 and further studies in psychology, sociology
- Career pathways in the community, social work and health sectors for students who are not necessarily planning a pathway to pre-tertiary study

### For more information, I should talk to:

Mrs Lauren Fry

## Tasmanian Aboriginal Studies 2 TAS215118

### TCE Information

**Level:** 2

**Credit Points:** 15

**Everyday Adult Skills:**

Literacy: Yes Numeracy: No ICT: No

### In Tasmanian Aboriginal Studies, I will learn:

- The interrelationship between place and culture in the construction of Aboriginal identity
- The history of Tasmanian Aborigines pre and post European invasion
- The key characteristics of Aboriginal culture and cultural practices.
- To reflect on and describe different perspectives, experiences and effects of colonisation on Tasmanian Aboriginal society
- To identify and describe the role and contribution of Tasmanian Aborigines, historically and in the contemporary period
- That resistance, persistence and adaption are the norm in Aboriginal social, cultural, political and economic life.

### In a typical lesson, I might:

- Participate in a class discussion on which term should be used in relation to 1803: 'invasion', 'settlement' or 'colonisation'?
- Using primary sources and historical investigations, create a table that identifies key government reforms, which have provided for Tasmanian Aboriginal cultural resurgence
- Research the lived experiences of Tasmanian Aborigines, historically and in the contemporary period.



**Tasmanian Aboriginal Studies would suit someone who:**

- Wants to better understand the history and lived experience of Tasmanian Aborigines
- Has an interest in historical, sociological and anthropological inquiry
- Seeks to be involved in community engagement and wishes to develop an understanding of multiple historical perspectives
- Wishes to involve themselves in active reconciliation

**Enrolling in Tasmanian Aboriginal Studies requires****(prerequisites):**

- No previous experience.

**Tasmanian Aboriginal Studies may lead to:**

- Further study
- Careers in history, sociology or anthropology.

**For more information, I should talk to:**

Mrs Julie Ferguson

**Psychology 3 BHP315116****TCE Information**

**Level: 3**

**Credit Points: 15**

**Everyday Adult Skills:**

**Literacy: Yes**    Numeracy: No    **ICT: Yes**

**In Psychology, I will learn:**

- About human behaviour and experiences of the individual
- How individuals make sense of the world
- The relationship between thoughts, feelings and behaviour, and how these are underpinned by environmental and biological factors
- How to conduct research in the field of psychology.

**In a typical lesson, I might:**

- Investigate theories and ideas that explain human behaviour
- Learn how to conduct research in the field of psychology
- Develop an understanding of the scientific method used in psychology
- Investigate topics such as personality, intelligence and gender-specific behaviour; sensation, perception and altered states of consciousness; learning, memory, perception and individual differences
- Engage in group discussion and presentations
- Complete practical exercises, investigations, essays and report writing
- Undertake and complete an Individual Project (externally assessed).

**Psychology would suit someone who:**

- Is curious about the nature of human behaviour and factors that impact on behaviour
- Enjoys engaging in inquiry projects and a range of required reading
- Is capable of creating a range of texts such as essays and reports
- Has good reading, writing and organisational skills.

**Enrolling in Psychology requires (prerequisites):**

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

**Psychology may lead to:**

- Undertaking other Level 3 courses in the Humanities and Behavioural Sciences
- A pathway to further study at university and a career in the police or defence forces, social work, nursing, teaching, management, law, medicine and psychology, the sport sciences, or public relations.

**For more information, I should talk to:**

Mr Nathan Hill

**Sociology 3 BHS315116****TCE Information**

**Level: 3**

**Credit Points: 15**

**Everyday Adult Skills:**

**Literacy: Yes**    Numeracy: No    **ICT: Yes**

**In Sociology, I will learn:**

- The structure of society with particular reference to contemporary Australian society
- Factors that influence groups of people within society and the their opportunities in life
- How social, political, economic and cultural of social groups are created and their influence on the individual
- Different ways of looking at society in order to explain how it works
- How to conduct research in the field of sociology.

**In a typical lesson, I might:**

- Analyse the patterns and organisations that shape human behaviour
- Investigate theory on a range of sociological concepts
- Examine the link between individual experiences and social structures
- Investigate a range of topics including: major social institutions such as the family, education and the mass media; deviance and crime; class and inequality in Australian society; perceptions, attitudes and prejudices towards a range of social issues
- Complete practical exercises, investigations, essays and report writing.
- Engage in group discussions and presentations
- Complete an Individual Project (externally assessed).

**Sociology would suit someone who:**

- Is curious about the structure of society in Australia and globally
- Enjoys engaging in inquiry projects and a range of required reading
- Is capable of creating a range of texts such as essays and reports
- Has good reading, writing and organisational skills.

**Enrolling in Sociology requires (prerequisites):**

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

**Sociology may lead to:**

- Undertaking other Level 3 courses in the Humanities and Behavioural Sciences
- Pathway to further study at university leading to a career in law, journalism, nursing, the police, teaching, the armed services, the public service, welfare, business, or general research.

**For more information, I should talk to:**

Mrs Lauren Fry

**Modern History 3 HSM315117****TCE Information**

**Level: 3**

**Credit Points: 15**

**Everyday Adult Skills:**

**Literacy: Yes**    Numeracy: No    **ICT: No**

**In Modern History, I will learn:**

- How modern political systems and ideologies differ in the modern history of some nations.
- How internal and external threats impacted on the history of modern nations.
- How national responses were shaped by internal and external factors.
- How historical change was impacted by social, political and economic change.
- How the political and social forces of the twentieth century have shaped our world.
- To use primary and secondary documents to investigate historical events.
- How history has been interpreted by historians.



**In a typical lesson, I might:**

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

**Modern History would suit someone who:**

- Has an interest in modern history.
- Enjoys investigating historiography and the historical debates that arise.
- Enjoys responding to key historical questions.
- Enjoys investigating key historical events that changed the course of history.
- Is interested in the impact of political ideologies on people's lives.

**Enrolling in Modern History requires (prerequisites):**

- 'A', 'B' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum History or English.

**Modern History may lead to:**

- A pathway to further study at university in history, Asian studies or international relations.
- A career in law, journalism, teaching, the public service and diplomatic corps.

**For more information, I should talk to:**

Mr David Barber

## Ancient History 3 ANH315117

**TCE Information**

**Level:** 3

**Credit Points:** 15

**Everyday Adult Skills:**

**Literacy:** Yes    **Numeracy:** No    **ICT:** No

**In Ancient History, I will learn:**

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

**In a typical lesson, I might:**

- select one civilisation to investigate
- investigate the origins and settlement of an ancient civilisation and the impact of chronological and geographical context on the development of the civilisation selected
- select a key ancient site, event or development to investigate to understand the nature of the remaining evidence of the ancient world
- address the political, social, economic and cultural structures and practices of an ancient society
- analyse and refer to relevant primary and secondary sources
- write historical essays responding to key topics
- engage in discussions, research work, investigate and study selected topics
- experience excursions to relevant sites.

**Ancient History would suit someone who:**

- Is interested in the ancient past and the development and characteristics of ancient civilizations
- Is able to write essays in response to historical questions and inquiry
- Is well organised
- Likes analysing historical sources to find relevant evidence to support historical arguments
- Has critical and creative thinking skills.

**Enrolling in Ancient History requires (prerequisites):**

- 'A', 'B' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum History or English.

**Ancient History may lead to:**

- A pathway and skills relevant to other Level 3 courses such as Modern History 3, Geography 3, Philosophy 3 and Studies of Religion 3.
- A pathway to further study at university in ancient history, modern history, archaeology, teaching and associated fields.

**For more information, I should talk to:**

Mr Kim Jansen

## Australia in Asia and the Pacific 3 AAP315116

**TCE Information**

**Level:** 3

**Credit Points:** 15

**Everyday Adult Skills:**

**Literacy:** Yes    **Numeracy:** No    **ICT:** No

**In Australia in Asia and the Pacific, I will learn:**

- About the social, cultural, religious and geographical diversity of the Australia, Asia and Pacific region
- What the relevance of Australia's relationships are within the region in the 20th and 21st centuries
- About geographic and human diversity, relationships and environmental issues of the Asia-Pacific region
- What it means to be a global citizen and to respect diversity
- How Australia's role in the region is changing
- How immigration has changed in the Asia Pacific region
- What the impact of tourism is on the land and people of the region
- What the historical and geographical features of the Asia Pacific region are
- How Pacific and Asian nations respond to human and natural crises.

**In a typical lesson, I might:**

- Describe the diversity of the physical and human geography in the Australia, Asia and Pacific Region.
- Investigate Australia's changing role in the region: partnerships (overseas trade, security and aid) or immigration (White Australia Policy, post war immigration, refugees and multiculturalism)
- Map the location of nations, major landforms, climate and environmental degradation.

- Use generalisations – based on knowledge of human and physical geography, tourism, and cause, effect and responses to national crises in the Australia, Asia and Pacific region.
- Make logical predictions and reach valid conclusions in real and hypothetical contexts.
- Investigate human characteristics e.g. populations size and density, religion, identity and culture.
- Investigate immigration to Australia including the White Australia Policy, post war immigration, refugees and multiculturalism.
- Investigate tourism and impact on environment, culture, society and economy; reasons for growth; management strategies.

#### Australia in Asia and the Pacific would suit someone who:

- Is interested in the evolving relationships between Australia and Asia-Pacific nations
- Is interested in aspects of 'Asia literacy' and its impact on understanding Australia's relationships with our Asia-Pacific neighbours.

#### Enrolling in Australia in Asia and the Pacific requires

##### (prerequisites):

- 'A', 'B' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum English, History or Geography.

#### Australia in Asia and the Pacific may lead to:

- A pathway to other Level 3 courses such as Geography 3, Modern History 3, Studies of Religion 3 or Ancient History 3.
- The University Connections Program course Asian Studies.
- A pathway to further study in courses such as geography, history, tourism and religion, and careers in travel, international relations, journalism, teaching, government, trade, overseas aid programs and diplomacy.

#### For more information, I should talk to:

Mr Kim Jansen

## First Nations Studies 3 TAS315119

#### TCE Information

**Level:** 3

**Credit Points:** 15

#### Everyday Adult Skills:

**Literacy:** Yes    **Numeracy:** No    **ICT:** Yes

#### In First Nations Studies, I will learn:

- About First Nations histories including traditional worlds, colonisation and resistance.
- About contemporary First Nations, including political advocacy, self determination and global First Nations politics.
- How to prepare, construct and submit an extended research inquiry on the comparative experience of Tasmanian Aboriginal First Nations and two other First Nations.
- How to learn in the academic area of study known as First Nations Studies.

#### In a typical lesson, I might:

- Apply enquiry skills to plan, organise and complete investigations.
- Work with others to achieve shared outcomes.
- Investigate and describe First Nations histories and contemporary experiences.
- Explore the experiences and perspectives of First Nations peoples.
- Experience excursions and guest speakers.
- Participate in group discussions and debate.

#### First Nations Studies would suit someone who:

- Has an interest in the experiences and histories of First Nations Peoples.
- Has an interest in historical, anthropological and sociological research.
- Seeks to be involved in community engagement and wishes to develop an understanding of multiple historical perspectives.
- Wishes to learn more about being involved in reconciliation.
- Is an independent learner with skills in research and extended writing.

#### Enrolling in First Nations Studies requires (prerequisites):

- An 'A', 'B' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum History or English.

#### First Nations Studies may lead to:

- A pathway to further study in a range of courses including history, politics, anthropology, sociology, philosophy and journalism.
- Careers in law, public service, counselling, diplomacy, teaching and a range of other vocations that require academic skills, empathy and an interest in multiple perspectives.

#### For more information, I should talk to:

Mrs Julie Ferguson

## Legal Studies 3 LST315117

#### TCE Information

**Level:** 3

**Credit Points:** 15

#### Everyday Adult Skills:

**Literacy:** Yes    **Numeracy:** No    **ICT:** No

#### In Legal Studies, I will learn:

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

#### In a typical lesson, I might:

- Develop an awareness of the legal system in Australia.
- Research how laws are made and changed, nationally and internationally.
- Undertake group activities on the court system, trials and juries.
- Respond to concerns as to the efficacy of the criminal justice system.
- Reflect on the effectiveness of our legal system.
- Undertake individual research on topical legal issues.
- Complete various tasks and assignments.

#### Legal Studies would suit someone who:

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

#### Enrolling in Legal Studies requires (prerequisites):

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

#### Legal Studies may lead to:

- Further study.
- A career in journalism, law, government administration, policing, social work and court administration.

#### For more information, I should talk to:

Mrs Julie Ferguson

## Geography 3 GGY315120

### TCE Information

**Level:** 3

**Credit Points:** 15

**Everyday Adult Skills:**

**Literacy:** Yes    **Numeracy:** No    **ICT:** No

### In Geography, I will learn:

- How to develop concepts of place, space, environment, inter-connection, sustainability, scale and change through inquiries into

geographical phenomena and issues.

- How environmental, social and economic factors impact on the challenges facing humanity.
- How global land cover changes are impacted by natural and human causes.
- How sustainability of places, changing land covers and urbanisation are impacted by non-sustainable choices.
- How technology and transport has been enhanced by globalisation.

### In a typical lesson, I might:

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

### Geography would suit someone who:

- Is well organised
- Enjoys undertaking individual investigations as well as group work
- Is interested in creative solutions to global issues relating to human activity, climate change and globalisation
- Is interested in analysing graphs, statistical data and maps
- Is interested in spatial technologies to investigate geographical issues
- How human activity is impacting on the world and potential sustainable solutions.

### Enrolling in Geography requires (*prerequisites*):

- 'A', 'B' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum Geography, History or English.

