

Course Handbook

11&12 2025



LAUNCESTON
CHRISTIAN
SCHOOL



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LCS MISSION AND CORE VALUES

Mission Statement:

To glorify and honour God through Christ-centred education

Our Core Values:

To live in obedience to God
To act with humility, integrity and fairness
To work with creativity and diligence
To encourage participation and teamwork
To be trustworthy and accountable to one another

School Motto:

In Christ, Wisdom and Knowledge

Students are treated as young adults; they are given certain freedoms but also taught a lot about responsibility and taking ownership of their choices and actions. We want to encourage our students to be diligent, respectful, and compassionate members of the community, to see them be ones who will use their gifts and talents to help others and give glory to God. At LCS our Key Values: Respect, Diligence and Compassion, reflect our Mission Statement.



RESPECT



DILIGENCE



COMPASSION

OUR SCHOOL



Launceston Christian School is one of many schools throughout Australia that belong to a wider association of Christian schools that are unified around the common goal of authentic, Bible-based, Christ-centred education. This network is known as Christian Education National (CEN). The school was established in 1976 and has enjoyed steady growth over many years resulting in over 760 students currently enrolled. Set on 12 hectares just ten minutes from Launceston City centre, the school is positioned in the beautiful Tamar Valley with the Tamar River forming a scenic backdrop.

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



FROM THE PRINCIPAL

This booklet is designed to share information, answer questions, and offer a guide to navigating the educational pathways offered to Year 11 and 12 students here at Launceston Christian School

Year 11 and 12 students at LCS progress along their education pathways in a nurturing environment, guided by Christian teachers and other staff who are dedicated to their task in teaching students a sound Biblical worldview, doing this with deep love and care for the students entrusted to them.

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

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

Please give serious consideration to completing the journey of Secondary Schooling here at Launceston Christian School.

Mr Stuart Kent



FROM THE HEAD OF SECONDARY

Year 11 and 12 at Launceston Christian School is all about supporting our students academically, emotionally, physically, socially, and spiritually in a nurturing environment. Whether they are preparing for future study at university, dreaming about an apprenticeship or looking into a career or travel opportunity, we want our students to feel supported and nurtured.

We work hard to provide students with a wide range of subjects and opportunities while still maintaining a Christ-centred focus. The majority of these are run at the school and others are made possible through VET and our co-op arrangement with other private schools in Launceston. We also provide opportunities to take part in interstate school camps to Canberra (Year 11) and Melbourne (Year 12) and special trips such as the Northern Territory Experience and a Ski Trip (run on alternate years).

We make it a priority to foster positive relationships with not only our students but their parents – ensuring we communicate well and work together to help their child reach their potential.

As you read through this subject selection guide, I encourage you to think about the things you enjoy and what you are passionate about. Consider what further education or job opportunities you'd like to pursue when you are finished your schooling and whether the subjects you are interested in will assist you in those goals. Choosing subjects that are of interest to you and that you think you will enjoy will lead to much better engagement and better outcomes. We know these decisions can feel daunting, but please know that we are here to support you and are available to talk through your options.

Mrs Bonnie Armstrong



Mr Robert Morgan
Head of Teaching & Learning/TASC Liaison Officer

Mr Morgan oversees TASC. He plays a big role in Year 11 and 12 at LCS, as he assists students in figuring out courses, and is the key person to speak with if subject choices need to be changed. Mr Morgan oversees exams. If you have any questions about assessment or TASC, he is available to speak with parents and students.

morganr@lcs.tas.edu.au



Mrs Aileen Lake
Careers Coordinator

Mrs Lake assists students as they transition through school to life beyond Year 12 by providing subject, career, and vocational advice. Besides working with students to explore career options, and develop a career plan, she can assist with applications for university and scholarships, liaise with employers to organise work experiences and other opportunities.

lakea@lcs.tas.edu.au



Mr Scott Black
11/12 Coordinator

Mr Black's role is focused on Pastoral Care, culture and community. He endeavours to foster a positive learning environment by promoting respectful and compassionate behaviour in line with LCS's values. Pastoral care of the cohort is key to supporting our students' emotional and spiritual well-being, ensuring they feel valued and guided through their crucial final years of school.

blacks@lcs.tas.edu.au



Mrs Katrina Barracu
Senior Administration Officer to Teaching & Learning

Mrs Barracu is the liaison between COOP schools and students attending COOP classes. She is the contact for students and parents with all things COOP (taxis, absences, reports etc). Mrs Barracu also receives requests for subject changes, passes to Head of Teaching & Learning for approval, makes the changes and communicates changes.

barracuk@lcs.tas.edu.au

YEAR 11/12 COURSES

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

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

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

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

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

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

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

TASC QUALIFICATIONS AND CERTIFICATES

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

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

Tasmanian Certificate of Education (TCE)

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

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

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

TCE standards

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

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

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

Meeting the Participation and Achievement Standard

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

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

- or a combination of these to make up a program of study.

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

Meeting the Everyday Adult Standards

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

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

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

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

Course Planner on The Hub

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

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

Or you can watch the [TCE information video](#).

Tasmanian Certificate of Educational Attainment

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

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

Eligibility Requirements

A student is eligible to apply for the TCEA at the end point of senior secondary schooling (Year 12 or Year

13) when they meet at least one of the following eligibility criteria:

- where personal circumstances and/or family circumstances and/or trauma related experiences have had a significant impact on learning or caused difficulties in learning
- where an impairment, disability and/or condition impacts upon one or more aspects of their learning.

Supporting Evidence

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

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

The Qualifications Certificate

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

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

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

The Qualifications Certificate could include:

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

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

Further information about the Qualifications Certificate can be found here:

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

CHOOSING COURSES

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

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

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

It is also important to do the following:

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

COURSE ADVISORS

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

MINIMUM HOURS

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

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

PREREQUISITES

Previous experience is required to be accepted into some subjects. This usually means a specific course, or courses, need to have been completed first. In some circumstances this may be negotiated

so please check with the subject teacher concerned if you are unsure. This handbook indicates what prerequisites are required for each course.

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

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

AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

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

THE CO-OPERATIVE ARRANGEMENT

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

Vocational Education is an important element of the curriculum at LCS. It is specific to our Year 11 and 12 students and requires high levels of maturity and commitment from all its participants. The courses are conducted both within the Co-Op arrangement schools and by post-secondary Registered Training Organisations. Once students have decided to enrol and commit to a particular VET course, it is the expectation that the course will be completed.

VET courses listed in this handbook are offered through St. Patrick's College and will be deemed viable to run in 2025 if student interest is adequate. VET course delivery is auspiced through Registered Training Organisations (RTOs) and delivered at St. Patrick's College utilising either a "partnership or service" agreement. Contracts with RTOs are subject to change in accordance with regular training package upgrades and logistical arrangements. Students and their families will be notified of changes if/when they present.

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

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

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

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

Students who require transport to the vocational course location are required to make their own way there. Students who have their own car and driver's

licence may drive to and from the location once they have completed a permission to drive form.

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

UTAS UNIVERSITY CONNECTIONS PROGRAM (UCP)

The University of Tasmania University Connections Program provides students with an opportunity for year 11 and 12 students to undertake introductory university units specifically designed for senior secondary students.

The University Connections Program (UCP) is a partnership between the University of Tasmania, Tasmanian Schools and the Office of Tasmanian Assessment Standards and Certification (TASC).

By successfully completing these units, you receive TCE points, most results are eligible for inclusion in the ATAR and you can apply for recognition of prior learning (credit) towards a range of degrees at the University of Tasmania.

UCP units vary in how they are delivered. Most are delivered in schools while our extension units are delivered through a combination of online and independent study supported by on-campus workshops. This means you get the opportunity to come to university and attend classes with our lecturers.

UCP courses which are commonly offered at Launceston Christian School have been included in this course handbook.

Further information can be found at:

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

A full list of UCP courses can be found at:

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

UTAS HIGH ACHIEVER PROGRAM (HAP)

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

The aims of the Program are to:

- Enrich educational opportunities for Year 11/12 students

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

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

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

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

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

Further information can be found at:
<https://www.utas.edu.au/underwood-centre/projects-and-initiatives/hap>

A full list of HAP courses can be found at:
<https://www.tasc.tas.gov.au/students/courses/utas/hap/a-z/>

UNIVERSITY STUDY

UNIVERSITY OF TASMANIA

General Entry Requirements

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

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

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

Further information can be found at:
<https://www.utas.edu.au/study/apply/admission-requirements>

Schools Recommendation Program

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

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

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

Further information can be found at:
<https://www.utas.edu.au/study/schools-recommendation-program>

Faculty Prerequisites

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

Further information can be found at:
<https://www.utas.edu.au/study/apply/admission-requirements#selection>

Alternative Pathways to University Study at UTAS

University Preparation Program (UPP)

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

The UPP is designed to support students to develop the academic skills and confidence to undertake

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

Further information can be found at:

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

Diploma of University Studies

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

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

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

Further information can be found at:

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

Murina Program

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

The Program offers units that explore people, place and politics using narrative approaches and storytelling to advance study skills, all through a Tasmanian Aboriginal lens.

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

Further information can be found at:

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

Other admission options

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

Applicants who have completed a 'non-standard' Senior Secondary course which does not permit calculation of an ATAR, e.g. those who have undertaken Year 11 and 12 schooling at home, or at a school which does not follow the Australian curriculum, are assessed according to completed study with results converted to a selection rank.

Further information can be found at:

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

AUSTRALIAN MARITIME COLLEGE

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

Undergraduate courses

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

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

Information regarding enrolment can be found at:

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

Scholarships

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

Vocational Training

AMC offers vocational training in areas such as:

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

These courses are conducted at the AMC Beauty Point Campus.

Details of these and other vocational courses can be found at www.amc.edu.au.

INTERSTATE UNIVERSITIES

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

For further information about interstate universities and all courses can be found at: <https://www.coursesseeker.edu.au/>

Courses



LAUNCESTON
CHRISTIAN
SCHOOL

Biblical **Studies** **11 & 12 2025**



LAUNCESTON
CHRISTIAN
SCHOOL

Moore Preliminary Theological Certificate

MPTC

In Preliminary Theological Certificate, I will learn...

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

In a typical lesson, I might...

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

Preliminary Theological Certificate would suit someone who...

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

For more information, I should talk to...

