



2020 Years 11 & 12 Curriculum Handbook

Contents	Page
Introduction	2
Senior Secondary Education in Tasmania	4
University Entry	5
Academic Integrity	8
Final Considerations	8
Subject Information for International Students	9
List of Subjects	10
Creative Arts	12
English	22
Health & Physical Education, Food Studies and Outdoor Education	27
Languages	40
Management & Commerce	46
Mathematics	50
Science	59
Studies of Society & Culture	70
Design and Digital Technologies	85
Student Directed Inquiry	94
Vocational Education & Training (VET)	94
TASC Certificates	95
Subject Index	96

Introduction

Welcome to Years 11 and 12

During these years you will be preparing for tertiary study or the world of work. The teachers are here to help you by providing a secure and friendly pre-tertiary learning environment that will encourage you to become a confident, self-directed and life-long learner.

Fahan provides a challenging and enriching academic environment. Whatever your academic ability, you will be supported and nurtured to help you achieve the best results of which you are capable. At this level, you will be expected to be responsible for your actions and your study habits and to recognise that you are part of the leadership within the School.

You will have opportunities to represent Fahan in public speaking competitions, Amnesty International, debating, musical, dramatic and sporting activities. Many senior girls undertake House responsibilities, coach Junior teams, help in the Outdoor Education Program, as well as being Big Sisters and being involved in the Pastoral Care Program. The Fahan Family will be relying on you increasingly and your enthusiasm, attitude and appearance will help to set standards for younger students.

These opportunities enrich the experience of being a senior student at Fahan. At every step of the way, the staff will provide guidance and support so that by the time you leave Fahan at the end of Year 12, you should be well equipped to face the future, whatever it may hold.

Leadership at Fahan

Authentic leadership from the student body is critical to ensure effectiveness. It involves supporting the School's mission, promoting the welfare of others before self, demonstrating a purpose and passion for what needs to be achieved and having the courage to follow through. These qualities, along with a willingness to learn and grow, are essential to authentic leadership.

All Year 11 and 12 students at Fahan belong to a Student Leadership Committee (SLC). The student Chairs oversee the operation of the SLCs. Meetings are convened on a fortnightly basis and the Chairs liaise with the Principal at regular intervals. The Chairs are appointed after a selection process towards the end of Year 11. This involves a written application, an interview, a student vote and feedback. The interview panel is made up of the Principal, the Deputy Principal and the staff member responsible for overseeing the particular SLC area applied for.

Most of our students relish the opportunity to take more responsibility in the School, particularly as they know they are supported by caring teachers who celebrate their differences and individuality and take pride in their success.

Planning Your Course

When you plan your course for the next two years you will choose fewer subjects to study than in Year 10 but you will have a wider range from which to choose. You need to consider your past academic record, select subjects you have enjoyed and in which you have had success, and be aware of the general entry requirements for any courses you may want to pursue after leaving school.

In general, it is Fahan's policy that the majority of girls follow a broad program of courses across Years 11 and 12. All subjects studied during Years 11 and 12 will contribute to the 1200 hours of study over two years required for the Tasmanian Certificate of Education (TCE) although not all of them are accepted as pre-tertiary subjects for the university entrance score. This does not mean that they do not 'count'. As long as the relevant criteria have been met to gain at least a Preliminary Achievement, the subject will appear on your TCE and will contribute to the overall portfolio of results.

In some cases, where you have achieved HA or EA awards in the most demanding Year 10 syllabuses, it may be possible for you to bypass an introductory subject in Year 11 and go straight into the pre-tertiary courses. This will be dependent upon the advice and recommendation of the teacher.

It is expected that you will undertake a broad program of subjects in Year 11 and then concentrate on more specific areas of interest in Year 12. Girls who have as yet made no decisions about their future career or study plans are advised to select one subject from each of the English, Mathematics, Science, Humanities/Art groups. This will ensure that no pathway is closed too soon.

Fahan offers a broad range of learning options. To create even more breadth and flexibility, Fahan and Hutchins have a co-operating agreement. This means that one of your courses may be at Hutchins. The policy of the two schools is that the parent school will give priority in placement in a class to its own students. In the event of your initial choices not being met by Fahan, no more than one subject should be taken elsewhere. Transport is organised by all the schools between lesson blocks. Every attempt will be made to accommodate your choices, subject to viable numbers.

If you are aiming for university entrance either in Tasmania or interstate then you should ensure that you fulfil at least the requirements laid down by the University of Tasmania. These are shown on pages 5-7. To enter particular courses you must have passed certain pre-requisite subjects and you may also need to have scored high enough marks to meet the minimum set for the course. Entry to many interstate courses is very competitive so you will need to aim for high scores.

What should you do now?

Read this booklet very carefully. On the Year 11/12 Information Evening on **Wednesday 24 July at 7.00pm** in the TM Hall, you will have an opportunity to ask general questions and to consult specialist teachers of the subjects outlined in this booklet.

Students will receive an email with instructions on how to select your subjects online. Subject selection must be made by **Monday 12 August** so the lines may be drawn up.

Then what happens?

At Hutchins and Fahan there are five lines of subjects and a number of the more popular subjects appear on more than one line. After you have indicated your choices, the teaching blocks will be developed in such a way that the maximum number of students will be able to do their first choice subjects. Wherever possible, you will be studying at Fahan, and every effort will be made to meet your request. Girls who cannot take a subject at Fahan may be able to enrol in that subject at Hutchins.

At Fahan we will offer courses which will give you the greatest breadth and depth in your education. We intend to continue Fahan's proud tradition of academic excellence.

Yours sincerely,

Mrs Penny Curran-Peters
Principal

Dr Donna Evans
Deputy Principal & Director of Studies

Senior Secondary Education in Tasmania

The requirements for students undertaking senior secondary education in Tasmania are set out by the Tasmanian Assessment, Standards & Certification (TASC). Full details, including syllabuses, past examination papers and requirements for the new TCE are available at www.tasc.tas.gov.au.

The following information about the Tasmanian Certificate of Education (TCE) has been provided by the TASC.

What is the TCE?

Achieving the Tasmanian Certificate of Education will tell people, including employers, that you:

- can do everyday adult reading, writing and communication (literacy skills);
- can use everyday adult maths (numeracy skills);
- can make everyday adult use of computers and the internet (ICT skills);
- have completed a full program as part of your senior secondary education and training (participation and achievement); and
- have developed and reviewed plans for your future (pathway planning).

How will you get it?

To get this qualification you will have to meet or do better than a set of five standards. There are standards for literacy, numeracy, information communication technology (ICT) skills, participation and achievement and pathway planning.

- TCE syllabuses, TASC accredited courses, TASC recognised courses, VET competencies and VET certificates can be used to meet the participation and achievement standards and some of the literacy, numeracy and ICT skills.

Tests can also be used to show that you have met the standards in literacy, numeracy and ICT.

To meet the Participation and Achievement standard you will have to complete the equivalent of a two-year 'full-time' program of studies. You will show this by gaining a total of at least 120 units of credit (where, for example, a TASC 3 course is 15 units of credit) from a broad range of TASC accredited and VET courses. Of these 120 units of credit, at least 80 must be studies at a complexity/depth TASC 2 or more (for example, TCE Art 4B is rated at TASC 2, VET Certificate II in Multimedia is rated at TASC 2). A table rating all subjects on size and complexity on the TASC website will allow your tutor to check that your intended program meets these requirements.

Pathway Planning requirements will be met through students having developed and reviewed future plans for education and training. All Tasmanian schools have to make sure that Year 10 students develop a statement of intent and register it with the TASC by the end of the year. Your plan will include your intended broad career goals and the education and training you need to reach these goals.

Who will get the TCE?

If you go on to do a full-time course at school or college for two years after finishing Year 10, you will usually get this qualification at the end of Year 12. However, you can take longer than two years to meet the standards. This will allow anyone who wants to work and study part-time to still get this qualification.

What if I do not meet the requirements?

If you do not meet the requirements for the TCE, TASC will issue you with a Qualifications Certificate showing all your senior secondary education and training qualifications. This will include all your qualifications in courses we approve including TCE syllabuses, VET or other studies they recognise (for example, AMEB Music, Queen's Scout Award and Duke of Edinburgh's Award).

What will I actually get if I successfully meet the standards?

TASC will issue you with the Tasmanian Certificate of Education. They will also issue you with a Qualifications Certificate. This will show that you have been awarded the Tasmanian Certificate of Education and will list all your qualifications in TCE syllabuses, TASC accredited courses, VET or other studies we recognise.

What will I need to do when enrolling for Year 11?

Make sure you choose a full two-year program of senior secondary studies (TCE, TASC accredited courses, VET competencies and certificates).

Talk with the Senior Studies Co-ordinator if you need to choose particular courses so that you will be able to meet or do better than the required standards for skills in literacy, numeracy and ICT.

The **Tasmanian Certificate of Educational Achievement (TCEA)** is a quality assured, centrally issued 'narrative' (rather than standardised) certificate for the small number of students for whom a fair account of their achievements requires this form of certification. There are eligibility criteria which must be met by both the student and the school or college before the certificate can be issued. It will apply most commonly in situations where personal circumstances, disability, illness, or impairment mean that only a 'narrative' certificate will give an adequately fair and just account of a student's achievements. Students may also get the Qualifications Certificate and the new TCE along with the TCEA.

Recognition of Formal Learning on the TCE

TASC offers recognition to a wide range of formal learning undertaken by senior secondary Tasmanian students. Providers of formal learning qualifications not recognised on the TCE may apply for such recognition. 'Recognition' means that the qualifications issued by recognised formal learning providers are listed on a student's TCE issue by the TASC. Currently recognised formal learning providers include:

- The Australian Music Examination Board;
- The Duke of Edinburgh's Awards in Australia (Tasmania Division)
- Scouts Australia (Tasmanian Branch)
- Trinity College London; and
- The University of Tasmania

Details of the specific learnings recognised on the TCE can be found on the TASC website.

Want to know more?

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

University Entry

For entry into Degree Courses:

- You have obtained the TCE
- You require a minimum of Satisfactory Achievement awards in FOUR pre-tertiary TASC 3 subjects
- Three of those four subjects must be designed for Year 12 and taken in Year 12
- You must obtain those four subjects in not more than two, not necessarily consecutive, sittings
- You must have spent not less than two years in full time study (1200 hours equivalent). This includes attendance at necessary public examinations.

Do University Faculties have quotas?

Yes. Not everyone who applies for a course will be granted entry because some courses have a limited number of places. Selection will be based on your TER (Tertiary Entrance Rating).

What is my TE Score?

Your TE score (Tertiary Entrance) is based on your best four or five pre-tertiary subjects. This can include up to two subjects from Year 11, but three must be from Year 12.

What is the ATAR score?

The Australian Tertiary Admissions Rank (ATAR) is used by students applying for tertiary courses nationally. This system ensures that students have equitable access to tertiary courses across Australia, irrespective of in which State or Territory they completed their Year 12 studies. From 2016, all students must have obtained the TCE to qualify for an ATAR.

The ATAR is calculated as a percentile ranking of students using their Tertiary Entrance Scores. For example, a Tasmanian student having an ATAR of 90.00, means that the student was ranked in the top 10.00% of the age cohort, based on Tasmanian Tertiary Entrance Scores, and would be regarded as being equal to a student with an ATAR of 90.00 from any other state.

What kind of a score is needed for University entrance?

There is no set answer. It depends upon the available places and the general performance of each Year 12 cohort. The absolute minimum score would be 4/100 (four SA awards, each with 1/20) but over the last few years, the mean entry score has been increasing. Using entry results from previous years as a guide, students could enter many faculties other than Medicine, Pharmacy, Surveying and Computing with a TE score below 45/100 but the mean entry scores were much higher. So you should aim high!

What if I need special consideration?

Students can apply for special provisions to ensure fair and equitable opportunities to participate in external examinations. A range of provisions are available to eligible applicants based on identified need.

You can apply to be considered for special provisions for your external examinations if you have:

- A formal diagnosed condition, impairment or disability. Applications for special provisions must be submitted to TASC by the end of Term 2 each year.
- Refugee student status. Applications for special provisions for refugee students must be submitted to TASC by the end of Term 2 each year.

Reasons for applications for Special Consideration Provisions:

- Health impairment
- Physical disability
- Learning disability
- Hearing impairment
- Vision impairment
- Psychological impairment

Examples of provisions available include:

- Extra time
- Permission to leave the room (under supervision)
- Medication (food and drink)
- Reader
- Scribe
- Use of Computer
- Smaller examination room with fewer candidates/separate room
- Permission to stand, stretch or move around the room
- Alternative format papers (vision and aural impaired)
- Advice to markers about spelling, grammar or poor handwriting

Before submitting an application, applicants must have clearly identified which special provisions are being requested; attach a medical professional and/or counsellor's report; the School has provided all information required and the application is signed by the School Principal. Special Provisions do not apply from one year to the next so if a student is successful in being granted special consideration in Year 11, it is not necessarily the situation that these considerations will apply in Year 12. Applications must be made each year.

Emergency applications

Only emergency cases such as a physical injury or illness that occurs after the end of Term 3 which will impair a student undertaking their examinations will be considered for that year's examinations. The application must include a medical certificate containing:

- Diagnosis

- Date of onset
- Outline of symptoms and treatment
- Likely effect of the illness on the student's capacity to complete the examination(s)
- Medical recommendations for particular Special Examination Arrangements Sometimes there are valid reasons why you are unable to complete your exams, e.g. illness.