### Geography may lead to:

- A pathway and skills relevant to other courses such as Environmental Science and Society 3, Agricultural Systems 3, Modern History 3, Ancient History 3, Philosophy 3.
- Further studies in areas such as geography, education, geomorphology, geomatics, environmental studies, sustainability, urban planning, agriculture.

For more information, I should talk to:

Mrs Julie Ferguson

## Accounting 3 ACC315116

### TCE Information

**Level:** 3

**Credit Points:** 15

**Everyday Adult Skills:**

**Literacy:** No    **Numeracy:** Yes    **ICT:** No

### In Accounting, I will learn:

- How to record financial information for a business
- How to prepare business financial statements
- How firms use financial statements to run their businesses
- How to better manage my own money.

### In a typical lesson, I might:

- Participate in practical accounting exercises
- Prepare cash budgets and bank reconciliations
- Use accounting packages and spreadsheets to prepare and analyse financial reports
- Interpret accounting and financial information to make decisions for business purposes
- Undertake finance related assignments, inquiry and tests.

### Accounting would suit someone who:

- Has a good 'feel' for numbers and who is numerically literate
- Wants to understand the financial elements which guide business decision-making
- Wants to understand what it's like to work in a commercial environment.

### Enrolling in Accounting requires (*prerequisites*):

- 'A' or 'B' ('C' in consultation with teachers) in Year 10 Australian Curriculum Mathematics and English.

### Accounting may lead to:

- Further study and/or a career in accounting or business.

For more information, I should talk to:

Mrs Julie Ferguson

## Business Studies 3 BST315116

### TCE Information

**Level:** 3

**Credit Points:** 15

**Everyday Adult Skills:**

**Literacy:** No    **Numeracy:** No    **ICT:** No

### In Business Studies, I will learn:

- About the nature of business.
- About the importance of key business functions, including marketing, human resource and financial management.

- The economic, environmental, ethical and governmental issues related to managing a business.
- About the legal, social and technological issues which impact on business in Australia.

#### In a typical lesson, I might:

- Participate in group discussions, presentations and activities.
- Undertake assignments and practical tasks designed to develop understanding of business issues.
- Research successful businesses as well as entrepreneurial traits and characteristics.
- Prepare a feasibility study for a start-up business idea.

#### Business Studies would suit someone who:

- Is interested in marketing, human resource management and/or accounting and finance.
- Wants to learn more about forms of business communication.
- Wants to understand the world of business and is interested in learning the skills to influence the operations of a business.
- Has well developed organisational skills.

#### Enrolling in Business Studies requires (*prerequisites*):

- 'A' or 'B' ('C' in consultation with teachers) in Year 10 Australian Curriculum Mathematics and English.

#### Business Studies may lead to:

- Further study at university and/or future employment in areas such as finance, administration, marketing, management, economics and accounting.

#### For more information, I should talk to:

Mrs Julie Ferguson

## Economics 3 ECN315116

#### TCE Information

**Level:** 3

**Credit Points:** 15

**Everyday Adult Skills:**

**Literacy:** Yes    Numeracy: No    ICT: No

#### In Economics, I will learn:

- How markets operate.
- The foundational elements of the Australian economy and the factors that impact on growth, jobs and standard of living.
- The role of government in the economy and global financial markets.
- Australia's role in the global economy.
- Issues of environmental economics as well as income inequality in Australia.

#### In a typical lesson, I might:

- Participate in group discussions, presentations and activities designed to develop understanding and appreciation of economic issues
- Undertake investigations into poverty or environmental issues in economics
- Interpret and analyse economic data and economic policy alternatives
- Complete assignments and tests.

#### Economics would suit someone who:

- Has an active interest in economic issues that affect people both in Australia and the global economy.
- Is interested in understanding why interest rates go up and down.
- Wants a better understanding of Australia's major trading partners and why we export and import.
- Is curious about the origin and impact of major economic decisions and policies such as the federal budget.

- Has well developed organisational skills.

#### Enrolling in Economics requires (*prerequisites*):

- 'A' or 'B' ('C' in consultation with teachers) in Year 10 Australian Curriculum Mathematics and English.

#### Economics may lead to:

- Further study and/or careers in economics, business, commerce, the public service or journalism.

#### For more information, I should talk to:

Mrs Julie Ferguson

## Philosophy 3 PHL315118

#### TCE Information

**Level:** 3

**Credit Points:** 15

**Everyday Adult Skills:**

**Literacy:** Yes    Numeracy: No    ICT: No

#### In Philosophy, I will learn:

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

#### In a typical lesson, I might:

- Engage in class discussions.
- Read, reflect upon and analyse philosophical opinions.
- Undertake inquiry, evaluation of sources, synthesis of evidence, analysis of interpretations and representations, and communication of findings.
- Identify and articulate philosophical questions.
- Analyse significant philosophical ideas, viewpoints and arguments, in their historical contexts.

#### Philosophy would suit someone who:

- Is well organised.
- Enjoys reading on philosophical topics.
- Enjoys discussing and supporting an argument.

#### Enrolling in Philosophy requires (*prerequisites*):

- 'A', 'B' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum English is recommended.
- Exploring Issues in Society 2, Making Moral Decisions 2, Religion in

Society 2, and Studies of Religion 3 also provide pathways to this course.

#### Philosophy may lead to:

- A range of further studies in history, politics, law, religion, ethics and philosophy, business, sociology, psychology, natural sciences, journalism, nursing, medicine and the creative arts.

For more information, I should talk to:

Mrs Julie Ferguson

counselling, politics or other humanities courses such as history and anthropology.

For more information, I should talk to:

Mr Nathan Hill

## Studies of Religion 3 REL315116

### TCE Information

**Level: 3**

**Credit Points: 15**

**Everyday Adult Skills:**

**Literacy: Yes**      Numeracy: No      ICT: No

### In Studies of Religion, I will learn:

- How religious affiliations, ideas, movements and belief systems have shaped society and culture, past and present.
- How religious tradition contributes to the development of worldview and comprehension of meaning and purpose for individuals and communities.
- How religious debate contributes to social, cultural, political and ethical issues.
- How particular beliefs and perspectives contribute to the role of religion in society.
- How issues and challenges for religious traditions manifest in contemporary society.

### In a typical lesson, I might:

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

### Studies of Religion would suit someone who:

- Is interested in studying how religion interfaces with culture, ethics and society.
- Enjoys reading on religious and ethical topics.
- 'A'/'B' (or 'C' in consultation with is interested in interpreting religious issues from a range of perspectives of religious traditions or viewpoint.
- Understands and is willing to engage in a course that is designed to be available to all learners, irrespective of the existence, or nature, of any individual religious beliefs.

### Enrolling in Studies of Religion requires (*prerequisites*):

- 'A'/'B' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum History or English or CA in Religion in Society 2.

### Studies of Religion may lead to:

- A pathway to Philosophy 3 and builds skills relevant to Modern History 3 and Ancient History 3.
- A pathway to further studies in Asian studies, philosophy, education,





## SCIENCE

Prior Learning	Year 11/12 Courses	Future Pathways
No previous experience	<b>Life Sciences 2 *</b>	Biology 3 Environmental Science 3 Further study
'B' (or a 'C' in consultation with your teachers) in Year 10 AC Science, Mathematics and English	<b>Physical Sciences 3</b>	Physics 4 Chemistry 4 Further study
'B' in Year 10 AC Science and English 'CA' in Life Sciences 2	<b>Biology 3</b> <b>Environmental Science 3 *</b>	University study
'SA' in Physical Sciences 3 and a Level 3 Mathematics Course	<b>Chemistry 4</b> <b>Physics 4</b>	University study

\* indicates that this course may be offered through the Cooperative Arrangement

## Life Sciences 2 LSC215120

### TCE Information

**Level: 2**

**Credit Points: 15**

### Everyday Adult Skills:

Literacy: No    Numeracy: No    ICT: No

### In Life Sciences, I will learn:

- How we understand ecosystems, biotechnology, and the structure and function of living organisms
- How to design, carry out and interpret experiments
- The role and impact of biology in society
- To apply my understanding to a theme; for example, Human Science, Marine Studies, Environment, Biochemistry, or Agriculture.

### In a typical lesson, I might:

- Investigate cells, organs and systems of plants and animals with practical work
- Explore exchange between cells and transport of materials through a cell
- Make a field trip to deepen understanding of the chosen theme
- Inquire into the role of scientists and the application of science in decision making.

### Life Sciences would suit someone who:

- Is interested in working hands-on with plants, animals, or the environment
- Is planning to do a pre-tertiary science in Year 12
- Wants to understand science issues in society and their local community.

### Enrolling in Life Sciences requires (*prerequisites*):

- No previous experience, however an interest and/or a need to develop scientific literacy skills is recommended

### Life Sciences may lead to:

- Biology 3 and Environmental Science 3
- Further study
- Careers in teaching, health, agriculture, aquaculture, forestry, medical/nursing, environmental management, hairdressing and other areas where a practical knowledge of science is beneficial.

### For more information, I should talk to:

Mr Brent Jose

## Biology 3 BIO315116

### TCE Information

**Level: 3**

**Credit Points: 15**

### Everyday Adult Skills:

Literacy: No    Numeracy: No    ICT: No

### In Biology, I will learn:

- How the chemistry and processes within cells supports their function
- About the structure and function of biological systems of organisms (including humans)
- The underlying theory of natural selection and how your body defends against disease
- Scientific method and experimental design and the role and impact of biology in society.

### In a typical lesson, I might:

- Control variables while investigating photosynthesis and respiration in the laboratory
- Explore digestion and absorption, gas exchange, transport and excretion in organisms
- Research genetic variation, DNA and natural selection
- Examine the role of scientists in responding to organisms that cause disease.

### Biology would suit someone who:

- Wants to better understand living things and how they work
- Would like to make informed decisions about science issues in society and their local community.

### Enrolling in Biology requires (*prerequisites*):

- A strong interest in the biological sciences.
- 'B' in Year 10 Australian Curriculum English and Science.
- It is generally advised that you enrol in this course in Year 12

### Biology may lead to:

- Further study and careers in teaching, nursing, medicine, dietetics, pharmacy, dentistry, child care, optometry, speech therapy, veterinary science, agriculture, marine science, aquaculture, botany, zoology, and developing biotechnologies.

### For more information, I should talk to:

Mr Brent Jose

## Physical Sciences 3 PSC315118

### TCE Information

**Level:** 3

**Credit Points:** 15

### Everyday Adult Skills:

Literacy: No      **Numeracy: Yes**      ICT: No

### In Physical Sciences, I will learn:

- The underlying principles of chemistry and the fundamentals of reacting quantities
- The underlying principles of physics and how they are modelled mathematically
- How to represent and interpret data when inquiring into a system
- The role and impact of physics and chemistry in society.

### In a typical lesson, I might:

- Perform experiments to explore the principles of force
- Research the properties of carbon and why it is the basis of life
- Investigate the properties of radioactive sources
- Create, analyse and interpret data to identify properties of a substance.

### Physical Sciences would suit someone who:

- Needs to enrol into Physics 4 and Chemistry 4 in Year 12
- Would like to understand physics and chemistry within their lives
- Would like to make informed decisions about science issues in society and their local community.

### Enrolling in Physical Sciences requires (*prerequisites*):

- 'B' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum Science, Mathematics and English. Successful completion of this course relies on a strong mathematical background

### Physical Sciences may lead to:

- Further study and careers in many university courses including those in health sciences, environmental science and engineering, including Australian Maritime College science degrees.

### For more information, I should talk to:

Mrs Janette Boyle

## Environmental Science 3 ESS315118

### TCE Information

**Level:** 3

**Credit Points:** 15

### Everyday Adult Skills:

Literacy: No      Numeracy: No      ICT: No

### In Environmental Science, I will learn:

- To apply scientific method and experimental design to understand ecological processes
- About changes to ecosystems locally and globally; focusing on current and topical environmental issues
- How humans depend on and impact upon ecosystems
- What measures can be used to sustainably manage the environment.

### In a typical lesson, I might:

- Go on a field trip to collect environmental data from local environments, including rivers and estuaries, forests and beaches, to deepen understanding of an ecosystem
- Compare factors affecting ecosystems such as climatic factors, fire, biodiversity, introduced species and greenhouse gas composition
- Perform an investigation, survey and case study to explore how natural events and humans impact upon ecosystems
- Research the role of scientists in decision making about the sustainable use of resources, and strategies for their management.

### Environmental Science would suit someone who:

- Wants to better understand our place in ecology and how it is managed
- Would like to make informed decisions about environmental issues both locally and globally, and their increasing importance to our planet.

### Enrolling in Environmental Science requires (*prerequisites*):

- 'B' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum English and Science.
- CA in Life Sciences 2
- An interest in environmental issues and management

### Environmental Science may lead to:

- Further study.
- Careers in conservation, parks and wildlife, fisheries and oceanography, environmental science, biology, ecology, environmental engineering, forestry, geography journalism, environmental management, science, tourism, aquaculture, teaching, and life sciences.

### For more information, I should talk to:

Mrs Janette Boyle

## Chemistry 4 CHM415115

### TCE Information

**Level:** 4

**Credit Points:** 15

### Everyday Adult Skills:

Literacy: No      **Numeracy: Yes**      ICT: No

### In Chemistry, I will learn:

- The fundamental principles and theories of electrochemistry, thermochemistry, kinetics and equilibrium
- What underlies the properties and reactions of organic and inorganic matter
- To apply chemical and quantitative principles for analysis, interpretation and solve problems
- To further appreciate the role and impact of chemistry in society.

### In a typical lesson, I might:

- apply knowledge and understanding of electrochemistry to predict reactions within batteries and the voltage produced
- analyse for unknown concentrations of substances in household chemicals
- use a variety of tests to identify unknown organic compounds
- research and investigate how the rate and direction of reactions are manipulated to produce desired products.