Mr Nathan Hill

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 |

FOR MORE INFORMATION

Moore.edu.au



English Pathways

Prior Learning



Year 11/12 Course



Future Pathways

| | | |
|--|--|---|
| <ul style="list-style-type: none"> An interest in developing my English language skills For further entry requirements please review the course document | English as an Additional Language or Dialect 1 * | <ul style="list-style-type: none"> Vocational and or further study including English as an Additional Language or Dialect 2. |
| <ul style="list-style-type: none"> An interest in developing my English and literacy skills, to help me understand different types of texts. | English Inquiry 1 | <ul style="list-style-type: none"> Level 2 TASC courses, including Level 2 English courses Further study |
| <ul style="list-style-type: none"> 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 * | <ul style="list-style-type: none"> Vocational and or further study including English as an Additional Language or Dialect 3. |
| <ul style="list-style-type: none"> 'C/B' in Year 10 Australian Curriculum English | English Inquiry 2 | <ul style="list-style-type: none"> Further study and/or a pathway to further training or employment. Level 3 TASC courses, including English 3 |
| | English Foundations 2 | |
| <ul style="list-style-type: none"> An interest in writing. 'C' in Year 10 Australian Curriculum English is recommended. | English Studio 2 * | |
| <ul style="list-style-type: none"> 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 * | <ul style="list-style-type: none"> Further study, training or employment. |
| <ul style="list-style-type: none"> 'A' (or a strong '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 is recommended. | English 3 | <ul style="list-style-type: none"> University studies: a Bachelor of Arts, International Studies, Visual Communication, Media and Communication, Journalism, Education, Social Sciences, Law, Economics and Applied Learning Vocational Education: Creative Industries, Hospitality , Tourism, Community Services, Early Childhood Education and Care, Information and Cultural Services. |
| | English Inquiry 3 * | |
| | English Literature 3 * | |
| <ul style="list-style-type: none"> An interest in Professional Creative Writing. 'A' (or a strong '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. | English Studio 3 * | |

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

English Courses

English as an Additional Language or Dialect 1 *

EAL115114

TCE Information

Level: 1

Credit Points: 15

Everyday Adult Skills: -

In English as an Additional Language or Dialect 1, I will learn...

- Skills in listening, speaking, reading and writing in Standard Australian English
- To communicate and use language socially and in personal contexts
- To read and understand a range of everyday texts
- To consider aspects of Australian life and culture.

In a typical lesson, I might...

- Use English to listen, speak, view, read and write
- Identify and discuss aspects of Australian life and culture
- Create simple oral, written and multimodal texts to express ideas about familiar topics
- Use basic research skills
- Read and understand texts presented in a range of forms.

English as an Additional Language or Dialect 1 would suit someone who...

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

For more information, I should talk to...

Mrs Julie Ferguson

English Inquiry 1

ENT115123

TCE Information

Level: 1

Credit Points: 15

Everyday Adult Skills: -

In English Inquiry 1, 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 a typical lesson, 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

English Inquiry 1 would suit someone who...

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

For more information, I should talk to...

Ms Amy Reid

English as an Additional Language or Dialect 2 *

EAL215114

TCE Information

Level: 2

Credit Points: 15

Everyday Adult Skills: -

In English as an Additional Language or Dialect 2, 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 a typical lesson, 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.

English as an Additional Language or Dialect 2 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.

For more information, I should talk to...

Mrs Julie Ferguson

English Foundations 2

ENG215117

TCE Information

Level: 2

Credit Points: 15

Everyday Adult Skills: Literacy

In English Foundations 2, I will learn...

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

In a typical lesson, I might...

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

English Foundations 2 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.

For more information, I should talk to...

Mrs Taryn Brown

English Inquiry 2

ENT215123

TCE Information

Level: 2

Credit Points: 15

Everyday Adult Skills: Literacy

In English Inquiry 2, 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 a typical lesson, 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

English Inquiry 2 would suit someone who...

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

For more information, I should talk to...

Ms Amy Reid

English Studio 2 *

ENS215124

TCE Information

Level: 2

Credit Points: 15

Everyday Adult Skills: Literacy

In English Studio 2, 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 a typical lesson, 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.

English Studio 2 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.

For more information, I should talk to...

Mr Kim Jansen

English 3

ENG315117

TCE Information

Level: 3

Credit Points: 15

Everyday Adult Skills: Literacy

In English 3, I will learn...

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

In a typical lesson, I might...

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

English 3 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.

For more information, I should talk to...

Mr James McGeachy or Mrs Rebecca Thiele

English as an Additional Language or Dialect 3 *

EAL315120

TCE Information

Level: 3

Credit Points: 15

Everyday Adult Skills: Literacy

In English as an Additional Language or Dialect 3, 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 a typical lesson, I might...

- Use English to describe, interpret, entertain, persuade and analyse

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

English as an Additional Language or Dialect 3 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.

For more information, I should talk to...

Mrs Julie Ferguson

English Inquiry 3 *

ENT315124

TCE Information

Level: 3

Credit Points: 15

Everyday Adult Skills: Literacy

In English Inquiry 3, I will learn...

- To become a critical thinker and insightful reader, listener and viewer.
- To create analytical, imaginative, interpretive and persuasive texts.
- About the ways texts from English and other disciplines represent ideas and values.
- That point of view can be used to persuade audiences.
- That language shapes our perspectives of people, ideas and issues.
- To use inquiry-based learning.
- To develop and negotiate an independent inquiry focusing on either identity or sustainability.

In a typical lesson, I might...

- Explore connections between texts (English and other disciplines).
- Express reasoned and persuasive arguments.
- Use point of view to shape meaning and response.
- Discuss perspectives on social, national, and global issues.
- Use inquiry skills to develop and communicate learning.
- Experiment with language features and structures to create texts.

English Inquiry 3 would suit someone who...

- Wants to consolidate their knowledge, skills and understanding of English, by making connections with texts from English and other disciplines.
- Is interested in pursuing further study or a career that relies on strong English skills.

For more information, I should talk to...

Mrs Julie Ferguson

English Literature 3 *

ENL315114

TCE Information

Level: 3

Credit Points: 15

Everyday Adult Skills: Literacy, ICT

In English Literature 3, I will learn...

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

In a typical lesson, I might...

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

English Literature 3 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.

For more information, I should talk to...

Mr Kim Jansen

English Studio 3 *

ENS315124

TCE Information

Level: 3

Credit Points: 15

Everyday Adult Skills: Literacy, ICT

In English Studio 3, 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 a typical lesson, 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.

English Studio 3 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.

For more information, I should talk to...

Mr Kim Jansen



Health and Physical Education Pathways

Prior Learning



Year 11/12 Course



Future Pathways

| | | |
|--|---|---|
| <ul style="list-style-type: none"> No previous experience | Sport and Recreation Experiences 1 | <ul style="list-style-type: none"> A wide range of personal, vocational and further education and training options. |
| <ul style="list-style-type: none"> 'C' in Year 10 Australian Curriculum HPE. To play in a recognised sporting competition in the year of undertaking the course. | Athlete Development 2 * | <ul style="list-style-type: none"> Ongoing study, volunteering or employment in the areas of physical education, sport science, health studies, human movement, exercise science and personal training |
| <ul style="list-style-type: none"> No previous experience 'C' in Year 10 Australian Curriculum HPE or an SA in Outdoor Experiences 1. | Outdoor Education 2 | <ul style="list-style-type: none"> 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 |
| <ul style="list-style-type: none"> No previous experience 'C' in Year 10 Australian Curriculum HPE or an SA in Athlete Development 2 or Physical Recreation 2. | Sport Science – Foundation 2 * | <ul style="list-style-type: none"> Sport Science 3 A career or further study in the sport industry. |
| <ul style="list-style-type: none"> 'B' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum English. | Health Studies 3 | <ul style="list-style-type: none"> 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. |
| <ul style="list-style-type: none"> '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 | <ul style="list-style-type: none"> A wide range of personal, vocational and further education and training options, this course provides a transferable skillset for learners wishing to move into areas of employment where there is a requirement for people managers and team workers, particularly those working outdoors and/or where leadership, responsibility, decision making and resourcefulness are crucial, such as The Defence Forces, Police, Ambulance and Fire Departments, the Antarctic Division, and Adventure Tourism and Education. |
| <ul style="list-style-type: none"> 'B' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum English SA in Sport Science Foundation 2. | Sport Science 3 | <ul style="list-style-type: none"> 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

Health and Physical Education Courses

Sport and Recreation Experiences 1

HPE110118

TCE Information

Level: 1

Credit Points: 10

Everyday Adult Skills: -

In Sport and Recreation Experiences 1, I will learn...

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

In a typical lesson, I might...

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

Sport and Recreation Experiences 1 would suit someone who...

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

For more information, I should talk to...

Mr Ryan Bosker

- Strategies to reduce the incidence of injury and how to manage injuries
- Methods of sport-specific conditioning (physical preparation and recovery)
- How to evaluate and review personal performance
- To choose, discuss, evaluate and apply a range of current high performance sport education information and resources shared through group tutorials.

In a typical lesson, 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.

Athlete Development 2 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.

For more information, I should talk to...

Mr Ryan Bosker

Outdoor Education 2

EXP215118

TCE Information

Level: 2

Credit Points: 15

Everyday Adult Skills: -

In Outdoor Education 2, I will learn...

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

In a typical lesson, I might...

- Undertake a variety of shorter in the field and classroom-based experiences
- Prepare for specific adventure activities and/or expeditions, problem solving and team building exercises

Athlete Development 2 *

ATH215118

TCE Information

Level: 2

Credit Points: 15

Everyday Adult Skills: -

In Athlete Development 2, I will learn...

- How to manage a sport specific, well organised, systematic training program
- About developing and maintaining a level of physical conditioning to achieve optimal sporting performance
- Strategies for setting goals and outlining ways in which these can be achieved
- How basic physical, psychological and social factors influence sporting performance
- About current trends in sports nutrition and hydration
- How various recovery methods affect performance

- Take part in activities which may include kayaking, rock climbing, bush walking, abseiling, caving, snorkelling, surfing, mountain biking and/or self-contained expeditions
- Prepare a digital or verbal presentation reflecting on my experiences and their impact
- Do an overnight self-contained land and/or water journey-based expedition.

Outdoor Education 2 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.

For more information, I should talk to...

Mr Tommy Macqueen or Mr Joshua Armstrong

Sport Science – Foundation 2 *

SPT215118

TCE Information

Level: 2

Credit Points: 15

Everyday Adult Skills: -

In Sport Science – Foundation 2, 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 a typical lesson, 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.

Sport Science – Foundation 2 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.