Please follow the procedures in your TASC Examination Guide. It is also important to contact the TASC Liaison Officer should this situation apply to you.

Further information can be viewed using the following link: <https://www.tasc.tas.gov.au/students/years-11-and-12/preparing-for-exams/special-provisions/>. Ms Holly Lutzow is Fahan's TASC Liaison Officer who can further assist (lutzowh@fahan.tas.edu.au)

Do any Faculties at University have pre-requisite subjects?

Yes. For example: at the University of Tasmania, the Bachelor of Engineering requires Mathematics Methods TASC 3 and Physical Sciences TASC 3. A Bachelor of Medicine-Bachelor of Surgery entry requires Chemistry TASC 3, English Communication, English Studies or English Writing and a sound background in Mathematics.

The most common interstate requirement is an SA in a pre-tertiary English. You should consult the university websites to establish exactly which pre-requisite subjects are required for the University courses you wish to apply.

UTAS High Achievement Program (HAP)

The High Achiever Program enriches the educational opportunities for high-achieving students and develops links between the University of Tasmania, the students and their schools and colleges. There are no course costs. To be eligible, you need to demonstrate very high levels of academic performance at Years 11 and 12.

As well as providing students with academic challenge and the chance to experience University life, the High Achiever Program offers a number of other benefits including:

- Subsidised course costs
- Credit towards a University of Tasmania Degree
- Counting units towards the ATAR
- Access to facilities and support services
- Guaranteed offer of a place in a University degree program

High Achiever Program applications generally open in late September and applications close in December of the year before intended study. Supporting documentation will be accepted until mid January of the year of study and approval of the application will take place as early as possible. Late applications will not be accepted. All general enquiries related to HAP should be sent to: HAPUCP.enquiries@utas.edu.au

Courses offered in the HAP program can be found by using the following link:

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

Assessment

TCE syllabuses have been organised into three levels of complexity, with three indicating the highest level of complexity. All pre-tertiary syllabuses are TASC 3.

Performance in each subject is assessed against criteria, which have predetermined standards.

At the end of the year you will receive final ratings 'A', 'B', 'C', 't' and 'Z' for each criterion.

- A rating of 'A', 'B' or 'C' is given according to standards of achievements for each subject. These are available from the TASC website.
- A 't' rating represents achievement against a criterion less than the standard specified for a 'C' rating.
- A 'Z' is used where you provided no evidence of achievement at all.

Final Awards

Your ratings on each criterion are combined at the end of the course of study to give a final award.

There are five awards available on each syllabus. They are Exceptional Achievement (EA), High Achievement (HA), Commendable Achievement (CA), Satisfactory Achievement (SA), and Preliminary Achievement (PA).

Academic Integrity

The TASC guide to Authenticity and Academic Integrity clearly states that *"All learners are expected to observe the highest standards of honesty and integrity in the work they submit for assessment: this is called academic integrity". "It is fine to use other people's information, images, ideas or words (including material you get from the internet) in your own work but you must be clear and open about what you have used, whose material it was and where you got it from. The use of a wide range of sources of information shows that you have undertaken good preparation and study".*¹

Fahan School will take action if any plagiarism is found in your internally assessed work.

TASC will take action on any plagiarism found in your externally assessed TCE Work (for example a folio or IP).

*"Penalties will depend on the seriousness of the offence and the circumstances under which it was committed, but may range from a reprimand to cancellation of all results for the year or disqualification from receiving a Qualifications Certificate and Tasmanian Certificate of Education".*¹

Footnote: ¹ [Authenticity and Academic Integrity: A Guide](#)

Final Considerations

- Keep your options open – choose a broad range of subjects. No subjects are compulsory but the study of an English subject and a Mathematics subject is strongly recommended in Year 11 (English is usually a pre-requisite for studying at any Australian university). This is your future. Don't be talked into a subject because your friend is doing it or you want to do a subject at another school.
- Choose subjects you enjoy and for which you show aptitude. This will help you to be motivated, gain good results and utilise your best learning style.
- Do **not** choose subjects because of scaling!
- If a subject is studied at Hutchins, the books for it must be bought from there. A free shuttle bus service between the schools operates at recess and lunch times.
- Private study periods should be spent wisely in library research or in doing set reading and assignments. They are also an opportunity to seek out help from teachers.
- In Years 11 and 12, we encourage you to maintain your health and wellbeing by participating in a range of sport or cultural activities offered at Fahan. We also expect that you will want to be involved in School co-curricula and activities programs and events. Make sure you also allocate adequate time for relaxation and social activities. Success in Years 11 and 12 comes from a well-balanced program of study and relaxation.
- In Year 11 you are expected to be at school every day by 8.25am. When you are in Year 12 you may study at home on study lines provided that you have fulfilled the expectations of the School and you have parental permission.

- Your common room is your special responsibility. Keep it clean and tidy and make sure that the noise level does not affect other classes in the vicinity.
- When planning your course, make sure you consider a two-year program. Identify the Year 11 subjects, which are necessary prior experience for the pre-tertiary subjects you wish to study in Year 12. Consider your past academic record carefully. You need to choose your areas of study from those which will challenge you academically, yet not be at too ambitious a level for Year 11.
- You are asked to make an initial selection of subjects for next year using the Fahan online subject selection tool (instructions distributed to students). This information is then used to generate a set of subject lines which are designed to accommodate as many students' preferences as possible.
- During this process, some subjects may not be offered through lack of numbers and some will be blocked together, meaning that students may not be able to gain their first choice of subjects. In this case, the Senior Studies Co-ordinator will discuss options on a 1-1 basis with you. You may be able to study the subject at Hutchins or you may choose to change the particular subject for another.
- You need to ensure that your course is at least 600 hours of study (a TASC 3 or TASC 2 course is 150 hours).
- Consult your teachers, subject co-ordinators and the Senior Studies Co-ordinator, as well as reading this booklet thoroughly and discussing all options with your parents.
- After consultation with staff and your parents, you will need to complete a subject choice form, have it approved by your parents and hand it in to the Senior Studies Co-ordinator for final approval. Further course counselling may happen at this stage.
- We look forward to helping you during the next two years: remember that education is a shared activity and all members of the staff are here to encourage and support you. You, too, have a vital role to play as a senior student. We hope that the next stage of your life at Fahan will be challenging, rewarding and successful.
- Hutchins online handbook is able to be viewed on their website.

Subject Information for International Students

The wide selection of subjects offered within this course handbook is possible due to a co-operating schools' agreement between Fahan School (CRICOS Provider Code: 00476G) and The Hutchins School (CRICOS Provider Code: 00478F).

Regular meetings of the co-operating schools are held to share information and plan for subject choices and timetabling. Should you have any questions regarding the co-operating schools' arrangement, you can contact the Director of Studies.

Specialty VET courses are also offered by arrangement with a number of external education providers. Should an external provider for a VET course not be CRICOS registered, this VET course is not able to be selected by an international student. CRICOS is an acronym for Commonwealth Register of Institutions and Courses for Overseas Students.

All subjects are offered to international students. Every attempt is made to provide the subjects a student selects. A subject will not run if there are insufficient numbers. At other times a class may be full. Students who cannot take a subject at Fahan School may be enrolled in that subject at one of the co-operating schools. There are no additional tuition fees for undertaking a subject in either of these co-operating schools. Arrangements exist for attendance, assessment and reporting and is transparent between the schools. In the event that a subject is not available, the Director of Studies will provide advice to international students of appropriate subject choices and alternate pathways.

List of Subjects for Years 11 & 12 2020

The following is a list of subjects available at Fahan and/or Hutchins in 2020. Use the TASC Planner (www.tasc.gov.au) to see how your choice of subjects contribute to TCE.

Year 11 (2020) students need to select a two-year course consisting of 120 credit points over the two years.

Year 12 (2020) students should study from subjects (60 credit points) especially if seeking university entry (four pre-tertiary subjects).

* denotes Pre-tertiary

Creative Arts

Art Production - TASC 3*

Art Studio Practice - TASC 3*

Design and Production (Metal) TASC 2

Design and Production (Wood) TASC 2

Drama - TASC 3*

Media Production - TASC 3*

Music - TASC 3*

Music Studies - TASC 2

UTAS Music Technology Projects - Foundation*

Theatre Performance - TASC 3*

Digital Design and Technologies

Computer Graphics & Design - TASC 2

Computer Graphics & Design - TASC 3*

Computer Graphics & Design - Foundation - TASC 2

Computer Science TASC 3*

Housing & Design - TASC 3*

Information Systems & Digital Technologies - TASC 3*

Technical Graphics - TASC 2

Technical Graphics - TASC 3

UTAS Object Design

English, EAL/D and LOTE

English as an Additional Language or Dialect - TASC 2, 3*

English - TASC 3*

English Foundation - TASC 2

English Literature - TASC 3*

English Writing - TASC 3*

French - TASC 3*

German - TASC 3*

Japanese - TASC 3*

HPE, Food Studies and Outdoor Education

Athlete Development - TASC 2
Food & Nutrition - TASC 3*
Food, Cooking & Nutrition - TASC 2
Health Studies - TASC 3*
Outdoor Education TASC 2
Working With Children - TASC 2
Outdoor Leadership - TASC 3*
Sport Science - TASC 3*

Management and Commerce

Accounting - TASC 3*
Business Studies - TASC 3*

Mathematics

General Mathematics - Foundation TASC 2
General Mathematics - TASC 3*
Mathematics Methods - Foundation TASC 3*
Mathematics Methods - TASC 4*
Mathematics Specialised - TASC 4*
Workplace Maths - TASC 2

Science

Biology - TASC 3*
Chemistry - TASC 4*
Environmental Science - TASC 3*
Life Sciences - TASC 2
Physical Sciences - TASC 3*
Physical Sciences - TASC 4*
Physics - TASC 4*

Studies of Society and Culture

Ancient History - TASC 3*
Australia in Asia and the Pacific - TASC 3*
Economics - TASC 3*
Geography - TASC 3*
Legal Studies - TASC 3*
Modern History - TASC 3*
Philosophy- TASC 3*
Psychology - TASC 3*
Sociology - TASC 3*
Studies of Religion - TASC 3*



Creative Arts

Art Production TASC 3

Pre-tertiary

Description

Study of the Visual Arts promotes innovation and creative and critical thinking skills, vital for young people in the 21st Century. Art Production students will produce art works that show experimentation with materials, techniques and the development of ideas and view their own work in relation to art history and the contemporary local/national scene. A high degree of individual motivation and resourcefulness is expected for success in this subject.

This subject is suited to any student who is interested in creating artworks in their desired medium whilst learning about contemporary art issues. It is strongly recommended that you have studied Art in Years 9 and 10.

The course encourages learners to develop problem-solving skills together with creative and analytical ways of thinking.

Art Production TASC 3 belongs to a suite of courses in art and provides opportunities for learners to demonstrate a resolved body of work in a single studio area which demonstrates their aesthetic understanding and use of visual language.

Pathways

Art Production TASC 3 has been developed for learners seeking a pathway to tertiary studies and who are looking to foster a career within the visual arts. It allows learners to develop understandings of art practice and the mechanisms of art.

Objectives

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

- make informed aesthetic judgements
- identify relationships of artistic principles in the creation of real and pictorial space
- recognise and use a range of artistic conventions
- select and use technologies and refine personal artistic techniques
- apply elements and principles of design when solving problems
- analyse and respond reflectively and creatively to cultural influences and art works

- communicate ideas, emotions and information
- analyse and evaluate art ideas and information
- apply time management, planning and negotiation skills to Visual Arts activities
- create and display a cohesive body of work from one artistic studio

Structure

Summary of Minimum Work Requirements

Unit 1:

- 2 Completed artworks
- Support Material
- 1 Minor Assignment, a short interpretation and analysis of selected artworks or artists (500 to 700 words).

Unit 2:

- 2 Completed artworks
- Support Material
- 1 Minor Assignment (non essay based), outlining inspirations and influences on the learners work (may take the form of virtual exhibition, PowerPoint, presentation etc.)

Unit 3:

- 2 Completed artworks
- Support Material
- 2 Minor Assignments, one a response to the place of viewpoint/commentary in artwork and the second a response to an issue or context revealed through artwork(s) (600 to 800 words each).

Unit 4:

- 1 Completed body of work* (It is expected that the learners body of work will be comprised of a minimum of the equivalent of 8 resolved individual pieces of work).
- Support Material
- 1 Major research assignment pertaining to learners own work (minimum 1500 words) may include/focus on artworks, artists, movements or techniques that have influenced the learners own work

Ongoing:

Support Material will be collected throughout the course of study and will include the following:

- the use of visual diaries/journals. This is a by-product of the learner's involvement in visual art during the course. It is a personalised system of idea generation and development, experiments and references to the history/theory/research studies
- sketches, mock ups, drawings and/or proof sheets
- annotated works
- draft versions of Minor Assignments
- personal notes and responses to discussions
- evidence of all research activities such as on-line visits to gallery sites, library catalogue searches, downloads and image files
- an organised collection of gallery brochures, exhibition notes and flyers and individual investigation of particular artists
- a comprehensive glossary of art terms

- artist interviews
- completed works from previous Units
- class notes and all photocopied material such as notes on correct referencing procedures and plagiarism protocols.

*The completed body of work may or may not include artwork created in previous Units.

Assessment

The assessment for Art Production TASC 3 will be based on the degree to which the learner can:

1. use the elements and principles of design to solve problems*
2. recognise and use a variety of artistic conventions
3. select and use technologies and techniques*
4. communicate ideas, emotions and information*
5. apply time management, planning and negotiation skills to Visual Arts activities
6. create and display a cohesive body of art work*
7. observe, analyse and creatively respond to cultural influences and art works*
8. analyse and evaluate art ideas and information

* = denotes criteria that are both internally and externally assessed.