### Chemistry would suit someone who:

- wants to better understand the underlying chemistry within our world
- would like to make informed decisions about science issues in society and your local community.

### Enrolling in Chemistry requires (*prerequisites*):

- A strong SA in Physical Sciences 3 or equivalent, and
- A strong background in mathematics, e.g. Level 3 mathematics, is highly recommended

### Chemistry may lead to:

- Further study or careers in chemistry, medicine, biotechnology, biochemistry, medical research, pharmacy and agricultural, environmental science agriculture, pharmacy, environmental science, engineering, health and medical science.
- Please note Chemistry is a prerequisite for many tertiary courses. Please check with each university for more information.

### For more information, I should talk to:

Mr Darryl Bain

## Physics 4 PHY415115

### TCE Information

**Level:** 4

**Credit Points:** 15

### Everyday Adult Skills:

Literacy: No      **Numeracy: Yes**      ICT: No

### In Physics, I will learn:

- To understand and apply the principles of Newtonian mechanics, including gravitational fields
- To apply the principles and theories of electricity and magnetism, including electric and magnetic fields
- To utilise the general principles of waves and extend this to wave particle duality in light
- To apply principles in atomic and nuclear physics and models of the nucleus and nuclear processes
- To further appreciate the role and impact of physics in society.

### In a typical lesson, I might:

- Model collisions in two dimensions using conservation of momentum
- Practically investigate and model the physics within a DC electric motor
- Replicate and interpret Young's double slit experiment
- Research practical applications of the theory of relativity.

### Physics would suit someone who:

- Wants to better understand the underlying physics within our world
- Would like to be able to make informed decisions about science issues in society and local community.

### Enrolling in Physics requires (*prerequisites*):

- A strong SA in Physical Sciences 3 or equivalent, and
- A strong background in mathematics, e.g. Level 3 mathematics, is highly recommended

### Physics may lead to:

- Further study or careers in physics, medical/health sciences and engineering technology.
- Please note Physics is a prerequisite for many tertiary courses. Please check with each university for more information.

### For more information, I should talk to:

Mr Darryl Bain







# HEALTH AND PHYSICAL EDUCATION

Prior Learning	Year 11/12 Courses	Future Pathways
No previous experience	<b>Sport and Recreational Experiences 1</b>	Outdoor Education 2
	<b>Outdoor Education 2</b>	Outdoor Leadership 3
'B/A' (or 'C' in consultation with your teachers) in Year 10 AC English.	<b>Sport Science 3</b>	Further study
Outdoor Education 2	<b>Outdoor Leadership 3</b>	Further study
'B' in Year 10 AC English	<b>Health 3</b>	University study

## Sport and Recreation Experiences 1

HPE110118

TCE Information

**Level: 1****Credit Points: 10****Everyday Adult Skills:**

Literacy: No    Numeracy: No    ICT: No

In Sport and Recreation Experiences, I will learn:

- In an inclusive and fun way to help improve skills and build knowledge of at least 4 different sport and recreation activities
- Through practical involvement in selected activities (including preparation and competition in rosters or events at a suitable level).

In a typical lesson, I might:

- Take part in a team or individual game, sport, or recreation activity
- Set and reflect on personal goals related to sport and recreation activities
- Discuss safety issues around certain activities and their equipment
- Visit and use local facilities and how to get involved

Sport and Recreation Experiences would suit someone who:

- Wants to balance their academic study program with a physically active course would like to work in an area with a focus on encouraging and supporting all genders
- Would like to do a range of different sports and recreation activities
- Likes to be part of a group culture and environment that is positive, inclusive and supportive
- Is interested in exploring opportunities for lifelong involvement in sport and recreation activities.

Enrolling in Sport and Recreation Experiences requires

*(prerequisites):*

- No previous experience.
- Sport and Recreation Experiences is designed to assist learners from all starting points to develop their personal skillset, motivation and enjoyment of recreation activities, and a range of techniques and tactics appropriate to selected sport activities.

Sport and Recreation Experiences may lead to:

- A wide range of personal, vocational and further education and training options.
- A pathway to HPE course such as: Community Sport and Recreation Level 2; Athlete Development Level 2; Sport Science - Foundation Level 2; and Personal Health and Wellbeing Level 2; and VET Certificates I or II in Sport

and Recreation. After completing Sport and Recreation Experiences, vocational pathways may include any role where physical literacy, healthy lifestyle, communication and positive team skills are valued.

For more information, I should talk to:

Mr Ryan Bosker

## Outdoor Education 2 OXP215118

TCE Information

**Level: 2****Credit Points: 15****Everyday Adult Skills:**

Literacy: No    Numeracy: No    ICT: No

In Outdoor Education, I will learn:

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

In a typical lesson, I might:

- Undertake a variety of shorter in the field and classroom-based experiences
- Prepare for specific adventure activities and/or expeditions, problem solving and team building exercises
- Take part in activities which may include kayaking, rock climbing, bush walking, abseiling, caving, snorkelling, surfing, mountain biking and/or self-contained expeditions
- Prepare a digital or verbal presentation reflecting on my experiences and their impact
- Do an overnight self-contained land and/or water journey-based expedition.

Outdoor Education would suit someone who:

- Enjoys unique and challenging experiences and has a sense of adventure
- Has good time management and organisational skills to enable significant participation in at least five different outdoor activities
- Likes completing new or tough tasks that provide a sense of achievement and satisfaction
- Wants to test and develop their personal, interpersonal and technical skills.

**Enrolling in Outdoor Education requires (*prerequisites*):**

- No previous experience

**Outdoor Education may lead to:**

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

**For more information, I should talk to:**

Mr Gerry Narkowicz

**Outdoor Leadership 3 OXP315118****TCE Information**

**Level:** 3

**Credit Points:** 15

**Everyday Adult Skills:**

**Literacy:** Yes    **Numeracy:** No    **ICT:** No

**In Outdoor Leadership, I will learn:**

- Key elements and considerations required to plan for activities and lead groups
- To develop my adventure activity skills and knowledge through participating in outdoor activities
- Several research-based theories and ways to develop leadership capacity
- Emergency and risk management procedures
- How leaders consider environmental management to ensure sustainable practices
- About ways humans experience and relate to the natural environment.

**In a typical lesson, I might:**

- Have a small group discussion to help each other with planning, leading and managing an outdoor experience for a group
- Research and debate a current environmental management or access issue
- Experience a variety of field and classroom-based challenges involving the planning of activities, problem solving and research tasks
- Prepare and participate in sessions for kayaking, rock climbing, bushwalking, abseiling, caving, snorkelling, surfing and/or mountain biking
- Apply leadership theory through a range of practical outdoor activities.

**Outdoor Leadership would suit someone who:**

- Enjoys working in the natural environment and has a dedicated and enthusiastic approach to safe participation in adventure experiences
- Enjoys new challenges and wants to understand appropriate ways to work with and lead people in various situations or settings
- Wants to study and develop their own leadership knowledge and skills.

**Enrolling in Outdoor Leadership requires (*prerequisites*):**

- 'B' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum English
- Some background in outdoor activities is desirable.

**Outdoor Leadership may lead to:**

- A wide range of personal, vocational and further education and training

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

**For more information, I should talk to:**

Mr Tommy Macqueen

**Sport Science 3 SPT315118****TCE Information**

**Level:** 3

**Credit Points:** 15

**Everyday Adult Skills:**

**Literacy:** No    **Numeracy:** No    **ICT:** No

**In Sport Science, I will learn:**

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

**In a typical lesson, I might:**

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

**Sport Science would suit someone who:**

- Is interested in balancing a theoretical focus with a range of applied experiences designed to develop their skills, knowledge and understanding of issues related to the training and performance of athletes of all ages and levels
- Wants to examine contemporary practice in the sport science fields
- Likes high order thinking and the challenge of analysing and explaining performance by recognising, connecting and explaining complex concepts
- May be interested in a professional or volunteer role in the sport or health areas.

**Enrolling in Sport Science requires (*prerequisites*):**

- 'B' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum English

**Sport Science may lead to:**

- Further vocational and/or tertiary study including: health & allied health careers; human movement; exercise science; education; health science; physiotherapy; personal training; coaching and other sport related careers.

**For more information, I should talk to:**

Mr Stephen Matthews

**Health Studies 3 HLT315118****TCE Information**

**Level:** 3

**Credit Points:** 15

**Everyday Adult Skills:**

**Literacy:** Yes    **Numeracy:** No    **ICT:** No

**In Health Studies, I will learn:**

- About personal, Australian and global health issues leading to a global perspective of health
- The physical, social, emotional and spiritual elements of health and how they are related
- How the media and community respond and shape health issues
- How technology impacts on the health of individuals in the 21st century.
- About informed health choices (including drugs and sexuality issues) and risk taking
- How data reflects the health of Australians and reflects the factors influencing health
- About National health priorities and Australia's health care system
- Australia's role in global health with regard to less developed and more developed countries
- International health approaches and policies including sustainable development goals, primary health care and foreign aid
- About groups of people experiencing inequalities in regard to their health.

**In a typical lesson, I might:**

- Work online to research for personal or collaborative group investigations
- Construct a graphic or digital presentation to examine a significant health issue
- Listen to guest speakers or view digital presentations by leading health care individuals and organisations
- Work within a small group to compare different countries, summarize data, identify issues and suggested solutions and report your findings to the class
- Review current research and strategies in preparation for an in class debate.

**Health Studies would suit someone who:**

- Is interested in how health is influenced, monitored and managed in communities
- Likes to address problems, research key factors and examine ways that different elements connect and impact, before looking at effective strategies for dealing with complex issues
- May be interested in future employment in a health related vocation.

**Enrolling in Health Studies requires (*prerequisites*):**

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

**Health Studies may lead to:**

- Further tertiary studies in faculties of Education (Health and Physical Education), Health Science and the Arts, and vocational study in areas

such as community services and health, including aged care and health support, children's services, community and disability services, and enrolled nursing.

**For more information, I should talk to:**

Mrs Michelle Fitzallen





# TECHNOLOGIES | FOOD AND HOSPITALITY

Prior Learning	Year 11/12 Courses	Future Pathways
No previous experience	<b>Food, Cooking and Nutrition 2</b> <b>Food and Hospitality Enterprise *</b>	Further study or careers in food and cooking
'B' (or 'C' in consultation with teachers) in Year 10 AC English	<b>Food and Nutrition 3 *</b>	Further study Employment

\* indicates that this course may be offered through the Cooperative Arrangement

## Food, Cooking and Nutrition 2 FDN215118

### TCE Information

**Level:** 2

**Credit Points:** 15

### Everyday Adult Skills:

Literacy: No      Numeracy: No      ICT: No

### In Food, Cooking and Nutrition, I will learn:

- How to prepare a range of foods, with an emphasis on making healthy food choices
- How to keep food safe, and apply hygienic work practices when handling and storing food
- Menu planning and recipe modification to implement current nutrition information
- About food issues and influences related to the environment, technology, food industry and packaging.

### In a typical lesson, I might:

- Prepare food to make individual dishes or meals
- Present practical work through photographs and evaluation
- Design and adapt recipes and menus
- Investigate food and food-related issues.

### Food, Cooking and Nutrition would suit someone who:

- Is interested in practical food preparation and making healthy choices about food
- May be considering a career in a food-related area.

### Enrolling in Food, Cooking and Nutrition requires

#### (prerequisites):

- No previous experience

### Food, Cooking and Nutrition may lead to:

- Further study in a food related area.

### For more information, I should talk to:

Mrs Michelle Reid

## Food and Hospitality Enterprise 2 FHE215116

### TCE Information

**Level:** 2

**Credit Points:** 15

### Everyday Adult Skills:

Literacy: No      Numeracy: No      ICT: No

### In Food and Hospitality Enterprise, I will learn:

- A range of cooking and food preparation and presentation techniques
- The different skills required to cater for hospitality events and work in a hospitality environment
- A range of menu and food and beverage service types
- About food product development and food enterprise opportunities.

### In a typical lesson, I might:

- Be involved in catering functions or operating a simulated café
- Complete written activities, including planning and evaluating functions
- Develop food products.

### Food and Hospitality Enterprise would suit someone who:

- Is interested in preparing food and drink for others.

### Enrolling in Food and Hospitality Enterprise requires

#### (prerequisites):

- No previous experience

### Food and Hospitality Enterprise may lead to:

- Pathway to VET courses in Hospitality or Kitchen Operations.

### For more information, I should talk to:

Mrs Michelle Reid

## Food and Nutrition 3 FDN315118

### TCE Information

**Level:** 3

**Credit Points:** 15

### Everyday Adult Skills:

**Literacy:** Yes      Numeracy: No      ICT: No

### In Food and Nutrition, I will learn:

- About different nutrients in food and how they contribute to health
- How a range of factors affect people's food choices
- Dietary analysis and the role of health promotion
- To investigate food issues, such as global food security and ecological sustainability.

### In a typical lesson, I might:

- Research current nutrition and dietary trends
- Analyse diets and nutritional data
- Research and write about food issues
- Work as an individual and as part of a group.



**Food and Nutrition would suit someone who:**

- Has an interest in nutrition, health and food issues
- May be considering a career or further study in a food or nutrition field.
- *Note this course has limited practical food preparation.*

**Enrolling in Food and Nutrition requires (*prerequisites*):**

- 'B' in Year 10 Australian Curriculum English (or 'C' in consultation with a Food and Nutrition teacher)

**Food and Nutrition may lead to:**

- Further study or a career in food and nutrition as well as health and related fields.

