

Course Handbook **11&12 2027**



LAUNCESTON
CHRISTIAN
SCHOOL

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ABOUT LAUNCESTON CHRISTIAN SCHOOL

Launceston Christian School is part of a network of Christian schools across Australia called Christian Education National (CEN). These schools share a commitment to providing authentic, Bible-based, Christ-centred education. The school was established in 1976 and has enjoyed steady growth over many years resulting in over 770 students currently enrolled.

Our environment is one where God and His Word provide the motivation for how we live our lives, including the education of our students. We are committed to building strong partnerships with parents, recognising that when staff and families work together, children are best supported to flourish spiritually, academically, socially, emotionally, and physically. LCS is a community committed to prayer and strives to encourage one another in dedication, dependence on and obedience to Jesus Christ. We do this with a focus on our Core Values of: Faith in Action, Compassion from the Heart, Connectedness with People, Place and God, and Growth as Lifelong Learners.

FROM THE SECONDARY LEADERSHIP TEAM

At Launceston Christian School, our Years 11 and 12 program is built on strong relationships, care, and connection within a nurturing, Christ-centred environment. We are committed to building strong partnerships with parents, recognising that when staff and families work together, children are best supported to flourish spiritually, academically, socially, emotionally, and physically.

We offer a broad range of subjects and pathways, including university preparation, VET opportunities, career exploration, and preparation for apprenticeships and future employment. Our dedicated staff walk alongside students, guiding them to make confident and purposeful choices for their future.

Learning extends beyond the classroom, with opportunities such as Sydney and Melbourne camps, the School Musical, our Winter Ski Trip, and a range of NSATIS sports. These experiences encourage growth, leadership, and community connection.

We value strong partnerships with families and work closely with parents to support each student's journey.

As part of our K–12 community, senior students are encouraged to develop their God-given gifts, embrace leadership, and grow in a strong Biblical worldview - preparing them to step into the future with confidence and purpose.





MR SCOTT BLACK – Assistant Head of Secondary

Mr Black is the Assistant Head of Secondary for Student Flourishing and the Year 11/12 Coordinator. His focus is fostering a positive, respectful culture aligned with LCS values. He supports students' emotional and spiritual wellbeing, helping them feel valued and supported during their final years of schooling.

He assists with course selection, oversees subject changes and is the main point of contact for students and parents regarding assessments and subject choices.

blacksc@lcs.tas.edu.au



MRS AILEEN LAKE – Careers Coordinator

Mrs Lake supports students in preparing for life beyond Year 12 by providing guidance on subjects, careers, and vocational pathways. She assists with career planning, university and scholarship applications, and coordinates work experience and other career opportunities.

lakea@lcs.tas.edu.au



MR ROBERT MORGAN – TASC Liaison Officer

Mr Morgan oversees all TASC operations at LCS and supports Year 11 and 12 students with exam processes. He is the main point of contact for any TASC-related matters.

morganr@lcs.tas.edu.au



MRS KATRINA BARRACU – TASC Administrator

Mrs Barracu liaises between Co-Op schools and students, serving as the main contact for parents and students on all Co-Op matters, including transport, absences, and reports. She also manages subject change requests and communicates approved updates.

barracuk@lcs.tas.edu.au

YEAR 11/12 COURSES

TASC COURSES

At Launceston Christian School, we offer a variety of courses accredited by the Office of Tasmanian Assessment, Standards and Certification (TASC).

Course Complexity

TASC assigns a complexity level to each course, ranging from Preliminary through to Level 4, with Level 4 representing the highest academic complexity. Courses accredited at Level 3 and Level 4 are eligible to contribute to the calculation of a student's Tertiary Entrance Rank (ATAR).

In this handbook, the complexity level of each course is indicated in its title. For example, *English Foundation 2* signifies that the course is accredited at Level 2.

Course Credit Points

Each course also comes with a designated 'design time' and corresponding 'credit points'. Most courses listed here are 150 hours in length and carry 15 credit points (with 10 hours equating to 1 credit point). Some courses are shorter: 100-hour courses earn 10 credit points and 50-hour courses earn 5 credit points. Courses at Level 3/4 are typically 150 hours and occupy a full timetable line—equivalent to 14 periods per fortnight. Credit point values are clearly indicated in this handbook.

Criterion-Based Assessment

Most TASC-accredited courses use a criterion-based assessment model. This means students are assessed across multiple criteria, with each criterion graded on a scale: Z, t, C, B, A.

A 'Z' indicates no evidence of achievement (or that no work was submitted), a 't' indicates that the work submitted was below satisfactory standard, a 'C' reflects satisfactory performance, and an 'A' represents the highest standard. These criterion ratings combine to produce an overall course award, as determined by TASC. Final awards are:

- EA – Exceptional Achievement
- HA – High Achievement
- CA – Commendable Achievement
- SA – Satisfactory Achievement
- PA – Preliminary Achievement
- LA – Limited Achievement (no credit points awarded)

It's important to understand that Level 2 courses are not designed to be fallback options for those finding Level 3 challenging. Students are encouraged to assess their academic readiness realistically.

Many Level 2 courses - especially "Foundation" Courses - are designed as both endpoints *and* as preparation for progression to Level 3 study.

TASC QUALIFICATIONS AND CERTIFICATES

TASC offers three main qualifications and certificates:

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

Tasmanian Certificate of Education (TCE)

The TCE is the highest-level certificate awarded in senior secondary education in Tasmania. Students must obtain the TCE to be eligible for an ATAR and university entrance.

The TCE can be achieved during or after senior secondary schooling, either through study or by passing the Everyday Adult Standards safety net tests.

TCE Standards Required:

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

Students are encouraged to meet with the Head of Secondary, Assistant Heads of Secondary, or Careers Coordinator to plan a program that ensures TCE achievement. These requirements can be met in many ways and in various settings.

Meeting the Participation and Achievement Standard:

Students can gain credit points by participating in:

- TASC-accredited courses
- Vocational Education and Training (VET)
- Recognised formal learning
- Nationally or interstate assessed language programs (by application)
- University of Tasmania's University Connections or High Achiever Programs

Completion of a course with a Preliminary Achievement (or higher) is required for credit points to count toward the TCE.

Meeting the Everyday Adult Standards:

These essential life and work skills must be demonstrated through either:

- Successfully completing a course that includes the relevant standard, or
- Passing an Everyday Adult Standard safety net test

Students must earn a Satisfactory Achievement or higher in a course containing one of these standards for it to be recognised.

Course Planner:

Students can use the TCE Course Planner to check whether their planned studies over two years meet the TCE standards.

TCE Course Planner:

More information about the TCE is available here:

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

Tasmanian Certificate of Educational Attainment (TCEA)

The TCEA is a quality-assured certificate awarded by TASC to eligible students at the conclusion of their senior secondary education.

It is designed for students whose circumstances mean the TCE or Qualifications Certificate does not fairly represent their achievements.

Eligibility includes students who:

- Have faced significant personal or family hardship, or trauma that has impacted learning
- Live with an impairment, disability, or condition that affects learning

Supporting Evidence:

This might include an Individual Education Plan (IEP) or a formal school statement.

More details can be found here:

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

Qualifications Certificate

The Qualifications Certificate is awarded to all Tasmanians who complete one or more post-Year 10 qualifications recognised by TASC.

This certificate acts as a lifelong record and can be updated as you complete further recognised qualifications during your career.

You will receive your initial Qualifications Certificate when you complete Year 12 or 13.

It may include:

- TASC-accredited courses
- VET qualifications or units
- Recognised programs such as Queen's Scout, International Baccalaureate, or UTAS HAP
- Higher education qualifications
- Recognised interstate or international qualifications

TASC may request evidence for qualification claims. Each time the certificate is updated, a fee may apply.

More information can be found at:

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

CHOOSING COURSES

Choosing the right subjects for Years 11 and 12 is a significant decision and should be made thoughtfully. Your selections can shape future pathways, whether you're considering further education, training, or employment.

We encourage you to reflect on your God-given gifts, strengths, and passions by asking:

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

Additional steps to take:

- Discuss your ideas with trusted people - such as the Head or Assistant Heads of Secondary, the Careers Coordinator, Year 11/12 Coordinator, your parents, teachers or friends.
- Use job guides to explore potential careers and their requirements.
- Map out a two-year plan—remember, you don't have to fit every subject into Year 11.
- Identify any prerequisite subjects for your desired career or course.
- Be realistic about your academic strengths and the demands of each course.
- Factor in other commitments, such as work, sport, or family, when deciding.
- Work closely with your Head or Assistant Head of Secondary to finalise your course plan.

MINIMUM HOURS

The minimum required course load for full-time students is:

- **Year 11:** 750 hours (75 credit points, usually 5 full-time courses)
- **Year 12:** 600 hours (60 credit points, typically 4 full-time courses)

PREREQUISITES

Some subjects require prior knowledge or completion of specific courses before enrolment. In most cases, this will be clearly stated in the course descriptions. Where needed, you may be able to discuss your background with the subject teacher to determine if exceptions can be made.

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

Entry to Tasmanian universities is usually based on your five best pre-tertiary subject scores, which can come from either Year 11 or Year 12. While you can apply with four pre-tertiary subjects, having five maximises your ATAR potential and improves your competitiveness.

AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

Each pre-tertiary (Level 3 or 4) course completed with a Satisfactory Achievement (SA) or higher is awarded a score between 1 and 25. These scores are adjusted using a scaling system to reflect the comparative challenge of different subjects, ensuring students are not disadvantaged for choosing more academically rigorous options.

The ATAR is then calculated from your five highest scoring subjects and represents your national rank among students in your graduating year. To receive an ATAR, you must also meet the TCE requirements.

More information on scaling is available at: <https://www.tasc.tas.gov.au>

THE CO-OPERATIVE ARRANGEMENT

Launceston Christian School partners with St Patrick's College, Launceston Church Grammar School, and Scotch Oakburn College to provide a wider range of subject options. Timetables are aligned across schools, allowing LCS students to enrol in subjects not offered at LCS.

Students undertaking VET courses typically do so through the St Patrick's College VET Program.

VOCATIONAL EDUCATION

Vocational Education and Training (VET) plays a vital role in our Year 11 and 12 curriculum. These programs are designed for students who show maturity and commitment, and they are delivered through both our partner schools and external Registered Training Organisations (RTOs).

Once students enrol in a VET course, they are expected to see it through to completion. VET courses listed in this handbook are offered via St Patrick's College and are subject to sufficient student interest and places. Delivery is coordinated via formal agreements with RTOs, which may change due to updates in national training requirements.

Enrolment Process:

All students must attend a suitability interview with a parent/guardian, the VET trainer, and the RTO team leader. This ensures that the course aligns with the student's skills, interests, and time availability. Some Certificate III programs may span three years if students begin in Year 10. Final decisions on course levels are based on factors including:

- Study habits and academic readiness
- Other subject commitments
- Work obligations
- Prior learning or experience in the subject
- Language, Literacy and Numeracy (LLN) standards

Expectations:

VET students are expected to behave with maturity, responsibility, and professionalism. Many courses simulate real workplace expectations, including compliance with safety, dress, and behavioural standards. LCS staff maintain regular contact with students and trainers, particularly for students studying offsite.

If a student is absent, they or their parent must notify LCS on 6327 2854 and leave a message for the Head of Secondary.

Transport and Permissions:

Students are responsible for organising their own transport. If driving, they must complete a permission-to-drive form. Students may only travel with peers if all parties have submitted signed consent forms.

UTAS UNIVERSITY CONNECTIONS PROGRAM (UCP)

The University of Tasmania's University Connections Program (UCP) offers Year 11 and 12 students the chance to undertake university-level units designed specifically for senior secondary students.

This initiative is a collaboration between UTAS, Tasmanian schools, and TASC. Students who successfully complete UCP units can earn TCE credit points, may have their results

considered for ATAR calculation, and may be eligible for credit toward future university study.

Delivery Methods:

Units are delivered in various ways. Some take place within schools, while extension units are delivered through a blend of online study, independent learning, and on-campus workshops—giving students valuable exposure to university-level expectations and environments.

UCP courses frequently offered at LCS are listed in this handbook.

More information:

<https://www.utas.edu.au/study/pathways-to-university/university-connections-program>

Full UCP course list:

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

UTAS HIGH ACHIEVER PROGRAM (HAP)

The High Achiever Program (HAP) is designed for academically gifted senior secondary students. It allows them to undertake University of Tasmania units alongside their TCE or IB studies. Students who successfully complete HAP units can earn TCE credit points, may have their results considered for ATAR calculation, and may be eligible for credit toward future university study.

Program Goals:

- Enhance learning opportunities for Year 11 and 12 students
- Extend access to UTAS's academic programs and expert teaching
- Build strong links between the university, students, and their schools

UTAS is recognised nationally for its quality in teaching and research. HAP provides an early opportunity for capable students to experience the academic demands of university.

Program Structure and ATAR Contribution:

Most students complete one 12.5% UTAS unit per semester in Years 11 and/or 12. Results can contribute toward the student's ATAR, counting among their best five results.

Applications:

Applications open in late September and close in mid-December. Supporting documentation is accepted until mid-January, but late applications are not accepted.

More information:

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

Full HAP course list:

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

UNIVERSITY STUDY

UNIVERSITY OF TASMANIA

General Entry Requirements:

UTAS requires students to complete the TCE and achieve a Satisfactory Achievement (SA) or higher in at least four Level 3 or Level 4 TASC-accredited subjects. Based on this, a Tertiary Entrance (TE) score is generated and then converted into an ATAR.

Each course at UTAS has a quota, and entry is generally based on the ATAR. Minimum ATAR scores vary depending on the course.

More information:

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

Schools Recommendation Program:

This program enables Year 12 students to apply for up to five courses from late May. Offers may be made as early as July, based on the student's Year 11 performance and school recommendation—rather than ATAR.

Most courses are included, except for two specialist areas - Medicine and Paramedicine. Offers for these courses may be delayed until ATAR release in December and may also have additional requirements (e.g. UCAT test).

More information:

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

Faculty Prerequisites:

Some faculties require specific Year 11 or 12 subjects, or other criteria such as portfolio submissions (e.g. Fine Arts). These requirements are outlined in the UTAS handbook.

More information:

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

Scholarships:

The University of Tasmania has hundreds of scholarships across all areas of study. They can provide you with financial support, help moving from home, or recognition for your achievements.

More information:

<https://www.utas.edu.au/study/scholarships-fees-and-costs>

ALTERNATIVE PATHWAYS TO UNIVERSITY

University Preparation Program (UPP):

This program is designed for students who haven't met ATAR requirements or need extra preparation. It focuses on developing academic skills and confidence. Successful completion can qualify students for general university entry.

This program is open to all students.

More information:

<https://www.utas.edu.au/courses/uc/courses/e0d-university-preparation-program>

Diploma of University Studies:

This one-year full-time (or part-time equivalent) course is ideal for students who know what bachelor degree they want to pursue but need a more supported entry point. Pathways include Arts, Business, Education, Engineering, Nursing, Science, and more.

Units completed in the Diploma can be credited towards the chosen bachelor's degree.

More information:

<https://www.utas.edu.au/courses/tsbe/courses/21a-diploma-of-university-studies>

Murina Program (Aboriginal and Torres Strait Islander Students):

The Murina Program supports Aboriginal and Torres Strait Islander students in preparing for undergraduate studies. It combines academic skill-building with cultural learning through storytelling and 'On Country' experiences, supported by the Riawunna team.

Available across UTAS campuses.