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from 13 ratings (8 from the internal assessment, 5 from external assessment).

Art Studio Practice TASC 3

Pre-tertiary

Art Studio Practice is a TASC 3 course requiring successful completion of Art Production.

Art Studio Practice prepares learners for the study of art at a tertiary level. The course consists of two compulsory areas of learning: Conceptual Knowledge and Practice. Learners are required to prepare a research paper, visual schematic overview, artist's statement and present an exhibition.

Description

Art Studio Practice challenges learners to resolve a proposal to a final visual art exhibition through practical studio and discipline-based investigation. Learners actively investigate the contemporary art world by engaging in self-directed inquiry and authentic learning experiences to build a relevant and meaningful context for their own studio practice. The course enhances pathways from senior secondary to tertiary studies in the visual arts as learners develop their conceptual and analytical research skills. It promotes the consolidation of artistic skills and a deep engagement through a sustained practice characteristic of creative arts learning and professional arts practice. Art Studio Practice is applicable to all studio/discipline areas.

Art Studio Practice provides an opportunity for learners who have completed Art Production to continue their art practice at the TASC 3 complexity and thus extend the breadth and depth of their learning. The course allows learners to either continue practice in a studio/discipline area or to explore a new studio/discipline area within the context of creating and refining an exhibition proposal for a body of work, and completing it to resolution.

Art Studio Practice has been designed to enable learners to develop meaningful conceptual knowledge through research and studio practice.

It will challenge learners to engage in reflective and critical analysis to refine, evaluate and articulate their ideas in the consolidation of their artistic practice.

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

international art communities.

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

Pathways

Learners who have successfully completed Art Production ART 315117 are well placed to undertake Art Studio Practice. Students who complete Art Studio Practice ART3152214 are prepared for the study of visual arts at tertiary level.

Objectives

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

- critique own art, and the art work of others
- apply artistic judgements to resolve aesthetic and conceptual issues
- understand historical and contemporary art issues, their impact on society, artists and own art works
- apply the principles of reflective practice and academic integrity
- use artistic techniques, media and technologies to create art works
- work autonomously, and collaboratively with others
- design, manage and implement to resolution a studio exhibition
- communicate artistic concepts.

Structure

This course consists of two compulsory areas of learning:

- Conceptual knowledge
- Practice

CONCEPTUAL KNOWLEDGE

Research - Active Investigation

Research will be undertaken within the local, national and international art community through exhibitions, events, reviews and interviews with artists, curators, gallery directors, Arts administrators.

Learners will engage in a minimum of 3 investigations resulting in the production of a range of evidence.

Learners will develop their concepts and establish a context for their work.

This evidence may be in the form of a presentation and may be submitted as a hard copy.

Critical Analysis

Learners will undertake investigation and analysis of conceptual theories and issues in local, historical and contemporary contexts as they relate to and inform their own proposal and studio practice.

Learners will produce one major research paper with a minimum of 3,500 words. Learners will use the paper to demonstrate the depth and complexity of their conceptual knowledge.

Reflection

The learner will accumulate information in support of a sustained practice that reflects the aim of the research proposal.

A negotiated project will be articulated through the:

1. production of a Visual Schematic Overview; and
2. learner's artist statement consisting of 150 – 300 words.

The scope of the Visual Schematic Overview will represent the learner's sustained practice reflecting their conceptual development over the period of a year's study.

Reflection will also involve a formalised critical appraisal and evaluation of work in groups of two or more and will occur at least six (6) times. Groups will comprise of peers, supported by teacher/s and/or other artists.

PRACTICE

Proposal

The learner will develop a research proposal for studio practice in negotiation with their facilitator. The proposal will culminate in an exhibition.

As the proposal provides the context for studio practice and because the initial proposal will undergo a process of refinement, learners will give high priority to the development of their initial proposal.

The proposal is a focus statement of intention. The learner will make and record in the proposal crucial decisions with regard to the exhibition layout and design. The proposal outlines the key elements of the intended exhibition plan including the:

- conceptual idea underpinning the exhibition
- context of the body of work to be exhibited
- selection of materials and media
- selection and application of artistic techniques
- scale of the exhibition
- design elements of the exhibition space (e.g. lighting, hanging arrangement of works).

As such the proposal models the form and scope of a proposal for exhibition that might be presented to a gallery director.

The success of the proposal is reflected in the cohesive strength of the final exhibition. The degree to which learners are able to resolve aesthetic and conceptual issues is clearly evidenced in the stylistic, technical and conceptual resolution of the work on display.

It is not intended that the proposal be in essay form. Rather, it is an exhibition plan or focus statement: a clarification of the key idea underpinning the body of works exhibited; and the intended use of materials, scale of work and exhibition design. It will focus on the 'what', 'how', and 'why' of the exhibition. The final proposal will use concise language and be approximately 500 words in length.

Studio Practice

Process documentation will be sustained through reflective commentary and the experimentation and exploration of media and techniques.

Studio specialisation will occur that demonstrates the learner's depth and complexity of conceptual understanding.

It will reflect sustained practical rigour and engagement based upon the aims of the research proposal.

The learner will present a body of resolved art work for exhibition. The scope of the body of art work will be dependent on issues such as selected media, but will reflect the size value of this course.

Exhibition

Learners will be required to act autonomously in assuming complete responsibility for the creative design, organisation and installation of their exhibition.

The exhibition of work will include:

- preparation incorporated into the negotiated proposal
- planning for allocation of appropriate time and resources
- the design and hanging of the exhibition

- presentation of process documentation
- display of learner's artist statement

Assessment

The assessment for Art Studio Practice TASC 3 will be based on the degree to which the learner can:

1. design, manage and implement a studio exhibition*
2. communicate artistic concepts*
3. critique art works
4. resolve aesthetic and conceptual issues
5. understands historical and contemporary art issues
6. apply the principles of reflective practice*
7. use artistic techniques, media and technologies*
8. work autonomously, and collaboratively

* = denotes criteria that are both internally and externally assessed

Design and Production (Metal) TASC 2

Description

This subject is based on the process of designing, making and appraising. Through working with metals you will be involved in a variety of practical problem solving situations that lead to the development of skills, techniques and processes. All work is individually designed.

Pathways

Mechanical Engineering, apprenticeships, sculpture/art courses, manufacturing, construction.

Structure

- Design techniques
- Fitting and machining techniques
- Design process
- Processes and application to individual work
- Create innovative and original solutions
- Appraising style and technique
- Welding and fabricating
- Develop a knowledge of materials

Assessment

Assessment is based on project work, evidence of the application of the design process in a folio and a negotiated research topic.

Design and Production (Wood) TASC 2

Description

This subject is based on the process of designing, making and appraising. Through working with timber, metals, stone and glass, you will be involved in a variety of practical problem solving situations that lead to the development of skills techniques and processes. All work is individually designed.

Pathways

School of fine furniture, university art school, apprenticeships in building and construction, cabinet makers and personal enjoyment.

Structure

- Design techniques
- Design process
- Strengths and joining techniques
- Finishes
- Processes and application to individual work
- Study of designer maker's technique and style
- Create innovative and original solutions
- Develop a knowledge of materials
- Appraising style and technique of contemporary design makers

Assessment

Assessment is based on project work, evidence of the application of the design process in a folio, and a negotiated research topic.

Drama TASC 3

Pre-tertiary

Description

This subject is a comprehensive study in drama. It requires you to explore and experiment with the elements of drama:

- Voice
- Ensemble
- Role play
- Reflection
- Improvisation

Pathways

This is useful study for those who wish to study Theatre Performance 5C. All career choices will benefit from having studied drama. You don't have to want to be an actor to benefit from drama.

Structure

Area 1 - Skills development

Area 2 - Exploring and devising

Area 3 - Presenting and reflecting

Area 4 - Live theatre analysis

Assessment

Assessment is against a number of criteria such as

- Using skills, techniques and processes to make drama works
- Presenting drama works to an audience
- Observing and critically appraising the drama works of others
- Exploring and developing ideas
- A 2 hour written examination

Media Production TASC 3

Pre-tertiary

Description

Media Production is designed for students who wish to develop an understanding of a range of aspects of the media at the highest level of complexity offered by TCE courses. Students will explore the media through practical experiences. Students will form into production teams within learning environments that stimulate a professional setting in order to develop products in a specific medium. Through acquisition of technical and analytical skills students will develop the ability to critically assess and appreciate the operational functions and social implications of their medium of specialization.

Pathways

If you are interested in any of the following pathways this subject is suitable for you: journalist, producer, actor, researcher, presenter, studio manager, technical assistant, director, director's assistant, digital editor, camera operator, lighting technician, audio technician, independent film maker, media officer, script editor, sound designer, web designer, production co-ordinator, audio/video streamer.

Structure

Film and video students will design, film and edit video footage to a high standard using current technology. Many aspects of filming will be learnt including camera angles, lighting, audio, special effects and editing techniques. Work is also undertaken to gain knowledge and understanding of the media.

Assessment

Each student will be required to develop a folio of work for both internal and external assessment of work. This folio will consist of a commercial, news story and a short film. The standard of work will emulate a professional environment; available equipment and knowledge learnt in the subject will facilitate quality final products. Currently, students are expected to competently complete a 2 hour exam at the end of the year. The exam consists of questions regarding media and society.

Music TASC 3

Pre-tertiary

Description

This is a practice-based subject designed for the more experienced musician. It covers composition, performance and musicianship. You study a 'core' unit that looks at playing, writing and arranging music, musicianship and listening and you choose one of the three optional units:

- Performance (solo and/or ensemble)
- Negotiated study (Research)
- Composition, improvisation and arranging

A SA in Year 10 Music is desirable but not essential.

Pathways

Music Performance 5C.

Structure

- Critical listening and analysis
- Composition, improvisation and arranging
- Cultural and historical studies
- Essential musicianship and theory
- Research assignments, public performance and concerts
- Preparation of a performance program

Assessment

Core studies are internally assessed. The theory and musicianship examination is externally assessed. External examinations are held for performance, together with an internally assessed examination in July and a performance recital in Term 3. The Composition and Research options are assessed externally as folios.

Music Studies TASC 2

Description

This subject is designed for those who have an interest in and demonstrate a potential for performing and studying music. It combines a study of essential theory, history and musicianship with practical 'hands on' activities that encourage you to perform in as many musical situations as possible with a focus on the instrument and musical styles of your choice.

Pathways

Music offers many career prospects either in performance and recording, or through private and government funded arts-based organisations. Whether as a career or as a passionate hobby, music is rewarding and satisfying at whatever level you choose. This subject is an appropriate background study for Music 5C.

Structure

- Critical listening and analysis
- Composition, improvisation and arranging
- Cultural and historical studies
- Essential musicianship and theory
- Preparation of a public performance program

Assessment

Assessment is internal involving public performances, tests, examinations and assignment work.

UTAS Music Technology Projects - Foundation

Description

This subject is designed for those with an interest in or demonstrated ability for recording, mixing and manipulation of recorded music.

No previous experience is required but the successful completion of Year 10 Music TASC 4 is an advantage.

Pathways

It is a practical 'hands on' subject with close links to industry and is a useful background for Audio Design 3C.

Structure

This course has 5 areas of compulsory study:

1. The Physics of Sound
2. Microphone Characteristics & Techniques
3. Signal Flow & System use
4. Mix Aesthetics
5. Professional Practice

Assessment

Assessment is internal through a midyear exam, tests, practical evaluations, recordings and assignment work.

Theatre Performance TASC 3

Pre-tertiary

Description

This subject requires you to participate in a range of practical drama making experiences, both solo and in a group situation. Tasks will be based on the interpretation of text. Theatre reviews and a folio of reflective and research entries is also required based on the texts that you undertake to perform. A SA in Drama 5 or an EA in Drama 4 is recommended.

Structure

Term 1: Participation in a theatrical performance

Term 2: Performance of solo work, three monologues and preparation of a second theatrical performance. Preparation of folio for external assessment.

Term 3: Performance of your second theatrical performance for external assessment. Performance of solo work for external assessment.

Assessment

Is based on the standard of your performance against the areas of study, working both individually or as a member of a group.



English

English as an Additional Language or Dialect (EAL/D) TASC 2

Description

This course is designed specifically for students from a non-English speaking background to develop English language skills.

Pathways

Students who have been resident in Australia for less than 5 years and whose first language is not English are eligible.

Structure

English language skills will be developed through a theme-based course of study.

English as an Additional Language or Dialect (EAL/D) TASC 3

Pre-tertiary

Description

This course is designed specifically for students from a non-English speaking background to develop English language skills to a level that will enable them to participate in further education.

Pathways

Students who have been resident in Australia for less than 5 years and whose first language is not English are eligible.

Structure

Students will develop listening, speaking, reading and writing competence and skills in research and critical thinking.

English Foundation TASC 2

Description

All elements of Australian Curriculum: English Units 1 and 2 are contained in this course. English Foundations TASC 2 focuses on developing learners' analytical, creative and critical thinking and communication skills in all language modes. It encourages learners to engage with texts from their contemporary world and with texts from Australian and other cultures. Such engagement helps learners develop a sense of themselves, their world and their place in it.