**For more information, I should talk to:**

Mrs Michelle Reid



## TECHNOLOGIES | DESIGN AND TECHNOLOGY

Prior Learning	Year 11/12 Courses	Future Pathways
No previous experience	Workshop Techniques 1	Design and Production 2
	Technical Graphics - Foundation 2 *	Technical Graphics 3 Further Study
Basic computer skills	Computer Graphics and Design - Foundation 2	Computer Graphics and Design 3
Year 9/10 Design and Technology (or similar experience) is recommended	Design and Production 2 (Wood)	Object Design
	Design and Production 2 (Textiles)	Object Design
	Electronics - Foundation 2	Further study or employment
Computer Graphics and Design - Foundation 2 or similar experience	Computer Graphics and Design 3	University study Employment
'B' (or 'C' in consultation with teachers) in Year 10 AC English	Housing and Design 3	University study Employment
Design and Production 2	Object Design (Wood) (UCP)	University study Employment
	Object Design (Textiles) (UCP)	
Electronics - Foundation 2 and/or a solid background in Mathematics	Electronics 3 *	Further study Employment
Some drawing experience	Technical Graphics 3 *	Further study Employment

\* indicates that this course may be offered through the Cooperative Arrangement

## Workshop Techniques – Introduction 1

WTE110114

## TCE Information

**Level:** 1**Credit Points:** 10**Everyday Adult Skills:**

Literacy: No    Numeracy: No    ICT: No

In Workshop Techniques – Introduction, I will learn:

- how to work with my chosen material
- The safe use of tools and equipment, including power tools and machines where appropriate
- How to use a variety of construction and embellishment techniques.

In a typical lesson, I might:

- Identify and organise the materials needed for a practical project
- Work practically to make products using my chosen material
- Research embellishment techniques to use on projects.

Workshop Techniques – Introduction would suit someone who:

- Is interested in making products.

Enrolling in Workshop Techniques – Introduction requires (*prerequisites*):

- No previous experience

Workshop Techniques – Introduction may lead to:

- A pathway to further study, a VET course or employment in a practical area

For more information, I should talk to:

Mr David Lichtendonk

## Technical Graphics – Foundation 2 TEG215120

## TCE Information

**Level:** 2**Credit Points:** 15**Everyday Adult Skills:**

Literacy: No    Numeracy: No    ICT: No

In Technical Graphics – Foundation, I will learn:

- Freehand, technical (instrument) and Computer Aided Drafting and Design (CADD) drawing to solve real-world design problems
- How to communicate knowledge and ideas in a graphic form, which complies with industry standards

- How to create files for digital fabrication techniques (e.g. 3D printing, CNC routing, laser cutting).

#### In a typical lesson, I might:

- Complete a range of drawing exercises
- Work on set design briefs using Freehand, technical drawing or CADD
- Work on a design folio in an area of interest such as engineering, architecture, manufacturing, automotive, building and construction, landscape and environment, logos, jewellery, fashion or industrial and product design.

#### Technical Graphics – Foundation would suit someone who:

- Has an interest in communicating design ideas through different drawing formats.

#### Enrolling in Technical Graphics – Foundation requires (*prerequisites*):

- No previous experience

#### Technical Graphics – Foundation may lead to:

- Further study in TASC design based courses or a VET course in Construction or Engineering.

#### For more information, I should talk to:

Mr Joshua Armstrong

## Computer Graphics and Design – Foundation 2 CGD215118

#### TCE Information

**Level:** 2

**Credit Points:** 15

**Everyday Adult Skills:**

Literacy: No      Numeracy: No      **ICT: Yes**

#### In Computer Graphics and Design – Foundation, I will learn:

- How to use a design process to communicate ideas and develop digital content
- How to use and develop computer graphic techniques and processes to solve problems
- How to create 2D and 3D digital graphics and animation.

#### In a typical lesson, I might:

- learn to use a range of software packages
- produce a digital solution to solve a design challenge
- spend time developing skills in one of the following elective areas:
  - » interactive design
  - » solid modelling
  - » video and motion graphics
  - » asset development.

#### Computer Graphics and Design – Foundation would suit someone who:

- Enjoys developing design ideas to solve problems
- Is interested in computer graphics applications.

#### Enrolling in Computer Graphics and Design – Foundation requires (*prerequisites*):

- Basic computer skills

#### Computer Graphics and Design – Foundation may lead to:

- Further study
- A career in any design-related field including game design, multi-media, environmental design, landscape, fashion design, visual communication, architecture, surveying and engineering.

#### For more information, I should talk to:

Mr Joshua Armstrong

## Design and Production 2 DAP215116

#### TCE Information

**Level:** 2

**Credit Points:** 15

**Everyday Adult Skills:**

Literacy: No      Numeracy: No      ICT: No

#### In Design and Production, I will learn:

- How to design and make objects using one or a combination of materials including:
  - » Glass
  - » Metals
  - » Plastics
  - » **Textiles**
  - » **Wood**
- About the tools, equipment and processes to use to manipulate and construct items using my chosen material
- The appropriate workplace health and safety requirements for the materials being used.

#### In a typical lesson, I might:

- Research possible design solutions to address a design brief
- Communicate design ideas through sketching or drawing
- Develop techniques and processes to make designed projects
- Work practically on projects.

#### Design and Production would suit someone who:

- Enjoys creative tasks and has an interest in developing their own designs
- Is interested in making products.

#### Enrolling in Design and Production requires (*prerequisites*):

- No previous experience

#### Design and Production may lead to:

- A range of VET programs in areas such as applied fashion design and technology; art, craft and design; clothing and textiles; construction; engineering; furniture production; manufacturing; or soft furnishings
- Further study in TASC design based courses.

#### For more information, I should talk to:

Textiles: Mrs Michelle Fitzallen, Materials: Mr David Lichtendonk

## Electronics – Foundation 2 ELT215114

#### TCE Information

**Level:** 2

**Credit Points:** 15

**Everyday Adult Skills:**

Literacy: No      Numeracy: No      ICT: No

#### In Electronics – Foundation, I will learn:

- About the functions and applications of electronic components
- How to prototype circuits using breadboards and computers
- How to construct practical electronic projects
- The importance of electronics in society.

#### In a typical lesson, I might:

- Undertake practical work
- Apply theoretical knowledge of electricity and electronics to questions, test circuits and projects
- Plan and create basic electronic circuits.



**Electronics – Foundation would suit someone who:**

- Enjoys working with their hands and making items that perform a function.

**Enrolling in Electronics – Foundation requires (*prerequisites*):**

- No previous experience

**Electronics – Foundation may lead to:**

- Further study
- Career in electronics or electrical trades.

**For more information, I should talk to:**

Mr Bruce McIntosh

**Computer Graphics and Design 3 CGD315118****TCE Information**

**Level:** 3

**Credit Points:** 15

**Everyday Adult Skills:**

Literacy: No Numeracy: No **ICT: Yes**

**In Computer Graphics and Design, I will learn:**

- Processes and systems of 3D modelling to develop design solutions in products, engineering, architectural/visualisation, games, character or film/television
- The application of design process, principles and practice in specialised contexts
- Sketching and graphic communication including orthographic, isometric and perspective drawing
- The fundamentals of contemporary digital technologies in design and computer graphics
- About the impact design has in society including the ethical, cultural and sustainability impacts.

**In a typical lesson, I might:**

- Use a variety of open source and industry standard software packages
- Undertake design briefs, research assignments or work on my major project
- Spend time developing skills in two of the following elective areas:
  - » Interactive design
  - » Solid modelling and 3D fabrication
  - » Video and motion graphics
  - » Animation
  - » Asset development, game design and production.

**Computer Graphics and Design would suit someone who:**

- Enjoys developing design ideas to solve problems
- Has a strong interest in computer graphics applications
- Has good organisational skills.

**Enrolling in Computer Graphics and Design requires (*prerequisites*):**

- Good computer skills and an understanding of a design process and their application
- OR
- Year 9/10 Australian Curriculum Technologies
- OR
- To have successfully completed Computer Graphics and Design Foundation Level 2, Design and Production Level 2, Housing and Design Level 3, Technical Graphics Level 3

**Computer Graphics and Design may lead to:**

- Further study
- A career in any design-related field including game design, multi-media, environmental design, landscape, fashion design, visual communication, architecture, surveying and engineering.

**For more information, I should talk to:**

Mr Joshua Armstrong

**Housing and Design 3 HDS315118****TCE Information**

**Level:** 3

**Credit Points:** 15

**Everyday Adult Skills:**

Literacy: No Numeracy: No **ICT: Yes**

**In Housing and Design, I will learn:**

- To understand and apply the elements and principles of design
- To develop and communicate designs, including room layouts for functional use and interior design
- To manage design projects and collaborate with others
- The importance of sustainability in housing design, including passive solar design.

**In a typical lesson, I might:**

- Respond to design briefs and challenges by creating designs for specific purposes
- Communicate designs through sketching and technical drawing
- Participate in excursions to local buildings to see design theory in practice
- Work on my individually negotiated design folio.

**Housing and Design would suit someone who:**

- Is interested in the built environment
- Enjoys responding to creative challenges
- Has well developed organisational skills.

**Enrolling in Housing and Design requires (*prerequisites*):**

- 'B' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum English

**Housing and Design may lead to:**

- Further study
- A career in environmental design and architecture, interior design or landscape design.

**For more information, I should talk to:**

Mr Joshua Armstrong

**Object Design (University Connections Program) FSF104****In Object Design (University Connections Program), I will learn:**

- About designers and their approach to design problems
- How to develop a designed object in response to a brief
- How to document and communicate my design process
- Technical skills to work with the materials and finishes for my object.

**In a typical lesson, I might:**

- Work on the design and development of an object that addresses the design brief
- Receive technical instruction and mentoring from a university mentor to support the design and making of my object
- Work on my journal reflecting my design development.

**Object Design (University Connections Program) would suit someone who:**

- Has an interest in and understanding of the design process
- Would like to find out about university life and opportunities.

**Enrolling in Object Design (University Connections Program) requires (*prerequisites*):**

- To have successfully completed Design and Production 2, Housing and Design 3 or Computer Graphics and Design 3 or be demonstrating outstanding progress in Design and Production 2

Object Design (University Connections Program) may lead to:

- Future pathways in art and design including degrees in fine arts, contemporary arts, 3D design, furniture, environmental design, architecture and education.

For more information, I should talk to:

Textiles: Mrs Michelle Fitzallen, Materials: Mr David Lichtendonk

## Electronics 3 ELT315114

TCE Information

**Level: 3**

**Credit Points: 15**

**Everyday Adult Skills:**

Literacy: No      Numeracy: No      ICT: No

In Electronics, I will learn:

- About the fundamentals of electricity and electronics components
- About analogue electronics including operational amplifiers and filters
- About digital circuits, including logic, counters and displays
- How to program micro-controllers.

In a typical lesson, I might:

- Analyse, prototype, design and construct circuits
- Use computer applications for drawing circuits and printing circuit boards
- Use laboratory equipment for analysing and measuring circuits
- Work on individual projects, including a major project.

Electronics would suit someone who:

- Is interested in designing and creating items that perform a function
- Likes to understand how electronic devices work.

Enrolling in Electronics requires (*prerequisites*):

- A sound background in mathematics

Electronics may lead to:

- Further study in electronics, electrotechnology computing and electrical engineering
- Careers in the defence forces.

For more information, I should talk to:

Mr Bruce McIntosh

## Technical Graphics 3 TEG315120

TCE Information

**Level: 3**

**Credit Points: 15**

**Everyday Adult Skills:**

Literacy: No      Numeracy: No      ICT: No

In Technical Graphics, I will learn:

- How to use freehand, technical (instrument) and Computer Aided Drafting and Design (CADD) drawing to solve real world design problems
- How to communicate knowledge and ideas in a graphic form which complies with industry standards
- How to create files for digital fabrication techniques (e.g. 3D printing, CNC routing, laser cutting)
- The skills to designing and interpret drawings in a range of areas such as engineering, architectural, industrial, and product design.

In a typical lesson, I might:

- Work on a range of drawing and problem-solving exercises
- Create solutions to design briefs
- Work on my individual design folio to solve a design problem within a chosen industry context using the relevant drawing conventions and protocols.

Technical Graphics would suit someone who:

- Has an interest in developing technical drawing and communication skills or in working in industry areas that involve the interpretation or use of these.

Enrolling in Technical Graphics requires (*prerequisites*):

- Some drawing experience

Technical Graphics may lead to:

- Further study in design-related areas such as architecture, architectural drafting, engineering, surveying, industrial, product and landscape design.

For more information, I should talk to:

Mr Joshua Armstrong



## TECHNOLOGIES | DIGITAL TECHNOLOGY

Prior Learning	Year 11/12 Courses	Future Pathways
No previous experience	<b>Basic Computing 1</b> <b>Computer Applications 2</b> <b>Essential Skills - Using Computers and the Internet 2</b>	Employment and further study
'B' (or 'C' in consultation with teachers) in Year 10 AC Mathematics and computer skills	<b>Computer Science 3</b>	University study Employment
'B' (or 'C' in consultation with teachers) in Year 10 AC English	<b>Information Systems and Digital Technologies 3</b>	University study Employment

**Basic Computing 1** ICT110114

## TCE Information

**Level: 1****Credit Points: 10****Everyday Adult Skills:**

Literacy: No    Numeracy: No    ICT: No

**In Basic Computing, I will learn:**

- How to use computer hardware and software to perform basic functions such as:
  - » Word processing
  - » Using spread sheets
  - » Working with graphics
  - » Using email
  - » Using the internet.

**In a typical lesson, I might:**

- Create and modify word processing documents
- Use the internet to search for and find information
- Respond to emails.

**Basic Computing would suit someone who:**

- Has an interest or a need to develop computing skills at a basic level.