For more information, I should talk to...

Mr Tommy Macqueen

Health Studies 3

HLT315118

TCE Information

Level: 3

Credit Points: 15

Everyday Adult Skills: Literacy

In Health Studies 3, I will learn...

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

In a typical lesson, I might...

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

Health Studies 3 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.

For more information, I should talk to...

Mrs Michelle Fitzallen

Outdoor Leadership 3

OXP315118

TCE Information

Level: 3

Credit Points: 15

Everyday Adult Skills: Literacy

In Outdoor Leadership 3, I will learn...

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

In a typical lesson, I might...

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

Outdoor Leadership 3 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.

For more information, I should talk to...

Mr Tommy Macqueen

Sport Science 3

SPT315118

TCE Information

Level: 3

Credit Points: 15

Everyday Adult Skills: -

In Sport Science 3, I will learn...

- About the three main disciplines that contribute to current sport science practice;» sport psychology including goal setting, motivation, stress and anxiety and visualisation» exercise physiology, energy systems, recovery, training programs (and their effects)» skill acquisition with regard to

motor skills, information processing, feedback and movement analysis.

- How various factors influence and contribute to sports performance and why certain approaches are widely used
- About ways athletes learn sports skills and the implications for coaching and practice
- How different training types are designed to target particular responses in athletes
- Ways to examine human systems and function during exercise, and how physical activity impacts health
- How the inter-relationships and connections between physiology, skill acquisition and sports psychology can impact on performance.

In a typical lesson, I might...

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

Sport Science 3 would suit someone who...

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

For more information, I should talk to...

Mr Tommy Macqueen



Humanities and Social Sciences Pathways

Prior Learning



Year 11/12 Course



Future Pathways

| | | |
|---|--|--|
| <ul style="list-style-type: none"> • 'C' in Year 10 Australian Curriculum Mathematics and English. | Business Studies Foundation 2 * | <ul style="list-style-type: none"> • Further study in Business Studies 3, Accounting 3, Economics 3 or certificate courses in the business sector. |
| <ul style="list-style-type: none"> • An interest in history. • 'C' in Year 10 Australian Curriculum History, Geography or English is recommended. | History 2 * | <ul style="list-style-type: none"> • Further study in history, including Level 3 TASC courses. • A pathway to employment. |
| <ul style="list-style-type: none"> • 'C' in Year 10 Australian Curriculum English. | Introduction to Sociology and Psychology 2 | <ul style="list-style-type: none"> • 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. |
| | Legal Studies – Foundation 2 * | <ul style="list-style-type: none"> • Further study, as this course provides a pathway to Legal Studies 3 • Careers in government positions, the legal profession, policing, journalism or social work. |
| <ul style="list-style-type: none"> • A curiosity about different world religions. • 'C' in Year 10 Australian Curriculum English. | Studies of Religion 2 * | <ul style="list-style-type: none"> • Further study in religion, such as Studies of Religion 3. |
| <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • A pathway to Certificate II in Community Services, Certificate III in Early Childhood Education and Care; as well as Introduction to Sociology and Psychology 2, Sociology 3 and Psychology 3 • Further study leading to careers such as teaching, early childhood education, paediatric or child health nursing. |
| <ul style="list-style-type: none"> • 'B/A' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum History or English. | Ancient History 3 * | <ul style="list-style-type: none"> • 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. |
| <ul style="list-style-type: none"> • 'B/A' ('C' in consultation with teachers) in Year 10 Australian Curriculum Mathematics and English. | Accounting 3 * | <ul style="list-style-type: none"> • Further study and/or a career in accounting or business. |
| | Business Studies 3 * | <ul style="list-style-type: none"> • Further study at university and/or future employment in areas such as finance, administration, marketing, management, economics and accounting. |
| | Economics 3 * | <ul style="list-style-type: none"> • Further study and/or careers in economics, business, commerce, the public service or journalism. |

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

Prior Learning



Year 11/12 Course



Future Pathways

| | | |
|--|---------------------------|--|
| <ul style="list-style-type: none"> • 'B/A' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum History or English. | First Nations Studies 3 * | <ul style="list-style-type: none"> • A pathway to further study in a range of courses including history, politics, anthropology, sociology, philosophy and journalism. • Careers in law, public service, counselling, diplomacy, teaching and a range of other vocations that require academic skills, empathy and an interest in multiple perspectives. |
| | Legal Studies 3 * | <ul style="list-style-type: none"> • Further study. • A career in journalism, law, government administration, policing, social work and court administration. |
| | Modern History 3 * | <ul style="list-style-type: none"> • 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. |
| <ul style="list-style-type: none"> • 'B/A' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum Geography, History or English. | Geography 3 * | <ul style="list-style-type: none"> • 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. |
| <ul style="list-style-type: none"> • 'B/A' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum English is recommended. • Exploring Issues in Society 2, Making Moral Decisions 2, Religion in Society 2, and Studies of Religion 3 also provide pathways to this course. | Philosophy 3 * | <ul style="list-style-type: none"> • 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. |
| <ul style="list-style-type: none"> • 'B/A' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum English. | Psychology 3 | <ul style="list-style-type: none"> • 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. |
| | Sociology 3 | <ul style="list-style-type: none"> • 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. |
| <ul style="list-style-type: none"> • 'B/A' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum History or English or CA in Studies of Religion 2 is recommended. | Studies of Religion 3 * | <ul style="list-style-type: none"> • 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

Humanities and Social Sciences Courses

| Business Studies Foundation 2 * |
|---|
| BST215116 |
| TCE Information |
| Level: 2 |
| Credit Points: 15 |
| Everyday Adult Skills: - |
| In Business Studies Foundation 2, I will learn... |
| <ul style="list-style-type: none"> 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 a typical lesson, I might... |
| <ul style="list-style-type: none"> 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. |
| Business Studies Foundation 2 would suit someone who... |
| <ul style="list-style-type: none"> 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. |
| For more information, I should talk to... |
| Mr John Farrow |

| History 2 * |
|--|
| HIS215124 |
| TCE Information |
| Level: 2 |
| Credit Points: 15 |
| Everyday Adult Skills: Literacy |
| In History 2, I will learn... |
| <ul style="list-style-type: none"> Interesting things from the past, from ancient times to the modern world. About ancient sites, important people and events. About movements for change in the 20th century and how the world has changed over time. How to use evidence to make decisions. |
| In a typical lesson, I might... |
| <ul style="list-style-type: none"> Look at old objects and documents to learn about what happened in the past. Discuss and debate with others about important events, people and movements in history. Research and share findings about ancient civilisations or modern historical topics. Explore how people understand history and question different opinions. |

| |
|---|
| History 2 would suit someone who... |
| <ul style="list-style-type: none"> Has a keen interest in history and enjoys learning about the past. Is interested in pursuing further study or a career related to history or related fields. |
| For more information, I should talk to... |
| Mrs Julie Ferguson |

| Introduction to Sociology and Psychology 2 |
|---|
| BHX215118 |
| TCE Information |
| Level: 2 |
| Credit Points: 15 |
| Everyday Adult Skills: Literacy |
| In Introduction to Sociology and Psychology 2, I will learn... |
| <ul style="list-style-type: none"> 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 a typical lesson, I might... |
| <ul style="list-style-type: none"> Investigate sociology as a study that seeks to explain human behaviour in contemporary social life. Investigate psychology as a study that provides an understanding of human behaviour and the experiences of the individual. Discuss key topics on sociology and psychology. Use basic terms, concepts and ideas to describe human behaviour and motivation. Apply appropriate theories to interpret evidence and information from a variety of sources. Examine the forces that influence behaviour. Investigate sociological and psychological concepts. Investigate topics from the fields of sociology and psychology. |
| Introduction to Sociology and Psychology 2 would suit someone who... |
| <ul style="list-style-type: none"> 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. |
| For more information, I should talk to... |
| Mr Nathan Hill |

Legal Studies – Foundation 2 *

LST215117

TCE Information

Level: 2

Credit Points: 15

Everyday Adult Skills: Literacy

In Legal Studies – Foundation 2, 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 a typical lesson, 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.

Legal Studies – Foundation 2 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.

For more information, I should talk to...

Mrs Julie Ferguson

Studies of Religion 2 *

REL215124

TCE Information

Level: 2

Credit Points: 15

Everyday Adult Skills: Literacy

In Studies of Religion 2, I will learn...

- To identify religions from their beliefs and practices.
- How religion is viewed from different perspectives.
- How religion, society and people interact.
- About different religious traditions and their importance in society.

In a typical lesson, I might...

- Describe spiritual beings and their role within the religion.
- Focus on the beliefs and practices of a religion.
- Look at how a religion has evolved over time.
- Explore how religion is physically evident in Australia, such as a religious festival or place of worship.

Studies of Religion 2 would suit someone who...

- Is curious about different religious views and wants to learn more about them.
- Is interested in pursuing further study in religion or a career that promotes acceptance and diversity of peoples.

For more information, I should talk to...

Mrs Julie Ferguson

Working with Children 2

BHC215116

TCE Information

Level: 2

Credit Points: 15

Everyday Adult Skills: -

In Working with Children 2, I will learn...

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

In a typical lesson, I might...

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

Working with Children 2 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.

For more information, I should talk to...

Mrs Rachel Lichtendonk

Accounting 3 *

ACC315116

TCE Information

Level: 3

Credit Points: 15

Everyday Adult Skills: Numeracy

In Accounting 3, I will learn...

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

In a typical lesson, I might...

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

Accounting 3 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.

For more information, I should talk to...

Mrs Julie Ferguson

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

Ancient History 3 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.

For more information, I should talk to...

Ms Amy Reid

Business Studies 3 *

BST315116

TCE Information

Level: 3

Credit Points: 15

Everyday Adult Skills: -

In Business Studies 3, I will learn...

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

In a typical lesson, I might...

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

Business Studies 3 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.

For more information, I should talk to...

Mr John Farrow

Ancient History 3 *

ANH315117

TCE Information

Level: 3

Credit Points: 15

Everyday Adult Skills: Literacy

In Ancient History 3, I will learn...

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

In a typical lesson, I might...

- select one civilisation to investigate

Economics 3 *

ECN315116

TCE Information

Level: 3

Credit Points: 15

Everyday Adult Skills: Literacy

In Economics 3, I will learn...

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

In a typical lesson, I might...

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

Economics 3 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.

For more information, I should talk to...

Mrs Julie Ferguson

First Nations Studies 3 *

TAS315119

TCE Information

Level: 3

Credit Points: 15

Everyday Adult Skills: Literacy

In First Nations Studies 3, I will learn...