Objectives

Through close study and wide reading, viewing and listening, learners develop the ability to appreciate and evaluate the purpose, stylistic qualities and conventions of literary and non-literary texts and enjoy creating their own imaginative, interpretive and analytical responses. English Foundations TASC 2 is designed to develop learners' facility with all types of texts and language modes and to foster an appreciation of the value of English for lifelong learning. Learners refine their skills across all language modes by engaging critically and imaginatively with texts, including literary and media texts. They learn to speak and write fluently in a range of contexts and to create mono and multimodal texts. They hone their oral communication skills through discussion, debate and argument, in a range of formal and informal situations.

Pathways

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

Structure

Learners undertake all studies from Section A and Section B.

The course has TWO (2) Sections:

Section A consists of 2 Modules

This section of the course concerns Communication of Meaning focussing on Text Construction

Section B consists of 2 Modules

This section of the course concerns Ideas, Attitudes and Voices in texts focussing on Representation.

Each Section contains TWO Modules:

Section A: Text Construction

The compulsory course content for both Module One and Module Two is outlined in the course content.

- Module One – Ideas and Issues
- Module Two – Negotiated Study.

Section B: Representation

The compulsory course content for both Module Three and Module Four is outlined in the course content.

- Module Three – Cultural Representation
- Module Four – Persuasion

Assessment

STRAND OR ELEMENT	MINIMUM WORK REQUIREMENTS	
Module One		
Ideas and Issues 55 hours	From one of three electives	One multimodal presentation One analytical essay One imaginative response
Module Two		
Negotiated Study 20 hours	Learner selects one text	One imaginative response One oral presentation supported by a learner-crafted multimodal text
Module Three		
Cultural Representation 37.5 hours	From one of Three electives	One comparative essay One shorter interpretive response One imaginative response
Module Four		
Language Study: Persuasion 37.5 hours	From one of Four electives	One major persuasive response One analytical response

English TASC 3

Pre-tertiary

Description

All elements of Australian Curriculum: English Units 3 and 4 are contained in this course. English is a study of contemporary language, literacy, media and literature. It is designed to develop learners' analytical, creative, critical thinking and communication skills in all language modes. English develops learners as proficient, articulate communicators of English by extending and refining their language, literacy and literature skills. It encourages learners to critically engage with a range of texts and genres from their contemporary world, including those from Australia and other cultures.

Pathways

English TASC 3 complements learners' study of English Literature TASC 3 and/or English Writing TASC 3. Successful completion of English TASC 3 prepares learners for the study of English and a wide variety of disciplines at the tertiary level.

Content

STUDY MODULES

All Modules are compulsory.

Course Delivery: The sequence of delivery is at the discretion of the provider.

	Section A: Comparative Texts		Section B: Perspectives	
	MODULE ONE	MODULE TWO	MODULE THREE	MODULE FOUR
	Genre Study	Adaptation Study	Close Text Study	Negotiated Study
Nominal hours	45 hours	40 hours	30 hours	35 hours

Assessment

Completion of these Work Requirements will give learners the opportunity to demonstrate achievement against the appropriate criteria:

- one (1) Genre Study
- one (1) Text Adaptation
- one (1) Close Text Study
- one (1) Negotiated Study.

The external assessment for this course will comprise:

- a three (3) hour external written examination.

English Literature TASC 3

Pre-tertiary

Description

English Literature explores how literary texts shape perceptions of the world and enable us to enter other worlds of the imagination. In this course learners actively participate in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms. Learners enjoy and respond creatively and critically to literary texts drawn from the past and present and from Australian and other cultures. They reflect on what these texts offer them as individuals, as members of Australian society, and as world citizens. Learners establish and articulate their views through creative response and logical argument. They reflect on qualities of literary texts, appreciate the power of language and inquire into the relationships between personal preference and texts, authors, audiences and contexts as they explore ideas, concepts, attitudes and values. English Literature focuses on the study of literary texts from different eras.

Objectives

This pre-tertiary course suits a wide cross section of independent, creative and analytical learners.

This subject is an excellent choice in either Grade 11 or 12 as it builds student understanding of genre as well as their confidence and proficiency in creating texts.

Pathways

This subject can work as a stand alone option for University Entrance as it provides students with a literacy tick, or it may be studied in addition to other English courses. When this is the case both or all English subjects studied can contribute to the student's final ATAR.

Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate end-point of study. Although assessment – as part of the learning program – is continuous, much of it is formative, and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course. Therefore, assessment for summative reporting to TASC will focus on what both the teacher and learner understand to reflect end-point achievement.

The standard of achievement each learner attains on each criterion is recorded as a rating 'A', 'B', or 'C', according to the outcomes specified in the standards section of the course.

TASC will supervise the external assessment of designated criteria which will be indicated by an asterisk (*). The ratings obtained from the external assessments will be used in addition to internal ratings from the provider to determine the final award.

Description

English Writing covers the teaching of writing techniques through sequential workshops. Students will have the opportunity to study and write short stories, autobiographical pieces, poetry, journalism and/or scriptwriting for stage or screen. The main aspect that differentiates this English course from others is the fact that it offers students the opportunity to experiment with different genre and polish their work through guided crafting and drafting.

While there will be a small amount of analytical writing on the works of writers such as Winton and Ann Patchett, the emphasis of this course is becoming proficient in creative genre including short stories, poetry, film and play scripts, memoirs and blogs. The other aspect that differentiates this English course from others is the fact that it offers students the opportunity to try out different genres and polish their work through workshops.

Pathways

This subject is an excellent choice in either Grade 11 or 12 as it builds students understanding of genre as well as their confidence and proficiency in creating texts. It might especially appeal to students who are creative or those apprehensive about examinations - as assessment in this subject is by a folio of work rather than a formal examination. This subject is highly esteemed by University Lecturers as preparation for all arts and humanities subjects. English Writing is also unique in the way in which it prepares students for the study of Journalism, or Creative Writing or courses that focus on the generation of creative ideas.

This subject can work as a stand alone option for University Entrance as it provides students with a literacy tick, or it may be studied in addition to other English courses. When this is the case both or all English subjects studied can contribute to the student's final ATAR.

Objectives

By the conclusion of this course students will have a folio full of creative experiments, and a number of written pieces developed to a high level. Students will also have developed an aesthetic in a number of genre and an awareness of the issues relating to writing. This awareness will have been developed through reading, workshops, visiting writers and excursions. Students will also be required to develop their analytical thinking through reflecting on both their own writing and the writing of other authors.

Assessment

Assessment will be on the key criteria stipulated by TASC. There will be one or two polished pieces assessed at the end of each of the modules and students will also be required to keep a creative journal (much like an art journal) in which they record their experiences, learning and thoughts in a less formal manner.

While the other English courses feature an end of year exam, in English Writing students submit a folio of their favourite works for external assessment instead.



Health & Physical Education, Food Studies and Outdoor Education

Athlete Development TASC 2

Description

Athlete Development is a course designed primarily for learners aiming to develop their personal attributes as an athlete and who are willing to apply themselves to reach their full sporting potential. It also builds experiences and understanding of the demands and practices of the high performance sport environment and the surrounding culture, mindset and work ethic required for success.

Learners will be given ongoing opportunities to prepare and test their progress and gather feedback from several sources as they work to improve their overall athletic performance.

Course content and work requirements are designed to help support learners to plan, participate in and regularly evaluate and refine their own annual training and competition program. The teacher and specialist coaches work in partnership and share regular communication with each other to help monitor learner progress throughout the training year.

The athlete utilises their personal testing and profiling data, training and competition journal and results, to regulate and adjust their training load and focus. This is done through integrating their experiences with a range of contemporary training, conditioning, and sport science practices shared during the theory component of the course.

Athlete Development consists of three modules which are generally delivered concurrently and, where possible, at times which best reflect the training and competition phases for the individual athlete.

Athlete Development aims to:

- provide learners with insight into contemporary approaches in training and recovery management and impacts on exercise performance that will enable them to apply sport science principles to refine their practice
- develop learners' capacity to recognise how the healthy human body works during exercise and apply exercise physiology principles to evaluate and manage their own programs
- enable highly motivated and committed student athletes to develop skills in time and workload management through annual training program design, implementation, evaluation and refinement

- provide a broad general understanding of the specialised skills, standards, practices, expectations and pathways available for future work or study in professional fields and discipline areas related to HPE
- help learners develop an awareness of the core disciplines of sport sciences; bio mechanics, skill acquisition, sport psychology and exercise physiology
- help learners to build a range of appropriate skills in preparation for competition, employment or volunteer roles in the high performance sport environment
- develop learners' general knowledge of key concepts, language, conventions, ethos, and context of study specific to this field.

Pathways

Athlete Development is suitable for learners aiming to reach their full sporting potential and possibly intending to follow a career in high-performance sport. It will provide a platform for learners who progress to high-level local, regional, state or national clubs, high-performance academies, sports institutes, and professional sport.

The sports industry is highly competitive and contains a diverse range of related careers and opportunities. Athlete Development will assist in preparing for a range of roles in the fitness, sport and recreation industry and for those who intend to be involved as a volunteer in sport. This course also prepares learners for multiple study and vocational futures in related fields. Athlete Development provides some relevant background for learners who plan to undertake Sport Science TASC 3 by introducing many of the key terms, concepts and approaches during their experiences as a working athlete using current research and best practice.

The course also provides useful skills and knowledge for learners who wish to undertake VET qualifications such as: Certificate II/III in Sport and Recreation; Certificate III in Fitness; and Certificate III in Aquatics and Community Recreation.

Objectives

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

- detail and maintain an individualised, systematic personal physical preparation and technical training program
- choose appropriate fitness tests and use test outcomes to set performance goals, select from a range of training methods and develop physical preparation and technical training programs
- measure personal progress in training and competition using key performance indicators to assess effectiveness of strategies
- use a variety of training and sporting equipment and methods in a safe and appropriate manner
- apply personal planning and organisational skills to record and manage performance data
- communicate ideas and information about personal performance, physical preparation and technical training programs, and competition
- describe the basic dietary requirements for athletes
- describe how various recovery methods affect performance and implement, review and refine their own regime
- implement strategies to reduce the incidence of injury and describe ways of managing injury
- describe how sport science concepts of biomechanics, skill acquisition, sport psychology and exercise physiology are integrated and applied to influence their personal sporting performance
- apply a coordinated approach to managing physical preparation, technical training, performance review, self-assessment and coach feedback to maximise personal sporting performance

Additionally, learners may: develop an appreciation of the high work ethic and commitment required to compete at the highest level; adhere to recommended practice in managing dietary requirements for athletes; develop goals and motivation to successfully pursue a career in high-performance sport; form an informed, balanced and realistic perspective of their own sporting attributes and potential.

Structure

TERM 1

MODULE 1 – Specialist And Technical Coaching/Training

MODULE 2 – Physical Preparation And Performance Measurement

MODULE 3 – Sports Knowledge Tutorials

TERM 2

MODULE 1 – Specialist And Technical Coaching/Training

MODULE 2 – physical Preparation And Performance Measurement

MODULE 3 – Sports Knowledge Tutorials

TERM 3

MODULE 1 – Specialist And Technical Coaching/Training

MODULE 2 – Physical Preparation And Performance Measurement

MODULE 3 – Sports Knowledge Tutorials

TERM 4

MODULE 1 – Specialist And Technical Coaching/Training

MODULE 2 – Physical Preparation And Performance Measurement

MODULE 3 – Sports Knowledge Tutorials

Assessment

Students will be assessed against the criteria listed below. Each unit will be assessed by means of topic tests, research tasks, training journal completion, feedback from coaches and commitment to school based training.

The assessment for Athlete Development TASC 2 will be based on the degree to which the learner can:

1. review, apply and refine methods of physical preparation and fitness testing to maximise personal performance
2. utilise personal planning, scheduling and review tools to organise and manage a personalised annual training and competition plan
3. implement and monitor progress in an integrated physical preparation and sport-specific technical training program
4. communicate ideas and information in a variety of forms
5. recognise and explain critical factors that influence personal sporting performance

Food, Cooking & Nutrition TASC 2

Description

Food, Cooking and Nutrition enables students to learn about, prepare and consume healthy foods, thereby providing a foundation for informed decision-making and improving dietary habits. Food education enables learners to develop an understanding of basic nutrition, and the skills and knowledge to select appropriate foods and cooking methods to create meals. This empowers learners to make responsible, healthy, sustainable food choices for life.

This course provides learners with an opportunity to develop knowledge of food and food preparation skills within a domestic context. Learners will apply safe food handling practices and food safety hygiene procedures as they work individually and in a team to prepare key foods for a range of contexts. They will learn about the nutritional, sensory and functional properties of foods and prepare healthy meals. Learners will consider cultural and environmental aspects of food in Australia, including indigenous food, and from around the world.

Work requirements - PRACTICAL AND THEORETICAL REQUIREMENTS

Learners will be involved in implementing practical food preparation processes at least 50% of the allocated time. This may include the set-up, preparation and cooking, presentation and consumption of food.

To successfully complete the practical and theoretical components of this course, learners must submit a folio of work for internal assessment including.

Food, Cooking and Nutrition TASC 2 aims to build practical skills in the planning, preparation and assessment of food, including the principles and practices that ensure safe preparation of food within a domestic context. Learners develop the capacity to be discerning consumers and to select and prepare foods to meet individual and family nutritional needs. Learners will also develop an awareness of a range of factors which affect individuals' food choices.

Pathways

This course provides a pathway to Food and Nutrition TASC 3, as well as being a pathway from Food and Cooking Essentials TASC 1.

Learners may study Food, Cooking and Nutrition TASC 2 alongside the Food and Hospitality Enterprise TASC 2 course. It has been designed to give students life skills including an understanding of current environmental issues related to Australian Food. It supports students working towards allied health, sports, community, hospitality and education focused career paths.