More information:

<https://www.utas.edu.au/courses/acad/courses/w0d-murina-aboriginal-enabling-program>

AUSTRALIAN MARITIME COLLEGE (AMC)

AMC is a specialised institute of UTAS, offering undergraduate and vocational maritime training.

Undergraduate Degrees Include:

- Maritime Engineering and Hydrodynamics (e.g. naval architecture, offshore structure design)
- Global Maritime and Logistics Management
- Ocean Seafarer Training (e.g. deck officer, captain, marine engineer)

Qualifications include Associate, Bachelor, and Honours Degrees, as well as diplomas and certificates.

More information:

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

Vocational Training Includes:

- Elements of Shipboard Safety (ESS)
- Tourism Deckhand
- Coxswain (small vessel skipper)
- Master Class 5/Skipper 3
- Integrated Rating (merchant ship crew)

Training is delivered at AMC's Beauty Point Campus.

More information:

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

INTERSTATE UNIVERSITIES

Most interstate universities follow similar entry requirements to UTAS, including the Schools Recommendation Program. However, many specifically require a Satisfactory Achievement in a Level 3 English course.

If you're considering studying interstate, be sure to check each university's unique prerequisites directly.

More information:

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

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 Secondary 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 TASC Liaison Officer 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.

Year 11 and 12 students need to be aware that the consequences of academic dishonesty range from a 'Z' rating(s) for an individual task, through to the cancellation of all their results for the year (in more serious breaches).

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. In almost all cases this will not be more than 2 weeks. 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. For major pieces of work (including tests) a medical certificate is required.
6. Students may request a review of assessment on any criteria on any TASC assessed subject. Forms are available on the [Secondary School Page](#) on The Hub.

All other policies, including our Behaviour Management Policy, Uniform Policy and Smart Device Policy, can all be viewed on our website.

Courses



LAUNCESTON
CHRISTIAN
SCHOOL

Moore Preliminary Theological Certificate

Scan for more information



COURSE INFORMATION

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 typical lessons I might:

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

This course 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

What you will study

Units can be studied in any order, with Introduction to the Bible as the recommended starting point. To work towards an award, you need to complete the PTC units in each level.

PTC Level 1	PTC Level 2	PTC Level 3
Introduction to the Bible (Biblical Theology 1)	Former Prophets (Old Testament 2)	Latter Prophets (Old Testament 3)
Promise to Fulfilment (Biblical Theology 2)	Acts (New Testament 2)	Paul's Letters (New Testament 3)
The Pentateuch (Old Testament 1)	Christ and His Work (Doctrine 2)	The Church (Doctrine 3)
Mark (New Testament 1)	Early Church History	Reformation Church History
Knowledge of God (Doctrine 1)	Elective 1	Elective 3
Ephesians	Elective 2	Elective 4

PTC Electives

Apologetics	Letters and Revelation
Christian Ethics	Prayer Book
Christian Worship	Romans
John	Wisdom and Exile

PRIOR LEARNING → <i>What students bring</i>	YEAR 11/12 COURSE → <i>Course options</i>	FUTURE PATHWAYS <i>Where this can lead</i>
An interest in developing my English and literacy skills, to help me understand different types of texts.	English Inquiry 1*	- Level 2 TASC courses, including Level 2 English courses - Further study
- A sound foundation in the use and comprehension of English as a second language or additional language or dialect - For further entry requirements please review the course document	English as an Additional Language or Dialect 2*	Vocational and or further study including English as an Additional Language or Dialect 3.
'C/B' in Year 10 Australian Curriculum English	English Foundations 2	- Further study and/or a pathway to further training or employment. - Level 3 TASC courses, including English 3
'C/B' in Year 10 Australian Curriculum English	English Inquiry 2*	- Further study and/or a pathway to further training or employment. - Level 3 TASC courses, including English 3
- An interest in writing. 'C' in Year 10 Australian Curriculum English is recommended.	English Studio 2*	- Further study and/or a pathway to further training or employment. - Level 3 TASC courses, including English 3
To complete an assessment at college to see if I meet the TASC requirements for entry into this course	Essential Skills – Reading and Writing 2*	Pursue a pathway to further training or employment.
'A' in Year 10 Australian Curriculum English or a rating of CA or above in a TASC English Level 2 course.	English 3	- 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.
- 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 - For further entry requirements please review the course document	English as an Additional Language or Dialect 3*	Further study, training or employment.
'A' in Year 10 Australian Curriculum English or a rating of CA or above in a TASC English Level 2 course.	English Literature 3*	- 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.
- An interest in Professional Creative Writing. 'A' in Year 10 Australian Curriculum English or a rating of 'CA' or above in a TASC English Level 2 course.	English Studio 3*	- 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.

* Indicates that this course may be offered as a part of the co-operative arrangement

English Inquiry 1

(ENT115123)

This course may be offered as a part of the Cooperative Program

Level 1
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✗	✗

COURSE PATHWAYS

You have:

- An interest in developing my English and literacy skills, to help me understand different types of texts.

May lead to:

- Level 2 TASC courses, including Level 2 English courses
- Further study

COURSE INFORMATION

I will learn:

- To develop my basic English skills
- To develop my speaking and listening skills
- To develop my reading and writing skills
- To respond to different types of texts
- To create texts

In typical lessons I might:

- Communicate in different ways; speaking and listening; reading and writing;
- Explore different attitudes, values, themes and issues in texts
- Study spoken and written texts
- Create texts
- Use basic inquiry skills

This course would suit someone who:

- Needs support to develop their English skills
- Enjoyed English studies in years 7-10 and wants to continue this pathway

English as an Additional Language or Dialect 2

(EAL215114)

This course may be offered as a part of the Cooperative Program

Level 2
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✗	✗

COURSE PATHWAYS

You have:

- A sound foundation in the use and comprehension of English as a second language or additional language or dialect.
- To check requirements for course entry, as outlined in the course document

May lead to:

- Vocational and or further study including English as an Additional Language or Dialect 3.

COURSE INFORMATION

I will learn:

- To consolidate my skills in listening, speaking, reading, viewing and writing in Standard Australian English
- To comprehend and create spoken, written and multi-modal texts for different purposes and audiences
- To study and reflect on language and meaning in and through English
- To consider how language influences my own and others' personal, social and cultural identities and thought processes.

In typical lessons I might:

- Use English to listen, speak, view, read and write
- Discuss issues, ideas and attitudes that change across cultures and contexts
- Create and present oral, written and multi modal texts to a range of audiences
- Study texts and explore ways in which language choices shape meaning and influence audiences.

This course would suit someone who:

- Wants to develop their understanding and use of the English language
- Is interested in developing a greater understanding of communication and culture
- Wants to develop the ability to participate fully in senior secondary courses
- Is preparing for further study.

English Foundations 2 (ENG215117)

Level 2
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✓	✗

COURSE PATHWAYS

You have:

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

May lead to:

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

COURSE INFORMATION

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 typical lessons 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.

This course 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.

English Inquiry 2 (ENG215123)

This course may be offered as a part of the Cooperative Program

Level 2
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✓	✗

COURSE PATHWAYS

You have:

- 'C' in Year 10 Australian Curriculum English

May lead to:

- Level 3 TASC courses, including English 3.
- Further study or employment

COURSE INFORMATION

I will learn:

- How language works to help communicate what we want to say
- How language can influence
- How to use language to express and develop ideas in an effective way
- To show and understand information, ideas and issues in different ways
- To create oral, written and multi-modal texts for different purposes, settings and audiences
- To apply inquiry skills through transdisciplinary study of English
- How to use English to undertake research projects

In typical lessons I might:

- Apply communication and inquiry skills
- Respond to and interpret information, ideas, issues and texts
- Study contemporary spoken, written and multimodal texts through transdisciplinary study of English
- Study a variety of English texts from different perspectives
- Create oral, written and multimodal texts for different purposes, contexts and audiences
- Investigate a national or local issue of interest through an individual negotiated study
- Create imaginative, interpretive and analytical responses.

This course would suit someone who:

- Wants to improve their English writing skills
- Wants to create and respond to different types of English texts

English Studio 2 (ENG215124)

This course may be offered as a part of the Cooperative Program

Level 2
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✓	✗

COURSE PATHWAYS

You have:

- An interest in writing.
- 'C' in Year 10 Australian Curriculum English

May lead to:

- Further study in English, including Level 3 TASC courses.
- A pathway to employment

COURSE INFORMATION

I will learn:

- About the professional writing industry.
- The practices of published writers.
- How to create a range of text types for different purposes, audiences, and contexts.
- How to apply formatting and publishing guidelines to craft texts.
- How to promote myself as a writer.

In typical lessons I might:

- Learn to read like a writer.
- Plan, draft and compose texts in different forms.
- Craft stories for young audiences, script and screen plays and journalistic and social media texts.
- Engage in writer's groups and workshops.
- Apply writing industry knowledge and skills.

This course would suit someone who:

- Enjoys writing and wants to develop their creative writing skills.
- Is interested in pursuing further study or a career in the creative writing industry or related fields.

Essential Skills – Reading and Writing 2 (ERW210114)

This course may be offered as a part of the Cooperative Program

Level 2
Credit Points: 10

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✓	✗

COURSE PATHWAYS

You have:

- To complete an assessment at college to see if I meet the TASC requirements for entry into this course

May lead to:

- Pursue a pathway to further training or employment.

COURSE INFORMATION

I will learn:

- To read routine texts (a text that provides information or instruction)
- To use reading strategies to interpret routine texts.
- To produce written, routine texts
- To use correct spelling, punctuation and grammar when writing a routine text
- Recognise and understand specialised vocabulary used in routine texts
- To review and share my work progress.

In typical lessons I might:

- Read, identify and locate information from routine texts (letters, emails, manuals, instructions charts, rosters, graphs, tables, diagrams, spread sheets, maps, memos, accounts, reports)
- Produce (plan, draft and write) a range of routine texts.

This course would suit someone who:

- Wishes to improve their everyday reading and writing skills
- Requires a well-structured and supportive learning program to develop their literacy skills.

English 3 (ENG315117)

Level 3
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✓	✗

COURSE PATHWAYS

You have:

- '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*

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.

COURSE INFORMATION

I will learn:

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

In typical lessons I might:

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

This course 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.

English as an Additional Language or Dialect 3 (EAL315120)

This course may be offered as a part of the Cooperative Program

Level 3
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✓	✗

COURSE PATHWAYS

You have:

- A solid foundation in using spoken and written English as a second or additional language or dialect
- Some proficiency in using English for formal and school purposes
- To check entry requirements as outlined in the course document

May lead to:

- Further study, training or employment.

COURSE INFORMATION

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.

In typical lessons I might:

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

This course 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

English Literature 3 (EAL315114)

This course may be offered as a part of the Cooperative Program

Level 3
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✓	✓

COURSE PATHWAYS

You have:

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

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.

COURSE INFORMATION

I will learn:

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

In typical lessons I might:

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

This course 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.

English Studio 3 (ENS315124)

This course may be offered as a part of the Cooperative Program

Level 3
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✓	✓

COURSE PATHWAYS

You have:

- An interest in Professional Creative Writing.
- 'A' (or 'B' in consultation with teachers) in Year 10 Australian Curriculum English or a rating of CA or above in a TASC English Level 2 course.

May lead to:

- Further study through vocational or tertiary pathways:
 - University studies: Bachelor of Arts, International Studies, Visual Communication, Media and Communication, Journalism, Education, Social Sciences, Law, Economics and Applied Learning.

COURSE INFORMATION

I will learn:

- About professional writing practices and a range of writing industries.
- How to craft quality texts to industry publishable standards.
- How to engage in practical studio-based learning to design, draft, edit and refine my own texts.
- How to apply creative writing industry submission guidelines to craft and promote texts.
- How to develop an Independent Writing Project.
- How to create and submit a Writer's Folio for external assessment.

In typical lessons I might:

- Craft short fictional stories and creative non-fiction texts.
- Craft a polished, original text and pitch.
- Read and review a range of published texts.
- Engage in action research to investigate other writers' processes.
- Participate in writing workshops.
- Apply writing industry knowledge, skills and practices.

This course would suit someone who:

- Wants to pursue their writing passion and refine their writing skills to craft quality texts to manuscript standard.
- Is interested in pursuing further study or a career in the creative writing industry or related fields.

PRIOR LEARNING → <i>What students bring</i>	YEAR 11/12 COURSE → <i>Course options</i>	FUTURE PATHWAYS <i>Where this can lead</i>
No previous experience (This course is paired with Sport and Recreation Experiences 1, to provide students with a full 15 credit point study program)	Fitness Experiences 1	Athlete Development 2; Sport Science - Foundation 2; and Community Sport and Recreation 2
No previous experience (This course is paired with Fitness Experiences 1, to provide students with a full 15 credit point study program)	Sport & Recreation Experiences 1	Athlete Development 2; Sport Science - Foundation 2; and Community Sport and Recreation 2
'C' in Year 10 Australian Curriculum HPE. - To play in a recognised sporting competition in the year of undertaking the course.	Athlete Development 2*	Ongoing study in the areas of physical education, sport science, health studies, human movement, exercise science and personal training
No previous experience	Community Sport & Recreation 2*	Further education and employment in the fields of fitness, outdoor recreation and education, sports administration, community health and recreation and sport.
- No previous experience 'C' in Year 10 Australian Curriculum HPE or an SA in Outdoor Experiences 1.	Outdoor Education 2	Outdoor Leadership 3
C' in Year 10 Australian Curriculum HPE or an SA in Personal Care 1.	Personal Health and Wellbeing 2*	Community Sport and Recreation 2, Sports Science Foundation 2, and Outdoor Education 2, as well as providing background to support the transition to studying Level 3 courses in the HPE area.
- No previous experience 'C' in Year 10 Australian Curriculum HPE or an SA in Outdoor Experiences 1.	Sport Science – Foundation 2*	- Sport Science 3 - A career or further study in the sport industry.
'B' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum English.	Health Studies 3	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.
'B' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum English - Some background in outdoor activities or an SA in Outdoor Education 2 is desirable but not essential.	Outdoor Leadership 3	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.
'B' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum English - SA in Sport Science Foundation 2.	Sport Science 3	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.

* Indicates that this course may be offered as a part of the co-operative arrangement

Fitness Experiences 1 (HPE105118)

Level 1
Credit Points: 5

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
×	×	×

COURSE PATHWAYS

You have:

- No previous experience.
- Fitness Experiences is designed to assist learners from all starting points to develop their personal skillset and knowledge of various fitness activities and training techniques.

May lead to:

- A wide range of personal, vocational and further education and training options.
- A pathway to HPE courses such as: *Athlete Development 2; Sport Science - Foundation 2; and Community Sport and Recreation 2*

COURSE INFORMATION

I will learn:

- A variety of skills and knowledge through practical involvement in 2 or more selected fitness activities.
- How to develop physical literacy.
- To develop the confidence and capacity to maintain lifelong positive involvement in fitness activities.

Important Note:

- This course is paired with Sport and Recreation Experiences 1 (below), to provide students with a full 15 credit point study program
- You will need to select both courses if you want to choose Fitness Experiences 1.

In typical lessons I might:

- Complete an individual or training group workout as part of a series of training sessions designed to meet your personal fitness goals
- Discuss and negotiate plans and adjustments to your personal fitness program
- Have a small or large group discussion about actions that contribute to building a fitness environment that is positive, inclusive and supportive
- After training have a short discussion about the factors and opportunities for lifelong fitness
- Try different types of training or facility
- Complete a 5 minute reflection after your session using a phone app or online journal tool.