**Enrolling in Basic Computing requires (prerequisites):**

- No prior computing experience

**Basic Computing may lead to:**

- A workplace that uses information technology or further study in computing.

**For more information, I should talk to:**

Mr Glenn Deas

**Computer Applications 2** ICT205114

## TCE Information

**Level: 2****Credit Points: 5****Everyday Adult Skills:**Literacy: No    Numeracy: No    **ICT: Yes****In Computer Applications, I will learn:**

- Knowledge and skills within an area of focus including:
  - » Business
  - » Game design
  - » Information processing
  - » Information management
  - » Multimedia (website development, digital imagery, etc.)
  - » Programming and control
  - » Robotics
  - » Publishing
  - » System management and support
  - » Computer hardware and software
  - » Social, legal and ethical issues.

**In a typical lesson, I might:**

- Learn how to use computer applications to perform a specific task
- Consider the effectiveness of particular computer applications.

**Computer Applications would suit someone who:**

- Has an interest or need to develop understanding of computer applications.

**Enrolling in Computer Applications requires (prerequisites):**

- No previous experience

**Computer Applications may lead to:**

- Further study or employment in a workplace that uses computer applications.

**For more information, I should talk to:**

Mr Glenn Deas

**Essential Skills – Using Computers and the Internet 2** ESC205114

## TCE Information

**Level: 2****Credit Points: 5****Everyday Adult Skills:**Literacy: No    Numeracy: No    **ICT: Yes****In Essential Skills – Using Computers and the Internet, I will learn:**

- To use a variety of computer software and hardware
- Safe and effective use of computers, internet, email and social media
- About occupational health and safety issues related to computing
- How to manage files effectively.

In a typical lesson, I might:

- Work on creating and using spread sheets
- Use information from the internet and digital storage devices
- Transfer data, e.g. saving images or text from one source to use in another
- Learn about copyright.

Essential Skills – Using Computers and the Internet would suit someone who:

- Has an interest in understanding and developing widely used computing skills.

Enrolling in Essential Skills – Using Computers and the Internet requires (*prerequisites*):

- An interest in developing ICT skills

Essential Skills – Using Computers and the Internet may lead to:

- Further study or employment in an area requiring basic computing skills.

For more information, I should talk to:

Mr Glenn Deas

## Computer Science 3 ITC315118

TCE Information

**Level: 3**

**Credit Points: 15**

**Everyday Adult Skills:**

Literacy: No      Numeracy: No      **ICT: Yes**

In Computer Science, I will learn:

- How to design programming solutions to a range of problems
- Programming using appropriate structures
- About the components and applications of computer architecture
- In what ways data is manipulated, stored and represented.

In a typical lesson, I might:

- Design algorithms to solve problems
- Program using an object-oriented programming language
- Test, debug and document courses
- Understand and apply how computers store and represent data.

Computer Science would suit someone who:

- Is interested in solving complex and diverse problems through programming using a flexible high-level computing language.

Enrolling in Computer Science requires (*prerequisites*):

- 'B' (or 'C' in consultation with a teacher) in Year 10 Australian Curriculum Mathematics
- Some computing skills

Computer Science may lead to:

- Further study in computing, engineering, the sciences, business and other areas involving analytical and problem-solving skills.

For more information, I should talk to:

Mr Glenn Deas

## Information Systems and Digital Technologies 3 ITS315118

TCE Information

**Level: 3**

**Credit Points: 15**

**Everyday Adult Skills:**

Literacy: No      Numeracy: No      **ICT: Yes**

In Information Systems and Digital Technologies, I will learn:

- How to identify, analyse and solve real world information problems
- About the components of information systems and their inter-relationships
- The social, legal and ethical issues associated with information systems
- What strategies and tools are required to use and evaluate information systems.

In a typical lesson, I might:

- Use a variety of software tools that transform data into information
- Solve complex problem using a systems development life cycle and project management
- Explore how the key components within an information system and their environment interact
- Monitor current news and IT developments for the social, ethical and legal issues of information systems.

Information Systems and Digital Technologies would suit someone who:

- Wants to gain an understanding of how organisations manage, use and organise data to solve a range of information problems, and acquire highly-valued, current skills and understanding by developing creative solutions and learning about the digital tools used to create them.

Enrolling in Information Systems and Digital Technologies requires (*prerequisites*):

- 'C' in Year 10 Australian Curriculum English
- Strong literacy skills

Information Systems and Digital Technologies may lead to:

- Wide range of study areas and employment including information technology, business, health, law, commerce, engineering, education, arts and sciences.

For more information, I should talk to:

Mr Glenn Deas



## TECHNOLOGIES | AGRICULTURE

## Prior Learning

## Year 11/12 Courses

## Future Pathways

'B' (or 'C' in consultation with teachers)  
in Year 10 AC English

## Agricultural Systems 3 \*

Further study  
Employment

\* indicates that this course may be offered through the Cooperative Arrangement

## Agricultural Systems 3 AGR315117

## TCE Information

**Level: 3**

**Credit Points: 15**

**Everyday Adult Skills:**

Literacy: No      Numeracy: No      **ICT: Yes**

## In Agricultural Systems, I will learn:

- What systems thinking is and how this applies to a range of systems within agriculture
- The impact of climate and other factors on plant and animal production
- About the impact of technologies on agriculture
- The importance of sustainable resource management.

## In a typical lesson, I might:

- Research and analyse ecosystems
- Design solutions to agricultural problems
- Undertake a case study in to a small agribusiness
- Plan and work on a plant or animal trial.

## Agricultural Systems would suit someone who:

- Is interested in working with plants and animals
- Enjoys responding to challenges and investigating aspects of agriculture
- Has well developed organisational skills.

Enrolling in Agricultural Systems requires (*prerequisites*):

- 'B' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum English

## Agricultural Systems may lead to:

- Further study and/or a career in agriculture, horticulture or environmental science.

## For more information, I should talk to:

Mr Nathan Hill



# THE ARTS | DRAMA

Prior Learning	Year 11/12 Courses	Future Pathways
No previous experience	<b>Musical Theatre 2</b> <b>Technical Theatre Production 2</b>	Further study in the Performing Arts
No previous experience	<b>Drama Foundations 2</b>	Drama 3
'CA' in Drama Foundations 2 'B/A' in Year 10 AC English	<b>Drama 3</b>	Theatre Performance 3
'CA' in Drama 3 'A' in Year 10 AC English	<b>Theatre Performance 3</b>	University study

## Drama Foundations 2 SDS215117

### TCE Information

**Level: 2**

**Credit Points: 15**

**Everyday Adult Skills:**

Literacy: No    Numeracy: No    ICT: No

### In Drama Foundations, I will learn:

- About performing solo and in an ensemble
- About different drama texts
- About storytelling
- How to review live theatre
- The role of technical elements
- About improvisation
- Vocal and movement skills
- How to devise drama
- How to turn script into a performance.

### In a typical lesson, I might:

- Create solo and group performances
- Participate in warm ups and workshops
- Devise drama work
- Keep a reflective journal.

### Drama Foundations would suit someone who:

- Wants to build confidence and communication skills
- Enjoys performing
- Has an interest in drama and acting.

### Enrolling in Drama Foundations requires (*prerequisites*):

- No previous experience is necessary

### Drama Foundations may lead to:

- Further study in Drama 3.

### For more information, I should talk to:

Mrs Miranda Gracie

## Musical Theatre 2 MUT215120

### TCE Information

**Level: 2**

**Credit Points: 15**

**Everyday Adult Skills:**

Literacy: No    Numeracy: No    ICT: No

### In Musical Theatre, I will learn:

- About musical theatre
- About planning, rehearsing and presenting a musical theatre performance to an audience
- About working as a member of a musical theatre ensemble.
- About performance skills needed to present a musical theatre season
- Focus and discipline needed to perform in a large-scale production
- Vocal techniques (spoken and singing), instrumental techniques, movement/dance techniques, and/or acting skills as appropriate to my role in the musical
- How to interpret the text, score or music for a musical theatre show.

### In a typical lesson, I might:

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

### Musical Theatre would suit someone who:

- Wants to participate in the production of a musical theatre season and perform to an audience.

### Enrolling in Musical Theatre requires (*prerequisites*):

- No previous experience
- A strong commitment to teamwork, rehearsal and performance obligations

### Musical Theatre may lead to:

- Further study in the Performing Arts.

### For more information, I should talk to:

Mrs Miranda Gracie

## Technical Theatre Production 2 SDT215120

### TCE Information

**Level: 2**

**Credit Points: 15**

**Everyday Adult Skills:**

Literacy: No    Numeracy: No    ICT: No

**In Technical Theatre Production, I will learn:**

- About lighting and sound
- About set and properties design and construction
- About costume and theatrical make-up
- About stage management
- What is involved in publicity and front of house responsibilities
- How to operate lighting and audio
- How to make and keep costumes and sets
- Aspects of theatre production and event management.

**In a typical lesson, I might:**

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

**Enrolling in Technical Theatre Production requires**  
*(prerequisites):*

- No previous experience
- An interest in the technical aspects of theatre
- To enjoy participating in a range of practical theatrical experiences, both individually and in group situations

**Technical Theatre Production may lead to:**

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

**For more information, I should talk to:**

Mrs Miranda Gracie

**Drama 3 SDD315120****TCE Information****Level:** 3**Credit Points:** 15**Everyday Adult Skills:****Literacy:** Yes    Numeracy: No    ICT: No**In Drama, I will learn:**

- How to create characters from scripts
- Vocal techniques for characterisation
- About presenting solo and ensemble performances
- How to review and evaluate live theatre
- About theatrical genres
- Vocal and movement skills
- How to interpret drama texts.

**In a typical lesson, I might:**

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

**Drama would suit someone who:**

- Enjoys performing
- Is interested in the Performing Arts
- Can commit to rehearsals and performances

- Works effectively in team situations.

**Enrolling in Drama requires (prerequisites):**

- Drama 2 or considerable experience in the performing arts
- Good writing skills
- A keen interest and experience in drama
- A strong commitment to teamwork, rehearsal and performance obligations

**Drama may lead to:**

- Further study in Theatre Performance 3.

**For more information, I should talk to:**

Mrs Miranda Gracie

**Theatre Performance 3 SDP315120****TCE Information****Level:** 3**Credit Points:** 15**Everyday Adult Skills:****Literacy:** Yes    Numeracy: No    ICT: No**In Theatre Performance, I will learn:**

- Acting skills
- About ensemble and solo performance
- How to work as part of a theatre company
- Vocal techniques
- About improvisation
- How to create an effective character
- Physicalisation techniques
- About theatrical conventions
- About performing to an audience
- About the history of theatre.

**In a typical lesson, I might:**

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

**Theatre Performance would suit someone who:**

- Enjoys performing
- Can commit to rehearsals and performances
- Enjoys writing about the development of their work
- Works effectively in an ensemble.

**Enrolling in Theatre Performance requires (prerequisites):**

- To have successfully completed Drama 3 (or equivalent)
- A strong commitment to teamwork, rehearsal and performance obligations

**Theatre Performance may lead to:**

- Further study at university level in the performing arts and/or a career in performing arts or entertainment industries

**For more information, I should talk to:**

Mrs Miranda Gracie



# THE ARTS | MEDIA

## Prior Learning

## Year 11/12 Courses

## Future Pathways

No previous experience

**Media Production Foundations 2 \***

Media Production 3

'CA' in Media Production Foundations 2  
Strong written skills

**Media Production 3 \***

Further studies or employment

\* indicates that this course may be offered through the Cooperative Arrangement

## Media Production Foundations 2 MED215117

### TCE Information

**Level: 2**

**Credit Points: 15**

**Everyday Adult Skills:**

Literacy: No      Numeracy: No      **ICT: Yes**

**In Media Production Foundations, I will learn:**

- About an area of focus - either
  - » Screen (TV, film, online content)
  - » Print and digital media
  - » Radio (radio, digital media)
  - » Convergent media.
- About communicating to an audience
- Media technical and production skills
- How to work in a media team
- How to use a range of media technologies
- About analysing and appreciating the media.

**In a typical lesson, I might:**

- Undertake roles in a media production team
- Develop technical skills on industry standard equipment and software
- Write script for media
- Develop editing techniques
- Create media products
- Undertake research assignments
- Develop writing and storytelling skills
- Learn about the media industry.

**Media Production Foundations would suit someone who:**

- Enjoys media and communications
- Enjoys creating media products.

**Enrolling in Media Production Foundations requires**

*(prerequisites):*

- No previous experience

**Media Production Foundations may lead to:**

- Further studies in Media Production 3.

**For more information, I should talk to:**

Mr Nathan Hill

## Media Production 3 MED315117

### TCE Information

**Level: 3**

**Credit Points: 15**

**Everyday Adult Skills:**

**Literacy: Yes**      Numeracy: No      **ICT: Yes**

**In Media Production, I will learn:**

- About an area of specialisation either:
  - » Radio (radio, digital media)
  - » Screen (TV, film, online content)
  - » Print and digital media.
- About communicating to an audience
- How to apply technical and production processes to create media narrative
- How to work in a media team
- About the use of a range of media technologies and techniques
- Skills for analysing and appreciating the media
- How to create media products for a purpose
- The codes and conventions of specific media.

**In a typical lesson, I might:**

- Undertake roles in a media production team
- Apply technical skills on industry standard equipment and software
- Script media
- Use editing techniques
- Create media products
- Discuss workplace safety and OH&S issues
- Create products with regard to a particular audience
- Document evidence of technical skills with equipment
- Research media issues
- Discuss the role of media in society
- Explore writing and story-telling skills
- Prepare for the externally assessed folio and exam.

**Media Production would suit someone who:**

- Enjoys creating media products
- Enjoys using technology
- Is interested in the role of the media.