Objectives

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

- explain and apply safe, and hygienic work practices when handling and storing food
- appraise the nutritional, physical, sensory and functional properties of key foods
- design, make and evaluate recipes and menus for a range of contexts
- prepare food, working both individually and collaboratively
- describe how environmental, cultural, economic and nutritional factors can relate to food choice.

Structure

Units of work - Food Cooking and Nutrition

Term 1 - Keeping Food Safe

In this Unit learners will use equipment and techniques appropriately, and apply principles of safe and hygienic food handling. They will develop organisational and technical skills in relation to the preparation, cooking and presentation of food in a range of practical activities.

Term 1 - Nutrients, Energy and Health

This unit enables learners to understand, prepare and experience healthy foods, which can contribute to improving dietary habits. Learners develop an awareness of links between food and health, this includes a recognition of food allergies and intolerances and the role they play in diet and health.

Term 2 - Key Words

This Unit focuses on the key food groups (listed below), understanding their properties and roles during food preparation and processing. Learners must taste a variety of different foods during this unit. Subject to consideration of learners' dietary needs and preferences, especially on the basis of allergy, intolerance or religious, cultural and ethical factors.

Term 2 and 3 - Nutrients, Energy and Health

This unit enables learners to understand, prepare and experience healthy foods, which can contribute to improving dietary

habits. Learners develop an awareness of links between food and health, this includes a recognition of food allergies and intolerances and the role they play in diet and health.

Term 3 and 4 - Contemporary Food Applications

In this Unit learners will be guided to plan, conduct and communicate an investigation. This unit focusses on developing investigation skills to consider contemporary food applications. Learners are to explore an area of interest that relates to food within a contemporary situation, and to plan and complete at least two practical sessions in relation to this.

Assessment

The assessment for Food Cooking and Nutrition TASC 2 will be based on the degree to which the learner can:

1. collect and categorise information
2. communicate ideas and information
3. use organisational and time management skills
4. apply safe practices and food hygiene procedures
5. use food preparation skills
6. identify key properties of foods
7. apply nutritional principles
8. investigate and address food-related choices.

Food & Nutrition TASC 3

Pre-tertiary

Description

Food and Nutrition provides a broad study of food issues which have ongoing relevance to individuals and community health and wellbeing.

The knowledge, skills and attitudes gained during the course will have applications in, and benefits for, academic, vocational and general life experiences. Students will learn to analyse and draw evidence-based conclusions in response to nutrition and food information, food advertising and current dietary trends.

Learners develop their understanding of nutrition and dietary analysis to enable them to analyse and modify diets according to Nutrient Reference Values (NRVs) and Food Selection Models. Major macronutrients of carbohydrates, fats and proteins; energy use by the human body; and control of energy balance are studied along with the importance of micronutrients, non-nutrients and water balance. Major nutrition-related chronic conditions that affect the health of many Australians are studied including, obesity, cardiovascular disease, type-2 diabetes and some micronutrient deficiencies.

Learners will analyse influences on food choice and the effects on dietary behaviour, and health. Nutrition promotion, including designing, planning and evaluating nutrition promotion programs, in a variety of settings (e.g. children and families, workplaces and food labelling), will assist learners to understand factors that drive consumers to eat certain foods.

Food issues related to nutrition and the market place will be raised, investigated and debated. Learners will critically inquire into the environmental impacts of current food production and distribution practices. This knowledge will enable learners to make informed responses to changes in the production to consumption continuum and exert an influence on future developments in the food industry as educated citizens and in their future careers.

Pathways

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

Objectives

Food is fundamental to our lives, and food choices impact directly on the wellbeing of individuals, as well as that of our families and communities. Globally, many people do not have access to a secure or nutritionally adequate food supply, yet those that do often make poor food choices in regard to health.

Food and Nutrition learners analyse nutritional requirements for individuals and groups and explore influences on food choices. The course responds to global and community concerns about increasing levels of diet-related conditions by providing students with the knowledge and skills to make informed choices. Food and Nutrition TASC 3 aims to build learners' knowledge and understanding of nutrition and the impact this can have on health. Learners will develop skills and knowledge enabling them to consider local and global contexts with regard to food security and ecological sustainability of our food supply.

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

- apply an understanding of nutrition, food and health to analyse and modify diets, menus and recipes
- analyse the influences and interrelationships between factors affecting food choices of individuals and groups
- use knowledge of food to analyse the nutritional and aesthetic qualities of food and food products
- analyse information and data regarding food related issues
- analyse the impact of current and emerging food production, processing and marketing techniques on the environment, current and future food supply and health
- locate and critically analyse food and nutrition related information
- design and evaluate nutrition promotion strategies
- work individually and as a member of a team to manage and organise resources to complete tasks within agreed timeframes
- communicate ideas and information in a range of appropriate formats.

Structure

Term 1 - Nutrition and Diet Related Disease

Term 2 - Dietary and Data Analysis and Food Sociology

Term 3 - Health Promotion and Food Issues

Term 4 - Exam Preparation

Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate end-point of study. Although assessment – as part of the learning program – is continuous, much of it is formative, and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course.

Criteria

The assessment for Food and Nutrition TASC 3 will be based on the degree to which the learner can:

1. research and analyse information from a variety of sources
2. communicate ideas and information in a variety of forms*
3. plan, organise and complete activities both independently and collaboratively
4. describe the relationship between nutrition, food and health*
5. analyse diets using Nutrient Reference Values and recognised food selection tools*
6. analyse factors affecting food choice *
7. apply principles of nutrition and food choice to health promotion
8. identify and analyse food related issues* * = denotes criteria that are both internally and externally assessed

Description

This Health Studies course begins with an introduction to the concept of health. Through the initial Unit, Introduction to Health, learners will examine internal and external influences on health and develop an understanding of the range of issues affecting health outcomes for individuals and different population groups. They will identify what contributes to something becoming an issue and, through an understanding of the principles of social justice, will begin to make sense of the connections between personal action and social responsibility.

The study of Personal Health is framed in the context of risk taking and its impact on personal health and wellbeing. Through this Unit learners will explore contemporary health issues relevant to young people. They will focus on social, emotional and physical factors that impact on health and investigate the positive and negative outcomes of risk-taking behaviour. Learners will identify personal skills as well as community and government strategies to manage, support and advocate for their own health needs.

Through the study of Australian Health, learners will learn about key socio-cultural, political and environmental factors impacting on the health and wellbeing of all Australians. This will include: developing an understanding of Australia's health care system; knowledge of national health priorities; variations in the health status of different population groups; health promotion, prevention and early intervention strategies; and, using data to investigate leading causes of morbidity and mortality for a range of health issues specific - but not necessarily restricted to - Australia. Knowledge and understanding from this Unit will enable learners to compare and contrast Australia's health status within a global context.

Through the study of Global Health, learners will explore the opportunities, freedoms, limitations and barriers which enable people to live full, productive and creative lives within their communities. Comparisons between the health status of Least Developed Countries (LDC) and More Developed Countries (MDC) will be made and learners will examine the leading causes of morbidity and mortality of LDCs through investigating the Sustainable Development Goals and other key issues (e.g. war and conflict, poverty and slum development, water and sanitation, food and nutrition, status of women, infectious and chronic diseases and foreign aid).

Health Studies aims to develop awareness and skills in relation to:

- health influences in varying contexts along a continuum from personal to global perspectives
- recognising critical health factors and their impact on the health status of individuals, the collective health of communities, Australian and Global Population Health
- examining the dynamic nature of health, including the complex interrelationships and multidimensional elements that determine health status at individual, community and global levels
- considering trends and management responses to issues arising from technological advances, 21st century lifestyles, shifts in community values, priorities, and life stages
- examining health within developed and developing countries including sustainability, economic, and environmental factors and reflecting on global perspectives, trends and strategies.

Pathways

Health Studies TASC 3 provides a strong basis for learners going on to further vocational and/or tertiary study including areas such as: Human Movement; Exercise Science; Health Science; Nursing; Health Administration and Management; Physiotherapy; Pathology; Pharmacy; Podiatry; Social work; Psychology; Dentistry; Dietetics; Optometry; Radiography; Massage Therapy; Physical Therapy; Speech Therapy; and a wide range of Health & Allied Health Careers.

Objectives

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

- define and explain health, including factors which influence health in personal, local, national and global contexts
- assess how differing values, attitudes and beliefs influence approaches to health at personal, local, national and global levels
- analyse how specific influences on health contribute to variations and inequities in health outcomes for different populations and groups
- review and critique the role of individuals, communities and global organisations in health promotion, prevention and early intervention
- use inquiry processes to investigate health-related issues to determine cause, impact and potential or existing strategies for resolution
- work independently and collaborate effectively in groups
- effectively communicate health-related information in a variety of forms
- access, interpret and analyse health-related data and information, and understand and apply the principles of academic integrity.

Structure

TERM 1

Unit 1 – Introduction Unit

Unit 2 - Personal Health

TERM 2

Unit 3 – Australian health

TERM 3

Unit 4 – Global health

TERM 4

Exam Preparation

Assessment

Students will be assessed against the criteria listed below. Each unit will be assessed by means of topic tests, end of unit tests, research tasks and an externally assessed examination. A midyear examination in Term 2 will assess content addressed to that time.

The assessment for Health Studies TASC 3, will be based on the degree to which the learner can:

* denotes criteria that are internally and externally assessed

1. differentiate and analyse key factors that influence the health of individuals*
2. analyse influences on health status of populations within Australia*
3. analyse and compare global health status across populations*
4. investigate specific health issues, including options for preventive, curative and treatment strategies*
5. research, analyse and integrate information from multiple sources
6. plan, organise and complete activities both independently and collaboratively
7. communicate ideas and information in a variety of forms*
8. analyse and interpret health related data and information*

Outdoor Education TASC 2

Description

In this subject you will participate in one or more outdoor recreation activities, developing technical skills and using the activities as a means for applying knowledge of theoretical topics through practical situations. You will connect with, and reflect on, your own and others' relationship with the environment. No previous experience is necessary.

Pathways

This subject provides an excellent pathway into Outdoor Leadership TASC 3.

Structure

Expedition – here you will develop knowledge, skills and understanding in self-sufficient land and/or water based journeys over extended periods of time. Such journeys could include more remote locations and be delivered locally, nationally or internationally. It will include study of diet and preparation of meals, personal hygiene, navigation, establishing shelters and personal and group dynamics.

Adventure recreation- here you will develop knowledge, skills and understanding in a range of outdoor activities, with significant skill development in at least 3 contrasting activities, which will involve at least one self-contained overnight experience.

Assessment

Your assessment is based on how well you develop the technical skills in the adventure activities and how well you set goals, self-manage and reflect on what you have learned about yourself, your relationships with others and your relationship with the environment. The keeping of a personal activity log is a requirement.

Outdoor Leadership TASC 3

Pre-tertiary

Description

Through this subject, you will develop an awareness and knowledge of the technical skills, leadership qualities and practical procedures in managing group outdoor activities.

It places an emphasis on applying critical and innovative thinking to solve problems in response to the environmental, technical and personal challenges experienced in outdoor education.

You will be provided with opportunities to connect with, and reflect on, your own and others' relationship with the environment through participating in one or more recreation activities, developing technical skills and using the activities as a means for applying knowledge of theoretical situations.

No previous experience is necessary but it would be an advantage to have studied Outdoor Education TASC 2.

Pathways

Outdoor Leadership TASC 3 provides a pathway to training in the VET sector through to 'diploma' level and/or university studies including bachelor degrees in human movement, sport and outdoor recreation, leisure management, education, business and commerce and applied science in Tasmania and other States.

The vocational pathways include, but are not limited to: guiding, adventure tourism, the natural sciences, defence forces, training academies and registered training organisations in Australia and overseas.

Structure

- Leadership theory
- Personal development
- Social and interpersonal development

- Outdoor activity skills and technical knowledge
- The environment

Assessment

Your internal assessment is based on your performance in class work and research investigations.

A minimum requirement is that one-third of your time is spent undertaking outdoor activities. You will be expected to show evidence of planning, managing and leading a negotiated expedition.

There is an external written assessment at the end of the year.

Sport Science TASC 3

Pre-tertiary

Description

Sport Science is a TASC 3 course in the Sport group of the Health and Physical Education (HPE) suite of courses. Sport Science encompasses the physiological, psychological and skill acquisition components involved with planning and analysing human performance.

This course balances a theoretical focus with a range of applied experiences designed to allow learners to develop their skills, knowledge and understanding of issues related to the training and performance of athletes of all ages and levels.

The course is intended to provide learners with broad experience and awareness of contemporary practice across the Sport Science fields. In preparation for further study and/or vocational pathways the course also aims to develop understandings around how Sport Science practices are applied in various amateur, semi-professional and high performance sport settings and a wide range of sports, industry and related roles.

Learners are encouraged to undertake high-order thinking and are challenged to consider the complex cross-discipline links between core areas of study in addition to completing scientific investigative studies.

Sport Science aims to provide learners with opportunities to:

- examine human systems and function during exercise, and how physical activity impacts health from cellular to the broader holistic level
- explore a variety of specialised fields and discipline areas related to HPE and how, individually and in combination, they can contribute to developing and improving performance
- organise and reflect on relevant content and through analysis and discussion, connect key concepts in relation to contemporary practice and the broader HPE learning area context
- build a range of academic and lifelong learning skills in preparation for tertiary study or employment
- demonstrate specific knowledge of key concepts, language, conventions, ethos, and areas of study specific to this field
- experience the specialised skills, standards, practices, expectations needed to pursue pathways of future work or study related to the sport sciences.