This course 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 both genders.
- Would like to improve their own personal fitness, physical health and mental health.
- Enjoys being physically active, working and training both individually and with others.
- Wishes to explore the field of fitness as an enjoyable and healthy personal option.
- May be interested in investigating a career in the fitness industry.
- Would like to try an introductory course within the Sport group of courses of the HPE suite.

Sport and Recreation Experiences 1 (HPE110118)

Level 1
Credit Points: 10

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
×	×	×

COURSE PATHWAYS

You have:

- 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 athletically.

May lead to:

- A wide range of personal, vocational and further education and training options.
- A pathway to HPE courses such as: *Athlete Development 2; Sport Science - Foundation 2; and Community Sport and Recreation 2*

COURSE INFORMATION

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).

Important Note:

- This course is paired with Fitness Experiences 1 (above), to provide students with a full 15 credit point study program.
- You will need to select both courses if you want to choose Sport and Recreation Experiences 1.

In typical lessons 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.

This course 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 both 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.

Athlete Development 2 (ATH215118)

This course may be offered as a part of the Cooperative Program

Level 2
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
×	×	×

COURSE PATHWAYS

You have:

- 'C' in Year 10 Australian Curriculum HPE.
- To play in a recognised sporting competition in the year of undertaking the course.

May lead to:

- Ongoing study in the areas of physical education, sport science, health studies, human movement, exercise science and personal training
- A range of roles in the fitness, sport and recreation industry and involvement as a volunteer in sport.

COURSE INFORMATION

I will learn:

- How to manage a sport specific, well organised, systematic training program
- About developing and maintaining a level of physical conditioning to achieve optimal sporting performance
- Strategies for setting goals and outlining ways in which these can be achieved
- How basic physical, psychological and social factors influence sporting performance
- About current trends in sports nutrition
- How various recovery methods affect performance
- Strategies to reduce the incidence of injury and how to manage injuries
- Methods of sport-specific conditioning
- How to evaluate and review personal performance
- To choose, discuss, evaluate and apply a range of current high performance sport education information and resources shared through group tutorials.

In typical lessons I might:

- Participate in a personal/ training group conditioning and/or recovery program
- Choose and use a suitable testing battery to regularly monitor improvement and my personal athlete profile
- Evaluate some video footage of high performance athletes and have a group discussion
- Trial various experiences that support the work done with your specialist coach e.g. massage, pool based recovery or rehabilitation, strength training, plyometrics and visualisation
- Do sport specific training under the direction of a suitable coach
- Review and reflect on journal entries and look for patterns in performance and training to develop a personalised plan in keeping with my profile, season and progress.

This course would suit someone who:

- Has a high work ethic and commitment to developing their personal potential
- Is aiming to develop their personal attributes as an athlete and are willing to apply themselves in their chosen sport
- Wants to work with their teacher and a coach on developing their personal program.

Community Sport and Recreation 2 (HPE215118)

This course may be offered as a part of the Cooperative Program

Level 2
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
×	×	×

COURSE PATHWAYS

You have:

- No previous experience.

May lead to:

- Further education and employment in the fields of fitness, outdoor recreation and education, sports administration, community health and recreation and sport.

COURSE INFORMATION

I will learn:

- Through practical sessions (2/3 of course time) taking part in at least 15 different sport and recreation activities.
- About the importance of safe and inclusive sport and recreation opportunities in building and supporting healthy communities.
- About current trends and the many lifestyle and lifelong health benefits gained through regular socially based physical activities.

In typical lessons I might:

- Ride to a local facility and play tennis
- Have a small group discussion on the factors influencing participation
- Review a media advertising campaign focussing on gender equality in sport
- Help organise, umpire or play in a social badminton or volleyball competition
- Explore the impact of a growth activity (e.g. Mountain Biking) and its community impact
- Be in charge of ensuring everyone has fun, is safe and gets a turn
- Take part in a range of socially based physical activities, roles and experiences.

This course would suit someone who:

- Wants to take part in physical activity with a fun and fitness focus
- Is keen to gain understanding of physical literacy, fitness development and health and social issues from both personal and broader community perspective
- Wants to maintain an active healthy lifestyle from high school through to adulthood
- Is keen to try a general HPE course in year 11 before deciding what to do in year 12

Outdoor Education 2 (OXP215118)

*Subject Levy applies

Level 2
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✗	✗

COURSE PATHWAYS

You have:

- No previous experience
- 'C' in Year 10 Australian Curriculum HPE or an SA in Outdoor Experiences 1.

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.
- Outdoor Leadership 3

COURSE INFORMATION

I will learn:

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

In typical lessons I might:

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

This course 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.

Personal Health and Wellbeing 2 (PER215118)

This course may be offered as a part of the Cooperative Program

Level 2
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✗	✗

COURSE PATHWAYS

You have:

- No previous experience.
- 'C' in Year 10 Australian Curriculum HPE or an SA in Personal Care 1.

May lead to:

- Other 11/12 HPE courses such as Community Sport and Recreation 2, Sports Science Foundation 2, and Outdoor Education 2, as well as providing background to support the transition to studying Level 3 courses in the HPE area.

COURSE INFORMATION

I will learn:

- About issues and factors affecting personal wellbeing
- About the significance of personal identity and positive relationships
- To recognise behaviours that impact positively and negatively on personal health and wellbeing
- How to recognise valid and relevant sources of health information to make informed personal life choices
- To communicate personal views on a wide range of health-related issues in various contexts.

In typical lessons I might:

- Contribute to a small or large group discussion around issues that impact young adults
- Research online about ways to deal with identity and relationships
- Review advertising clips designed to address risk taking behaviour in young people
- Work on individual and group investigation projects (e.g. diet and nutrition, personal fitness, personal care, local facilities and support agencies, how to access health support)
- Participate in a variety of practical recreational activities
- Develop and report on progress in a personal

This course would suit someone who:

- Has a keen interest in improving personal health and wellbeing and is prepared to record their personal activities, actions and reflections during the year in a Personal Wellbeing Plan
- Wants to build on the experiences of Year 10 Australian Curriculum HPE
- Has a willingness to be active and to participate fully in class discussions and recreational activities.

Sport Science – Foundation 2

(SPT215118)

This course may be offered as a part of the Cooperative Program

Level 2
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✗	✗

COURSE PATHWAYS

You have:

- No previous experience
- 'C' in Year 10 Australian Curriculum HPE or an SA in Athlete Development 2 or Physical Recreation 2.

May lead to:

- Sport Science 3
- Undertake VET qualifications such as: Certificate II in Community Activities; Certificate II in Aquatics and Community Recreation; and Certificate III in Fitness.
- A career or further study in the sport industry.

COURSE INFORMATION

I will learn:

- About factors that influence individual and community participation in sport
- The positive benefits of participation and involvement in physical activity
- Key elements around maintaining a level of fitness to support an active lifestyle
- Relevant rules, regulations and sport safety considerations
- Some of the key knowledge and skills used in coaching, officiating and administrative roles
- About body systems and how they contribute during sports performance
- How sport is valued and contributes to society.

In typical lessons I might:

- Complete class assignments, tests or work on an individual research project
- Work in a group on roster management
- Participate and evaluate different in-class sports and recreational activities
- Lead some small group activities or conduct sport science testing
- Visit local facilities
- Prepare a slideshow to help explain how tolerance, cooperation and interpersonal skills enable people to work independently, and constructively with others.

This course would suit someone who:

- Wants to develop their understanding of the specialised professional fields and discipline areas related to HPE
- Wants to gain insight into the broader application of sport science across all levels of contemporary sport and how science can help an athlete perform at their best
- Is interested in how theory is applied to improving performance in sport
- May be looking for a general platform that may lead to a range of destinations and possible future study or employment pathways or volunteer roles in sport science related areas.

Health Studies 3

(HLT315118)

Level 3
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✓	✗

COURSE PATHWAYS

You have:

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

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.

COURSE INFORMATION

I will learn:

- About personal, Australian and global health issues, developing a global perspective
- The physical, social, emotional and spiritual aspects of health and how they relate
- How media and communities respond to and shape health issues
- How technology impacts individual health in the 21st century
- About informed health choices (including drugs and sexuality) and risk-taking
- How data reflects the health of Australians and key influencing factors
- About national health priorities and Australia's health care system
- Australia's role in global health across developed and developing countries
- International health approaches and policies, including sustainable development goals, primary health care and foreign aid
- Groups experiencing health inequalities

In typical lessons I might:

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

This course 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.

Outdoor Leadership 3 (OXP315118)

*Subject Levy applies

Level 3
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✓	✗

COURSE PATHWAYS

You have:

- 'B' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum English
- Some background in outdoor activities or an SA in Outdoor Education 2 is desirable but not essential.

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.

COURSE INFORMATION

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 typical lessons I might:

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

This course 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.

Sport Science 3 (SPT315126)

Level 3
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✗	✗

COURSE PATHWAYS

You have:

- 'B' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum English
- SA in Sport Science Foundation 2.

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.

COURSE INFORMATION

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

In typical lessons I might:

- Watch and analyse sports footage, identifying strategies or techniques and ways to improve performance
- Work with classmates to compare preparation and management of athletes in local, national and international competitions
- Research online and discuss findings in small groups
- Prepare digital presentations or negotiated research tasks
- Use technology and equipment in lab work and performance testing
- Research scientific evidence and trends in sport

This course would suit someone who:

- Enjoys balancing theory with practical experiences to develop understanding of athlete training and performance
- Wants to explore contemporary sport science practices
- Likes high-order thinking and analysing complex performance concepts
- Is interested in professional or voluntary roles in sport or health fields

PRIOR LEARNING → <i>What students bring</i>	YEAR 11/12 COURSE → <i>Course options</i>	FUTURE PATHWAYS <i>Where this can lead</i>
- No previous experience - To acquire a Working with Vulnerable People registration prior to placement.	Focus on Children 1	Further study in Behavioural Sciences, such as <i>Working with Children 2</i> and other Level 2 courses.
'C' in Year 10 Australian Curriculum Mathematics and English.	Business Studies Foundation 2 *	Further study in <i>Business Studies 3</i>, <i>Accounting 3</i>, <i>Economics 3</i> or certificate courses in the business sector.
To be willing to work in projects that reflect the nature of community issues	Exploring Issues in Society 2*	Further studies in <i>Working with Children 2</i>; <i>Introduction to Sociology and Psychology 2</i>; <i>Community Service Learning 2</i>; <i>Sports Science Foundation 2</i>; <i>Personal Health and Wellbeing 2</i>; <i>Health Studies 3</i>
'C' in Year 10 Australian Curriculum English.	Introduction to Sociology and Psychology 2	- 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.
'C' in Year 10 Australian Curriculum English.	Legal Studies – Foundation 2*	- Further study, as this course provides a pathway to <i>Legal Studies 3</i> - Careers in government positions, the legal profession, policing, journalism or social work.
No previous experience.	Tasmanian Aboriginal Studies 2*	- Further study. - Careers in history, sociology or anthropology.
- 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 2	- A pathway to Certificate II in Community Services, Certificate III in Early Childhood Education and Care; as well as <i>Introduction to Sociology and Psychology 2</i>, <i>Sociology 3</i> and <i>Psychology 3</i> - Further study leading to careers such as teaching
'A' or 'B' ('C' in consultation with teachers) in Year 10 Australian Curriculum Mathematics and English.	Accounting 3 *	Further study and/or a career in accounting or business.
'A', 'B' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum History or English.	Ancient History 3*	- A pathway and skills relevant to other Level 3 courses such as <i>Modern History 3</i>, <i>Geography 3</i>, <i>Philosophy 3</i> and <i>Studies of Religion 3</i>. - A pathway to further study at university in ancient history, modern history, archaeology, teaching and associated fields.
'A', 'B' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum English, History or Geography.	Australia in Asia and the Pacific*	- A pathway to other Level 3 courses such as <i>Geography 3</i>, <i>Modern History 3</i>, <i>Studies of Religion 3</i> or <i>Ancient History 3</i>. - The University Connections Program course <i>Asian Studies</i>. - A pathway to further study in courses such as history, journalism, environmental studies and politics.
'A' or 'B' ('C' in consultation with teachers) in Year 10 Australian Curriculum Mathematics and English	Business Studies 3*	Further study at university and/or future employment in areas such as finance, administration, marketing, management, economics and accounting.

PRIOR LEARNING → <i>What students bring</i>	YEAR 11/12 COURSE → <i>Course options</i>	FUTURE PATHWAYS <i>Where this can lead</i>
• ‘A’ or ‘B’ (‘C’ in consultation with teachers) in Year 10 Australian Curriculum Mathematics and English.	Economics 3 *	• Further study and/or careers in economics, business, commerce, the public service or journalism.
• ‘A’, ‘B’ (or ‘C’ in consultation with teachers) in Year 10 Australian Curriculum Geography, History or English.	Geography 3*	• 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.
• ‘A’ or ‘B’ (‘C’ in consultation with teachers) in Year 10 Australian Curriculum English.	Legal Studies 3 *	• Further study. • A career in journalism, law, government administration, policing, social work and court administration.
• A’, ‘B’ (or ‘C’ in consultation with teachers) in Year 10 Australian Curriculum History or English.	Modern History 3 *	• 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.
• ‘B/A’ (or ‘C’ in consultation with teachers) in Year 10 Australian Curriculum English is recommended.	Philosophy 3 *	• 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.
• ‘A’ in Year 10 Australian Curriculum English or CA in Introduction to Sociology and Psychology 2.	Psychology 3	• 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.
• ‘A’ in Year 10 Australian Curriculum English or CA in Introduction to Sociology and Psychology 2.	Sociology 3	• 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.
• ‘A’ in Year 10 Australian Curriculum History or English or CA in Studies of Religion 2.	Studies of Religion 3 *	• A pathway to Philosophy 3, Sociology 3, Modern History 3 and Ancient History 3. • Further study through tertiary pathways, such as Asian studies, philosophy, education, counselling, politics or anthropology.

* Indicates that this course may be offered as a part of the co-operative arrangement

Focus on Children 1 (BHC115116)

This course may be offered as a part of the Cooperative Program

Level 1
Credit Points: 10

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
×	×	×

COURSE PATHWAYS

You have:

- 'No previous experience
- To acquire a Working with Vulnerable People registration prior to placement.

May lead to:

- Further study in Behavioural Sciences, such as *Working with Children 2* and other Level 2 courses.

COURSE INFORMATION

I will learn:

- How to care for children
- How to interact confidently and appropriately with children
- How children develop and learn
- About how children, parents and others work together in the childcare environment
- Safe and appropriate environments for children; benefits of play; guiding children's behaviour.

In typical lessons I might:

- Take part in practical experiences and observations in childcare environments
- Participate in activities and discussions about the stages of growth for children
- Interact with children
- Observe and respond to children's basic needs
- Complete some assignments and practical tasks.

This course would suit someone who:

- Is interested in working with children
- Is interested in developing the basic knowledge and skills required to work with children and others in a range of childcare environments, including the home
- Enjoys a range of practical tasks
- Appreciates that the care of children is valuable and rewarding.

Business Studies Foundation 2 (BST215116)

This course may be offered as a part of the Cooperative Program

Level 2
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
×	×	×

COURSE PATHWAYS

You have:

- 'C' in Year 10 Australian Curriculum Mathematics and English.

May lead to:

- Further study in *Business Studies 3*, *Accounting 3*, *Economics 3* or certificate courses in the business sector.

COURSE INFORMATION

I will learn:

- To use business terms, concepts and processes.
- To understand the internal and external forces which influence business.
- To develop a business plan.
- To understand the qualities of a successful entrepreneur.