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

In a typical lesson, I might...

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

First Nations Studies 3 would suit someone who...

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

For more information, I should talk to...

Mrs Julie Ferguson

Geography 3 *

GGY315120

TCE Information

Level: 3

Credit Points: 15

Everyday Adult Skills: Literacy

In Geography 3, I will learn...

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

In a typical lesson, I might...

- Identify contemporary issues related to sustainability, human impact and globalisation.
- Apply general geographical skills.
- Plan and undertake field trips.
- Use statistical information (Population Data Sheet) to investigate topics related to human population.
- Use spatial technologies.
- Engage in group and individual investigations.
- Write reports and essays.
- Use graphs, maps, population pyramids and climate graphs to investigate topics.
- Investigate geographical phenomena and issues: sustainability, the process of urbanisation, its implications for world population growth, human wellbeing and urban and rural places.
- Select a topic for a depth study on the challenges faced in a megacity in a developing country including: rapid population

growth, development, environmental degradation, waste, social/economic division, infrastructure.

- Investigate anthropogenic climate change and direct human activity on the earth's land cover e.g. deforestation, drainage, irrigation, reclamation, mining.
- Investigate globalisation: potential spatial, economic, social, political, cultural, technological, transport and temporal consequences/impacts of globalisation.
- Investigate EITHER international economic integration OR international cultural integration as a depth study.
- Look at the process of globalisation and the impact of technology, transport, cities and changing economic power; international economic and cultural integration; the changing distribution of production and consumption; the internationalisation of culture.

Geography 3 would suit someone who...

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

For more information, I should talk to...

Mrs Julie Ferguson

Legal Studies 3 *

LST315117

TCE Information

Level: 3

Credit Points: 15

Everyday Adult Skills: Literacy

In Legal Studies 3, I will learn...

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

In a typical lesson, I might...

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

Legal Studies 3 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.

For more information, I should talk to...

Mrs Julie Ferguson

Modern History 3 *

HSM315117

TCE Information

Level: 3

Credit Points: 15

Everyday Adult Skills: Literacy

In Modern History 3, I will learn...

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

In a typical lesson, I might...

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

Modern History 3 would suit someone who...

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

For more information, I should talk to...

Mrs Julie Ferguson

Philosophy 3 *

PHL315118

TCE Information

Level: 3

Credit Points: 15

Everyday Adult Skills: Literacy

In Philosophy 3, I will learn...

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

In a typical lesson, I might...

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

Philosophy 3 would suit someone who...

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

For more information, I should talk to...

Mrs Julie Ferguson

Psychology 3

BHP315116

TCE Information

Level: 3

Credit Points: 15

Everyday Adult Skills: Literacy, ICT

In Psychology 3, I will learn...

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

In a typical lesson, I might...

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

Psychology 3 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.

For more information, I should talk to...

Mr Nathan Hill

Sociology 3

BHS315116

TCE Information

Level: 3

Credit Points: 15

Everyday Adult Skills: Literacy, ICT

In Sociology 3, 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 a typical lesson, I might...

- Analyse the patterns and organisations that shape human behaviour.
- Investigate theory on a range of sociological concepts.
- Examine the link between individual experiences and social structures.
- Investigate a range of topics including: major social institutions such as the family, education and the mass media; deviance and crime; class and inequality in Australian society; perceptions, attitudes and prejudices towards a range of social issues 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).

Sociology 3 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.

For more information, I should talk to...

Mr Nathan Hill

Studies of Religion 3 *

REL315124

TCE Information

Level: 3

Credit Points: 15

Everyday Adult Skills: Literacy

In Studies of Religion 3, 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 a typical lesson, 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.

Studies of Religion 3 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.

For more information, I should talk to...

Mrs Julie Ferguson

Languages Pathways and Courses

Prior Learning



Year 11/12 Course



Future Pathways

| | | |
|---|--------------|---|
| <ul style="list-style-type: none"> No previous experience | Chinese 2 * | <ul style="list-style-type: none"> 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 |
| | French 2 * | |
| | German 2 * | |
| | Italian 2 * | |
| | Japanese 2 * | |
| <ul style="list-style-type: none"> Completion of Level 2 or completion of the Year 9-10 Australian Curriculum Achievement Standards in the chosen language | Chinese 3 * | <ul style="list-style-type: none"> 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. |
| | French 3 * | |
| | German 3 * | |
| | Italian 3 * | |
| | Japanese 3 * | |

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

Chinese, French, German, Italian, German 2 *

CHN215123, FRN215123, GRM215123, ITN215123, JPN215123

TCE Information

Level: 2

Credit Points: 15

Everyday Adult Skills: -

In <Language> 2, I will learn...

- How to speak and listen in your chosen basic language
- How to read and write in your chosen basic language
- About the culture, traditions and customs of the communities that speak your chosen language
- How my life is similar or different to the lives of others the same as in the country of your chosen language

In a typical lesson, I might...

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

<Language> 2 would suit someone who...

- Is interested in living and learning as part of a global community
- Enjoys communicating and connecting with people and communities who speak your chosen language
- Is open to developing new perspectives and cultural understanding

For more information, I should talk to...

Mrs Julie Ferguson or Miss Catherine Sparrow

Chinese, French, German, Italian, German 3 *

CHN315114, FRN315114, GRM315114, ITN315114, JPN315114

TCE Information

Level: 3

Credit Points: 15

Everyday Adult Skills: -

In <Language> 3, I will learn...

- To communicate in your chosen language
- To express ideas and information in written form
- To read and respond to written language
- To explore, understand and appreciate customs, traditions and culture.

In a typical lesson, I might...

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

<Language> 3 would suit someone who...

- Is interested in living and learning as part of a global community
- Enjoys communicating and connecting people and communities who speak your chosen language
- Is open to developing new perspectives and cultural understanding
- Wants to gain a competitive edge in the job market.

For more information, I should talk to...

Mrs Julie Ferguson or Miss Catherine Sparrow

Mathematics Pathways and Courses

Prior Learning



Year 11/12 Course



Future Pathways

| | | |
|--|-------------------------------------|--|
| <ul style="list-style-type: none"> • 'D' or above in Year 10 Australian Curriculum Mathematics | Essential Mathematics – Workplace 2 | <ul style="list-style-type: none"> • Further vocational education and training courses |
| <ul style="list-style-type: none"> • 'C' or above in Year 10 Australian Curriculum Mathematics | General Mathematics 2 | <ul style="list-style-type: none"> • Use mathematics skills in everyday and workplace situations • VET courses • General Mathematics 3 |
| <ul style="list-style-type: none"> • Good algebra skills, or • A 'B' in Year 10 Australian Curriculum Mathematics, or • A 'CA' in General Mathematics 2 | General Mathematics 3 | <ul style="list-style-type: none"> • Careers such as nursing, tourism management, banking, teaching and accounting. |
| <ul style="list-style-type: none"> • Very good algebra skills • 'B' in Year 10 Australian Curriculum Mathematics | Mathematics Methods – Foundation 3 | <ul style="list-style-type: none"> • Many other pre-tertiary STEM and related subjects and is a pathway to Mathematics Methods 4. |
| <ul style="list-style-type: none"> • A 'B' in Year 10A (with appropriate calculus studies) Australian Curriculum Mathematics, or • A 'CA' in Mathematics Methods Foundation 3. | Mathematics Methods 4 | <ul style="list-style-type: none"> • 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 |
| <ul style="list-style-type: none"> • A 'CA' in Mathematics Methods 4 | Mathematics Specialised 4 * | <ul style="list-style-type: none"> • 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

Essential Mathematics – Workplace 2

MEW215123

TCE Information

Level: 2

Credit Points: 15

Everyday Adult Skills: Numeracy

In Essential Mathematics – Workplace 2, 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 a typical lesson, 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

Essential Mathematics – Workplace 2 would suit someone who...

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

For more information, I should talk to...

Mrs Alison Blackberry

General Mathematics 2

MTG215123

TCE Information

Level: 2

Credit Points: 15

Everyday Adult Skills: Numeracy

In General Mathematics 2, 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 a typical lesson, 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.

General Mathematics 2 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.

For more information, I should talk to...

Mr Bruce McIntosh

General Mathematics 3

MTG315123

TCE Information

Level: 3

Credit Points: 15

Everyday Adult Skills: Numeracy

In General Mathematics 3, 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 a typical lesson, 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.

General Mathematics 3 would suit someone who...

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

For more information, I should talk to...

Mr Cameron Spaulding

Mathematics Methods – Foundation 3

MTM315117

TCE Information

Level: 3

Credit Points: 15

Everyday Adult Skills: Numeracy

In Mathematics Methods – Foundation 3, I will learn...

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

In a typical lesson, I might...

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

Mathematics Methods – Foundation 3 would suit someone who...

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

For more information, I should talk to...

Miss Catherine Sparrow or Mrs Aileen Lake

Mathematics Methods 4

MTM415117

TCE Information

Level: 4

Credit Points: 15

Everyday Adult Skills: Numeracy

In Mathematics Methods 4, I will learn...

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

In a typical lesson, I might...

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

Mathematics Methods 4 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.

For more information, I should talk to...

Mrs Aileen Lake

Mathematics Specialised 4 *

MTS415118

TCE Information

Level: 4

Credit Points: 15

Everyday Adult Skills: Numeracy

In Mathematics Specialised 4, I will learn...

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

In a typical lesson, I might...

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

Mathematics Specialised 4 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.

For more information, I should talk to...

Mrs Aileen Lake



Science Pathways

Prior Learning



Year 11/12 Course



Future Pathways

| | | |
|--|------------------------------------|--|
| <ul style="list-style-type: none"> No previous experience An interest in/need to developing scientific literacy | Biology 2 * | <ul style="list-style-type: none"> Biology 3 and Environmental Science 3 Further study Careers in teaching, health, agriculture, aquaculture, forestry, medicine/nursing, environmental management and hairdressing |
| <ul style="list-style-type: none"> No previous experience, however an interest in developing scientific literacy skills is recommended | Physical Sciences – Foundation 2 * | <ul style="list-style-type: none"> 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. |
| <ul style="list-style-type: none"> No previous experience An interest or need to develop scientific literacy skills | Transdisciplinary Science 2 * | <ul style="list-style-type: none"> Further study Careers that may need science skills and knowledge as it relates to Tasmania |
| <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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. |
| <ul style="list-style-type: none"> '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 * | <ul style="list-style-type: none"> 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. |
| <ul style="list-style-type: none"> '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 | <ul style="list-style-type: none"> Further study and careers in many university courses including those in health sciences, environmental science and engineering, including Australian Maritime College science degrees. |
| <ul style="list-style-type: none"> 'B/C' in Year 10 Australian Curriculum Science, Mathematics and English | Transdisciplinary Science 3 * | <ul style="list-style-type: none"> Other Science courses at Level 3 and 4 Vocational Learning and VET courses Careers that need science skills and knowledge as it relates to Tasmania |
| <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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. |
| <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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

Science Courses

Biology 2 *

BIO215123

TCE Information

Level: 2

Credit Points: 15

Everyday Adult Skills: -

In Biology 2, 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 a typical lesson, I might...