Pathways

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

Objectives

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

- analyse and interpret theory supporting current practices in exercise physiology, skill acquisition, and sport psychology
- differentiate and explain how exercise physiology, skill acquisition, and sport psychology, contribute in isolation and combination to influence sporting performance
- utilise analytical and interpretive skills to solve problems and process data

- undertake scientific research activities and summarise ethical issues related to human research studies
- identify, describe and recall facts, definitions, terminology and principles as they relate to various contexts through the study, observation of, and engagement in, physical activity
- integrate and apply understanding across the disciplines of exercise physiology, skill acquisition, and sport psychology to develop appropriate strategies for improving performance in various sporting contexts
- select, interpret, analyse and manipulate information from a variety of sources
- identify and communicate solutions to problems or practical situations and scenarios in exercise physiology, skill acquisition, and sport psychology.

Structure

TERM 1

Unit 1

Exercise Physiology A

Exercise Physiology B

TERM 2

Unit 2

Skill Acquisition

Cross Discipline Links

TERM 3

Unit 3

Sport Psychology

Cross Discipline Links

TERM 4

Exam Preparation

Assessment

Students will be assessed against the criteria listed below. Each unit will be assessed by means of topic tests, laboratory reports, end of unit tests, research tasks and an externally assessed examination. A midyear examination in Term 2 will assess content addressed to that time.

* denotes criteria that are internally and externally assessed

The assessment for Sport Science TASC 3 will be based on the degree to which the learner can:

1. describe and analyse physiological aspects of exercise*
2. analyse and explain physiological responses to training and recovery*
3. analyse and discuss concepts of skill acquisition in sport*
4. examine and discuss how sport psychology influences athletic performance*
5. analyse and interpret sport science data and information*
6. examine and discuss cross-discipline links*
7. access, research and analyse information
8. communicate information in a variety of forms

Working with Children TASC 2

Description

The course focuses on developing skills and knowledge to understand the educational, social, and ethical framework of the child care or early learning environment as a workplace.

Pathways

Working with Children is designed for the learner whose future may include working in a childcare centre, in providing after school care or in working as an Early Childhood educator.

Objectives

Working with Children aims to develop learners':

- skills and knowledge in the care of children
- understanding of theories of physical, cognitive, social and emotional development of children in theory and practice
- skills in planning, organising, implementing and assessing learning activities in the practical environment
- understanding of educational, social and ethical frameworks as well as legal implications in interactions with children, parents and stakeholders in the workplace
- personal presentation, communication and organisational skills in a team environment.

Structure

UNIT 1 – PRACTICAL COMPONENT

To complete this Practical Component, the learner must develop skills that assist them to interact effectively with those around them whilst providing a safe and stimulating environment appropriate for children.

Learners will observe children in the early learning environment, communicate their observations to illustrate their understanding in multimodal responses and participate in classroom discussions regarding observations.

UNIT 2 – SAFETY AND YOUNG CHILDREN

One of the most important responsibilities of child care providers is keeping children and employees safe in the child care environment. Whether children are in child care centres or home-based care, providers are responsible for ensuring safety both inside and outside their child care setting.

UNIT 3 – CHILD GROWTH AND DEVELOPMENT

As this compulsory unit is comprehensive and integral to the course, it will be delivered throughout the duration of the course and may be integrated with elective topics.

UNIT 4 – GUIDING CHILDREN'S BEHAVIOUR

Guiding children's behaviour can be challenging for both families and the child care provider in child care environments where there is a range of personalities, exciting opportunities and distracting elements for children, as well as a range of social and cultural backgrounds impacting on behaviour.

UNIT 5 – PLAY AND LEARNING

Play is an integral part of learning. Play builds confidence, develops social, language and communication skills, encourages inclusiveness by promoting a sense of acceptance and well-being, develops physical skills and connects and refines pathways in the brain.

Assessment

The assessment for Working with Children TASC 2 will be based on the degree to which the learner can:

1. interact appropriately with children and engage children in learning activities
2. locate, organise and record information about children from practical and theoretical sources

3. identify the nature of child growth and development
4. work effectively and cooperatively in child care environments
5. use communication skills with children and others
6. design, prepare, implement and assess environments, resources and activities for children
7. identify the provisions of child care environments



Languages

French TASC 3

Pre-tertiary

Description

This course helps develop students' ability to communicate in French and gives them an understanding of French-speaking cultures.

In order to undertake this course it is assumed that students have successfully completed Year 10 French or the TASC Foundation Course (FRN215114).

Students learn vocabulary and grammatical structures through the study of selected topics. This is done within a contextual framework of three prescribed themes:

1. The individual
2. French-speaking communities
3. The changing world.

Whilst there is a balanced approach to teaching the skills of listening, speaking, reading and writing, a native French speaker also is employed to work individually with students to improve their oral fluency.

Pathways

This course provides a pathway to the study of French at university level.

There are a number of universities around Australia, including the University of Tasmania, which award bonus points to a student's ATAR for the successful completion of TASC 3 French.

Students can also opt to participate in the University Connections Program run by the University of Tasmania, which is taught concurrently with this course and which attracts no fees. Students enrol in French 1 and essentially undertake university studies whilst still in Year 11.

Those students who achieve an EA award in both the TASC and University courses in Year 11 may then be eligible to apply for the High Achievers' Program. This enables students to enrol in French 2 and undertake further university studies whilst still in Year 12.

The completion of both of these university courses is recognised around Australia and counted towards credit once the student enrolls in their first degree.

Objectives

Through studying French, learners gain access to French-speaking communities across the world. The ability to communicate in French will (in conjunction with other skills acquired in the study of this course) provide learners with enhanced vocational opportunities and the possibility to apply their understanding of French culture and language skills to work, further study, training or personal interests.

The study of French contributes to the overall education of learners, particularly in the areas of communication, cross-cultural understanding, and general knowledge. The study promotes understanding of different attitudes and values within the wider Australian community and beyond.

By the completion of this course students will be able to:

- use French to communicate with others by listening and responding to spoken French
- use French to communicate with others by communicating in spoken French
- use French to communicate with others by reading and responding to written French
- use French to communicate with others by expressing ideas and information in written French
- gain a detailed understanding and appreciation of French customs and traditions, and the cultural context in which French is used
- critically reflect on their own culture through the study of French culture
- have a detailed understanding of French as a language system
- make connections between English and another language
- apply negotiation, planning and organisational skills.

Structure

TERM 1

Unit 1: The Individual

- self
- home

Unit 2: The Media

- television
- advertising

Unit 3: New Medias

- the Internet
- social media

TERM 2

Unit 4: The Arts

- film
- music

Unit 5: Adolescence

- celebrity

- youth culture

Unit 6: Sport

- health benefits
- French athletes

Unit 7: Health

- diet
- drugs

TERM 3

Unit 8: Tourism

- forms of transport
- environmental impacts

Unit 9: Relationships

- friends
- family

Unit 10: Education and employment

- French education system
- world of work

Assessment

The assessment will be based on the degree to which the learner can:

1. listen and respond to spoken French
2. communicate in spoken French
3. read and respond to written French texts
4. express ideas and information in written French
5. demonstrate understanding of French culture
6. apply negotiation, planning and organisational skills

The standard of achievement each learner attains on each criterion is recorded as a rating 'A', 'B', or 'C'. A 't' notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the 'C' rating. A 'z' notation is to be used where a learner provides no evidence of achievement at all.

There are regular tests in the key skill areas (listening, speaking, reading and writing), fortnightly assignments, a major culture assignment, an internal midyear examination and an external examination at the end of the year.

German TASC 3

Pre-tertiary

Description

The study of German contributes to your overall education, particularly in the areas of communication, cross-cultural understanding, literacy and general knowledge. It provides access to the culture of Germany and German-speaking communities. The study promotes understanding of different attitudes and values within the wider Australian community and beyond. The ability to communicate in German may, in conjunction with other skills acquired in the study of the course, provide you with enhanced vocational opportunities. Successful completion of Year 10 German, GRM 215 114 or equivalent.

Pathways

An EA or high HA assessment in this course equates to successful completion of German I at the University of Tasmania and enables you to enter German II at the university without further prerequisites. If you are eligible you are able to apply to enter the University of Tasmania's High Achievers' Program which would enable you to study German II during Year 12. This would mean that you would only have one more year of German studies left to obtain a Diploma of Languages from the University of Tasmania. There are also a number of universities around Australia, including the University of Tasmania, which give bonus points on your ATAR score if you study a language other than English.

Structure

The following topics will be studied:

- Personal World
- Daily Life
- Education
- People and Places
- Arts and Entertainment
- Current Issues
- Travel and Tourism
- The World of Work

Assessment

Assessment will be by way of regular tests in the key areas of writing, speaking, listening and reading, together with an internal midyear examination and an external end-of-year examination.

Japanese TASC 3

Pre-tertiary

Description

This course helps develop students' ability to communicate in Japanese and gives them an understanding of Japanese-speaking cultures.

In order to undertake this course it is assumed that students have successfully completed Year 10 Japanese or the TASC Foundation Course (JPN215114).

Students learn vocabulary and grammatical structures through the study of selected topics. This is done within a contextual framework of three prescribed themes:

1. The individual
2. Japanese-speaking communities
3. The changing world.

Whilst there is a balanced approach to teaching the skills of listening, speaking, reading and writing, a native Japanese speaker also is employed to work individually with students to improve their oral fluency.

Pathways

This course provides a pathway to the study of Japanese at university level.

There are a number of universities around Australia, including the University of Tasmania, which award bonus points to a student's ATAR for the successful completion of TASC 3 Japanese.

Those students who achieve an EA award in both the TASC and University courses in Year 11 may then be eligible to apply for the High Achievers' Program. This enables students to enrol in Japanese 2 and undertake further university studies whilst still in Year 12.

The completion of both of these university courses is recognised around Australia and counted towards credit once the student enrolls in their first degree.

Objectives

Through studying Japanese, learners gain access to Japanese-speaking communities in Japan and in many other countries, including Australia. The ability to communicate in Japanese will (in conjunction with other skills acquired in the study of

this course) provide learners with enhanced vocational opportunities and the possibility to apply Japanese culture and language skills to work, further study, training or personal interests. This course builds on Japanese - Foundation and provides a pathway to the study of Japanese at university level.

The study of Japanese contributes to the overall education of learners, particularly in the areas of communication, cross-cultural understanding, and general knowledge. It provides access to the culture of Japan and Japanese-speaking communities. The study promotes understanding of different attitudes and values within the wider Australian community and beyond.

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

- use Japanese to communicate with others by listening and responding to spoken Japanese
- use Japanese to communicate with others by communicating in spoken Japanese
- use Japanese to communicate with others by reading and responding to written Japanese
- use Japanese to communicate with others by expressing ideas and information in written Japanese
- gain a detailed understanding and appreciation of Japanese customs and traditions, and the cultural context in which Japanese is used
- critically reflect on their own culture through the study of Japanese culture
- have a detailed understanding of Japanese as a language system
- make connections between English and another language
- apply negotiation, planning and organisational skills.

Structure

Students will engage in a range of small units designed around the three themes (stated above) to cover all grammatical structures outlined in the course document. A brief outline of topics is outlined below:

Term 1 :

- revision of basics
- counters
- duration of time
- ways of doing things
- good at/ bad at
- first experiences
- rules – seeking and giving permission
- quoting people
- giving and receiving
- asking opinions

Term 2:

- offering explanations & talking about preferences
- superlatives
- times of doing things
- reported information
- asking and saying past experiences
- expressing uncertainty

- to become ~ to make ~
- expressing purpose

Term 3:

- pinpointing time of actions eg. Whilst, when, before, after
- easy/hard to do ~
- intentions
- relative clauses
- expressing the completion of an action

Term 4: Exam revision

Assessment

The assessment for Japanese TASC 3 will be based on the degree to which the learner can:

1. listen and respond to spoken Japanese*
2. communicate in spoken Japanese*
3. read and respond to written Japanese texts*
4. express ideas and information in written Japanese*
5. demonstrate understanding of Japanese culture
6. apply negotiation, planning and organisational skills

* = denotes criteria that are both internally and externally assessed

The standard of achievement each learner attains on each criterion is recorded as a rating 'A', 'B', or 'C'. A 't' notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the 'C' rating. A 'z' notation is to be used where a learner provides no evidence of achievement at all.

There are regular tests in the key skill areas (listening, speaking, reading and writing), Kanji character tests, a major culture assignment, an internal midyear examination and an external examination at the end of the year.



Management and Commerce

Accounting TASC 3

Pre-tertiary

Description

Accounting TASC 3 aims to make learners financially literate by creating an understanding of the systems and processes through which financial practices and decision-making are carried out, as well as the ethical, social and regulatory issues involved. It also helps learners analyse and make informed decisions about business finance and also enables them to analyse their own financial position. Accounting TASC 3 is a foundation for further tertiary study and careers in business and finance.

Accounting TASC 3 aims to develop learners':

- financial knowledge: learners describe the terms, concepts and principles that are fundamental to accounting and other financial procedures
- financial reasoning: learners apply appropriate accounting and financial concepts and processes to record and report financial information to meet business needs
- financial decision-making: learners select, use and interpret accounting and financial information to make decisions for business purposes
- financial communication: learners select and use financial terminology and language conventions to convey meaning to stakeholders
- financial inquiry skills: learners develop skills in the inquiry method of learning as they apply them to a financial inquiry.