In typical lessons I might:

- Research the role of business in the Australian economy.
- Identify how marketing, accounting and finance are important in business.
- Apply models, techniques and processes to provide data and information for making business decisions.
- Work with others to apply relevant business ideas in the development of a business plan.

This course would suit someone who:

- Is interested in business and those who are successfully involved in business.
- Wants to know more about establishing a small business.
- Has well developed organisational skills.

Exploring Issues in Society 2 (BHF215116)

This course may be offered as a part of the Cooperative Program

Level 2
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✗	✗

COURSE PATHWAYS

You have:

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

May lead to:

- Further studies in *Working with Children 2; Introduction to Sociology and Psychology 2; Community Service Learning 2; Sports Science Foundation 2; Personal Health and Wellbeing 2; Health Studies 3*

COURSE INFORMATION

I will learn:

- About issues faced by families and communities in today's society.
- How actions by government, communities, families and individuals have an impact on resolving issues.
- About the role of community organisations in responding to social issues.
- How to contribute to community organisations by direct participation.
- How social and cultural differences contribute to public debate.
- About the ideas, values and perspectives of myself and others.

In typical lessons I might:

- Look at a social issue related to family, community; health; income and poverty.
- Propose a practical project to investigate.
- Look at social and cultural diversity in Australia.
- Look at issues related to:
 - Population and migration
 - The influence of technology
 - Societies and environments
 - Children or aged care
- Create a portfolio on a community project
- Complete assignments in a range of formats that may include:
 - Flow charts
 - Visual maps
 - Posters, collage
 - Electronic or multi-modal presentations
 - Oral presentation
 - Reports.

This course would suit someone who:

- Is interested in social issues of today.
- Is well organised and enjoys engaging in community projects.
- Enjoys working with others.

Introduction to Sociology and Psychology 2 (BHX215118)

Level 2
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✓	✗

COURSE PATHWAYS

You have:

- 'C' in Year 10 Australian Curriculum English.

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.

COURSE INFORMATION

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 people behave the way they do (individually and in groups).
- The way human societies are structured and major issues facing these societies.
- Theories and ideas to explain human actions and behaviours.

In typical lessons I might:

- 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.

This course 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.

Legal Studies – Foundation 2 (LST215117)

*This course may be offered as a part
of the Cooperative Program*

Level 2
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✓	✗

COURSE PATHWAYS

You have:

- 'C' in Year 10 Australian Curriculum English.

May lead to:

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

COURSE INFORMATION

I will learn:

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

In typical lessons I might:

- Participate in visits to law courts, prison and parliament.
- Investigate the structure and responsibilities of the three levels of Government in Australia.
- Apply my understanding of employment law to real world examples.
- Individually or in groups, undertake research on legal issues.
- Complete tasks and assignments.

This course would suit someone who:

- Enjoys research, investigation and analysis.
- Wants to know how Australian law directly impacts them.
- Has an interest in the relationship between informal rules and the law.
- Is curious and is seeking insights into the basis of applied justice.

Tasmanian Aboriginal Studies 2 (TAS215118)

*This course may be offered as a part
of the Cooperative Program*

Level 2
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✓	✗

COURSE PATHWAYS

You have:

- No previous experience.

May lead to:

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

COURSE INFORMATION

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 typical lessons 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.

This course 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.

Working with Children 2 (BHC215116)

Level 2
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✗	✗

COURSE PATHWAYS

You have:

- 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.

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

COURSE INFORMATION

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 childcare environments.

In typical lessons I might:

- Investigate how children develop and their stages of development
- Learn how to interact appropriately with children, care providers, parents and others in the childcare environment
- Design and implement safe and age-appropriate activities in the childcare environment
- 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 childcare
- Implement safe and age-appropriate activities in a childcare environment
- Engage in optional studies which may include: careers with children; nutrition and health; children and technology; sustainable practices.

This course 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.

Accounting 3 (ACC315116)

This course may be offered as a part of the Cooperative Program

Level 3
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✓	✗	✗

COURSE PATHWAYS

You have:

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

May lead to:

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

COURSE INFORMATION

I will learn:

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

In typical lessons I might:

- Participate in practical accounting exercises
- Prepare cash budgets and bank reconciliations
- 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.

This course 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.

Ancient History 3

(ANH315117)

This course may be offered as a part of the Cooperative Program

Level 3

Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✓	✗

COURSE PATHWAYS

You have:

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

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.

COURSE INFORMATION

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 typical lessons I might:

- select one civilisation to investigate
- investigate the origins and settlement of an ancient civilisation and the impact of chronological and geographical context on the development of the civilisation selected
- select a key ancient site, event or development to investigate to understand the nature of the remaining evidence of the ancient world
- 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.

This course 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.

Australia in Asia and the Pacific (AAP315116)

This course may be offered as a part of the Cooperative Program

Level 3

Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✓	✗

COURSE PATHWAYS

You have:

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

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 history, journalism, environmental studies and politics.

COURSE INFORMATION

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 historical and geographical features of the Asia Pacific region are
- How Pacific and Asian nations respond to human and natural crises.
- What the impact of tourism is on the land and people of the region

In typical lessons I might:

- Describe the diversity of physical and human geography across Australia, Asia and the Pacific
- Investigate Australia's changing role in the region through partnerships (trade, security, aid) and immigration (White Australia Policy, post-war migration, refugees, multiculturalism)
- Map nations, major landforms, climates and environmental issues
- Use generalisations based on human and physical geography, tourism, and responses to regional crises
- Make logical predictions and draw reasoned conclusions in real and hypothetical contexts
- Investigate human characteristics such as population size and density, religion, identity and culture
- Investigate tourism, including impacts on environment, culture, society and economy, reasons for growth, and management strategies

This course would suit someone who:

- Is interested in the evolving relationships between Australia and Asia-Pacific nations
- Wants to develop 'Asia literacy' and understand its impact on Australia's regional connections

Business Studies 3

(BST315116)

This course may be offered as a part of the Cooperative Program

Level 3
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✗	✗

COURSE PATHWAYS

You have:

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

May lead to:

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

COURSE INFORMATION

I will learn:

- About the nature of business.
- About the importance of key business functions, including marketing, human resources and financial management.
- The economic, environmental, ethical and governmental issues related to managing a business.
- About the legal, social and technological issues which impact on business in Australia.

In typical lessons I might:

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

This course 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.

Economics 3

(ECN315116)

This course may be offered as a part of the Cooperative Program

Level 3
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✓	✗

COURSE PATHWAYS

You have:

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

May lead to:

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

COURSE INFORMATION

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 typical lessons I might:

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

This course 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.

Geography 3

(GGY315120)

This course may be offered as a part of the Cooperative Program

Level 3
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✓	✗

COURSE PATHWAYS

You have:

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

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.

COURSE INFORMATION

I will learn:

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

In typical lessons I might:

- Examine sustainability, human impact and globalisation
- Apply geographical skills, including spatial technologies and fieldwork
- Use and analyse data, graphs, maps and population information
- Complete group and individual investigations with written reports
- Study urbanisation, population change, human wellbeing and urban/rural dynamics
- Conduct a depth study on megacity challenges (e.g. growth, inequality, infrastructure, environment)
- Investigate human impacts such as climate change and land use change
- Explore globalisation and international integration, including changing production and consumption patterns

This course would suit someone who:

- Is organised and enjoys both independent and group work
- Is interested in global issues such as climate change, sustainability and globalisation
- Enjoys analysing data, maps and spatial information
- Is interested in how human activity impacts the world and possible sustainable solutions

Legal Studies 3

(LST315117)

This course may be offered as a part of the Cooperative Program

Level 3
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✓	✗

COURSE PATHWAYS

You have:

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

May lead to:

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

COURSE INFORMATION

I will learn:

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

In typical lessons I might:

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

This course 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.

Modern History 3 (HSM315117)

This course may be offered as a part of the Cooperative Program

Level 3
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✓	✗

COURSE PATHWAYS

You have:

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

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.

COURSE INFORMATION

I will learn:

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

In typical lessons I might:

- Investigate the history of modern Western and Asian nations.
- Study post-World War II developments (1945–2010), including the Cold War, migration, terrorism and Australia's engagement with Asia.
- Analyse political systems, ideologies and their impact on nations.
- Identify causes and impacts of social, political and economic change.
- Examine internal divisions and external threats in nation development.
- Analyse historical evidence, key concepts and significance.
- Assess the causes and impacts of major events, individuals and movements.

This course would suit someone who:

- Is interested in modern history
- Enjoys exploring historical debates and interpretations
- Likes responding to key historical questions
- Is interested in significant events that shaped the modern world

Philosophy 3 (PHL315118)

This course may be offered as a part of the Cooperative Program

Level 3
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✓	✗

COURSE PATHWAYS

You have:

- '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 Studie*

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.

COURSE INFORMATION

I will learn:

- The foundations of philosophy and key philosophers and ideas
- How to analyse, evaluate and construct philosophical arguments
- How to question ideas and form informed, evidence-based opinions
- How to communicate clearly in written and spoken forms
- How to explore philosophical questions and contemporary issues
- How to think critically and reflect on my own views and those of others
- The relevance of philosophical ideas to modern issues

Topics may include:

- Epistemology
- Mind/body relationship
- Free will and determinism
- Contemporary moral debates or big questions about life and the universe
- Living a 'good life'

In typical lessons I might:

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

This course would suit someone who:

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

Psychology 3 (BHP315116)

Level 3
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✓	✓

COURSE PATHWAYS

You have:

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

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.

COURSE INFORMATION

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 typical lessons 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).

This course 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.

Sociology 3 (BHS315116)

Level 3
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✓	✓

COURSE PATHWAYS

You have:

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

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.

COURSE INFORMATION

I will learn:

- The structure of society with particular reference to contemporary Australian society.
- Factors that influence groups of people within society and their opportunities in life.
- The social, political, economic and cultural influences of social groups and their impact 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 typical lessons 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 and their link with prejudice.
- Complete practical exercises, investigations, essays and report writing.
- Engage in group discussions and presentations.
- Complete an Individual Project (externally assessed).

This course 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.

Studies of Religion 3 (REL315124)

This course may be offered as a part of the Cooperative Program

Level 3

Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✓	✗

COURSE PATHWAYS

You have:

- 'A/B' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum History or English or CA in *Studies of Religion 2* is recommended.

May lead to:

- A pathway to *Philosophy 3*, *Sociology 3*, *Modern History 3* and *Ancient History 3*.
- Further study through tertiary pathways, such as Asian studies, philosophy, education, counselling, politics or anthropology.

COURSE INFORMATION

I will learn:

- About the beliefs, values and practices of two major religions.
- How religions apply their teachings to the changing world.
- How to analyse arguments related to religious beliefs, values and practices.
- To explore religion through the lenses of history, philosophy and sociology.

In typical lessons I might:

- Engage in discussions and debates about religious beliefs and practices.
- Analyse religious texts and scriptures to understand their significance and interpretation within different contexts.
- Explore religious responses to global events.
- Examine the impact and relevance of religion in the modern world.

This course would suit someone who:

- Is motivated by deep thinking and enjoys examining the nature and role of religion in society.
- Is interested in pursuing further study in disciplines such as theology, history, philosophy or sociology.

PRIOR LEARNING → <i>What students bring</i>	YEAR 11/12 COURSE → <i>Course options</i>	FUTURE PATHWAYS <i>Where this can lead</i>
No previous experience	Chinese 2 *	- Further study in the Level 3 course of the chosen language - Global work opportunities tourism, marketing, retail, hospitality, business, education, communications, diplomacy and the arts
No previous experience	French 2 *	- Further study in the Level 3 course of the chosen language - Global work opportunities tourism, marketing, retail, hospitality, business, education, communications, diplomacy and the arts
No previous experience	German 2 *	- Further study in the Level 3 course of the chosen language - Global work opportunities tourism, marketing, retail, hospitality, business, education, communications, diplomacy and the arts
Completion of Level 2 or completion of the Year 9-10 Australian Curriculum Achievement Standards in the chosen language	Chinese 3 *	- 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.
Completion of Level 2 or completion of the Year 9-10 Australian Curriculum Achievement Standards in the chosen language	French 3 *	- 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.
Completion of Level 2 or completion of the Year 9-10 Australian Curriculum Achievement Standards in the chosen language	German 3 *	- 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.
Completion of Level 2 or completion of the Year 9-10 Australian Curriculum Achievement Standards in the chosen language	Japanese 3 *	- 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.

* Indicates that this course may be offered as a part of the co-operative arrangement

Chinese 2 (CHN215126)

This course may be offered as a part of the Cooperative Program

Level 2
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✗	✗

COURSE PATHWAYS

You have:

- No previous experience

May lead to:

- Further study such as Chinese Level 3
- Global work opportunities tourism, marketing, retail, hospitality, business, education, communications, diplomacy and the arts

COURSE INFORMATION

I will learn:

- How to speak and listen in basic Chinese
- How to read and write in basic Chinese
- About the culture, traditions and customs of Chinese-speaking communities
- How my life is similar or different to the lives of others the same age in Chinese-speaking countries

In typical lessons I might:

- Use basic vocabulary and structures to read, write, speak, view and listen to Chinese
- Talk about myself, my family and friends, daily life, school, part-time employment, travel, media and future plans
- Think about how learning Chinese can improve my literacy skills
- Explore and research Chinese and Australian culture

This course would suit someone who:

- Is interested in living and learning as part of a global community
- Enjoys communicating and connecting with Chinese speakers and communities
- Is open to developing new perspectives and cultural understanding

French 2 (FRN215126)

This course may be offered as a part of the Cooperative Program

Level 2
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✗	✗

COURSE PATHWAYS

You have:

- No previous experience

May lead to:

- Further study such as French Level 3
- Global work opportunities in areas such as tourism, marketing, retail, hospitality, business, education and communications, diplomacy and the arts

COURSE INFORMATION

I will learn:

- How to speak and listen in basic French
- How to read and write in basic French
- Explore the culture, traditions and customs of French-speaking communities
- How my life is similar or different to the lives of others the same age in French-speaking countries

In typical lessons I might:

- Use basic vocabulary and structures to read, write, speak, view and listen to French
- Talk about myself, my family and friends, daily life, school, part-time employment, travel, media and future plans in French
- Think about how learning French can improve my literacy skills
- Explore and research French and Australian culture

This course would suit someone who:

- Is interested in living and learning as part of a global community
- Enjoys communicating and connecting with Chinese speakers and communities
- Is open to developing new perspectives and cultural understanding

German 2 (GRM215126)

This course may be offered as a part of the Cooperative Program

Level 2
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✗	✗

COURSE PATHWAYS

You have:

- No previous experience

May lead to:

- Further study such as German Level 3
- Global work opportunities in areas such as tourism, marketing, retail, hospitality, business, education and communications, diplomacy and the arts

COURSE INFORMATION

I will learn:

- How to speak and listen in basic German
- How to read and write in basic German
- Explore the culture, traditions and customs of German-speaking communities
- How my life is similar or different to the lives of others the same age in German-speaking countries

In typical lessons I might:

- Use basic vocabulary and structures to read, write, speak, view and listen to German
- Talk about myself, my family and friends, daily life, school, part-time employment, travel, media and future plans in German
- Think about how learning German can improve my literacy skills
- Explore and research German and Australian culture

This course would suit someone who:

- Is interested in living and learning as part of a global community
- Enjoys communicating and connecting with German speakers and communities
- Is open to developing new perspectives and cultural understanding

Chinese 3 (CHN315114)

This course may be offered as a part of the Cooperative Program

Level 3
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✗	✗

COURSE PATHWAYS

You have:

- Completion of Level 2 or completion of the Year 9-10 Australian Curriculum Achievement Standards in the chosen language

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.