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

Biology 2 would suit someone who...

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

For more information, I should talk to...

Mr Brent Jose

Physical Sciences – Foundation 2 *

PSC215118

TCE Information

Level: 2

Credit Points: 15

Everyday Adult Skills: -

In Physical Sciences – Foundation 2, I will learn...

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

In a typical lesson, 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.

Physical Sciences – Foundation 2 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.

For more information, I should talk to...

Mr Darryl Bain

Transdisciplinary Science 2 *

TDS215122

TCE Information

Level: 2

Credit Points: 15

Everyday Adult Skills: -

In Transdisciplinary Science 2, I will learn...

- The skills and knowledge to explore and understand an application of science in Tasmania
- How to use problems solving and inquiry skills to answer questions about the world
- How people apply science within the workforce
- Where an application of science is important for a Tasmanian community or industry
- To communicate what I have found scientifically

In a typical lesson, I might...

- Explore how we use science in the workplace to solve problems
- Research and find an application of science in Tasmania that I have never considered
- Learn ways that scientists take samples and test them
- Plan a set of practical experiments to find out something that always made me wonder
- Organise data to show exactly what I have found out and what more I need to know

Transdisciplinary Science 2 would suit someone who...

- Is interested in the practical science skills that are used to explain and monitor what is around us in Tasmania
- Likes to find their own answers by investigating a specific application of science
- Is planning to do a Level 3 or 4 Science
- Is interested in a career that needs critical thinking and inquiry skills

For more information, I should talk to...

Mr Cameron Spaulding

Biology 3

BIO315124

TCE Information

Level: 3

Credit Points: 15

Everyday Adult Skills: -

In Biology 3, 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 a typical lesson, 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.

Biology 3 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.

For more information, I should talk to...

Mr Brent Jose

Environmental Science 3 *

ESS315118

TCE Information

Level: 3

Credit Points: 15

Everyday Adult Skills: -

In Environmental Science 3, 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 a typical lesson, I might...

- Go on a field trip to collect environmental data from local environments, including rivers and estuaries, forests and beaches, to deepen understanding of an ecosystem
- Compare factors affecting ecosystems such as climatic factors, fire, biodiversity, introduced species and greenhouse gas composition
- Perform an investigation, survey and case study to explore how natural events and humans impact upon ecosystems

- Research the role of scientists in decision making about the sustainable use of resources, and strategies for their management.

Environmental Science 3 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.

For more information, I should talk to...

Mr Cameron Spaulding

Physical Sciences 3

PSC315118

TCE Information

Level: 3

Credit Points: 15

Everyday Adult Skills: Numeracy

In Physical Sciences 3, I will learn...

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

In a typical lesson, I might...

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

Physical Sciences 3 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.

For more information, I should talk to...

Mr Cameron Spaulding or Mr Darryl Bain

Transdisciplinary Science 3 *

TDS315123

TCE Information

Level: 3

Credit Points: 15

Everyday Adult Skills: -

In Transdisciplinary Science 3, I will learn...

- How to apply science in a Tasmanian context
- To apply scientific skills and knowledge to investigate an inquiry questions or personal interest
- How to design, plan and conduct scientific investigations drawing multiple disciplines
- To use scientific processes and practices to communicate findings, including a scientific paper and poster presentation
- Skills in collaboration, critical thinking, observation and synthesis

In a typical lesson, I might...

- Analyse how we use science in the workplace to solve problems
- research, analyse implement an application of science in Tasmania that I had never considered
- Learn ways that scientists undertake and communicate their work
- Design, implement and refine a set of practical experiments to find out something that always made me wonder
- Use mathematics to represent and model data to discover something and inspire further investigation

Transdisciplinary Science 3 would suit someone who...

- Is interested in a career in the broad range of sciences valued in Tasmania and beyond
- Is drawn to analyse and reflect on evidence to discover something new in a specific application of science
- Is interested in a career that needs critical thinking and inquiry skills

For more information, I should talk to...

Mr Cameron Spaulding

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

Chemistry 4 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.

For more information, I should talk to...

Mr Darryl Bain

Physics 4

PHY415115

TCE Information

Level: 4

Credit Points: 15

Everyday Adult Skills: Numeracy

In Physics 4, I will learn...

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

In a typical lesson, I might...

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

Physics 4 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.

For more information, I should talk to...

Mr Darryl Bain

Chemistry 4

CHM415115

TCE Information

Level: 4

Credit Points: 15

Everyday Adult Skills: Numeracy

In Chemistry 4, I will learn...

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

In a typical lesson, I might...





Technologies | Design and Technology Pathways and Courses

Prior Learning



Year 11/12 Course



Future Pathways

| | | |
|---|---|--|
| <ul style="list-style-type: none"> No previous experience | Workshop Techniques – Introduction 1 | <ul style="list-style-type: none"> A pathway to further study, a VET course or employment in a practical area |
| | Computer Graphics and Design – Foundation 2 | <ul style="list-style-type: none"> 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. |
| | Design and Production 2 | <ul style="list-style-type: none"> A range of VET programs in areas such as applied fashion design and technology; art, craft and design; clothing and textiles; construction; engineering; furniture production; manufacturing; or soft furnishings Further study in TASC design based courses. |
| <ul style="list-style-type: none"> Good computer skills and an understanding of a design process and their application, or Year 9/10 Australian Curriculum Technologies, or To have successfully completed Computer Graphics and Design Foundation Level 2, Design and Production Level 2, Housing | Computer Graphics and Design 3 | <ul style="list-style-type: none"> 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. |
| <ul style="list-style-type: none"> 'B' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum English | Housing and Design 3 * | <ul style="list-style-type: none"> Further study A career in environmental design and architecture, interior design or landscape design. |
| <ul style="list-style-type: none"> A 'CA' in Design and Production 2 | UCP Object Design | <ul style="list-style-type: none"> Further study at a University level |

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

Workshop Techniques – Introduction 1

WTE110114

TCE Information

Level: 1

Credit Points: 10

Everyday Adult Skills: -

In Workshop Techniques – Introduction 1, I will learn...

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

In a typical lesson, I might...

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

Workshop Techniques – Introduction 1 would suit someone who...

- Is interested in making products.

For more information, I should talk to...

Mr Rob Gracie

Computer Graphics and Design – Foundation 2

CGD215118

TCE Information

Level: 2

Credit Points: 15

Everyday Adult Skills: ICT

In Computer Graphics and Design – Foundation 2, I will learn...

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

In a typical lesson, I might...

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

Computer Graphics and Design – Foundation 2 would suit someone who...

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

For more information, I should talk to...

Mr Joshua Armstrong

Design and Production 2

DAP215116

TCE Information

Level: 2

Credit Points: 15

Everyday Adult Skills: -

In Design and Production 2, I will learn...

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

In a typical lesson, I might...

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

Design and Production 2 would suit someone who...

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

For more information, I should talk to...

Mr Rob Gracie or Mr Glenn Deas

Computer Graphics and Design 3

CGD315118

TCE Information

Level: 3

Credit Points: 15

Everyday Adult Skills: ICT

In Computer Graphics and Design 3, I will learn...

- Processes and systems of 3D modelling to develop design solutions in products, engineering, architectural/visualisation, games, character or film/television
- The application of design process, principles and practice in specialised contexts
- Sketching and graphic communication including orthographic, isometric and perspective drawing

- The fundamentals of contemporary digital technologies in design and computer graphics
- About the impact design has in society including the ethical, cultural and sustainability impacts.

In a typical lesson, I might...

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

Computer Graphics and Design 3 would suit someone who...

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

For more information, I should talk to...

Mr Joshua Armstrong

Housing and Design 3 *

HDS315118

TCE Information

Level: 3

Credit Points: 15

Everyday Adult Skills: ICT

In Housing and Design 3, I will learn...

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

In a typical lesson, I might...

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

Housing and Design 3 would suit someone who...

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

For more information, I should talk to...

Mr Joshua Armstrong

UCP Object Design

FSF104

TCE Information

Level: 3

Credit Points: 15

Everyday Adult Skills: -

In UCP Object Design, I will learn...

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

In a typical lesson, I might...

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

UCP Object Design would suit someone who...

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

For more information, I should talk to...

Mr Rob Gracie (Materials) or Mrs Bronwyn Johns (Textiles)

Technologies | Digital Technology Pathways and Courses

Prior Learning



Year 11/12 Course



Future Pathways

| | | |
|---|--|--|
| <ul style="list-style-type: none"> No previous experience | Computer Applications 2 | <ul style="list-style-type: none"> Further study or employment in a workplace that uses computer applications. |
| <ul style="list-style-type: none"> An interest in digital technologies. | Digital Technologies 2 | <ul style="list-style-type: none"> Further study in digital technologies, such as Data Science and Digital Solutions 3 Using digital technologies in many industries. |
| <ul style="list-style-type: none"> 'B' (or 'C' in consultation with a teacher) in Year 10 Australian Curriculum Mathematics Some computing skills | Computer Science 3 * | <ul style="list-style-type: none"> Further study in computing, engineering, the sciences, business and other areas involving analytical and problem-solving skills. |
| <ul style="list-style-type: none"> 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 * | <ul style="list-style-type: none"> Further study in digital technologies through vocational or tertiary pathways. A career in Information Communication Technology (ICT) industries. |

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

Computer Applications 2

ICT205114

TCE Information

Level: 2

Credit Points: 5

Everyday Adult Skills: ICT

In Computer Applications 2, I will learn...

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

In a typical lesson, I might...

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

Computer Applications 2 would suit someone who...

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

For more information, I should talk to...

Mr Glenn Deas

Digital Technologies 2

DGT215124

TCE Information

Level: 2

Credit Points: 15

Everyday Adult Skills: ICT

In Digital Technologies 2, I will learn...