**Enrolling in Media Production requires *(prerequisites):***

- A strong interest in media production.
- Technical skills in an area of specialisation and strong written skills are an advantage

**Media Production may lead to:**

- Further studies at university level.

**For more information, I should talk to:**

Mr Nathan Hill



## THE ARTS | MUSIC

Instrumental or Vocal Experience	Contemporary Music 2	Music 3 University Connections Program
	Music Studies 2	
Some music technology experience is desirable	Music Technology Projects - Foundation Level 2	University study Music production career
	Music Technology Projects 1 (UCP)	
	Music Technology Projects 2 (UCP)	
'CA' or above in a Level 2 Music Course	Music 3	University study
'CA' or above in Music 3	Foundation Practical Study (UCP)	University study
	Advanced Practical Study (UCP)	

## Contemporary Music 2 MSC215117

## TCE Information

**Level:** 2**Credit Points:** 15**Everyday Adult Skills:**

Literacy: No    Numeracy: No    ICT: No

## In Contemporary Music, I will learn:

- Instrumental and vocal techniques
- About different styles of music
- Performance skills
- Music literacy
- About the Australian music industry
- How to market and promote an event
- Recording techniques
- How to compose and arrange music.

## In a typical lesson, I might:

- Perform as a member of an ensemble
- Study music theory
- Write original songs
- Perform for an audience
- Set up and use musical equipment
- Record my own and others work
- Complete assignments.

## Contemporary Music would suit someone who:

- Wants to perform as a member of an ensemble
- Enjoys writing or arranging music
- Has an interest in contemporary music.

Enrolling in Contemporary Music requires (*prerequisites*):

- Skills/experience on an instrument/voice

## Contemporary Music may lead to:

- Further study.

## For more information, I should talk to:

Mr Peter Stewart

## Music Studies 2 MSS215120

## TCE Information

**Level:** 2**Credit Points:** 15**Everyday Adult Skills:**

Literacy: No    Numeracy: No    ICT: No

## In Music Studies, I will learn:

- Instrumental/vocal techniques
- About styles of music
- Performance skills
- Music literacy.

## In a typical lesson, I might:

- Perform solo or as a member of an ensemble
- Develop vocal/instrumental technique
- Study basic theory and musicianship
- Participate in music appreciation activities
- Complete assignments and tests
- Undertake recordings.

## Music Studies would suit someone who:

- Wants to improve their vocal/ playing skills
- Wants to learn basic music theory.

Enrolling in Music Studies requires (*prerequisites*):

- Skills/experience on an instrument/ voice
- Some ability to read and write music is an advantage

## Music Studies may lead to:

- Further study in Music 3.

## For more information, I should talk to:

Mrs Lyndle van Zetten

## Music Technology Projects – Foundation 2

AUD215120

### TCE Information

**Level:** 2

**Credit Points:** 15

**Everyday Adult Skills:**

Literacy: No      Numeracy: No      ICT: No

**In Music Technology Projects – Foundation, I will learn:**

- Basic audio engineering techniques
- Studio and/or location recording techniques
- About sound reinforcement (PA)
- How to use music technology
- About working with a range of clients, musicians and production personnel.

**In a typical lesson, I might:**

- Study microphone types and techniques
- Explore the use of analogue and digital hardware/software
- Learn about occupational health and safety
- Discuss commercial and legal issues
- Develop audio engineering/sound system design techniques
- Explore audio editing techniques.
- Participate in solo and group multitrack recording
- Participate in editing/post production processes
- Create and produce practical work
- Set up and operate small and large public address systems
- Undertake live sound mixing.

**Music Technology Projects – Foundation would suit someone who:**

- Enjoys recording and editing music
- Has an interest in music technology.

**Enrolling in Music Technology Projects – Foundation requires (*prerequisites*):**

- An interest in audio
- To be willing to work on audio projects

**Music Technology Projects – Foundation may lead to:**

- Further study in Music Technology Projects (University Connections Program).

**For more information, I should talk to:**

Mr Peter Stewart

## Music Technology Projects (University Connections Program) FCJ110 FCJ111

**In Music Technology Projects (University Connections Program), I will learn:**

- About creating and shaping an audio product
- About the tools used and skill sets required in the audio/music technology industry
- How to read, interpret and fulfil the requirements of a music technology project brief
- To work effectively as an individual and as a member of a project team
- Workplace health and safety issues relevant to the field.

**In a typical lesson, I might:**

- Undertake recording techniques
- Perform MIDI sequencing
- Undertake mixing and/or re-mixing
- Create multi-track recording
- Develop sound design for vision.

**Music Technology Projects (University Connections Program) would suit someone who:**

- Has studied music and music technology for a considerable period of time
- Has a solid understanding of music technology
- Wants to develop their musicianship and use of technology within the music field
- Wants to have their course recognised by the University of Tasmania.

**Enrolling in Music Technology Projects (University Connections Program) requires (*prerequisites*):**

- FCJ110 – Music Technology Projects 1: some prior experience with music technology tools (desirable but not mandatory).
- FCJ111 – Music Technology Projects 2: to have successfully completed FCJ110

**Music Technology Projects (University Connections Program) may lead to:**

- A pathway to further university music technology and audio studies
- Gaining credit towards an eligible University of Tasmania course.

**For more information, I should talk to:**

Mr Peter Stewart

## Music 3 MSM315120

### TCE Information

**Level:** 3

**Credit Points:** 15

**Everyday Adult Skills:**

Literacy: No      Numeracy: No      ICT: No

**In Music, I will learn:**

- About musical ideas and styles
- Compositional techniques, improvisation and arranging
- About developing performance skills
- Skills in musical analysis
- Listening (aural) skills.

**In a typical lesson, I might:**

- Undertake solo performance (tutor provided where required and available)
- Participate in ensemble playing (as required and available)
- Complete assignments and tests
- Perform to the class and public
- Create recordings and videos
- Participate in creative tasks including composition, arrangement and/or improvisation.

**Music would suit someone who:**

- Has studied music and music theory for a considerable period of time
- Has a solid understanding of music theory
- Wants to develop their musicianship and theoretical knowledge.

**Enrolling in Music requires (*prerequisites*):**

- Strong music literacy skills– the ability to read and write music
- Considerable and successful experience in music (e.g. successful completion of Year 10 music)

**Music may lead to:**

- Further music studies at university level.

**For more information, I should talk to:**

Mrs Lyndle van Zetten



# THE ARTS | VISUAL ART

Prior Learning	Year 11/12 Courses	Future Pathways
No previous experience	Art Making 1	Art Practice 2 Visual Art 2
An interest in Art	Art Practice 2 Visual Art 2	Art Production 3
Art Practice 2 Visual Art 2 Similar experience	Art Production 3	Art Studio Practice 3 University study
Art Production 3	Art Studio Practice 3	University study
An interest in visual art, art history and critical analysis 'A' (or strong 'B' in consultation with your English teacher) in Year 10 AC English. 'CA' or above in English Foundations Level 2.	Art Theory and Criticism 3 *	University study

\* indicates that this course may be offered through the Cooperative Arrangement

## Art Making 1 ART110117

### TCE Information

**Level: 1**

**Credit Points: 10**

**Everyday Adult Skills:**

Literacy: No    Numeracy: No    ICT: No

### In Art Making, I will learn:

- Art techniques – focusing on three different areas from the following:
  - » Assemblage
  - » Body adornment
  - » Ceramics
  - » Collage
  - » Craft and design
  - » Digital art and media
  - » Documented forms
  - » Drawing
  - » Environmental art
  - » Fabrication/fibre art
  - » Graphic design
  - » Hybrid art
  - » Life drawing
  - » Mixed media
  - » Painting
  - » Photography.
- A variety of techniques in three different areas
- How to develop my own artistic ideas and individual style
- How to respond to artworks.

### In a typical lesson, I might:

- Experience making art and responding to artworks
- Create a portfolio of artwork
- Discuss artmaking techniques and approaches
- Develop a journal of ideas and support material.

### Art Making would suit someone who:

- Enjoys art making
- Is looking to develop basic skills with teacher guidance.

### Enrolling in Art Making requires (*prerequisites*):

- No previous experience

### Art Making may lead to:

- Further study in Art Practice 2, Visual Art 2 and/or further study in the visual arts.

### For more information, I should talk to:

Mr Kevin Lund

## Art Practice 2 ART215217

### TCE Information

**Level: 2**

**Credit Points: 15**

**Everyday Adult Skills:**

Literacy: No    Numeracy: No    ICT: No

### In Art Practice, I will learn:

- Focusing on three of the following:
  - » Assemblage, collage or mixed media
  - » Painting, drawing or life drawing
  - » Ceramics
  - » Print making
  - » Digital art and media
  - » Sculpture
  - » Environmental art
  - » Wearable art or textiles/fibre art
  - » Body adornment or jewellery
  - » Graphic design
  - » Installation
  - » Street art
  - » Documented forms
  - » Time based forms
  - » Craft and design
  - » Hybrid art.
- About art materials
- About other artists and their work

- About ideas and themes in art
- How to create finished artworks.

#### In a typical lesson, I might:

- Experiment with a range of techniques and processes
- View exhibitions
- Research artists and their work
- Create artworks in response to concepts and stimuli
- Share and exhibit work
- Keep a visual diary.

#### Art Practice would suit someone who:

- Enjoys exploring different art studios
- Wants to explore different art forms
- Wants to develop their art making skills.

#### Enrolling in Art Practice requires (*prerequisites*):

- An interest in art

#### Art Practice may lead to:

- Further study in Art Production 3 and/or further study in the visual arts.

#### For more information, I should talk to:

Mr Kevin Lund

## Visual Art 2 ART215117

#### TCE Information

**Level:** 2

**Credit Points:** 15

**Everyday Adult Skills:**

Literacy: No      Numeracy: No      ICT: No

#### In Visual Art, I will learn:

- About art techniques and processes specialising in a single art studio from the following areas:
  - » Assemblage
  - » Ceramics
  - » Collage
  - » Draft and design
  - » Digital art and media
  - » Documented forms
  - » Drawing
  - » Environmental art
  - » Graphic design
  - » Life drawing
  - » Mixed-media
  - » Painting
  - » Photography
  - » Print making
  - » Sculpture
  - » Street art
  - » Wearable art.
- A range of techniques in a specific studio area
- How to create finished artworks
- About art materials and processes
- About other artists and their work
- About ideas and themes in art.

#### In a typical lesson, I might:

- Explore a range of art techniques
- Discuss ideas and themes in art
- View exhibitions
- Research artists and their work
- Create artworks in response to concepts and stimuli
- Share and exhibit work
- Keep a visual diary.

#### Visual Art would suit someone who:

- Enjoys working in a specific art studio
- Wants to explore techniques related to a specific art studio
- Wants to develop their art making skills.

#### Enrolling in Visual Art requires (*prerequisites*):

- An interest in art

#### Visual Art may lead to:

- Further study In Art Production 3 and/or further study in the visual arts.

#### For more information, I should talk to:

Mr Kevin Lund

## Art Production 3 ART315117

#### TCE Information

**Level:** 3

**Credit Points:** 15

**Everyday Adult Skills:**

Literacy: No      Numeracy: No      ICT: No

#### In Art Production, I will learn:

- About art techniques specialising in a single art studio from the following areas:
  - » Assemblage
  - » Ceramics
  - » Collage
  - » Digital art and media
  - » Documented forms
  - » Drawing
  - » Environmental art
  - » Fabrication/fibre art
  - » Graphic design
  - » Life drawing
  - » Mixed-media
  - » Painting
  - » Photography
  - » Print making
  - » Sculpture
  - » Time based forms
- How to develop my own artistic ideas and styles
- About artists and their work
- How artists represent their ideas
- How to create a body of work in a single studio
- How to exhibit work.

#### In a typical lesson, I might:

- Discuss key ideas and themes in art
- View and respond to exhibitions
- Share and exhibit work
- Keep a visual diary
- Explore artistic processes, skills and techniques involved in producing art
- Undertake art theory and analysis.
- Complete art theory assignments
- Create a portfolio of artwork for display and external assessment.

#### Art Production would suit someone who:

- Has strong skills in artmaking in a specific studio area
- Can develop an idea across several artworks
- Enjoys making and responding to artworks.

#### Enrolling in Art Production requires (*prerequisites*):

- A high level of visual art competence attained in Year 10, or a strong interest and personal experience in the visual arts, or
- A good result in Art Production Foundation 2 in Year 11

**Art Production may lead to:**

- Further study in Art Studio Practice 3 and/or further study at university level.

**For more information, I should talk to:**

Mr Kevin Lund

## Art Studio Practice 3 ART315214

**TCE Information**

**Level:** 3

**Credit Points:** 15

**Everyday Adult Skills:**

Literacy: No      Numeracy: No      ICT: No

**In Art Studio Practice, I will learn:**

- About the refinement of skills and art techniques in one of the following studio areas:
  - » Ceramics
  - » Digital art and media
  - » Drawing
  - » Graphic design
  - » Painting
  - » Photography
  - » Printmaking
  - » Sculpture.
- How to negotiate and plan an exhibition
- How to complete a schematic overview.

**In a typical lesson, I might:**

- Produce artworks
- Create planning documents and schematic overviews
- Communicate ideas and concepts through making art
- Participate in group appraisal and critique forums to evaluate your own art and the artwork of others
- Study relevant artists, styles and influences.

**Art Studio Practice would suit someone who:**

- Wants to refine their high level art making skills
- Has a strong sense of artistic direction
- Enjoys preparing and conceptualising for exhibitions.

**Enrolling in Art Studio Practice requires (*prerequisites*):**

- Art Production 3 (or equivalent)

**Art Studio Practice may lead to:**

- A pathway to tertiary study at TasTAFE or university.