COURSE INFORMATION

I will learn:

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

In typical lessons I might:

- Communicate about myself, my life and plans for the future
- Explore, research, compare and critically reflect on Chinese and Australian culture
- Consider topics from the perspective of Chinese communities
- Prepare for internal and external assessment of oral and written components

This course would suit someone who:

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

French 3 (FRN315114)

This course may be offered as a part of the Cooperative Program

Level 3
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✗	✗

COURSE PATHWAYS

You have:

- Completion of Level 2 or completion of the Year 9-10 Australian Curriculum Achievement Standards in the chosen language

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.

COURSE INFORMATION

I will learn:

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

In typical lessons I might:

- Communicate about myself, my life and plans for the future
- Explore, research, compare and critically reflect on French and Australian culture
- Consider topics from the perspective of French communities
- Prepare for internal and external assessment of oral and written components

This course would suit someone who:

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

German 3 (GRM315114)

This course may be offered as a part of the Cooperative Program

Level 3
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✗	✗

COURSE PATHWAYS

You have:

- Completion of Level 2 or completion of the Year 9-10 Australian Curriculum Achievement Standards in the chosen language

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.

COURSE INFORMATION

I will learn:

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

In typical lessons I might:

- Communicate about myself, my life and plans for the future
- Explore, research, compare and critically reflect on German and Australian culture
- Consider topics from the perspective of German communities
- Prepare for internal and external assessment of oral and written components

This course would suit someone who:

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

Japanese 3 (JPN315114)

This course may be offered as a part of the Cooperative Program

Level 3
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
×	×	×

COURSE PATHWAYS

You have:

- Completion of Level 2 or completion of the Year 9-10 Australian Curriculum Achievement Standards in the chosen language

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.

COURSE INFORMATION

I will learn:

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

In typical lessons I might:

- Communicate about myself, my life and plans for the future
- Explore, research, compare and critically reflect on Japanese and Australian culture
- Consider topics from the perspective of Japanese communities
- Prepare for internal and external assessment of oral and written components

This course would suit someone who:

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

PRIOR LEARNING → <i>What students bring</i>	YEAR 11/12 COURSE → <i>Course options</i>	FUTURE PATHWAYS <i>Where this can lead</i>
An interest or a need to develop mathematical skills	Mathematics 1*	- Essential Mathematics – Personal 2 - Essential Mathematics – Workplace 2
- An interest or need to develop mathematical skills - Preliminary Mathematics Stage 4	Numeracy 1*	Mathematics 1
'D' or above in Year 10 Australian Curriculum Mathematics	Essential Mathematics – Personal 2*	- VET courses - Essential Mathematics Workplace 2
'D' or above in Year 10 Australian Curriculum Mathematics	Essential Mathematics – Workplace 2	Further vocational education and training courses
- An interest or a need to develop mathematical skills - To meet some entry requirements (this could mean sitting a short assessment test)	Essential Skills – Maths 2*	- More efficiently utilise my everyday mathematics skills - Workplace Maths 2.
Working at standard in Year 10 Australian Curriculum Mathematics	General Mathematics 2	- Use mathematics skills in everyday and workplace situations - VET courses - General Mathematics 3
- Good algebra skills, or - A 'B' in Year 10 Australian Curriculum Mathematics, or - A 'CA' in General Mathematics 2	General Mathematics 3	Careers such as nursing, tourism management, banking, teaching and accounting.
- Very good algebra skills 'B' in Year 10 Australian Curriculum Mathematics	Mathematics Methods – Foundation 3	Many other pre-tertiary STEM and related subjects and is a pathway to Mathematics Methods 4.
- A 'B' in Year 10A (with appropriate calculus studies) Australian Curriculum Mathematics, or - A 'CA' in Mathematics Methods Foundation 3.	Mathematics Methods 4	- 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. - Mathematics Specialised 4
A 'CA' in Mathematics Methods 4	Mathematics Specialised 4 *	- Tertiary studies in mathematics, science or engineering (STEM) and computing sciences - This is a recommended course for university entrance in many STEM fields.

* Indicates that this course may be offered as a part of the co-operative arrangement

Mathematics 1 (MAT115123)

This course may be offered as a part of the Cooperative Program

Level 1
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✗	✗

COURSE PATHWAYS

You have:

- An interest or a need to develop mathematical skills
- Essential Mathematics Personal Level 2

May lead to:

- Essential Mathematics – Personal 2
- Essential Mathematics – Workplace 2

COURSE INFORMATION

I will learn:

- To apply mathematical problem-solving skills
- How to use numbers, proportional reasoning and financial mathematics
- How to see patterns in numbers
- To use units of measurement, shape, maps and plans
- About everyday chance events, data collection and representation.

In typical lessons I might:

- Understand my mathematical knowledge
- Learn how to work better with everyday maths
- Work on shared problem-solving tasks
- Use strategies and solutions
- Undertake a range of practical tasks and investigations.

This course would suit someone who:

- Needs to develop their basic numeracy and maths skills
- Needs to apply maths skills in their everyday lives.

Numeracy 1 (NUM115123)

This course may be offered as a part of the Cooperative Program

Level 1
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✗	✗

COURSE PATHWAYS

You have:

- An interest or need to develop mathematical skills
- Preliminary Mathematics Stage 4

May lead to:

- Mathematics 1

COURSE INFORMATION

I will learn:

- To use basic number skills involving money, routine fractions, decimals and percentages
- To recognise and interpret basic patterns, shapes, maps and plans
- How to solve simple problems to do with time, temperature, length, perimeter, mass, volume and capacity
- How to read basic tables, graphs and charts

In typical lessons I might:

- Understand basic maths operations
- Learn how to use everyday maths
 - Learn how to do simple money calculations
 - Learn to describe patterns in my environment
 - Gather, organise and display data
 - Measure time, length, mass and temperature in real-life situations
 - Undertake a range of practical tasks and basic investigations

This course would suit someone who:

- Needs to develop their core numeracy and mathematical skills
- Needs to apply these skills better in their everyday lives

Essential Mathematics – Personal 2 (MEP215123)

This course may be offered as a part of the Cooperative Program

Level 2
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✓	✗	✗

COURSE PATHWAYS

You have:

- 'D' or above in Year 10 Australian Curriculum Mathematics

May lead to:

Math

COURSE INFORMATION

I will learn:

- Percentages, rates and ratio
- About data representation and interpretation
- Measurement of energy and mass, and time and motion
- How to solve problems, explain their reasoning and investigate
- To explore and model situations

In typical lessons I might:

- Use core mathematical operations
- Measure energy and mass, time and motion
- Solve problems in contexts including health, personal finance and travel
- Analyse problems relating to business and travel, utility rates, contract plans, taxi fares or health
- Undertake a range of practical tasks and investigations

This course would suit someone who:

- Needs to build upon the core mathematical skills used in everyday life

Essential Mathematics – Workplace 2 (MEW215123)

Level 2
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✓	✗	✗

COURSE PATHWAYS

You have:

- Working toward the standard in Year 10 Australian Curriculum Mathematics

May lead to:

- Further vocational education and training courses
- Essential Mathematics Personal 2

COURSE INFORMATION

I will learn:

- About finance and money management
- How probability and statistics relate to work situations
- Measurement, scales, plans and models
- To solve problems; explain their reasoning and investigate
- To explore and model situations.

In typical lessons I might:

- Use core mathematical operations
- Calculate earnings of wages, benefits and allowances, and understanding tax
- Consider factors including estimation, precision and accuracy when using scaled instruments
- Learn how to interpret information contained in two-way tables and different graph types
- How to draw graphs
- Undertake a range of practical tasks and investigations

This course would suit someone who:

- Needs to build upon their core mathematical skills used in everyday life

Essential Skills - Maths 2 (MTN210114)

This course may be offered as a part of the Cooperative Program

Level 2
Credit Points: 10

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✓	✗	✗

COURSE PATHWAYS

You have:

- An interest or a need to develop mathematical skills
- To meet some entry requirements (this could mean sitting a short assessment test)

May lead to:

- More efficiently utilise my everyday mathematics skills
- Workplace Maths 2.

COURSE INFORMATION

I will learn:

- How to apply essential numeracy and mathematical skills in practical everyday situations.

In typical lessons I might:

- Review my working knowledge of basic operations
- Measure length, area, time and interpret maps
- Learn how to better work with money and manage a budget
- Solve problems
- Collect and interpret data
- Undertake a range of practical tasks and investigations.

This course would suit someone who:

- Needs to further develop their core numeracy and mathematical skills to seek employment
- Wants to get their TCE and is unable to access another mathematics course.

General Mathematics 2 (MTG215123)

Level 2
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✓	✗	✗

COURSE PATHWAYS

You have:

- Working at standard in Year 10 Australian Curriculum Mathematics

May lead to:

- Use mathematics skills in everyday and workplace situations
- VET courses
- General Mathematics 3

COURSE INFORMATION

I will learn:

- About mathematical modelling, problem solving and reasoning
- Algebra, matrices and finance
- Univariate data analysis, right-angled trigonometry, shape and measurement
- How to use mathematical technology the right way

In typical lessons I might:

- Use mathematical concepts in linear algebra, matrices, finance, data analysis and in measurement and trigonometry
- Use mathematical modelling and problem-solving skills to undertake a range of assessment tasks, practical tasks and investigations.

This course would suit someone who:

- Needs to build upon and extend their mathematical skills used in many workplaces and everyday life situations
- Has well developed organisational and problem-solving skills.

General Mathematics 3 (MTG315123)

Level 3
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✓	✗	✗

COURSE PATHWAYS

You have:

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

May lead to:

- Careers such as nursing, tourism management, banking, teaching and accounting.

COURSE INFORMATION

I will learn:

- Mathematical modelling, problem solving and the statistical investigation process
- Statistical analysis and situations involving growth and decay in sequences
- Loans, investment and annuities, and practical problems in the two-dimensional plane
- To use CAS and other technology

In typical lessons I might:

- Develop and use skills in areas of finance, bivariate data analysis, graphs and networks, growth and decay and in trigonometry
- Apply computational thinking and use a wide range of technological functions to develop mathematical ideas or analyse situations
- Undertake a range of assessment tasks, practical tasks and investigations.

This course would suit someone who:

- Needs to build upon and extend their mathematical skills for university study
- Has well developed organisational and problem-solving skills.

Mathematics Methods – Foundation 3 (MTG215123)

Level 3
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✓	✗	✗

COURSE PATHWAYS

You have:

- Working at standard in Year 10 Australian Curriculum Mathematics

May lead to:

- Use mathematics skills in everyday and workplace situations
- VET courses
- General Mathematics 3

COURSE INFORMATION

I will learn:

- About mathematical modelling, problem solving and reasoning
- Algebra, matrices and finance
- Univariate data analysis, right-angled trigonometry, shape and measurement
- How to use mathematical technology the right way

In typical lessons I might:

- Use mathematical concepts in linear algebra, matrices, finance, data analysis and in measurement and trigonometry
- Use mathematical modelling and problem-solving skills to undertake a range of assessment tasks, practical tasks and investigations.

This course would suit someone who:

- Needs to build upon and extend their mathematical skills used in many workplaces and everyday life situations
- Has well developed organisational and problem-solving skills.

Mathematics Methods 4 (MTM415117)

Level 4
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✓	✗	✗

COURSE PATHWAYS

You have:

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

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.
- Mathematics Specialised 4

COURSE INFORMATION

I will learn:

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

In typical lessons I might:

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

This course 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.

Mathematics Specialised 4

(MTS415118)

*This course may be offered as a part
of the Cooperative Program*

Level 4
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✓	✗	✗

COURSE PATHWAYS

You have:

- A 'CA' in *Mathematics Methods 4*

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.

COURSE INFORMATION

I will learn:

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

In typical lessons I might:

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

This course 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.

PRIOR LEARNING → <i>What students bring</i>	YEAR 11/12 COURSE → <i>Course options</i>	FUTURE PATHWAYS <i>Where this can lead</i>
- No previous experience - An interest in/need to developing scientific literacy	Biology 2 *	- Biology 3 and Environmental Science 3 - Further study - Careers in teaching, health, agriculture, aquaculture, forestry, medicine/nursing, environmental management and hairdressing
No previous experience, however an interest in developing scientific literacy skills is recommended	Physical Sciences – Foundation 2*	- Further study - Careers in automotive engineering (trades), electrical engineering (trades), mechanics and physical sciences, or other areas where a practical knowledge of physics and chemistry is beneficial.
- A strong interest in biological sciences. 'B' in Year 10 Australian Curriculum English and Science is recommended. - It is generally advised that you enrol in this course in Year 12.	Biology 3	Further study and careers including teaching, nursing, medicine, dietetics, pharmacy, dentistry, childcare, optometry, speech therapy, veterinary science, agriculture, marine science, aquaculture, botany, zoology and developing biotechnologies.
'B' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum English and Science. - An interest in environmental issues and management	Environmental Science 3 *	- 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.
'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 3	Further study and careers in many university courses including those in health sciences, environmental science and engineering, including Australian Maritime College science degrees.
- A strong SA in Physical Sciences 3 or equivalent, and - A strong background in mathematics, e.g. Level 3 mathematics, is highly recommended	Chemistry 4	- Further study or careers in chemistry, medicine, biotechnology, biochemistry, medical research, pharmacy and agricultural, environmental science agriculture, pharmacy, environmental science, engineering, health and medical science. - Please note Chemistry is a pre-requisite for many tertiary courses. Please check with each university for more information.
- A strong SA in Physical Sciences 3 or equivalent, and - A strong background in mathematics, e.g. Level 3 mathematics, is highly recommended.	Physics 4	- Further study or careers in physics, medical/health sciences and engineering technology. - Please note Physics is a pre-requisite for many tertiary courses. Please check with each university for more information.

* Indicates that this course may be offered as a part of the co-operative arrangement

Biology 2

(BIO215123)

This course may be offered as a part of the Cooperative Program

Level 2
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✗	✗

COURSE PATHWAYS

You have:

- No previous experience
- An interest in/need to develop scientific literacy

May lead to:

- Biology 3 and Environmental Science 3
- Further study
- Vocational opportunities including agriculture, food and natural resources and health and community services.

COURSE INFORMATION

I will learn:

- How we understand ecosystems, and the structure and functions of cells and 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 e.g. Human Science, Marine Studies, Environment, Biochemistry or Agriculture

In typical lessons 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

This course would suit someone who:

- Is interested in working hands-on with plants, animals, or the environment
- Is planning to do Level 3 science in Year 12
- Wants to understand science issues in society and their local community

Physical Sciences – Foundation 2

(PSC215118)

This course may be offered as a part of the Cooperative Program

Level 2
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✗	✗

COURSE PATHWAYS

You have:

- No previous experience, however an interest in developing scientific literacy skills is recommended

May lead to:

- Further study.
- Careers in automotive engineering (trades), electrical engineering (trades), mechanics and physical sciences, or other areas where a practical knowledge of physics and chemistry is beneficial.

COURSE INFORMATION

I will learn:

- To explore and apply the basic principles of chemistry to describe properties of matter
- How we relate the basic principles of physics and practical data to describe natural phenomena
- How to link experimental design with scientific understanding, and carry out and interpret experiments
- The role and impact of chemistry and physics in society.

In typical lessons I might:

- Investigate rocketry by measuring using physical data to describe the force, work and energy involved
- Use practical observations and simple measurements to explain chemistry within reactions
- Learn how to use basic chemistry or physics to explain phenomena
- Research the role of scientists and the application of science in decision making.