- How to program machines, such as robots and drones, and create apps.
- About the different digital technology systems that exist in our world today.
- How to develop secure digital solutions that prioritise privacy and safety.
- The fundamentals of digital systems, security, user design and programming.

In a typical lesson, I might...

- Collaborate with classmates on coding projects, such as building a simple game or interactive website.
- Work on user design projects individually or as part of a group.
- Explore the impact of digital technology on society.
- Investigate how to address unethical practices in the digital world.

Digital Technologies 2 would suit someone who...

- Has a curiosity to explore how digital technologies shape society.
- Is interested in pursuing further study or a career in digital technologies.

For more information, I should talk to...

Mr Glenn Deas

Computer Science 3 *

ITC315118

TCE Information

Level: 3

Credit Points: 15

Everyday Adult Skills: ICT

In Computer Science 3, I will learn...

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

In a typical lesson, I might...

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

Computer Science 3 would suit someone who...

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

For more information, I should talk to...

Mr Glenn Deas

Data Science and Digital Solutions 3 *

DSD315124

TCE Information

Level: 3

Credit Points: 15

Everyday Adult Skills: ICT

In Data Science and Digital Solutions 3, 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 a typical lesson, 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.

Data Science and Digital Solutions 3 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.

For more information, I should talk to...

Mr Glenn Deas



Technologies | Food Technology Pathways and Courses

Prior Learning



Year 11/12 Course



Future Pathways

| | | |
|---|-------------------------------------|---|
| <ul style="list-style-type: none"> No previous experience | Food and Hospitality Enterprise 2 * | <ul style="list-style-type: none"> Pathway to VET courses in Hospitality or Kitchen Operations. |
| | Food, Cooking and Nutrition 2 | <ul style="list-style-type: none"> Further study in a food related area. |
| <ul style="list-style-type: none"> 'B' in Year 10 Australian Curriculum English (or 'C' in consultation with a Food and Nutrition teacher) | Food and Nutrition 3 * | <ul style="list-style-type: none"> Further study or a career in food and nutrition as well as health and related fields. |

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

Food and Hospitality Enterprise 2 *

FHE215116

TCE Information

Level: 2

Credit Points: 15

Everyday Adult Skills: -

In Food and Hospitality Enterprise 2, I will learn...

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

In a typical lesson, I might...

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

Food and Hospitality Enterprise 2 would suit someone who...

- Is interested in preparing food and drink for others.

For more information, I should talk to...

Mrs Michelle Reid

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

In a typical lesson, I might...

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

Food, Cooking and Nutrition 2 would suit someone who...

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

For more information, I should talk to...

Mrs Michelle Reid

Food and Nutrition 3 *

FDN315118

TCE Information

Level: 3

Credit Points: 15

Everyday Adult Skills: Literacy

In Food and Nutrition 3, I will learn...

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

In a typical lesson, I might...

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

Food and Nutrition 3 would suit someone who...

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

For more information, I should talk to...

Mrs Julie Ferguson

Food, Cooking and Nutrition 2

FDN215118

TCE Information

Level: 2

Credit Points: 15

Everyday Adult Skills: -

In Food, Cooking and Nutrition 2, I will learn...

- How to prepare a range of foods, with an emphasis on making healthy food choices
- How to keep food safe, and apply hygienic work practices when handling and storing food
- Menu planning and recipe modification to implement current nutrition information

Technologies | Other Technology Pathways and Courses

Prior Learning



Year 11/12 Course



Future Pathways

| | | |
|--|---|---|
| <ul style="list-style-type: none"> An interest in electronics. No previous experience required. | Electronics and Advanced Technologies 2 * | <ul style="list-style-type: none"> Further study in electronics, such as Electronics and Advanced Technologies 3. A career in electrical trades or engineering fields. |
| <ul style="list-style-type: none"> An interest in exploring how and why things work, design thinking, working with others . | Engineering Design 2 * | <ul style="list-style-type: none"> Engineering Design 3 Other Technologies courses |
| <ul style="list-style-type: none"> No previous experience | Agricultural Enterprise 2 * | <ul style="list-style-type: none"> Further study and/or a career in agriculture or horticulture. |
| <ul style="list-style-type: none"> A 'C' in Year 10 Australian Curriculum: Mathematics is recommended. Science Inquiry skills developed through the Australian Curriculum: Science | Electronics and Advanced Technologies 3 * | <ul style="list-style-type: none"> 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. |
| <ul style="list-style-type: none"> An interest in exploring real world problems, applying STEM skills, working collaboratively. | Engineering Design 3 * | <ul style="list-style-type: none"> Further studies at university or in technical trades Development of transferable skills |
| <ul style="list-style-type: none"> 'B' (or 'C' in consultation with teachers) in Year 10 Australian Curriculum English | Agricultural Systems 3 * | <ul style="list-style-type: none"> Further study and/or a career in agriculture, horticulture or environmental science. |

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

| Electronics and Advanced Technologies 2 * |
|--|
| EAT215124 |
| TCE Information |
| Level: 2 |
| Credit Points: 15 |
| Everyday Adult Skills: - |
| In Electronics and Advanced Technologies 2, I will learn... |
| <ul style="list-style-type: none"> 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 a typical lesson, I might... |
| <ul style="list-style-type: none"> 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. |
| Electronics and Advanced Technologies 2 would suit someone who... |
| <ul style="list-style-type: none"> 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. |
| For more information, I should talk to... |
| Mr Bruce McIntosh |

| Engineering Design 2 * |
|---|
| EDN215122 |
| TCE Information |
| Level: 2 |
| Credit Points: 15 |
| Everyday Adult Skills: - |
| In Engineering Design 2, I will learn... |
| <ul style="list-style-type: none"> 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 a typical lesson, I might... |
| <ul style="list-style-type: none"> 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 |
| Engineering Design 2 would suit someone who... |
| <ul style="list-style-type: none"> 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 |
| For more information, I should talk to... |
| Mr Cameron Spaulding |

Agricultural Enterprise 2 *

AGR215117

TCE Information

Level: 2

Credit Points: 15

Everyday Adult Skills: -

In Agricultural Enterprise 2, 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 a typical lesson, 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.

Agricultural Enterprise 2 would suit someone who...

- Is interested in practical work with plants or animals.

For more information, I should talk to...

Mr Cameron Spaulding

Electronics and Advanced Technologies 3 *

EAT315124

TCE Information

Level: 3

Credit Points: 15

Everyday Adult Skills: -

In Electronics and Advanced Technologies 3, 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 a typical lesson, 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.

Electronics and Advanced Technologies 3 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.

For more information, I should talk to...

Mr Bruce McIntosh

Engineering Design 3 *

EDN315123

TCE Information

Level: 3

Credit Points: 15

Everyday Adult Skills: -

In Engineering Design 3, 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 a typical lesson, 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

Engineering Design 3 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

For more information, I should talk to...

Mr Cameron Spaulding

Agricultural Systems 3 *

AGR315117

TCE Information

Level: 3

Credit Points: 15

Everyday Adult Skills: ICT

In Agricultural Systems 3, I will learn...

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

In a typical lesson, I might...

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

Agricultural Systems 3 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.

For more information, I should talk to...

Mr Cameron Spaulding



The Arts | Drama Pathways and Courses

Prior Learning



Year 11/12 Course



Future Pathways

| | | |
|---|-------------------------|---|
| <ul style="list-style-type: none"> No previous experience is necessary | Drama – Foundations 2 | <ul style="list-style-type: none"> Further study in Drama 3 |
| <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Further study in Theatre Performance 3 |
| <ul style="list-style-type: none"> To have successfully completed Drama 3 (or equivalent) A strong commitment to teamwork, rehearsal and performance obligations | Theatre Performance 3 * | <ul style="list-style-type: none"> Further study at university level in the performing arts and/or a career in performing arts or entertainment industries |

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

Drama – Foundations 2

SDS215117

TCE Information

Level: 2

Credit Points: 15

Everyday Adult Skills: -

In Drama – Foundations 2, I will learn...

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

In a typical lesson, I might...

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

Drama – Foundations 2 would suit someone who...

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

For more information, I should talk to...

Mrs Katherine Gunn

Drama 3

SDD315120

TCE Information

Level: 3

Credit Points: 15

Everyday Adult Skills: Literacy

In Drama 3, I will learn...

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

In a typical lesson, I might...

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

Drama 3 would suit someone who...

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

For more information, I should talk to...

Mrs Katherine Gunn

Theatre Performance 3

SDP315120

TCE Information

Level: 3

Credit Points: 15

Everyday Adult Skills: Literacy

In Theatre Performance 3, I will learn...

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

In a typical lesson, I might...

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

Theatre Performance 3 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.

For more information, I should talk to...

Mrs Katherine Gunn

The Arts | Music Pathways and Courses

Prior Learning



Year 11/12 Course



Future Pathways

| | | |
|--|---|---|
| <ul style="list-style-type: none"> Prior music, singing, performing or songwriting experience is recommended | Contemporary Music and Songwriting 2 | <ul style="list-style-type: none"> Further study in UCP Songwriting Level 2 or Level 3 Music Further study or employment |
| <ul style="list-style-type: none"> Skills/experience on an instrument/ voice Some ability to read and write music is an advantage | Music Studies 2 | <ul style="list-style-type: none"> Further study in Music 3. |
| <ul style="list-style-type: none"> An interest in audio To be willing to work on audio projects | Music Technology Projects – Foundation 2 | <ul style="list-style-type: none"> Further study in UCP Music Technology Projects. |
| <ul style="list-style-type: none"> Strong music literacy skills– the ability to read and write music Considerable and successful experience in music | Music 3 | <ul style="list-style-type: none"> Further study in UCP Foundation and Advanced Practical Study. Further music studies at university level. |
| <ul style="list-style-type: none"> Music 3 or equivalent music background Advanced Practical Study requires the successful completion of Foundation. | UCP Foundation and Advanced Practical Study | <ul style="list-style-type: none"> Further music or audio studies at university level. |
| <ul style="list-style-type: none"> Previous experience in Audio Courses Music Technology 2 requires successful completion of Music Technology 1 | UCP Music Technology Project 1 & 2 | |
| <ul style="list-style-type: none"> Contemporary Music and Songwriting 2, Music 3 or equivalent music background | UCP Songwriting | |

Contemporary Music and Songwriting 2

CMS215123

TCE Information

Level: 2

Credit Points: 15

Everyday Adult Skills: -

In Contemporary Music and Songwriting 2, 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 a typical lesson, 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

Contemporary Music and Songwriting 2 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

For more information, I should talk to...