Pathways

Accounting TASC 3 introduces learners to the environment of accounting and establishes a foundation for tertiary study in accounting and finance and further education, training and employment in finance and management across a wide range of businesses and in their personal lives.

Objectives

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

- describe the terms, concepts and principles of accounting and finance
- apply double-entry accounting terms, concepts and processes to record financial data and for financial risk management and control of cash
- apply accrual accounting terms, concepts and processes to select and organise data to prepare financial reports for business purposes
- select, use and interpret financial data and information, draw reasoned conclusions and make logical decisions, judgments and recommendations for business purposes
- use a range of appropriate technologies to record, report and interpret financial data and information
- communicate financial ideas and information in ways that are suitable for the business environment and for purpose and audience, including the use of appropriate information and communication technologies
- apply relevant accounting and financial ideas, practices, processes and concepts and inquiry skills to plan and undertake a financial investigation
- identify the social, regulatory and ethical influences on financial recording, reporting and decision-making.

Structure

TERM 1

Unit 1 – The Accounting Landscape for a Sole Trader

Unit 2 – Recording and Controlling Financial Information

TERM 2

Unit 3 – Preparing Financial Reports Using Accrual Accounting Techniques

TERM 3

Unit 4 – Analysing Financial Information and Making Business Decisions

Unit 5 – Financial Investigation

TERM 4

Exam Preparation

Learners must use an accounting software package or application (MYOB, Xero or Quickbooks), integrated across Units 2 - 4.

Assessment

Students will be assessed against the criteria outlined below. Each unit will be assessed by means of assignments and unit tests. A midyear exam in Term 2 will assess the first three units.

The assessment will be based on the degree to which the learner can:

1. Describe accounting and financial terms, concepts and principles

2. apply double-entry accounting terms, concepts and processes to record and control financial information
3. apply accrual accounting terms, concepts and processes to select and organise data to prepare financial reports
4. apply financial concepts and processes to prepare and assess financial information and make business decisions
5. use an accounting software package and digital technologies to record, report and interpret financial information
6. communicate financial ideas and information
7. use inquiry skills to plan and undertake a financial investigation

Business Studies TASC 3

Pre-tertiary

Description

Business Studies TASC 3 is the study of the nature of business and the environments in which businesses operate. It provides an understanding of business organisations, the markets they serve, the internal workings and management of business and the processes of decision-making, sustainable management practices and awareness of the economic, environmental, ethical, regulatory, social and technological issues associated with business activity. Business Studies TASC 3 provides learners' the opportunity to plan and prepare a feasibility study for a business start-up idea.

Business Studies TASC 3 aims to develop learners':

- Business knowledge: Learners describe and use business terms, concepts and processes as they describe business situations
- Business reasoning: Learners apply appropriate business and financial tools, concepts and processes to interpret financial data and information for business purposes
- Business decision-making: Learners analyse business situations and the forces that influence the operation of a business to determine the effectiveness of management actions and to formulate recommendations to improve business performance
- Business communication: Learners select and use business terms and language conventions to convey meaning to stakeholders
- Business inquiry skills: Learners develop skills in the inquiry method of learning as they apply them to the preparation of a feasibility study.

Pathways

Business Studies establishes a basis for tertiary study in business and commerce, and further education, training and employment in the fields of small-to-medium enterprise, business management, human resource management, financial management, commerce, marketing and operations management and corporate systems management.

Objectives

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

- describe functions of business and entrepreneurship in contemporary Australian environments
- describe features of operations management, human resource management, marketing management and financial management
- apply tools, techniques and processes to assess data and information and draw evidence-based conclusions about business performance
- assess the effectiveness of business practices and management strategies
- make logical decisions, judgments and recommendations to improve management practice and business performance
- apply relevant business ideas, practices, processes and concepts and inquiry skills to prepare a feasibility study

- communicate in ways that are suitable for the business environment and for purpose and audience, including the use of appropriate information and communication technologies
- analyse the social, ethical, economic and environmental implications and consequences of business and enterprise practices.

Structure

TERM 1

Unit 1 – The Business Environment

Unit 2 – Operations Management

TERM 2

Unit 3 – Human Resource Management

Unit 4 – Financial Management

TERM 3

Unit 5 – Marketing Management

Unit 6 – Business Inquiry: Preparing a Feasibility Study

TERM 4

Exam Preparation

Assessment

Students will be assessed against the criteria outlined below. Each unit will be assessed by means of assignments and unit tests. A midyear exam in Term 2 will assess the first four units.

The assessment will be based on the degree to which the learner can:

1. describe and use business terms, concepts, principles and ideas related to the management of business in Australia
2. use tools, techniques and processes to assess data and information about business performance
3. analyse issues arising from business practices and management strategies
4. make recommendations to improve management practices and business performance
5. communicate business ideas and information
6. undertake research about business opportunities
7. use inquiry skills to plan and prepare a feasibility study



Mathematics

General Mathematics - Foundation TASC 2

Description

Students will experience a range of investigative tasks that reflect the practical use of Mathematics in problem solving as well as the use of technology in calculating and displaying solutions. There is an emphasis on building key mathematical skills.

Pathways

The successful completion of General Mathematics – Foundation provides the foundation for the study of General Mathematics TASC 3, and for many VET fields.

Studying General Mathematics – Foundation provides suitable mathematical support to the study of other TASC 3 courses; for example, Physical Sciences, Business Studies, Sports Science and Health Science.

Objectives

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

- plan, organise and implement strategies to complete activities including practical tasks
- understand the concepts and techniques used in consumer arithmetic, algebra, shape and measurement, univariate data analysis, matrices, graphs and networks
- apply reasoning skills and solve practical problems in consumer arithmetic, algebra, shape and measurement, univariate data analysis, matrices, graphs and networks
- implement the statistical investigation process in contexts requiring the comparisons of data collected for two or more groups
- communicate their arguments and strategies when solving mathematical and statistical problems using appropriate mathematical or statistical language
- interpret mathematical and statistical information and ascertain the reasonableness, reliability and validity of their solutions to problems and answers to statistical questions
- choose and use technology appropriately

Structure

TERM 1

Unit 1 – Linear Equations and their graphs

Unit 2 - Shape and Measurement

TERM 2

Unit 2 - Shape and Measurement (similar figures and scale factors)

Unit 3 - Consumer Arithmetic

Mid year examination

Unit 4 - Univariate Data Analysis Part 1: (data relating to single statistical variables)

TERM 3

Unit 4 - Univariate Data Analysis Part 2: (techniques relating to grouped data)

Unit 5 - Matrices and matrix arithmetic

TERM 4 – finishing off and reassessment opportunities

Assessment

The assessment for this course will be based on the degree to which the learner can:

1. communicate mathematical ideas and information
2. analysis: demonstrate mathematical reasoning, analysis and strategy in practical and problem solving situations
3. plan, organise and complete mathematical tasks
4. demonstrate knowledge and understanding of linear equations and graphs
5. demonstrate knowledge and understanding of consumer arithmetic
6. demonstrate knowledge and understanding of shape and measurement
7. demonstrate knowledge and understanding of univariate data analysis
8. demonstrate knowledge and understanding of matrices, graphs and networks

General Mathematics TASC 3

Pre-tertiary

Description

Studying General Mathematics provides the learner with a breadth of mathematical experience that enables the recognition and application of mathematics to real-world situations. General Mathematics is also designed for those learners who want to extend their mathematical skills in order to pursue further study at the tertiary level in mathematics and related fields.

General Mathematics TASC 3 aims to develop learners' understanding of concepts and techniques drawn from number and algebra, trigonometry and world geometry, sequences, finance, networks and decision mathematics and statistics, in order to solve applied problems

Pathways

General Mathematics is designed for learners who have a wide range of educational and employment aspirations, including continuing their studies at university or TAFE. While the successful completion of this course will gain entry into some post-secondary courses, other courses may require the successful completion of Mathematics Methods TASC 4.

Objectives

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

- be self-directing; be able to plan their study; be organised to complete tasks and meet deadlines; have cooperative working skills
- understand the concepts and techniques in bivariate data analysis, growth and decay in sequences, loans, investments and annuities, trigonometry and world geometry, and networks and decision mathematics
- apply reasoning skills and solve practical problems in bivariate data analysis, growth and decay in sequences, loans, investments and annuities, trigonometry and world geometry, and networks and decision mathematics
- implement the statistical investigation process, a cyclical process that begins with the need to solve a real world problem and aims to reflect the way statisticians work (ACARA General Mathematics, 2013), in contexts requiring the analysis of bivariate data
- communicate their arguments and strategies when solving mathematical and statistical problems using appropriate mathematical or statistical language
- interpret mathematical and statistical information and ascertain the reasonableness, reliability and validity of their solutions to problems and answers to statistical questions
- choose and use technology appropriately and efficiently

Structure

TERM 1

Unit 1 – Bivariate Data Analysis

Unit 2 - Trigonometry Part 1:(Right angle Triangles, Non right angled Triangles)

TERM 2

Unit 2 – Trigonometry Part 2: (World Geometry)

Unit 3 – Finance

Mid- year exam

Unit 4 - Growth & Decay in sequences Part 1:(Arithmetic sequences)

TERM 3

Unit 4 – Growth & Decay in sequences finish Part 1 and Part 2 (Geometric sequences & linear recurrence sequences))

Unit 5 – Networks and Decision Mathematics

TERM 4 Exam preparation

Assessment

The assessment for General Mathematics TASC 3 will be based on the degree to which the student can:

1. communicate mathematical ideas and information
2. analysis: demonstrate mathematical reasoning, analysis and strategy in practical and problem solving situations
3. plan, organise and complete mathematical tasks
4. demonstrate knowledge and understanding of bivariate data analysis
5. demonstrate knowledge and understanding of growth and decay in sequences
6. demonstrate knowledge and understanding of standard financial models
7. demonstrate knowledge and understanding of applications of trigonometry
8. demonstrate knowledge and understanding of graphs and networks

Mathematics Methods - Foundation TASC 3

Pre-tertiary

Description

Mathematics Methods – Foundation TASC 3 is offered at Hutchins in 2019.

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

Mathematics Methods – Foundation TASC 3 aims to develop learners':

- understanding of concepts and techniques and problem solving ability in the areas of algebra, function study, differential and integral calculus, probability and statistics
- reasoning skills in mathematical contexts and in interpreting mathematical information
- capacity to communicate in a concise and systematic manner using mathematical language.

Pathways

Mathematics Methods – Foundation TASC 3 is designed for learners whose future pathways may involve the study of further secondary mathematics or a range of disciplines at the tertiary level. It functions as a foundation course for the study of Mathematics Methods TASC 4.

Objectives

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

- organise and undertake activities including practical tasks
- explain key concepts and techniques used in solving problems
- solve problems using algebra, functions, graphs, calculus, probability and statistics
- apply reasoning skills in the context of algebra, functions, graphs, calculus, probability and statistics
- interpret and evaluate mathematical information and ascertain the reasonableness of solutions to problems
- communicate their arguments and strategies when solving problems
- choose when or when not to use technology when solving problems
- Additionally, learners will be given opportunities to demonstrate the following in line with Australian Curriculum General Capabilities: literacy skills; numeracy skills; information and communication technology skills; critical and creative thinking skills; ethical and intercultural understanding.

Assessment

The assessment for Mathematics Methods - Foundation TASC 3 will be based on the degree to which the learner can:

1. communicate mathematical ideas and information
2. apply mathematical reasoning and strategy in problem solving situations
3. use resources and organisational strategies
4. manipulate algebraic expressions and solve equations
5. understand linear, quadratic and cubic functions
6. understand logarithmic, exponential and trigonometric functions
7. use differential calculus in the study of functions
8. understand experimental and theoretical probabilities and of statistics

Description

Mathematics Methods TASC 4 provides the study of algebra, functions, differential and integral calculus, probability and statistics. These are necessary prerequisites for the study of Mathematics Specialised TASC 4 and as a foundation for tertiary studies in disciplines in which mathematics and statistics have important roles, including engineering, the sciences, commerce and economics, health and social sciences.

Mathematics Methods TASC 4 aims to develop learners':

- understanding of concepts and techniques and problem solving ability in the areas of algebra, function study, differential and integral calculus, probability and statistics
- reasoning skills in mathematical contexts and in interpreting mathematical information
- capacity to communicate in a concise and systematic manner using mathematical language.

Pathways

Mathematics Methods TASC 4 is designed for learners whose future pathways may involve mathematics and statistics and their applications in a range of disciplines at the tertiary level, including engineering, the sciences, and other related technology fields, commerce and economics, health and social sciences. It is highly recommended as a foundation course for the study of Mathematics Specialised TASC 4.

Objectives

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

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

Structure

TERM 1

Unit 1 – Function Study

TERM 2

Unit 2 – Circular Functions

Unit 3 – Differential Calculus

TERM 3

Unit 4 – Integral Calculus

Unit 5 – Probability and Statistics

TERM 4

Exam Preparation

Assessment

Students will be assessed against the criteria outlined below. Each unit will be assessed by means of homework assignments and unit tests. A midyear exam in Term 2 will assess the first three units. Students will also complete a major problem solving investigation in Term 3.

The assessment will be based on the degree to which the learner can:

1. communicate mathematical ideas and information
2. apply mathematical reasoning and strategy in problem solving situations
3. use resources and organisational strategies
4. understand polynomial, hyperbolic, exponential and logarithmic functions
5. understand circular functions
6. use differential calculus in the study of functions
7. use integral calculus in the study of functions
8. understand binomial and normal probability distributions and statistical inference

Mathematics Specialised TASC 4

Pre-tertiary

Description

Mathematics Specialised is designed for learners with a strong interest in mathematics, including those intending to study mathematics, statistics, all sciences and associated fields, economics or engineering at university. This course provides opportunities, beyond those presented in Mathematics Methods TASC 4, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively.