This course would suit someone who:

- Intends working in technical trades
- Needs preparation for *Physical Sciences 3*
- Wants to understand science issues in society and their local community.

Biology 3

(BIO315124)

Level 3
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
×	×	×

COURSE PATHWAYS

You have:

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

May lead to:

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

COURSE INFORMATION

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.
- The scientific method, experimental design and the impact of biology in society.

In typical lessons I might:

- Control variables while investigating photosynthesis and respiration in a laboratory.
- Explore how organisms maintain balance as their external environment changes.
- Research genetic variation, DNA and natural selection.
- Examine the role of scientists in responding to organisms that cause disease.

This course would suit someone who:

- Wants to deepen their understanding of living things and how they work.
- Would like to make informed decisions about science issues in society and the local community.

Environmental Science 3

(ESS315118)

This course may be offered as a part of the Cooperative Program

Level 3
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
×	×	×

COURSE PATHWAYS

You have:

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

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.

COURSE INFORMATION

I will learn:

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

In typical lessons I might:

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

This course 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.

Physical Sciences 3 (PSC315118)

Level 3
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✓	✗	✗

COURSE PATHWAYS

You have:

- '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.

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.

COURSE INFORMATION

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 typical lessons 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.

This course 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.

Chemistry 4 (CHM415115)

Level 4
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✓	✗	✗

COURSE PATHWAYS

You have:

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

May lead to:

- Further study or careers in chemistry, medicine, biotechnology, biochemistry, medical research, environmental science, agriculture, pharmacy, engineering, health and medical science.

COURSE INFORMATION

I will learn:

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

In typical lessons I might:

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

This course 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.

Physics 4

(PHY415115)

Level 4
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✓	✗	✗

COURSE PATHWAYS

You have:

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

May lead to:

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

COURSE INFORMATION

I will learn:

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

In typical lessons I might:

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

This course 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 their local community.

PRIOR LEARNING → <i>What students bring</i>	YEAR 11/12 COURSE → <i>Course options</i>	FUTURE PATHWAYS <i>Where this can lead</i>
	FOOD TECHNOLOGY PATHWAYS	
No previous experience	Food and Cooking Essentials 1*	Further study in other food-related courses.
No previous experience.	Food, Cooking and Nutrition 2	Further study in a food related area.
'B' in Year 10 Australian Curriculum English (or 'C' in consultation with a Food and Nutrition teacher).	Food and Nutrition 3*	Further study or a career in food and nutrition as well as health and related fields.
	DESIGN & TECHNOLOGY PATHWAYS	
No previous experience	Workshop Techniques – Introduction 1*	A pathway to further study, a VET course or employment in a practical area
Basic computer skills	Computer Graphics and Design – Foundation 2	- 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.
No previous experience	Design and Production 2	- 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
- 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 or Design and Production Level 2	Computer Graphics and Design 3	- 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.
'B' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum English	Housing and Design 3	- Further study - A career in environmental design and architecture, interior design or landscape design.
A 'CA' in Design and Production 2	UCP Object Design	Further study at a University level

PRIOR LEARNING → <i>What students bring</i>	YEAR 11/12 COURSE → <i>Course options</i>	FUTURE PATHWAYS <i>Where this can lead</i>
	DIGITAL TECHNOLOGY PATHWAYS	
An interest in developing ICT skills	Essential Skills – Using Computers and the Internet 2 *	Further study or employment in an area requiring basic computing skills.
'B' (or 'C' in consultation with a teacher) in Year 10 Australian Curriculum Mathematics - Some computing skills No previous experience.	Computer Science 3	Further study in computing, engineering, the sciences, business and other areas involving analytical and problem-solving skills.
- An interest in data science and digital solutions, or successful completion of a relevant digital technologies course at Level 2. - Sound literacy skills.	Data Science and Digital Solutions 3*	- Further study in digital technologies through vocational or tertiary pathways. - A career in Information Communication Technology (ICT) industries.
	OTHER TECHNOLOGY PATHWAYS	
- An interest in electronics. - No previous experience required.	Electronics and Advanced Technologies 2*	- Further study in electronics, such as Electronics and Advanced Technologies 3. - A career in electrical trades or engineering fields.
- An interest in exploring how and why things work. - A passion for design thinking. - A desire to work with others.	Engineering Design 2	- Engineering Design 3. - Other Technologies courses.
No previous experience	Agricultural Enterprise 2*	Further study and/or a career in agriculture or horticulture
'B' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum English.	Agricultural Systems 3*	Further study and/or a career in agriculture, horticulture or environmental science.
- A 'C' in Year 10 Australian Curriculum: Mathematics is recommended. - Science Inquiry skills developed through the Australian Curriculum: Science	Electronics and Advanced Technologies 3*	- Further study in electronics, electrotechnology computing or electrical engineering through vocational or tertiary pathways. - A career in electronics or related fields, including the defence force.
- An interest in exploring real world problems - Applying STEM skills - Working collaboratively	Engineering Design 3	- Further studies at university or in technical trades - Development of transferable skills

* Indicates that this course may be offered as a part of the co-operative arrangement

Food and Cooking Essentials 1

(FCE110114)

This course may be offered as a part of the Cooperative Program

Level 1
Credit Points: 10

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✗	✗

COURSE PATHWAYS

You have:

- No previous experience

May lead to:

- Further study in other food-related courses.

COURSE INFORMATION

I will learn:

- To cook a range of healthy foods.
- To make healthy food choices.
- To budget and plan for meals.

In typical lessons I might:

- Complete practical cooking sessions.
- Work on written activities and investigations.
- Present my practical work through photographs and evaluations.

This course would suit someone who:

- Is interested in or has a need to develop practical cooking skills.

Workshop Techniques – Introduction 1

(WTE110114)

This course may be offered as a part of the Cooperative Program

Level 1
Credit Points: 10

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✗	✗

COURSE PATHWAYS

You have:

- No previous experience

May lead to:

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

COURSE INFORMATION

I will learn:

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

In typical lessons I might:

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

This course would suit someone who:

- Is interested in making products

Agricultural Enterprise 2 (AGR215117)

This course may be offered as a part of the Cooperative Program

Level 2
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✗	✗

COURSE PATHWAYS

You have:

- No previous experience

May lead to:

- Further study and/or a career in agriculture or horticulture

COURSE INFORMATION

I will learn:

- About ecosystems and the importance of these within agriculture.
- About processes involved in animal and/or plant production.
- How to develop an agricultural enterprise.

In typical lessons I might:

- Investigate the factors that impact on plant or animal production rates.
- Participate in a field trip to a local agribusiness to investigate production systems.
- Undertake practical activities with plants or animals.
- Plan and undertake an agricultural enterprise.

This course would suit someone who:

- Is interested in practical work with plants or animals.

Computer Graphics and Design – Foundation 2 (CGD215118)

Level 2
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✗	✓

COURSE PATHWAYS

You have:

- Basic computer skills

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.

COURSE INFORMATION

I will learn:

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

In typical lessons I might:

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

This course would suit someone who:

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

Design and Production 2 (DAP215116)

Level 2
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✗	✗

COURSE PATHWAYS

You have:

- No previous experience

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

COURSE INFORMATION

I will learn:

- How to design and make objects using one or a combination of materials including: Glass, Metals, Plastics, Textiles and 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 typical lessons 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.

This course would suit someone who:

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

Electronics and Advanced Technologies 2 (EAT215124)

This course may be offered as a part of the Cooperative Program

Level 2
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✗	✗

COURSE PATHWAYS

You have:

- An interest in electronics.
- No previous experience required.

May lead to:

- Further study in electronics, such as Electronics and Advanced Technologies 3.
- A career in electrical trades or engineering fields.

COURSE INFORMATION

I will learn:

- About electronics and its role in advanced technologies.
- How to use a STEM approach (Science, Technology, Engineering and Mathematics) to design solutions.
- How to create simple electronic solutions and prototype concepts.
- Skills for safe work with tools, chemicals and electricity.

In typical lessons I might:

- Explore how electricity works in circuits.
- Discover how electronics are used in society.
- Investigate advanced technologies, such as automation and renewable energy sources.
- Undertake projects to research, plan and build electronic circuits and systems.

This course would suit someone who:

- Enjoys working with their hands and making items that perform a function.
- Is interested in pursuing further study or a career in electrical or engineering fields.

Engineering Design 2 (EDN215122)

Level 2
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✗	✗

COURSE PATHWAYS

You have:

- An interest in exploring how and why things work.
- A passion for design thinking.
- A desire to work with others.

May lead to:

- Engineering Design 3.
- Other Technologies courses.

COURSE INFORMATION

I will learn:

- About engineering careers.
- Engineering Design and Design Thinking processes.
- Project management processes.
- How to build prototypes.
- How to communicate with purpose.
- About creating preferred futures.
- STEM skills.

In typical lessons I might:

- Think creatively.
- Brainstorm and pitch ideas.
- Use an Engineering Design process.
- Design and create prototypes.
- Work as part of a collaborative team.
- Solve an Engineering Design challenge.
- Explore existing, new and emerging technologies.

This course would suit someone who:

- Wants to learn about the thinking and design processes related to engineering.
- Enjoys hands-on, project-based problem solving.
- Likes designing ways to make something better.

Essential Skills – Using Computers and the Internet 2

(ESC205114)

This course may be offered as a part of the Cooperative Program

Level 2
Credit Points: 5

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✗	✓

COURSE PATHWAYS

You have:

- An interest in developing ICT skills

May lead to:

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

COURSE INFORMATION

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 typical lessons I might:

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

This course would suit someone who:

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

Food, Cooking and Nutrition 2

(FDN215118)

Level 2
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✗	✗

COURSE PATHWAYS

You have:

- No previous experience.

May lead to:

- Further study in a food related area.

COURSE INFORMATION

I will learn:

- How to prepare a range of foods, with an emphasis on balanced nutrition.
- 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 typical lessons 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.

This course would suit someone who:

- Is interested in practical food preparation and nutrition.
- May be considering a career in a food-related area.

Agricultural Systems 3

(AGR315117)

This course may be offered as a part of the Cooperative Program

Level 3
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✗	✓

COURSE PATHWAYS

You have:

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

May lead to:

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

COURSE INFORMATION

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 technology on agriculture.
- The importance of sustainable resource management.

In typical lessons I might:

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

This course 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.

Computer Graphics and Design 3

(CGD315118)

Level 3
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✗	✓

COURSE PATHWAYS

You have:

- 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 or Design and Production Level 2

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.

COURSE INFORMATION

I will learn:

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

In typical lessons I might:

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

This course would suit someone who:

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

Computer Science 3 (ITC315118)

This course may be offered as a part of the Cooperative Program

Level 3
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✗	✓

COURSE PATHWAYS

You have:

- 'B' (or 'C' in consultation with a teacher) in Year 10 Australian Curriculum Mathematics
- Some computing skills No previous experience.

May lead to:

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

COURSE INFORMATION

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.
- About food issues and influences related to the environment, technology, food industry and packaging.

In typical lessons I might:

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

This course would suit someone who:

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

Data Science and Digital Solutions 3 (DSD315124)

This course may be offered as a part of the Cooperative Program

Level 3
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✗	✓

COURSE PATHWAYS

You have:

- An interest in data science and digital solutions, or successful completion of a relevant digital technologies course at Level 2.
- Sound literacy skills.

May lead to:

- Further study in digital technologies through vocational or tertiary pathways.
- A career in Information Communication Technology (ICT) industries.

COURSE INFORMATION

I will learn:

- Various methods of collecting, organising and analysing data.
- How to develop safe digital solutions that prioritise security and privacy.
- How to apply project management techniques to address digital challenges.
- About emerging technologies and their impact on society and the workplace.

In typical lessons I might:

- Work with peers to identify data needs and opportunities.
- Investigate digital systems for weaknesses, particularly ethical data management, privacy and cybersecurity.
- Research IT developments, focusing on social, ethical and legal issues related to information systems.
- Explore real-world case studies, using data to design solutions for user problems.

This course would suit someone who:

- Is motivated to explore applications of data science and digital solutions in various industries.
- Is interested in pursuing further study or a career in ICT industries.

Electronics and Advanced Technologies 3 (EAT315124)

This course may be offered as a part of the Cooperative Program

Level 3
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✗	✗

COURSE PATHWAYS

You have:

- A 'C' in Year 10 Australian Curriculum: Mathematics is recommended.
- Science Inquiry skills developed through the Australian Curriculum: Science

May lead to:

- Further study in electronics, electrotechnology computing or electrical engineering through vocational or tertiary pathways.
- A career in electronics or related fields, including the defence force.

COURSE INFORMATION

I will learn:

- The critical role of electronic components and devices in advancing technologies.
- How to apply theoretical concepts and specialised knowledge.
- How to apply mathematical principles in the context of electronics.
- What impact technology has on society and how to make informed decisions as a responsible citizen.

In typical lessons I might:

- Use computer applications to draw and simulate circuits.
- Use programming techniques for microcontrollers.
- Engage in individual and group projects to research, plan and build electronic circuits and systems.
- Explore real-world applications of electronics.

This course would suit someone who:

- Wants to explore the role of electronics in advancing technologies and its effect on industries.
- Is interested in pursuing further study or a career in electrical or engineering fields.

Engineering Design 3 (EDN315123)

Level 3
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✗	✗

COURSE PATHWAYS

You have:

- An interest in exploring real world problems
- applying STEM skills
- working collaboratively

May lead to:

- Further studies at university or in technical trades
- Development of transferable skills

COURSE INFORMATION

I will learn:

- Design and systems thinking
- Engineering processes
- Prototype development
- Project management
- About the engineering profession
- The role of innovation and enterprise
- Communication techniques

In typical lessons I might:

- Respond to an engineering design challenge
- Pitch design ideas
- Create prototypes
- Work in a collaborative team
- Research
- Apply STEM skills
- Explore existing, new and emerging technologies

This course would suit someone who:

- Is interested in the design and systems thinking processes related to engineering
- Is interested in exploring engineering solutions relating to an area of personal interest
- Is interested in practical application of Science, Technology and Mathematics concepts to Engineering

Food and Nutrition 3 (FDN315118)

This course may be offered as a part of the Cooperative Program

Level 3
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✓	✗

COURSE PATHWAYS

You have:

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

May lead to:

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

COURSE INFORMATION

I will learn:

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

In typical lessons 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.

This course 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.

Housing and Design 3 (HDS315118)

Level 3
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✗	✓

COURSE PATHWAYS

You have:

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

May lead to:

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

COURSE INFORMATION

I will learn:

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

In typical lessons I might:

- 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.