Mr Peter Stewart

Music Studies 2

MSS215120

TCE Information

Level: 2

Credit Points: 15

Everyday Adult Skills: -

In Music Studies 2, I will learn...

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

In a typical lesson, I might...

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

Music Studies 2 would suit someone who...

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

For more information, I should talk to...

Mr Peter Stewart

Music Technology Projects – Foundation 2

AUD215120

TCE Information

Level: 2

Credit Points: 15

Everyday Adult Skills: -

In Music Technology Projects – Foundation 2, I will learn...

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

In a typical lesson, I might...

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

Music Technology Projects – Foundation 2 would suit someone who...

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

For more information, I should talk to...

Mr Peter Stewart

Music 3

MSM315120

TCE Information

Level: 3

Credit Points: 15

Everyday Adult Skills: -

In Music 3, I will learn...

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

In a typical lesson, I might...

- Undertake solo performance (tutor provided where required and available)
- Participate in ensemble playing (as required and available)
- Complete assignments and tests
- Perform to the class and public
- Create recordings and videos

- Participate in creative tasks including composition, arrangement and/or improvisation.

Music 3 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.

For more information, I should talk to...

Mr Peter Stewart or Mrs Lyndle van Zetten

UCP Foundation and Advanced Practical Study

FCP113 / FCP120

TCE Information

Level: 3

Credit Points: 15 (each)

Everyday Adult Skills: -

In UCP Foundation and Advanced Practical Study, 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 a typical lesson, 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

UCP Foundation and Advanced Practical Study 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.

For more information, I should talk to...

Mr Peter Stewart or Mrs Lyndle van Zetten

UCP Music Technology Project 1 & 2

FCJ110 / FCJ111

TCE Information

Level: 3

Credit Points: 15 (each)

Everyday Adult Skills: -

In UCP Music Technology Project 1 & 2, I will learn...

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

In a typical lesson, I might...

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

UCP Music Technology Project 1 & 2 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.

For more information, I should talk to...

Mr Peter Stewart

UCP Songwriting

FCA118

TCE Information

Level: 3

Credit Points: 15

Everyday Adult Skills: -

In UCP Songwriting, 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 a typical lesson, 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.

UCP Songwriting 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.

For more information, I should talk to...

Mr Peter Stewart

The Arts | Visual Art and Media Pathways and Courses

Prior Learning



Year 11/12 Course



Future Pathways

| | | |
|---|-----------------------------------|---|
| <ul style="list-style-type: none"> An interest in developing my art skills and knowledge in my chosen art subject: Dance, Drama, Media Art, Music or Visual Arts. | Arts 1 | <ul style="list-style-type: none"> Level 2 courses, including Level 2 Arts courses Further study and/or pursue pathways to further training or employment |
| <ul style="list-style-type: none"> Making and viewing visual art Learning visual art skills and techniques traditional, modern and contemporary art forms | Visual Art 2 | <ul style="list-style-type: none"> Visual Art 3, Art Theory and Criticism 3, Art Studio Practice 3 Further study and/or employment |
| <ul style="list-style-type: none"> No previous experience | Media Production – Foundation 2 * | <ul style="list-style-type: none"> Further studies in Media Production 3 |
| <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Art Theory and Criticism 3 or Art Studio Practice 3 Further training or employment Fine Arts or other university pathways |
| <ul style="list-style-type: none"> Art Production 3 (or equivalent) | Art Studio Practice 3 * | <ul style="list-style-type: none"> A pathway to tertiary study at TasTAFE or university. |
| <ul style="list-style-type: none"> A strong interest in media production. Technical skills in an area of specialisation and strong written skills are an advantage Media Production 3 | Media Production 3 * | <ul style="list-style-type: none"> |

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

Arts 1

ART115123

TCE Information

Level: 1

Credit Points: 15

Everyday Adult Skills: -

In Arts 1, 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 a typical lesson, 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 technique like painting

Arts 1 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

For more information, I should talk to...

Mrs Jacqueline Goelst

Contemporary Art Practice 2 *

CAP215124

TCE Information

Level: 2

Credit Points: 15

Everyday Adult Skills: -

In Contemporary Art Practice 2, 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 a typical lesson, 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.

Contemporary Art Practice 2 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.

For more information, I should talk to...

Mrs Jacqueline Goelst

Visual Art 2

ART215123

TCE Information

Level: 2

Credit Points: 15

Everyday Adult Skills: -

In Visual Art 2, 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 a typical lesson, 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

Visual Art 2 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

For more information, I should talk to...

Mrs Jacqueline Goelst

Media Production – Foundation 2 *

MED215117

TCE Information

Level: 2

Credit Points: 15

Everyday Adult Skills: ICT

In Media Production – Foundation 2, I will learn...

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

In a typical lesson, I might...

- Undertake roles in a media production team
- Develop technical skills on industry standard equipment and software

- Write script for media
- Develop editing techniques
- Create media products
- Undertake research assignments
- Develop writing and storytelling skills
- Learn about the media industry.

Media Production – Foundation 2 would suit someone who...

- Enjoys media and communications
- Enjoys creating media products.

For more information, I should talk to...

Mrs Julie Ferguson

Contemporary Art Practice 3 *

CAP315124

TCE Information

Level: 3

Credit Points: 15

Everyday Adult Skills: -

In Contemporary Art Practice 3, 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 a typical lesson, 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.

Contemporary Art Practice 3 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.

For more information, I should talk to...

Mrs Jacqueline Goelst

Visual Art 3

ART315123

TCE Information

Level: 3

Credit Points: 15

Everyday Adult Skills: -

In Visual Art 3, 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 a typical lesson, 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

Visual Art 3 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

For more information, I should talk to...

Mrs Jacqueline Goelst

Art Studio Practice 3 *

ART315214

TCE Information

Level: 3

Credit Points: 15

Everyday Adult Skills: -

In Art Studio Practice 3, I will learn...

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

In a typical lesson, I might...

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

- Study relevant artists, styles and influences.

Art Studio Practice 3 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.

For more information, I should talk to...

Mrs Jacqueline Goelst

Media Production 3 *

MED315117

TCE Information

Level: 3

Credit Points: 15

Everyday Adult Skills: Literacy, ICT

In Media Production 3, I will learn...

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

In a typical lesson, I might...

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

Media Production 3 would suit someone who...

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

For more information, I should talk to...

Mrs Julie Ferguson



Vocational Education and Training (VET) Pathways

Prior Learning



Year 11/12 Course



Future Pathways

| | | |
|--|---|--|
| <ul style="list-style-type: none"> • A 'C/B' in Australian Curriculum Health and Physical Education • Basic ICT, literacy and numeracy skills. | Certificate III in Fitness | <ul style="list-style-type: none"> • Further study • Work in fitness or other areas of interest. |
| <ul style="list-style-type: none"> • An interest in animals • To enjoy working outdoors | Certificate II in Animal Care | <ul style="list-style-type: none"> • Further study • Work in animal care or other areas of interest. |
| <ul style="list-style-type: none"> • Actively involved in sport and community minded • Would like a career within sport, not necessarily as an elite athlete | Certificate II in Sport Coaching | <ul style="list-style-type: none"> • Coaching junior sports persons or teams • Assistant coach of senior teams • Further study in the area |
| <ul style="list-style-type: none"> • An interest in construction • To enjoy working in a practical way • Basic literacy and numeracy skills | Certificate II in Construction Pathway | <ul style="list-style-type: none"> • Further study • Work in construction or other areas of interest. |
| <ul style="list-style-type: none"> • An interest in Electrotechnology • Literacy, numeracy and some science skills | Introduction to Electrotechnology | <ul style="list-style-type: none"> • Further study • Work in electro technology or other areas of interest. |
| <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Part-time work in a salon • Certificate II in Hairdressing or Certificate III in Beauty Services • An apprenticeship or traineeship |
| <ul style="list-style-type: none"> • An interest in food preparation and the hospitality industry | Certificate II in Hospitality | <ul style="list-style-type: none"> • Further study • Work in hospitality or other areas of interest. • A credit towards SIT30622 Certificate III in Hospitality (if successfully completed) |
| <ul style="list-style-type: none"> • To have completed Certificate II in Hospitality or have had recent employment in hospitality | Certificate III in Hospitality | <ul style="list-style-type: none"> • Further study • Work in hospitality or other areas of interest. |
| <ul style="list-style-type: none"> • No previous experience | Certificate I in Maritime Operations (Coxswain Grade 2 Near Coastal) & Aquaculture Skillset | <ul style="list-style-type: none"> • Further study • Work in the aquaculture industry or within any sectors of the maritime industry |

All VET Courses are offered through the co-operative arrangement

Vocational Education and Training (VET) Courses

| | |
|--|--|
| Certificate III in Fitness SIS30321 In Certificate III in Fitness, I will learn... <ul style="list-style-type: none"> • 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 a typical lesson, I might... <ul style="list-style-type: none"> • Plan and instruct a group exercise class • Learn about the risks involve in some fitness activities • Use exercise equipment. Certificate III in Fitness would suit someone who... <ul style="list-style-type: none"> • Has an interest in fitness and working in the fitness industry. For more information, I should talk to... Attend the VET Information Evening (date TBC) | Certificate II in Sport Coaching SIS203201 In Certificate II in Sport Coaching, I will learn... <ul style="list-style-type: none"> • About industry workplace health and safety • Organisational skills • How to plan for sporting success In a typical lesson, I might... <ul style="list-style-type: none"> • Plan and undertake training sessions • Participate in conditioning for sport • Officiate in sporting activities Certificate II in Sport Coaching would suit someone who... <ul style="list-style-type: none"> • Would like a career within sport, not necessarily as an elite athlete For more information, I should talk to... Attend the VET Information Evening (date TBC) |
| Certificate II in Animal Care ACM20121 In Certificate II in Animal Care, I will learn... <ul style="list-style-type: none"> • 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 a typical lesson, I might... <ul style="list-style-type: none"> • 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. Certificate II in Animal Care would suit someone who... <ul style="list-style-type: none"> • Has an interest in working with animals, would like to access further study, and enjoy working outdoors. For more information, I should talk to... Attend the VET Information Evening (date TBC) | Certificate II in Construction Pathways CPC20220 In Certificate II in Construction Pathways, I will learn... <ul style="list-style-type: none"> • 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 a typical lesson, I might... <ul style="list-style-type: none"> • Carry out measurements and calculations • Develop your practical construction skills in the workshop • Undertake a practical work placement Certificate II in Construction Pathways would suit someone who... <ul style="list-style-type: none"> • Have an interest in construction and enjoy working in a practical way. For more information, I should talk to... Attend the VET Information Evening (date TBC) |

Introduction to Electrotechnology

No VET Code

In Introduction to Electrotechnology, 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 a typical lesson, 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

Introduction to Electrotechnology would suit someone who...