**For more information, I should talk to:**

Mr Kevin Lund

## Art Theory and Criticism 3 ARA315116

**TCE Information**

**Level:** 3

**Credit Points:** 15

**Everyday Adult Skills:**

**Literacy:** Yes      Numeracy: No      **ICT:** Yes

**In Art Theory and Criticism, I will learn:**

- About art and culture, aesthetics, philosophy and critical analysis
- About art in various contexts
- The history and theory of images
- Art processes.

**In a typical lesson, I might:**

- Explore art history and art criticism
- Discuss the context in which art was made
- Explore the context of the viewer
- Participate in visits to art galleries and artist studios
- Discuss and debate a range of topics
- Complete essays and assignments
- Use an ideas journal.

**Art Theory and Criticism would suit someone who:**

- Has an interest in history
- Enjoys research, analysis and inquiry
- Has an interest in artists and their work.

**Enrolling in Art Theory and Criticism requires (*prerequisites*):**

- An interest in visual art, art history and critical analysis
- Competent English writing skills and good research skills

**Art Theory and Criticism may lead to:**

- Further study at university level.

**For more information, I should talk to:**

Mr Kevin Lund

# LANGUAGES

## Prior Learning ➔ Year 11/12 Courses

## ➔ Future Pathways

No previous experience Year 9-10 AC in the chosen language is desired	<b>Languages - Foundation 2 *</b>	Languages 3 Further study
Level 2 or Year 9-10 AC in the chosen language	<b>Languages 3 *</b>	Further study

\* indicates that this course may be offered through the Cooperative Arrangement

### Chinese, French, German, Italian, Japanese – Foundation 2

CHN215114, FRN215114, GRM215114, ITN215114, JPN215114

#### TCE Information

**Level:** 2

**Credit Points:** 15

#### Everyday Adult Skills:

Literacy: No      Numeracy: No      ICT: No

In Chinese, French, German, Italian or Japanese – Foundation, I will learn:

- To communicate in spoken Chinese, French, German, Italian or Japanese
- To express ideas and information in written Chinese, French, German, Italian or Japanese
- To read and respond to written Chinese, French, German, Italian or Japanese
- To explore, understand and appreciate Chinese, French, German, Italian or Japanese customs, traditions and culture.

#### In a typical lesson, I might:

- Communicate about myself, my life and plans for the future
- Explore, research, compare and critically reflect on Chinese, French, German, Italian or Japanese and Australian culture
- Consider topics from the perspective of Chinese, French, German, Italian or Japanese communities
- Prepare for internal and external assessment of oral and written components (Chinese, French, German, Italian or Japanese 3).

#### Chinese, French, German, Italian or Japanese – Foundation would suit someone who:

- Is interested in living and learning as part of a global community
- Enjoys communicating and connecting with Chinese, French, German, Italian or Japanese speakers and communities
- Is open to developing new perspectives and cultural understanding
- Wants to gain a competitive edge in the job market.

#### Enrolling in Chinese, French, German, Italian or Japanese – Foundation requires (*prerequisites*):

- No previous experience
- Completion of the Year 9-10 Australian Curriculum Achievement Standards in the chosen language

#### Chinese, French, German, Italian or Japanese – Foundation may lead to:

- Further study
- Global work opportunities, particularly in areas such as tourism, marketing, retail, hospitality, business, education and communications, diplomacy and the arts
- Possible opportunities for travel.

For more information, I should talk to:

Mr Nathan Hill

### Chinese, French, German, Italian or Japanese 3

CHN315114, FRN315114, GRM315114, ITN315114, JPN315114

#### TCE Information

**Level:** 3

**Credit Points:** 15

#### Everyday Adult Skills:

Literacy: No      Numeracy: No      ICT: No

In Chinese, French, German, Italian or Japanese, I will learn:

- To communicate in spoken Chinese, French, German, Italian or Japanese
- To express ideas and information in written Chinese, French, German, Italian or Japanese
- To read and respond to written Chinese, French, German, Italian or Japanese
- To explore, understand and appreciate Chinese, French, German, Italian or Japanese customs, traditions and culture.

#### In a typical lesson, I might:

- Communicate about myself, my life and plans for the future
- Explore, research, compare and critically reflect on Chinese, French, German, Italian or Japanese and Australian culture
- Consider topics from the perspective of Chinese, French, German, Italian or Japanese communities
- Prepare for internal and external assessment of oral and written components (Chinese, French, German, Italian or Japanese 3).

#### Chinese, French, German, Italian or Japanese would suit someone who:

- Is interested in living and learning as part of a global community
- Enjoys communicating and connecting with Chinese, French, German, Italian or Japanese speakers and communities
- Is open to developing new perspectives and cultural understanding
- Wants to gain a competitive edge in the job market.

#### Enrolling in Chinese, French, German, Italian or Japanese requires (*prerequisites*):

- Completion of Level 2 or completion of the Year 9-10 Australian Curriculum Achievement Standards in the chosen language

#### Chinese, French, German, Italian or Japanese may lead to:

- Further study
- Global work opportunities, particularly in areas such as tourism, marketing, retail, hospitality, business, education and communications, diplomacy and the arts
- Possible opportunities for travel.

For more information, I should talk to:

Mr Nathan Hill





## VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

Certificate III in Fitness

Certificate II in Tourism

Certificate II and III in Animal Studies

Certificate II in Automotive Vocational Preparation

Certificate II in Construction

Vocational Skills in Emergency Responses,  
Survival & Wilderness Conservation

Discover Hair & Beauty

Certificate I, II and III in Hospitality

Certificate I in Seafood Industry

Certificate II in Aquaculture

Certificate II in Horticulture

Partial Diploma in Aviation

### Certificate III in Fitness SIS30315

In Certificate III in Fitness, I will learn:

- About working with clients as a fitness instructor
- How the body works
- About basic nutrition
- How to stay safe and healthy in the workplace, including First Aid.

In a typical lesson, I might:

- Plan and instruct a group exercise class
- Learn about the risks involve in some fitness activities
- Use exercise equipment.

Enrolling in Certificate III in Fitness requires (*prerequisites*):

- To have completed Certificate 1 in Sport and Recreation
- Basic ICT, literacy and numeracy skills.

Certificate III in Fitness may lead to:

- Further study
- Work in fitness or other areas of interest.

For more information, I should talk to:

Attend the VET Information Evening

### Certificate II in Tourism SIT20116

In Certificate II in Tourism, I will learn:

- About the tourism industry including the possible jobs and pathways.
- How to stay safe and healthy in the workplace, including First Aid.
- The skills employers value in young workers.
- To communicate and work with a range of people in the community.

In a typical lesson, I might:

- Visit different types of tourist attractions and services.
- Gather information about a tourist destination.
- Create a file containing media releases about the tourism industry.
- Undertake a practical work placement.

Enrolling in Certificate II in Tourism requires (*prerequisites*):

- An interest in tourism.

Certificate II in Tourism may lead to:

- Further study.
- Work in tourism, travel or other areas of interest.

For more information, I should talk to:

Attend the VET Information Evening

### Certificate II in Animal Studies ACM20117

In Certificate II in Animal Studies, I will learn:

- How to care for animals
- Animal rescue and first aid
- How to stay safe and healthy in the workplace
- The skills employers value in young workers.

In a typical lesson, I might:

- Feed, water and provide shelter for a range of animals
- Visit an animal park, veterinary clinic or RSPCA
- Learn about products and services in animal care
- Investigate some of the career paths in animal care
- Gather information about caring for domestic pets.

Enrolling in Certificate II in Animal Studies requires (*prerequisites*):

- An interest in animals
- To enjoy working outdoors

Certificate II in Animal Studies may lead to:

- Further study
- Work in animal care or other areas of interest.

For more information, I should talk to:

Attend the VET Information Evening

### Certificate III in Animal Studies ACM30117

In Certificate III in Animal Studies, I will learn:

- Skills and knowledge needed to work in animal care
- How to keep animals safe, clean, healthy and well fed
- How to stay safe and healthy in the workplace
- The skills employers value in young workers.

In a typical lesson, I might:

- Be shown how to care for orphaned native animals
- Collect information on animal care products
- Visit animal care organisations and undertake a practical work placement.

Enrolling in Certificate III in Animal Studies requires (*prerequisites*):

- To have completed Certificate 11 in Animal Studies

Certificate III in Animal Studies may lead to:

- Further study
- Work in animal care or other areas of interest.

For more information, I should talk to:

Attend the VET Information Evening

## Certificate II in Automotive Vocational Preparation AUR20716

In Certificate II in Automotive Vocational Preparation, I will learn:

- Skills needed to work in the automotive industry
- To solve problems related to vehicles
- How to stay safe and healthy in the workplace
- The skills employers value in young workers.

In a typical lesson, I might:

- Perform minor maintenance and repair of an automotive vehicle body
- Use and maintain tools and equipment
- Inspect and identify mechanical and electrical components and systems.

Enrolling in Certificate II in Automotive Vocational Preparation requires *(prerequisites)*:

- An interest in the automotive industry
- Literacy and numeracy skills

Certificate II in Automotive Vocational Preparation may lead to:

- Further study
- Work in automotive or other areas of interest.

For more information, I should talk to:

Attend the VET Information Evening

## Certificate II in Construction CPC20112

In Certificate II in Construction, I will learn:

- Skills needed to work in construction
- How to carry out measurements and calculations
- How to stay safe and healthy in the workplace
- The skills employers value in young workers.

In a typical lesson, I might:

- Read and interpret plans
- Use construction tools and equipment correctly
- Undertake a practical work placement.

Enrolling in Certificate II in Construction requires *(prerequisites)*:

- An interest in construction
- To enjoy working in a practical way
- Basic literacy and numeracy skills

Certificate II in Construction may lead to:

- Further study
- Work in construction or other areas of interest.

For more information, I should talk to:

Attend the VET Information Evening

## Introduction to Electrotechnology UEE22011

In Introduction to Electrotechnology, I will learn:

- About the skills required to work in the Electrotechnology industry (electrical, refrigeration, electronics and telecommunications)
- Some of the skills from Certificate 11 in Electrotechnology (Career Start).

In a typical lesson, I might:

- Learn about workshop practices and hand skills
- Participate in testing instruments
- Perform some basic electrical wiring of equipment.

Enrolling in Introduction to Electrotechnology requires *(prerequisites)*:

- An interest in Electrotechnology
- Literacy, numeracy and some science skills

Introduction to Electrotechnology may lead to:

- Further study
- Work in electro technology or other areas of interest.

For more information, I should talk to:

Attend the VET Information Evening

## Vocational Skills in Emergency Responses, Survival & Wilderness Conservation

In Vocational Skills in Emergency Responses, Survival & Wilderness Conservation, I will learn:

- What it takes to be in the services of parks and wildlife, police force, fire brigade, ambulance service or the defence force.
- First aid and how to respond to multiple emergencies.
- How to preserve life and be safe in remote areas.
- Land conservation and restoration.
- Bushwalking and navigation skills, and survival skills in remote areas.

In a typical lesson, I might:

- Participate in emergency training.
- Learn about land conservation and restoration techniques.
- Visit an emergency service facility.
- Plan and attend a multi-day bushwalk.
- Learn how to produce a fire using improvised means.
- Learn plant identification and animal tracking techniques.
- Learn wilderness and bush survival skills.

Enrolling in Vocational Skills in Emergency Responses, Survival & Wilderness Conservation requires *(prerequisites)*:

- An interest in the police force, parks and wildlife, fire brigade or Australian defence forces

Vocational Skills in Emergency Responses, Survival & Wilderness Conservation may lead to:

- ADF Reserve Program
- Work in the police force, parks and wildlife or fire brigade

For more information, I should talk to:

Attend the VET Information Evening

## Discover Hair & Beauty

In Discover Hair & Beauty, I will learn:

- practical make-up sessions
- skin-care, hand and nail care
- hair styling, braiding, applying basic colour
- participating in a photo shoot and a hair competition.

Discover Hair & Beauty would suit someone who:

- Wanting a pathway in the hairdressing, beauty and nail industries

Enrolling in Discover Hair & Beauty requires (*prerequisites*):

- An interest in hair & beauty
- To enjoy working in a practical way
- Basic literacy and numeracy skills

Discover Hair & Beauty may lead to:

- Further study
- Apprenticeship

For more information, I should talk to:

Attend the VET Information Evening

## Certificate I in Hospitality SIT10216

In Certificate I in Hospitality, I will learn:

- Introductory skills and knowledge needed to work in hospitality
- Correct cleaning and sanitising methods
- How to stay safe and healthy in the workplace
- The skills employers value in young workers.

In a typical lesson, I might:

- Gather information about personal and environmental hygiene
- Organise and store food
- Prepare and present food using the correct methods
- Undertake a practical work placement.

Enrolling in Certificate I in Hospitality requires

(*prerequisites*):

- An interest in food preparation and the hospitality industry

Certificate I in Hospitality may lead to:

- Further study
- Work in hospitality or other areas of interest.

For more information, I should talk to:

Attend the VET Information Evening

## Certificate II in Hospitality SIT20316

In Certificate II in Hospitality, I will learn:

- About the hospitality industry
- Food and beverage service skills
- Coffee making skills
- How to stay safe and healthy in the workplace
- The skills employers value in young workers.

In a typical lesson, I might:

- Prepare and present coffee or non-alcoholic beverages
- Complete Responsible Service of Alcohol
- Use industry related equipment correctly
- Undertake a practical work placement.

Enrolling in Certificate II in Hospitality requires

(*prerequisites*):

- An interest in food preparation and the hospitality industry

Certificate II in Hospitality may lead to:

- Further study
- Work in hospitality or other areas of interest.