This course would suit someone who:

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

UCP Object Design (HDS315118)

Level 3
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✗	✗

COURSE PATHWAYS

You have:

- A 'CA' in Design and Production 2

May lead to:

- Further study at a University level

COURSE INFORMATION

I will learn:

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

In typical lessons I might:

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

This course would suit someone who:

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

PRIOR LEARNING → <i>What students bring</i>	YEAR 11/12 COURSE → <i>Course options</i>	FUTURE PATHWAYS <i>Where this can lead</i>
	DRAMA PATHWAYS	
No previous experience is necessary	Drama – Foundations 2	Further study in Drama 3
- No previous experience - A strong commitment to teamwork, rehearsal and performance obligations <i>This course is offered every second year.</i>	Musical Theatre 2	Further study in the Performing Arts.
- No previous experience - An interest in the technical aspects of theatre <i>This course is offered every second year.</i>	Technical Theatre Production 2	- Further study in VET courses - Further study in the Performing Arts.
- 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 3	Further study in Theatre Performance 3
- To have successfully completed Drama 3 (or equivalent) - A strong commitment to teamwork, rehearsal and performance obligations	Theatre Performance 3*	Further study at university level in the performing arts and/or a career in performing arts or entertainment industries.
	MUSIC PATHWAYS	
Prior music, singing, performing or songwriting experience is recommended	Contemporary Music and Songwriting 2	- Further study in UCP Songwriting - Level 2 or Level 3 Music - Further study or employment
- Skills/experience on an instrument/voice - Some ability to read and write music is an advantage	Music Studies 2 *	Further study in Music 3.
- An interest in audio - To be willing to work on audio projects	Music Technology Projects – Foundation 2 *	Further study in UCP Music Technology Projects.
- Strong music literacy skills– the ability to read and write music - Considerable and successful experience in music	Music 3	- Further study in UCP Foundation and Advanced Practical Study. - Further music studies at university level.
- Music 3 or equivalent music background - Advanced Practical Study requires the successful completion of Foundation.	UCP Foundation and Advanced Practical Study	Further music or audio studies at university level.
- Previous experience in Audio Courses <i>Music Technology 2 requires successful completion of Music Technology 1</i>	UCP Music Technology Project 1 & 2	Further music or audio studies at university level.
Contemporary Music and Songwriting 2, Music 3 or equivalent music background	UCP Songwriting	Further music or audio studies at university level.

PRIOR LEARNING → <i>What students bring</i>	YEAR 11/12 COURSE → <i>Course options</i>	FUTURE PATHWAYS <i>Where this can lead</i>
	VISUAL ART PATHWAYS	
An interest in developing my art skills and knowledge in my chosen art subject: Dance, Drama, Media Art, Music or Visual Arts.	Arts 1	- Level 2 courses, including Level 2 Arts courses - Further study and/or pursue pathways to further training or employment
An interest in visual art.	Contemporary Art Practice 2*	Further study in the visual arts, such as Contemporary Art Practice 3.
- Making and viewing visual art - Learning visual art skills and techniques traditional, modern and contemporary art forms	Visual Art 2	- Visual Art 3, Art Studio Practice 3 - Further study and/or employment
Art Production 3 (or equivalent)	Art Studio Practice 3 *	A pathway to tertiary study at TasTAFE or university.
- An interest in visual art, art history and critical analysis. - Competent English writing and research skills.	Contemporary Art Practice 3*	- Further study in the visual arts through vocational or tertiary pathways. - A career in the creative and cultural industries.
- An interest in specialising and refining visual art skills, visual arts career in the creative and cultural sector - Prior experience in Australian Curriculum Years 9-10 Visual Arts or Visual Art Level 2 is recommended	Visual Art 3	- Art Studio Practice 3 - Further training or employment - Fine Arts or other university pathways
	DANCE & MEDIA PATHWAYS	
- An interest in dance. - Previous experience is an advantage, but not a requirement.	Dance 2 *	Further study in Dance; <i>Dance 3</i>.
- A strong interest in choreography and creative movement, prior dance training or successful completion of <i>Dance 2</i>. - A strong commitment to teamwork, rehearsal and performance obligations. - Sound literacy skills.	Dance 3*	- Further study in dance through vocational or tertiary pathways. - A career in dance or dance associated fields.
No previous experience	Media Production – Foundation 2 *	Further studies in Media Production 3
- A strong interest in media production. - Technical skills in an area of specialisation and strong written skills are an advantage	Media Production 3 *	Further studies at university level.

Arts 1 (ART115123)

Level 1
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
×	×	×

COURSE PATHWAYS

You have:

- An interest in developing my art skills and knowledge in my chosen art subject: Dance, Drama, Media Art, Music or Visual Arts.

May lead to:

- Level 2 courses, including Level 2 Arts courses
- Further study and/or pursue pathways to further training or employment

COURSE INFORMATION

I will learn:

- To be a maker of arts and how to respond to different artworks
- To develop skills and techniques in my chosen art subject
- To communicate meaning through art

In typical lessons I might:

- In dance - use choreography skills to make dance pieces
- In drama - use improvisation skills to make drama scenes
- In media arts - use different media tools and applications to make short films
- In music - experiment with sound to make sound effects
- In visual arts - use different techniques like painting

This course would suit someone who:

- Is creative and curious
- Might need support to develop foundational arts skills
- Enjoyed Arts in years 7-10 and would like to continue building on those skills

Contemporary Art Practice 2 (CAP215124)

This course may be offered as a part of the Cooperative Program

Level 2
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
×	×	×

COURSE PATHWAYS

You have:

- An interest in visual art.

May lead to:

- Further study in the visual arts, such as *Contemporary Art Practice 3*.

COURSE INFORMATION

I will learn:

- To create artwork in three different studios.
- How to apply current art industry skills.
- About the relationship between artwork, artistic ideas, techniques and professional practice.
- How to apply creative entrepreneurship and communicate ideas, emotions and information through art.

In typical lessons I might:

- Research the contemporary artworks of various artists and identify their similarities and differences.
- Develop plans or follow a brief to complete artwork.
- Analyse visual artworks to draw meaning from the information presented in images.
- Select, organise and present artworks for exhibition.

This course would suit someone who:

- Is interested in pursuing a career in the visual arts industry.
- Wants to learn how visual art is influenced by the global community, cultural diversity and technology.

Contemporary Music and Songwriting 2 (CMS215123)

Level 2
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
×	×	×

COURSE PATHWAYS

You have:

- Prior music, singing, performing or songwriting experience is recommended

May lead to:

- UCP Unit FCA 118 Songwriting
- Level 2 or Level 3 Music
- Further study or employment

COURSE INFORMATION

I will learn:

- How to make and perform original music and/or songs
- How to describe contemporary music styles
- How to market myself or an event as a creative entrepreneur
- Why aspects of the contemporary music industry, such as copyright, are so important
- How to collaborate with others in a variety of contexts when making and performing music

In typical lessons I might:

- Learn some different contemporary music styles
- Learn how a typical pop song is made
- Rehearse a short piece of original music
- Design an event poster
- Perform an original song
- Collaborate online with an industry professional

This course would suit someone who:

- Wants to learn about the contemporary music industry
- Wants to create and express themselves musically
- Wants to learn collaboration and time management skills

Dance 2 (DNC215124)

This course may be offered as a part of the Cooperative Program

Level 2
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
×	×	×

COURSE PATHWAYS

You have:

- An interest in dance.
- Previous experience is an advantage, but not a requirement.

May lead to:

- Further study in Dance; *Dance 3*.

COURSE INFORMATION

I will learn:

- How to communicate ideas, emotions and information through movement.
- Choreographic skills to create original dance pieces.
- About different dance genres and styles and their cultural and social significance.
- Concepts of human movement and injury prevention, including physical and emotional wellbeing.

In typical lessons I might:

- Participate in warm-up exercises and conditioning to improve strength, flexibility and technique.
- Learn dance routines and combinations to improve coordination skills.
- Collaborate with other dancers to create group choreographies.
- Explore the cultural significance of different dance forms.

This course would suit someone who:

- Wants to move, create and learn new perspectives and skills.
- Is interested in pursuing further study or a career in dance or related fields.

Drama – Foundations 2 (SDS215117)

Level 2
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
×	×	×

COURSE PATHWAYS

You have:

- No previous experience is necessary

May lead to:

- Further study in *Drama 3*.

COURSE INFORMATION

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 typical lessons I might:

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

This course would suit someone who:

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

Media Production – Foundation 2

(MED215117)

This course may be offered as a part of the Cooperative Program

Level 2
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✗	✓

COURSE PATHWAYS

You have:

- No previous experience

May lead to:

- Further studies in *Media Production 3*.

COURSE INFORMATION

I will learn:

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

In typical lessons I might:

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

This course would suit someone who:

- Enjoys media and communications
- Enjoys creating media products.

Music Studies 2

(MSS215120)

This course may be offered as a part of the Cooperative Program

Level 2
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✗	✗

COURSE PATHWAYS

You have:

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

May lead to:

- Further study in *Music 3*.

COURSE INFORMATION

I will learn:

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

In typical lessons I might:

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

This course would suit someone who:

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

Music Technology Projects – Foundation 2 (AUD215120)

This course may be offered as a part of the Cooperative Program

Level 2
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
×	×	×

COURSE PATHWAYS

You have:

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

May lead to:

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

COURSE INFORMATION

I will learn:

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

In typical lessons I might:

- Study microphone types and techniques
- Explore the use of analogue and digital hardware/software
- Learn about occupational health and safety
- Discuss commercial and legal issues
- Develop audio engineering/sound system design techniques
- Explore audio editing techniques.
- Participate in solo and group 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.

This course would suit someone who:

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

Musical Theatre 2 (MUT215120)

This course is offered every second year.

Level 2
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
×	×	×

COURSE PATHWAYS

You have:

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

May lead to:

- Further study in the Performing Arts.

COURSE INFORMATION

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 typical lessons 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.

This course would suit someone who:

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

Technical Theatre Production 2 (SDT215120)

This course is offered every second year.

Level 2
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✗	✗

COURSE PATHWAYS

You have:

- 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

May lead to:

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

COURSE INFORMATION

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 typical lessons 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.

This course would suit someone who:

- Wants to participate in the production of a musical theatre show as a member of the technical crew

Visual Art 2 (ART215123)

Level 2
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✗	✗

COURSE PATHWAYS

You have:

- An interest in making and viewing visual art
- Learning visual art skills and techniques
- traditional, modern and contemporary art forms

May lead to:

- Visual Art 3, Art Studio Practice 3
- Further study and/or employment

COURSE INFORMATION

I will learn:

- How to express myself through visual art
- Visual art skills and techniques
- Design principles and how to apply them
- How artists in various times, places and cultures made their art
- Transferable skills such as time management and perseverance

In typical lessons I might:

- Use my art journal to work out ideas I want to express
- Work on visual art skills such as brush techniques and use of paint, use of shading to show perspective, or try different ceramic glazes
- Do some research on an artist who inspires my art making
- Work on my artworks to get them ready to display
- View artworks in an exhibition either digitally or live
- Seek feedback from my teacher on my work to progress it
- Use my creative and critical thinking skills

This course would suit someone who:

- Wants to create artworks and express themselves through visual arts
- Wants to learn about artists and the visual arts in various times, places and eras
- Wants to learn time management and planning skills

Art Studio Practice 3 (ART315214)

Level 3
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
×	×	×

COURSE PATHWAYS

You have:

- 'SA' or above in Visual Art 3

May lead to:

- A pathway to tertiary study at TasTAFE or university.

COURSE INFORMATION

I will learn:

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

In typical lessons I might:

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

This course 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.

Contemporary Art Practice 3 (CAP315124)

This course may be offered as a part of the Cooperative Program

Level 3
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
×	×	×

COURSE PATHWAYS

You have:

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

May lead to:

- Further study in the visual arts through vocational or tertiary pathways.
- A career in the creative and cultural industries.

COURSE INFORMATION

I will learn:

- How to apply the lens of an art critic to analyse and evaluate works of art.
- How to apply the perspective of an art curator to effectively manage artworks and artefacts in a professional setting.
- The skills to analyse, interpret and evaluate historical contexts in relation to contemporary visual art.
- What professional pathways are available in the creative and cultural industries.

In typical lessons I might:

- Conduct investigations into historical or contemporary art movements.
- Explore the social and cultural contexts of art to form opinions and draw conclusions.
- Research roles within the creative industries that support, manage, critique and promote artists and visual artworks.
- Apply an entrepreneurial mindset to direct own work methods.

This course would suit someone who:

- Is interested in pursuing a career or further study in visual arts.
- Wants to learn how visual art is influenced by the global community, cultural diversity and technology.

Dance 3

(DNC315124)

This course may be offered as a part of the Cooperative Program

Level 3
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✓	✗

COURSE PATHWAYS

You have:

- A strong interest in choreography and creative movement, prior dance training or successful completion of *Dance 2*.
- A strong commitment to teamwork, rehearsal and performance obligations.
- Sound literacy skills.

May lead to:

- Further study in dance through vocational or tertiary pathways.
- A career in dance or dance associated fields.

COURSE INFORMATION

I will learn:

- To explore movement as a creative and expressive form of communication.
- To analyse the ways in which ideas are conveyed through dance, examining the influence of different dance genres, traditions and styles.
- To develop movement skills, including a range of expressive movements, that enhance physical ability and execution.
- How to refine choreographic skills to create personal and original dance works.

In typical lessons I might:

- Participate in warm-up exercises and conditioning to improve strength, flexibility and technique.
- Study and analyse dance works, focusing on choreographic practice and artistic intent.
- Apply knowledge of anatomical concepts and body functions to promote physical and emotional wellbeing.
- Collaborate with fellow dancers to create and perform dance works.

This course would suit someone who:

- Enjoys explorative movement and is confident performing in front of others.
- Is interested in pursuing further study or a career in dance or related fields.

Drama 3

(SDD315120)

Level 3
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✓	✗

COURSE PATHWAYS

You have:

- 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

May lead to:

- Further study in *Theatre Performance 3*.

COURSE INFORMATION

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 typical lessons 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.

This course would suit someone who:

- Enjoys performing
- Is interested in the Performing Arts
- Can commit to rehearsals and performances
- Works effectively in team situations.

Media Production 3 (MED315117)

This course may be offered as a part of the Cooperative Program

Level 3
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✓	✓

COURSE PATHWAYS

You have:

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

May lead to:

- Further studies at university level.

COURSE INFORMATION

I will learn:

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

In typical lessons I might:

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

This course would suit someone who:

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

Music 3 (MSM315120)

Level 3
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✗	✗

COURSE PATHWAYS

You have:

- 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)

May lead to:

- Further music studies at university level.

COURSE INFORMATION

I will learn:

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

In typical lessons I might:

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

This course 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.

Theatre Performance 3 (SDP315120)

This course may be offered as a part of the Cooperative Program

Level 3
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✓	✗

COURSE PATHWAYS

You have:

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

May lead to:

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

COURSE INFORMATION

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 typical lessons I might:

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

This course 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.

Visual Art 3 (ART315123)

Level 3
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✗	✗

COURSE PATHWAYS

You have:

- An interest in specialising and refining visual art skills; an interest in a visual arts career in the creative and cultural sector
- Prior experience in Australian Curriculum Years 9-10 Visual Arts or Visual Art Level 2 is recommended

May lead to:

- Art Studio Practice 3
- Further training or employment
- Fine Arts or other university pathways

COURSE INFORMATION

I will learn:

- To deepen and broaden my skills, technique and problem-solving skills in a specialist studio area
- To create and present an exhibition of my work
- To analyse artworks creatively and critically

In typical lessons I might:

- Use my art journal to plan my exhibition ideas
- Work on my specialist studio area techniques and skills
- Do research on art movements and artists
- Finish works ready for exhibition
- View artworks in an exhibition either digitally or live
- Negotiate with my teachers as I plan my work
- Use my analytical, creative and critical thinking skills

This course would suit someone who:

- Wants to pursue a career pathway based in the visual arts professional space
- Is creative, curious and engaged with art culture
- Can work in an independent way seeking feedback when necessary

UCP Foundation and Advanced Practical Study

(FCP113 / FCP120)

Level 3
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✗	✗

COURSE PATHWAYS

You have:

- Music 3 or equivalent music background

Advanced Practical Study requires the successful completion of Foundation.

May lead to:

- Further music or audio studies at university level.