- Has an interest in electrotechnology.

For more information, I should talk to...

Attend the VET Information Evening (date TBC)

Discover Your Personal Style

No VET Code

In Discover Your Personal Style, I will learn...

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

In a typical lesson, I might...

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

Discover Your Personal Styles would suit someone who...

- An interest in the hair & beauty industry

For more information, I should talk to...

Attend the VET Information Evening (date TBC)

Certificate II in Hospitality

SIT20322

In Certificate II in Hospitality, 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 a typical lesson, I might...

- Prepare and present coffee or non-alcoholic beverages
- Complete Responsible Service of Alcohol
- Use industry related equipment correctly
- Undertake a practical work placement.

Certificate II in Hospitality would suit someone who...

- Has an interest in working within the hospitality industry.

For more information, I should talk to...

Attend the VET Information Evening (date TBC)

Certificate III in Hospitality YR 12 ONLY

SIT30622

In Certificate III in Hospitality, 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 a typical lesson, 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

Certificate III in Hospitality would suit someone who...

- Has an interest in working within the hospitality industry.

For more information, I should talk to...

Attend the VET Information Evening (date TBC)

Certificate I in Maritime Operations (Coxswain Grade 2 Near Coastal) & Aquaculture Skillset

MAR10418

In Certificate I in Maritime Operations, 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 a typical lesson, 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

Certificate I in Maritime Operations 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.

For more information, I should talk to...

Attend the VET Information Evening (date TBC)



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 Head of Teaching and Learning 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 of 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.

THE HUB

The Hub is the LCS branding of Schoolbox which comprises an all-in-one learning management system (LMS), portal and intranet.

Teachers use The Hub to engage their students, facilitate better learning outcomes and create better communication channels with home. Students can access content on any device, anywhere to interact, collaborate and feel supported through their learning journey.

Parents can connect with their child's learning journey becoming aware of due dates, curriculum content and school news and events using The Hub. It enhances (rather than replaces) student to teacher communication and helps encourage and further the partnership between home and school.

All parents are given login details and may contact the LCS office for help in accessing The Hub if necessary.

Log on to The Hub here: <https://thehub.lcs.tas.edu.au>

LAUNCESTON CHRISTIAN SCHOOL LIBRARY

To assist Year 11 and 12 students to become confident, competent, and independent learners the LCS Library provides and promotes a range of resources and technologies. The Library provides a broad selection of quality resources for students for both reading and research, and new resources are purchased regularly. Library staff are available to work with students in selecting and using Library resources.

The Library also subscribes to Citemaker, an Online Reference Generator, which enables students to accurately reference research and assignment papers.

The Library is open Monday to Thursday from 8.30 – 3.45, and Fridays from 8.30 – 3.30, and also at lunchtime. Year 11 and 12 students can borrow 7 books for 2 weeks.

The LCS Library provides a warm, welcoming environment where students can learn, study, enjoy quality literature, and develop reading and research skills.

MOBILE PHONES

In Year 11 and 12 students are given some freedom to have their phones at school. However, while on school grounds between 8:45am and 3:15pm students are to keep their phones in their lockers and only access them at their lockers to briefly check messages. During school hours students are not to use their phones for social media, gaming, videos, etc.

Mobile phones are not to be used in class without the express permission of the teacher, and as a part of the teaching and learning.

Using mobile phones to bully and threaten other students is unacceptable and will not be tolerated. In some cases, it can constitute criminal behaviour.

Students who infringe the rules set out could face having their phone confiscated by teachers and will need to be collected from the office. Students who continually bend the rules will need to have parents collect the devices and students will be banned from having their phone at school.

Mobile phones are personal property, and the students are solely responsible for them. The school will not accept any responsibility for replacing lost, stolen or damaged phones.

CARS

Parking is provided at LCS for students who drive their cars to school. At the start of the year, or when a student gets a driver's licence and car, all students must provide the school with the make of car and their registration number via the Parent Lounge / Parent Orbit app.

During school hours students must adhere to the rules around passenger limits in their car. Passengers must also have parental permission to travel in another student's car registered with the school via the Parent Lounge / Parent Orbit app.

Student drivers must adhere to the 10kph speed limit within school grounds.

ATTENDANCE

Absence from class can hinder success, increase workload for both students and teachers, and disrupt the overall class dynamics. Attendance checks are conducted at the start of each class, and all absences are recorded. Although some absences are unavoidable, students are generally expected to attend their scheduled classes, and it is advised to arrange medical and other appointments outside of class time to minimize disruptions.

Students arriving late must sign in at the kiosks located at the front office or Year 11/12 Block and wait quietly at the classroom door until invited in by the teacher to avoid disruptions. If a student will be absent, they or their parent should notify the office promptly via phone, email, or the Parent Orbit app.

Non-contact periods during the day should be used for academic activities such as revision, homework, and assignments. Students may leave school grounds during study periods but must sign out and back in, similar to late arrivals, to ensure they can be accounted for during emergencies. Please note, absences can affect student allowances such as Austudy. Attendance records are shared

with Centrelink and other agencies for students receiving benefits.

UNIFORM POLICY

The full Uniform Policy is found on The Hub. A summary of the key guidelines are below -

The general, guiding principle is that the dress code should reflect respect, neatness, modesty, and should not detract from the uniform. We will allow for flexibility and individuality as students progress through the tiers of the school. The final decision regarding what is appropriate will rest with the Heads of School and/or the Principal.

Students must wear LCS uniform to school every day unless directed otherwise. This includes the LCS polo top, LCS branded shorts/skort/trousers and LCS socks. Added optional layers are the LCS jumper and/or LCS jacket. These can all be purchased from the uniform shop. Sport shoes (joggers or cross trainers) are to be worn with the LCS uniform.

Jewellery and Piercings (must be modest)

Earrings: 3 pairs earrings only. Students may have one discreet nose stud. No spacers, stretchers, septum or tragus piercings permitted.

Rings: 3 finger rings allowed

Bracelets: 3 bracelets allowed

Necklaces: 1 necklace worn under uniform for all students allowed

Watches: 1 watch may be worn (but no SMART Watches)

Note:

- Anklets are not permitted.
- No other body or facial piercing on normally visible parts of the body are permitted
- No visible tattooing is permitted.

The school reserves the right to ask students to remove any excess or inappropriate jewellery.

Physical Body

Hair: Hair styles are to be neat, clean, held off the face and tidy.

- Only natural hair colours are permitted. This includes hair extensions.
- Outrageous styles, extreme contrasts or colours are not allowed; however, the school will respect cultural sensitivities in regard to hair styles and colours in consultation with the Principal.
- Hair accessories, if worn, must be unobtrusive and in school colours only.
- Moustaches, sideburns and/or beards are permitted but needs to be neatly trimmed.

Note that there may be some instances when students with long hair (below the shoulders) will be requested to tie hair back to comply with Work, Health and Safety requirements.

Nails:

- No coloured nail polish or fake nails are allowed.
- Students may wear a clear nail polish that maintains a natural look.
- Nail length must be practical, safe and meet sport code requirements.

Make-up:

Moderation and modesty should be the guiding principles when wearing make-up.

Sun Protection

All hats, caps and beanies must be LCS approved as set out in this Uniform Policy. During Terms 1 and 4, when outside, all students from Kindergarten to Year 12 must wear an approved LCS hat. This includes PE lessons, excursions, camps, recess, lunch, carnivals and during classes that spend time outside - on and off campus.

- Secondary School: cap, bucket hat or broad brimmed hat to be worn at all times when outside in Terms 1 and 4. A hat is optional in Terms 2 and 3.

Other Considerations

Coats:

When a layer of clothing in addition to the LCS polo shirt, jumper and jacket is needed for warmth, only black coats may be worn to and from school. All indoor areas at school are sufficiently heated so the need for coats to be worn at school is eliminated.

Undergarments:

Garments worn under uniform must not be visible. It is preferable that undergarments, are in similar colours to the LCS Uniform. No visible leggings, tights or skins to be worn under shorts or skorts or in place of trackpants.

Swimwear:

Swimwear should be always modest. A full-cover, one-piece bather for girls is preferable. Should girls choose to wear a bikini, a T-shirt, tank top or rash vest must be always worn over the bikini.

LCS approved Free Dress Days:

For designated Free Dress Days, when students are permitted to wear casual clothes, clothes should be modest, neat and appropriate.

- No singlets or bare midriffs are permitted.
- Shorts or skirts to be mid-thigh length.
- T-shirts should be appropriate with no offensive or inappropriate statements, slogans or images.
- If students have PE on such a day, non-marking shoes and appropriate clothing is needed.
- For safety reasons, appropriate gear also applies to students having cooking, workshop and other subjects that require hair to be tied up and/or shoes to be closed. Students may be unable to participate in those classes if they ignore this requirement. Students should therefore consider their subjects for the day and dress appropriately for that.

Sport Days and Carnivals:

At LCS sport days and carnivals (swimming, cross-country and athletics), students may choose between the school sports uniform or wear their House Colours (red, green or yellow). This is NOT a Free Dress Day.

Physical Education (PE) Classes:

An appropriate, school sanctioned hat (LCS cap, bucket hat or broad brimmed hat) must be always worn during outside activities (including Sport carnivals) in Terms 1 and 4. A hat is optional in Terms 2 and 3.



CONNECT WITH US

Our priority is to promote clear and easy communication within our school community, so we invite you to connect with us in the following ways:

LCS Website



The Herald



A fortnightly newsletter capturing moments from around the school.

The Hub

The Hub is an online learning management system used by our whole school community. Teachers, students and parents use this system to access information about classes, assessments, reporting and school events. Only current parents and students can access this system, so once your child begins school you will be given details of how to log into The Hub.

Parent Orbit



The Parent Lounge app, Parent Orbit, is an easy to use mobile app for our parent community. Parent lounge enables you to update us with important information regarding your child.

Facebook



Instagram



Vimeo



Interested in what students are doing around our school and how our creative team celebrates our Christian schooling? Then view some of the audio visual material.

in Christ, wisdom and knowledge

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