For more information, I should talk to:

Attend the VET Information Evening

## Certificate III in Hospitality SIT30616

In Certificate III in Hospitality, I will learn:

- To specialise in customer service focusing on food and beverage service
- About job opportunities in hospitality
- How to stay safe and healthy in the workplace including First Aid
- The skills employers value in young workers.

In a typical lesson, I might:

- Mentor or coach another student in a job skill
- Improve my communication skills
- Undertake a practical work placement.

Enrolling in Certificate III in Hospitality requires

(*prerequisites*):

- To have completed Certificate 11 in Hospitality or have had recent employment in hospitality

Certificate III in Hospitality may lead to:

- Further study
- Work in hospitality or other areas of interest.

For more information, I should talk to:

Attend the VET Information Evening

## Certificate I in Seafood Industry SFI110119

In Certificate I in Seafood Industry, I will learn:

- About the seafood/Aquaculture industry in Australia
- About the life cycle of farmed seafood such as salmon and trout
- How to care for aquatic animals
- How to stay healthy and safe in the workplace
- The skills employers value in young workers
- How to use power tools to build Recirculating Aquaculture Systems (RAS)
- About aquaponics and resource sustainability
- Basic rules about safe food handling
- How to prepare and cook simple seafood meals.

In a typical lesson, I might:

- Feed a variety of aquatic animals
- Take water samples and monitor water quality
- Use and maintain equipment and machinery
- Assess growth of aquatic animals
- Visit marine farms or undertake a practical work placement.

**Enrolling in Certificate I in Seafood Industry requires****(prerequisites):**

- An interest in aquaculture or ornamental fish
- To enjoy working outdoors.

**Certificate I in Seafood Industry may lead to:**

- Further study
- Work in Aquaculture or other areas of interest

**For more information, I should talk to:**

Attend the VET Information Evening

**Certificate II in Aquaculture SFI20111****In Certificate II in Aquaculture, I will learn:**

- About the seafood /aquaculture industry in Australia
- About the life cycle, feeding and care of farmed seafood such as salmon and oysters
- How to stay healthy and safe in the workplace
- The skills employers value in young workers.

**In a typical lesson, I might:**

- Be shown how to take water samples and monitor water quality
- Be shown how to use and maintain equipment and machinery
- Visit marine farms or undertake a practical work placement
- Learn basic rules about safe food handling.

**Enrolling in Certificate II in Aquaculture requires****(prerequisites):**

- An interest in aquaculture
- To enjoy working outdoors

**Certificate II in Aquaculture may lead to:**

- Further study
- Work in aquaculture or other areas of interest.

**For more information, I should talk to:**

Attend the VET Information Evening

**Certificate II in Horticulture AHC20416****In Certificate II in Horticulture, I will learn:**

- Skills and knowledge needed to work in horticulture; this might include a retail or wholesale nursery, landscaping, parks and gardens, arboriculture or general horticulture
- How to care for the environment and work sustainably
- How to stay safe and healthy in the workplace
- The skills employers value in young workers.

**In a typical lesson, I might:**

- Be shown how to recognise certain plants
- Design or create a garden
- Learn how to grow plants
- Learn about the nutritional and economic use of plants
- Find out how to treat plant pests and diseases.

**Enrolling in Certificate II in Horticulture requires****(prerequisites):**

- An interest in horticulture

**Certificate II in Horticulture may lead to:**

- Further study
- Work in horticulture or other areas of interest.

**For more information, I should talk to:**

Attend the VET Information Evening

**Partial Diploma in Aviation AVI50219****In Partial Diploma in Aviation, I will learn:**

- Skills and knowledge needed to gain a Recreational Pilots Licence (RPL)
- How to maintain aircraft radio communications
- How to manage pre and post flight actions
- How to control an aeroplane on the ground
- How to take off, fly, and land an aeroplane
- How to operate correctly in G-class airspace
- How to operate at non-towered and controlled aerodromes
- How to manage aircraft fuel and safe flight operations

**In a typical lesson, I might:**

- Learn the theory required to safely operate an aircraft
- Undertake practical flight training (approx. 25 hours of flight time each year)

**Enrolling in Partial Diploma in Aviation requires****(prerequisites):**

- An interest in aviation and flying
- Be at least 15 years old

**Partial Diploma in Aviation may lead to:**

- Further study
- Private or Commercial Pilots Licence
- Work in the Aviation Industry

**For more information, I should talk to:**

Mr Nathan Hill



## POLICIES AND EXPECTATIONS

### ACADEMIC INTEGRITY

All TASC students are referred to the full Authenticity and Academic Integrity Guide at the beginning of the year and are expected to read and adhere to its content. A link to this guide is provided on each subject/class page on The Hub and on the Senior School Page –

<https://www.tasc.tas.gov.au/wp-content/uploads/2020/03/Academic-Integrity-Guide.pdf>

This Guide is explained in detail by the Director of Studies each year in a designated TASC meeting for all senior students. The Guide is emailed to each TASC student and each student is required to return an electronic acknowledgement to the school confirming that they have read it.

### ASSESSMENT POLICY

The assessment of student work is an essential part of the learning process, providing important feedback for students, parents and teachers. This policy has been prepared to explain our expectations in relation to the submission of assignment and/or project work.

#### EXTERNAL ASSESSMENT

Generally speaking, the Office of Tasmanian Assessment, Standards and Certification (TASC), will not accept any work that is submitted for assessment later than the due date; (for example, a project or folio of work). While this usually involves students studying particular pre-tertiary subjects, some non-pre-tertiary subjects do incorporate some form of external assessment. Where students are studying subjects involving external assessment, their subject teacher will inform them well in advance concerning the due date for the submission of work. In the case of exceptional circumstances, an application for extension can be sought.

#### INTERNAL ASSESSMENT

With respect to internal assessment, the following points should be noted.

1. Students will normally be given at least a week's notice of the due date, in relation to assignment and project work.
2. Due dates: Assignments and projects are to be submitted on or before the due date. Unless there are established extenuating circumstances, where assignments or other set work is handed in after the due date, no assessment will be recorded for that piece or work.
3. Extensions: Students should take responsibility for the management of their workloads and for this reason they should see their teacher in advance of the due date if an extension is needed. Extensions may be granted at the discretion of the subject teacher and must not be requested on the date a piece or work is due. Extensions are not automatically granted.
4. Missing assignments: Where a student fails to submit an assignment or set work for assessment, students will be

awarded a 'Z' or 'Not Submitted' on The Hub. Parents can view this information on The Hub.

5. If a student is absent on the day a piece or work is due, the work should be handed in on the next day of attendance. It is expected that a note or medical certificate will accompany the work, giving a legitimate reason for the absence.
6. Students may request a review of assessment on any criteria on any TASC assessed subject. Forms are available on the Senior School Page on The Hub.

### THE HUB

The Hub is the LCS branding of Schoolbox which comprises an all-in-one learning management system (LMS), portal and intranet.

Teachers use The Hub to engage their students, facilitate better learning outcomes and create better communication channels with home. Students can access content on any device, anywhere to interact, collaborate and feel supported through their learning journey.

Parents can connect with their child's learning journey becoming aware of due dates, curriculum content and school news and events using The Hub. It enhances (rather than replaces) student to teacher communication and helps encourage and further the partnership between home and school.

All parents are given login details and may contact the LCS office for help in accessing The Hub if necessary.

Log on to The Hub here: <https://thehub.lcs.tas.edu.au>

### LAUNCESTON CHRISTIAN SCHOOL LIBRARY – SENIOR SCHOOL

To assist Senior School students to become confident, competent and independent learners the LCS Library provides and promotes a range of resources and technologies. The Library provides a broad selection of quality resources for students for both reading and research, and new resources are purchased regularly. Library staff are available to work with students in selecting and using Library resources.

The Library also subscribes to Citemaker, an Online Reference Generator, which enables students to accurately reference research and assignment papers.

The Library is open Monday to Thursday from 8.30 – 3.45, and Fridays from 8.30 – 3.30, and also at lunchtime. Senior School can borrow 7 books for 2 weeks.

A few PCs and laptops are available for Senior School students if they've come without their own device. When using computers students are expected to adhere to the LCS Acceptable Use Agreement.

The LCS Library provides a warm, welcoming environment where students can learn, study, enjoy quality literature, and develop reading and research skills.

## MOBILE PHONES

In Year 11 and 12 students are given some freedom to have their phones at school. However, while on school grounds between 8:56am and 3:15pm students are to keep their phones in their lockers and only access them at their lockers to briefly check messages. During school hours students are not to use their phones for social media, gaming, videos, etc.

Mobile phones are not to be used in class without the express permission of the teacher, and as a part of the teaching and learning.

Using mobile phones to bully and threaten other students is unacceptable and will not be tolerated. In some cases, it can constitute criminal behaviour.

Students who infringe the rules set out could face having their phone confiscated by teachers and will need to be collected from the office. Students who continually bend the rules will need to have parents collect the devices and students will be banned from having their phone at school.

Mobile phones are personal property, and the students are solely responsible for them. The school will not accept any responsibility for replacing lost, stolen or damaged phones.

## CARS

Parking is provided at LCS for students who drive their cars to school. At the start of the year, or when a student gets a driver's licence and car, all students must provide the office with the make of car and their registration number.

During school hours students may only take one other passenger in their car and there needs to be written agreement from that passenger's parents.

Student drivers must adhere to the 10kph speed limit within school grounds.

## CLASS ATTENDANCE

Any absence from class can reduce the chance of success and can create an additional workload for the student and teacher on their return to school. In addition to this the overall smooth running of the class may be affected. An attendance check will be performed at the start of each class. Absences from all classes will be recorded. While some absences are unavoidable, generally all students are expected to attend their timetabled classes. It is suggested medical and other appointments are made outside timetabled classes to minimize the disruption to individuals and classes. Absences may have some impact on student allowances such as Austudy.

## LATE ARRIVALS

Students who are late must sign in at the school office. On some occasions the late arrival of a student to a class can be quite disruptive. Late students should wait quietly at the classroom door, where they are visible to the teacher, until invited to join the class.

## ABSENCES

If you are going to be absent from school, it is important that you contact the office on **63272854** by 9am on the day of the absence. The school will keep a record of your attendance and this information will be passed on to Centrelink, and other agencies, should they wish to check the nature of absences for students receiving benefits.

## USE OF STUDY PERIODS/LEAVING THE SCHOOL GROUNDS

While it is recognised that students may have some non-contact time during the day, this should not be viewed as free time. Students should make use of the study periods for revision, homework and assignments. Students may leave the school grounds during study periods; however they are required to sign out and back in at the office. This is important, particularly in the case of an emergency, so students can be accounted for by the staff and emergency services.

## UNIFORM POLICY

### RATIONALE

Our policy at Launceston Christian School, in line with parents' express wishes, is that all children wear the School Uniform. This policy is based on the beliefs that:

1. School Uniform is the most economical option for parents in the long term.
2. Uniformity minimises economic differences and demonstrates a sense of equality.
3. Students develop a sense of belonging to the school.
4. Uniformity goes hand in hand with discipline - accepting the rules and fitting in.
5. Children will develop a sense of appropriate personal presentation.

### GENERAL

1. No variation from these provisions is allowed without the Principal's consent and he is the one who has sole discretion, in deciding whether a student's attire meets these requirements.
2. If for some reason a student is not able to wear the appropriate uniform on any School day, a covering note is required by way of explanation.
3. The Principal may use his discretion in excluding any student from School activities if these uniform requirements are not met to his satisfaction.
4. In the event of financial difficulty, parents are invited to discuss with the Principal some mutually satisfactory interim measures concerning their child's School uniform.
5. In the event of loss or wearing-out of some part of the uniform, parents are expected to obtain a replacement, more or less immediately and certainly as soon as practicable. Again, the Principal must be consulted.
6. A Uniform Committee exists in the School and it is this Committee's task to oversee the provision and supply of uniform as well as recommending uniform policy.

7. Should parents wish to suggest changes to the uniform they are welcome to write to the Principal.
8. The Uniform Committee usually consists of the Principal or his/her delegate, the Uniform Shop Volunteers, 1 Staff member and 3 parents (1 Senior School Parent, 1 Middle School Parent, 1 Junior School Parent. The principal will select the staff and parent members in consultation with the Uniform Shop Coordinator;
9. The Uniform Committee meets at least once every term at school to discuss matters relating to uniform;
10. The Uniform Committee can appoint a subcommittee for consultation, advice and recommendation(s).

## UNIFORM CODE (*UNDER REVIEW*)

### BOYS & GIRLS

#### • Hair

- Must be neat and tidy, long hair must be tied up in practical subjects
- No punk styles and colours are allowed.
- Hair accessories if worn must be unobtrusive and in school colours only.
- Senior School students are not allowed to grow moustaches, sides and/or beards and should therefore be clean and neatly shaved.

#### • Accessories

- Senior School students may wear no more than two pairs of gold/silver studs or sleepers in their ears
- Strictly no other body piercings or tattoos allowed

#### • Shoes

- Thongs and open-toe sandals are not allowed as they present a Workplace Health and Safety concern
- No ugg-boots, slippers or moccasins

#### • Caps/Hats

- If a student chooses to wear a hat, it needs to be a school hat/cap

#### • Other

- Sports Lessons – students are permitted to change into another top for the lesson. However, it must be appropriate for the activity and the school polo top must be worn again at the end of such a lesson
- Girls are permitted to wear 'sports tights' (active-wear) for their sport lessons but **MUST** change before and after class. Sport tights are **NOT** to be worn for general schoolwear.

#### • Senior School Formal Dress (**Must be worn on Celebration Night and other formal events**)

- Formal Black Trousers or Black Skirt
- Black enclosed shoes
- Senior School top

#### • Compliance

- Failure to comply with Senior School uniform standards may result in students being refused to attend events, classes or even risk being sent home