COURSE INFORMATION

I will learn:

- Use foundational technical skills, musicality and stylistic expression in performance or folio
- Execute instrumental or vocal technique in your music practice
- Describe the historical, musical or social context, repertoire or practices relevant to your own creative practice
- Communicate reflections on your achievements in written and oral modes to develop your creative practice
- Communicate reflections on your achievements in written and oral modes to develop your creative practice

Apply preparation skills including practice regimes, scheduling, communication, rehearsal attendance and logistics to perform or compose and present a program of music.

In typical lessons I might:

- Work on instrumental / Composition skills
 - Develop a folio of works to Perform / Compose
 - Investigate how to improve practise techniques and write about that
 - investigate how to improve performance techniques and write about that
 - Perform pieces from your Folio
- Watch videos of your performance and study how to improve your performance.

This course would suit someone who:

- Has studied music for a considerable period of time
 - Can play an instrument / sing to approximately level 6 AMEB
 - Have explored writing music / songs before the course
 - Has some understanding of music technology
 - Wants to develop their musicianship and instrumental / compositional skills
- Wants to have their course recognised by the University of Tasmania.

UCP Music Technology Project 1 & 2

(FCJ110 / FCJ111)

Level 3
Credit Points: 15ea

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✗	✗	✗

COURSE PATHWAYS

You have:

- Previous experience in Audio Courses

Music Technology 2 requires successful completion of Music Technology 1

May lead to:

- Further music or audio studies at university level.

COURSE INFORMATION

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 typical lessons I might:

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

This course 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.

UCP Songwriting (FCA118)

Level 3
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
×	×	×

COURSE PATHWAYS

You have:

- Contemporary Music and Songwriting 2, Music 3 or equivalent music background

May lead to:

- Further music or audio studies at university level.

COURSE INFORMATION

I will learn:

- Apply technical knowledge through the creation of songs
- Illustrate through creative practice the application of reflective and analytical work
- Illustrate through creative practice an understanding of a range of musical traditions

Document musical works using musical conventions and recordings

In typical lessons I might:

- Analyse existing songs for how they are written and recorded

- Write songs to common song formulas

- Write songs using your own musical expression

- Rehearse and perform your own songs

Record your own songs..

This course would suit someone who:

- Has studied music and music technology for a considerable period of time

- Can play an instrument and or sing

- Have explored writing music / songs before the course

- Has some 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.

PRIOR LEARNING → <i>What students bring</i>	YEAR 11/12 COURSE → <i>Course options</i>	FUTURE PATHWAYS <i>Where this can lead</i>
No previous experience	Pathways to Work 1*	Employment, volunteering opportunities, a pathway to a VET course, or a school-based apprenticeship (ASbA).
No previous experience	Career and Life Planning 2	The next step in building my career, further study or employment.
No previous experience	Work Readiness 2*	A pathway to work, a school-based apprenticeship (ASbA) or a VET course.
- The capacity for self-directed learning - A minimum 'B' standard in Australian Curriculum English at Year 10 - Strong research methods, the ability to analyse primary and secondary sources and draw conclusions	Student Directed Inquiry 3*	A pathway to university study in any learning area or to work.

* Indicates that this course may be offered as a part of the co-operative arrangement

MIXED FIELD

YEARS 11 & 12 COURSE HANDBOOK

Pathways to Work 1 (WRK115117)

This course may be offered as a part of the Cooperative Program

Level 1
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
×	×	×

COURSE PATHWAYS

You have:

- No previous experience

May lead to:

- Employment, volunteering opportunities, a pathway to a VET course, or a school-based apprenticeship (ASbA).

COURSE INFORMATION

I will learn:

- Options for gaining work – supported, open and self-employment and volunteering
- Skills needed for job seeking
- Workplace skills expected of any new employee
- Basic communication, numeracy and ICT skills used in the workplace
- How to work with others.

In typical lessons I might:

- Identify my skills and attributes for work and apply for a job
- Plan and organise tasks to be completed, making decisions and solving problems along the way
- Work with others
- Complete simple forms and read signs and posters.

This course would suit someone who:

- Is interested in gaining work
- Is considering undertaking a VET course.

Career and Life Planning 2

(CLP205118)

Level 2
Credit Points: 5

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
×	×	×

COURSE PATHWAYS

You have:

- No previous experience

May lead to:

- The next step in building my career, further study or employment.

COURSE INFORMATION

I will learn:

- To locate and use career information to make career enhancing decisions
- How work and life roles have changed as a result of automation and globalisation and the role chance plays in this
- How to build and maintain a positive self-concept
- What my study and work options are for next year and into the future.

In typical lessons I might:

- Review my strengths and abilities and match them to future options
- Develop my study skills to help me obtain the best results I can, now and into the future
- Plan short, medium and long-term goals for my career and life
- Develop strategies for gaining work.

This course would suit someone who:

- Wants to prepare for their future work and study
- Wants guidance and support to plan the transition to launching their career.

Work Readiness 2

(WRK215117)

This course may be offered as a part of the Cooperative Program

Level 2
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
✓	✓	✓

COURSE PATHWAYS

You have:

- No previous experience

May lead to:

- A pathway to work, a school-based apprenticeship (ASbA) or a VET course.

COURSE INFORMATION

I will learn:

- The skills needed for successful job seeking
- Communication, numeracy and ICT skills suitable for using in a workplace
- Workplace skills expected of any new employee
- About diversity in the workplace.

In typical lessons I might:

- Search for and apply for a job, develop a resume and practice interview skills
- Work as part of a team to solve 'real world' problems and challenges
- Develop a Facebook page for a business and / or a LinkedIn profile for myself
- Plan and implement a project.

This course would suit someone who:

- Is interested in gaining work
- May be considering undertaking a VET course.

Student Directed Inquiry 3

(SDI315117)

This course may be offered as a part of the Cooperative Program

Level 3
Credit Points: 15

EVERYDAY ADULT STANDARDS

Numeracy	Literacy	ICT
×	×	×

COURSE PATHWAYS

You have:

- The capacity for self-directed learning
- A minimum 'B' standard in Australian Curriculum English at Year 10
- Strong research methods, the ability to analyse primary and secondary sources and draw conclusions

May lead to:

- A pathway to university study in any learning area or to work.

COURSE INFORMATION

I will learn:

- To apply capabilities of decision making, thinking globally, risk management and self-regulation to an inquiry
- To apply critical and creative thinking to a transdisciplinary inquiry
- To work individually and collaboratively, using effective strategies and skills for time management, planning and organising
- To reflect on processes, new learnings and feedback, and transfer knowledge into new contexts.

In typical lessons I might:

- Formulate an inquiry question and plan the inquiry
- Conduct in-depth research into an area of interest
- Investigate and record information and resources, analyse and synthesise the data and draw conclusions from the inquiry.

This course would suit someone who:

- Enjoys planning and managing their own learning
- Has a passion they would like to pursue through an inquiry process.

PRIOR LEARNING → <i>What students bring</i>	YEAR 11/12 COURSE → <i>Course options</i>	FUTURE PATHWAYS <i>Where this can lead</i>
- A 'C/B' in Australian Curriculum Health and Physical Education - Basic ICT, literacy and numeracy skills.	Certificate III in Fitness*	- Further study - Work in fitness or other areas of interest.
- An interest in animals - To enjoy working outdoors	Certificate II in Animal Care*	- Further study - Work in animal care or other areas of interest.
- Actively involved in sport and community minded - Would like a career within sport, not necessarily as an elite athlete	Certificate II in Sport Coaching*	- Coaching junior sports persons or teams - Assistant coach of senior teams - Further study in the area
- An interest in construction - To enjoy working in a practical way - Basic literacy and numeracy skills	Certificate II in Construction Pathway*	- Further study - Work in construction or other areas of interest.
- An interest in Electrotechnology - Literacy, numeracy and some science skills	Introduction to Electrotechnology*	- Further study - Work in electro technology or other areas of interest.
- An interest in the hair & beauty industry - Would like to develop salon level skills and techniques - Is prepared to work on clients	Discover Your Personal Style*	- Part-time work in a salon - Certificate II in Hairdressing or Certificate III in Beauty Services - An apprenticeship or traineeship
An interest in food preparation and the hospitality industry	Certificate II in Hospitality*	- Further study - Work in hospitality or other areas of interest. - A credit towards SIT30622 Certificate III in Hospitality (if successfully completed)
To have completed Certificate II in Hospitality or have had recent employment in hospitality	Certificate III in Hospitality*	- Further study - Work in hospitality or other areas of interest.
No previous experience	Certificate I in Maritime Operations (Coxswain Grade 2 Near Coastal) & Aquaculture Skillset*	- Further study - Work in the aquaculture industry or within any sectors of the maritime industry

* Indicates that this course may be offered as a part of the co-operative arrangement

Certificate III in Fitness

This course may be offered as a part of the Cooperative Program

COURSE PATHWAYS

You have:

- A 'C/B' in Australian Curriculum Health and Physical Education
- Basic ICT, literacy and numeracy skills.

May lead to:

- Further study
- Work in fitness or other areas of interest.

COURSE INFORMATION

I will learn:

- About working with clients as a fitness instructor
- How the body works
- About basic nutrition
- How to complete a client fitness assessment
- How to stay safe and healthy in the workplace, including First Aid.

In typical lessons I might:

- Plan and instruct a group exercise class
- Learn about the risks involve in some fitness activities
- Use exercise equipment.

This course would suit someone who:

- Has an interest in fitness and working in the fitness industry.

Certificate II in Animal Care

This course may be offered as a part of the Cooperative Program

COURSE PATHWAYS

You have:

- An interest in animals
- To enjoy working outdoors

May lead to:

- Further study
- Work in animal care or other areas of interest.

COURSE INFORMATION

I will learn:

- How to provide appropriate food, water and shelter for a variety of animals
- How to complete a variety of animal care hygiene routines and assist in animal health care procedures
- Animal rescue first aid
- How to stay safe and healthy in the workplace
- The skills employers value in the workplace.

In typical lessons I might:

- Feed, water and provide shelter for a range of animals
- Visit an animal park, veterinary clinic or RSPCA
- Learn about products and services in animal care
- Investigate some of the career paths in animal care
- Gather information about caring for domestic pets.

This course would suit someone who:

- Has an interest in working with animals, would like to access further study, and enjoy working outdoors.

Certificate II in Sport Coaching

This course may be offered as a part of the Cooperative Program

COURSE PATHWAYS

You have:

- Actively involved in sport and community minded
- Would like a career within sport, not necessarily as an elite athlete

May lead to:

- Coaching junior sports persons or teams
- Assistant coach of senior teams
- Further study in the area

COURSE INFORMATION

I will learn:

- About industry workplace health and safety
- Organisational skills
- How to plan for sporting success

In typical lessons I might:

- Plan and undertake training sessions
- Participate in conditioning for sport
- Officiate in sporting activities

This course would suit someone who:

- Would like a career within sport, not necessarily as an elite athlete

Certificate II in Construction Pathway

This course may be offered as a part of the Cooperative Program

COURSE PATHWAYS

You have:

- An interest in construction
- To enjoy working in a practical way
- Basic literacy and numeracy skills

May lead to:

- Further study
- Work in construction or other areas of interest.

COURSE INFORMATION

I will learn:

- About some of possible jobs in the construction industry. These include general construction, concreting, carpentry and plastering
- The skills needed to undertake these jobs
- How to stay safe and healthy in the workplace
- The skills employers value in young workers.

In typical lessons I might:

- Carry out measurements and calculations
- Develop your practical construction skills in the workshop
- Undertake a practical work placement

This course would suit someone who:

- Have an interest in construction and enjoy working in a practical way.

Introduction to Electrotechnology

This course may be offered as a part of the Cooperative Program

COURSE PATHWAYS

You have:

- An interest in Electrotechnology
- Literacy, numeracy and some science skills

May lead to:

- Further study
- Work in electro technology or other areas of interest.

COURSE INFORMATION

I will learn:

- About the basic skills required to work within a wide range of electrotechnology roles (electrical, refrigeration, electronics and telecommunications trades)
- How to use tools and equipment
- How to stay safe and healthy in the workplace
- The skills employers value in young workers

In typical lessons I might:

- Gather information about possible career paths in electrotechnology
- Name and identify electrotechnology components
- Use drawings and diagrams to problem solve and fix electrotechnology faults
- Use hand tools to assemble, dismantle and construct equipment in the electrotechnology industry

This course would suit someone who:

- Has an interest in electrotechnology.

Discover Your Personal Style

This course may be offered as a part of the Cooperative Program

COURSE PATHWAYS

You have:

- An interest in the hair & beauty industry
- Would like to develop salon level skills and techniques
- Is prepared to work on clients

May lead to:

- Part-time work in a salon
- Certificate II in Hairdressing or Certificate III in Beauty Services
- An apprenticeship or traineeship

COURSE INFORMATION

I will learn:

- Workplace health & safety
- Skills required to work in a salon

In typical lessons I might:

- Undertake practical makeup sessions
- Practice hand and nail care
- Learn about hairstyling and braiding
- Use Spray Tanning
- Apply lash extensions

This course would suit someone who:

- An interest in the hair & beauty industry

Certificate II in Hospitality

This course may be offered as a part of the Cooperative Program

COURSE PATHWAYS

You have:

- An interest in food preparation and the hospitality industry

May lead to:

- Further study
- Work in hospitality or other areas of interest.
- A credit towards SIT30622 Certificate III in Hospitality (if successfully completed)

COURSE INFORMATION

I will learn:

- About the hospitality industry
- How to interact with customers
- 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 typical lessons 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.

This course would suit someone who:

- Has an interest in working within the hospitality industry.

Certificate III in Hospitality

This course may be offered as a part of the Cooperative Program

COURSE PATHWAYS

You have:

- To be in Year 12
- To have completed Certificate II in Hospitality or have had recent employment in hospitality

May lead to:

- Further study
- Work in hospitality or other areas of interest.

COURSE INFORMATION

I will learn:

- About the hospitality industry
- How to interact with customers
- 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 typical lessons I might:

- Prepare and present coffee or non-alcoholic beverages
- Use industry related equipment correctly
- Undertake practical work placement (36 service periods)
- Prepare food for café services

This course would suit someone who:

- Has an interest in working within the hospitality industry

Certificate I in Maritime Operations

This course may be offered as a part of the Cooperative Program

COURSE PATHWAYS

You have:

- No previous experience

May lead to:

- Further study
- Work in the aquaculture industry or within any sectors of the maritime industry

COURSE INFORMATION

I will learn:

- Seamanship skills for vessels
- How to command and operate vessels less than 12 metres in length
- How to operate outboard motors of unlimited propulsion power
- How to operate inboard motors of less than 100 kw propulsion power
- Maritime safety and emergency procedures
- How to splice rope and tie knots commonly used in the maritime industry
- How to produce live feed cultures
- About environmentally sustainable aquaculture practice
- About product quality control
- About aquaponics and resource sustainability
- Basic rules around safe food handling
- How to prepare and cook simple seafood meals

In typical lessons I might:

- Undertake specialised practical training within the maritime sector
- Feed a variety of aquatic animals
- Take water samples and monitor water quality
- Use and maintain equipment and machinery
- Practice rope splicing or tie common maritime knots
- Assess the health and growth of aquaponic plants
- Initiate, monitor and/or maintain live feed cultures
- Visit marine farms or undertake a practical work placement
- Prepare and cook simple seafood dishes

This course would suit someone who:

- This qualification is suitable for students who wish to work in an entry level position within the maritime industry as a General Purpose Deckhand under the general supervision of the master or engineer of a commercial vessel.

in Christ, wisdom and knowledge

*"To glorify and honour God
through Christ centred education"*