Mathematics Specialised aims to develop learners':

- understanding of concepts and techniques drawn from algebraic processes, functions and equation study, complex numbers, matrices, calculus and statistics
- ability to solve applied problems using concepts and techniques drawn from algebraic processes, functions and equation study, complex numbers, matrices, calculus and statistics
- capacity to choose and use technology appropriately
- reasoning in mathematical contexts and interpretation of mathematical information, including ascertaining the reasonableness of solutions to problems
- capacity to communicate in a concise and systematic manner using appropriate mathematical and statistical language.

Pathways

Whilst not a pre-requisite for courses in engineering, mathematics or physics at the University of Tasmania, students who intend enrolling in those courses at university are strongly encouraged to study this course in Year 12.

Objectives

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

- be self-directing; be able to plan their study; persevere to complete tasks and meet deadlines
- demonstrate an understanding of finite and infinite sequences and series
- demonstrate an understanding of matrices and linear transformations
- use differential calculus and apply integral calculus to areas and volumes
- use techniques of integration and solve differential equations
- demonstrate an understanding of complex numbers
- choose and use technology appropriately and efficiently.

Assessment

Assessment will be based on the degree to which the learner can:

1. communicate mathematical ideas and information
2. analysis: demonstrate mathematical reasoning, analysis and strategy in problem solving situations
3. plan, organise and complete mathematical tasks
4. demonstrate an understanding of finite and infinite sequences and series
5. demonstrate an understanding of matrices and linear transformations
6. use differential calculus and apply integral calculus to areas and volumes
7. use techniques of integration and solve differential equations
8. demonstrate an understanding of complex numbers

Assessment is ongoing and includes assignments, technology based investigations, tests and examinations.

Workplace Maths TASC 2

Description

- The objective of this course is to equip students with a range of mathematical skills and experiences as a preparation for entry to the workforce at a foundation level or as a prerequisite for further specialised post-compulsory training. The course sets numeric skills in real life and in particular in simulated workplace based contexts.
- Students will refine previously acquired core mathematical skills involving basic number operations, problem solving strategies, formula, measurement, scale, ratio, time, finance and information communication technology and relate these skills to the workplace situation. Rather than furthering mathematical knowledge, this course is about developing self confidence in the use of existing mathematical tools and their application in the real world.
- Students studying this course are encouraged to:
- develop numerical competency
- develop a suitable mathematical foundation for use in trade or traineeship courses
- gain understanding of how mathematics is used in a workplace situation.

Pathways

Successful completion of this course can provide a pathway to General Mathematics Foundation TASC 2 or in some cases to General Mathematics TASC 3.

Objectives

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

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

Structure

TERM 1

Unit 1 – Measurement, Time and Speed

Unit 2 – Earning Money Part 1 (Fractions and Percentages)

TERM 2

Unit 2 - Earning Money Part 2 (Budgeting, Salaries, Wages and Tax)

Unit 3 - Tables, graphs and Diagrams

TERM 3

Unit 4 – Area and Volume

Unit 5 – Saving and Spending

Unit 6 – Graphs and Data Part 1

TERM 4

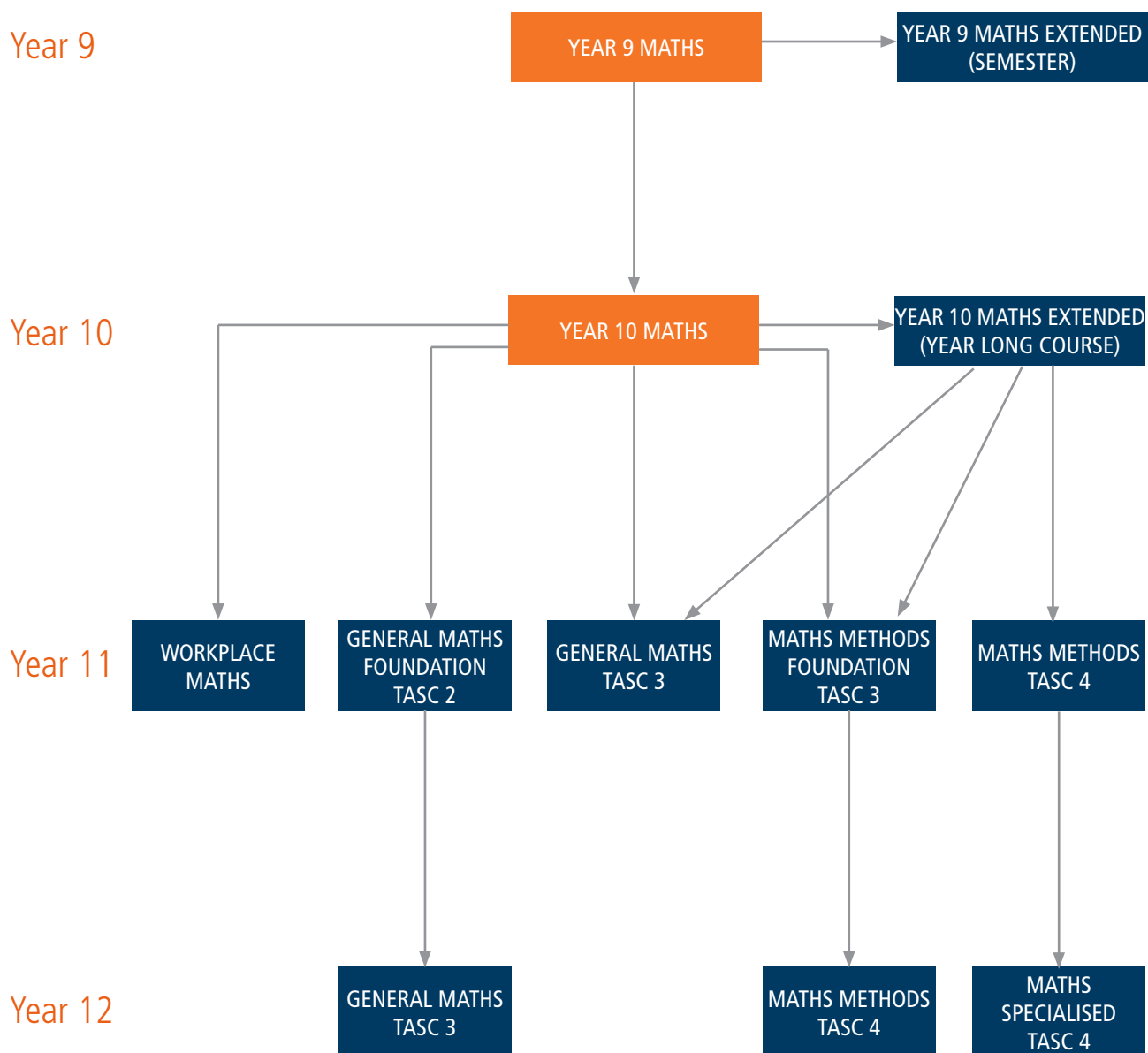
Unit 6 - Graphs and Data Part 2

Assessment

The assessment for Workplace Maths will be based on the degree to which the learner can:

1. communicate mathematical ideas and information
2. use an investigative approach to collect data, analyse it and draw conclusions
3. plan, organise and implement strategies in order to complete negotiated tasks and reflect upon performance
4. interpret, select and apply numeric calculations to solve problems in real-world situations
5. interpret concepts and perform calculations to solve problems involving measurement, time and motion in real-world situations
6. interpret concepts and perform calculations to solve problems involving the use of tables, graphs, diagrams and data in real-world situations
7. interpret concepts and perform calculations to solve problems involving finance in real-world situations

Maths Flow Chart Years 7 to 12





Science

Biology TASC 3

Pre-tertiary

Description

Biology is the study of the fascinating diversity of life – how it has evolved, how it interacts with components of the living and non-living world, and functions. Biology is studied at the simplest level of organisation – how chemicals interact to enable life, right up to the most complex level – how biological systems function.

Pathways

This course is designed for students who are interested in, and curious about, the science of the living world.

The study of Biology will provide a foundation for students to critically consider and to make informed decisions about contemporary biological issues in their everyday lives.

It may be studied as part of a pathway to tertiary study and careers in areas such as agriculture, botany, zoology, marine science, biotechnology, health science, pharmacy, medicine, nursing or veterinary science. It is also suitable for students wishing to study a science as part of a general education.

Objectives

By the conclusion of this course of study, students will

- plan activities and monitor and evaluate progress; be organised to complete activities and meet deadlines; contribute to completion of group activities in the context of biology
- have practical skills in the safe and competent use of scientific techniques and equipment to collect data related to biology
- use scientific inquiry to develop, conduct, interpret and evaluate experiments related to biology
- collect and record primary and secondary data from a variety of relevant sources
- have discriminating research skills and apply the principles of academic integrity
- communicate, predict and explain biological phenomena, using qualitative and quantitative representations in appropriate modes and genres, and following accepted conventions and terminology

- make connections between knowledge of biology and ethical, political, cultural, social, economic and scientific considerations in differing contexts
- apply biological concepts to describe processes at all levels of biological organisation: the chemical basis of life; cells; organisms; and continuity of organisms and survival of changes
- interpret information and apply biological concepts and processes to discuss problems and make plausible predictions
- interpret data to draw valid conclusions.

Structure

Biology is a TASC Pre-tertiary TASC 3 course worth 15 points. It has a significant practical focus with approximately one-third of lessons spent working to develop, conduct, interpret and evaluate experiments related to biology. The following is a brief overview of the topics studied, term by term.

Term 1 – Cell structure and function, including microscope work; cell specialisation; movement between cells; surface area to volume ratio; cell division; biomacromolecules; enzymes; protein synthesis; mutations in DNA; scientific experiments – human experimentation; issues research.

Term 2 – Energy, photosynthesis and cellular respiration; scientific experiments – experimental design concepts; midyear exam preparation; issues research; asexual vs sexual reproduction; genetics; evolution and natural selection.

Term 3 – Pathogens; transmission of disease; immune responses (three lines of defence); immunity; issues research; digestion; gas exchange; cardiovascular systems; transport in plants; excretion; homeostasis and feedback systems (water, glucose and temperature balance); adaptations.

Term 4 – Revision, re-tests and exam preparation.

Assessment

Eight criteria are assessed throughout this course – all eight are assessed internally and five (marked with an asterisk below) are assessed externally in the end of year examination.

1. apply personal skills to plan, organise and complete activities
2. develop, interpret and evaluate biological experiments*
3. collect, record, process and communicate information
4. discuss the application and impact of biology in society
5. describe and apply concepts and processes of the chemical basis of life*
6. describe and apply concepts and processes involving cells*
7. describe and apply concepts and processes within organisms*
8. describe and apply concepts and processes related to continuity of organisms and survival of changes*

Internal assessment is a combination of formative and summative testing, as well as written scientific reports, homework assignments, research and responses to current biological issues.

Description

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

Pathways

An understanding of chemistry is relevant to a range of careers, including those in forensic science, environmental science, engineering, medicine, pharmacy, health science and sports science. Additionally, chemistry knowledge is valuable in occupations that rely on an understanding of materials and their interactions, such as art, winemaking, agriculture and food technology. Studying Chemistry will provide a foundation to pursue tertiary studies in science or a related discipline.

It is highly recommended that students studying Chemistry have successfully completed Physical Sciences TASC 3, and, as a minimum, have studied or are currently studying General Mathematics TASC 3 or equivalent.

Objectives

By the conclusion of this course of study, students will

- identify principles of chemistry concepts, models and theories, related to electrochemistry, thermochemistry, kinetics and equilibrium, and organic and inorganic matter
- identify ways in which knowledge of chemistry interacts with social, economic, cultural and political considerations in a range of contexts
- use chemistry principles, outlined in the course content, to identify and predict chemical phenomena
- identify the uses and limitations of chemical knowledge in a range of contexts
- analyse and interpret chemical data to draw valid conclusions
- apply logical processes to solve quantitative chemical problems
- have practical skills in the use of scientific techniques and equipment relating to chemistry
- use scientific inquiry skills to develop, perform, interpret and evaluate chemistry experiments and their design
- communicate chemistry understanding using qualitative and quantitative representations in appropriate representations and formats, following accepted conventions and terminology
- have discriminating research skills
- be self-directing; be able to plan their study; persevere to complete tasks and meet deadlines; have cooperative working skills related to the study of Chemistry.

Structure

Chemistry is a TASC Pre-tertiary TASC 4 course worth 15 points. It has a significant practical focus with approximately one-third of lessons spent working to develop, conduct, interpret and evaluate experiments related to chemistry.

The following is a brief overview of the topics studied, term by term:

TERM 1: Redox chemistry, electrochemical cells, electrolytic cells, and corrosion. Review stoichiometry, and limiting reactant calculations

TERM 2: Inorganic chemistry (structure of the atom, electron configuration, and development of the periodic table), Organic chemistry, Gas Laws

TERM 3: Thermochemistry, kinetics, and equilibrium

TERM 4: Exam Preparation

Assessment

Eight criteria are assessed throughout this course – all eight are assessed internally and four (marked with an asterix below) are assessed externally in the end of year examination.

1. demonstrate personal skills to plan, organise and complete activities
2. develop, interpret and evaluate chemistry experiments
3. collect, process and communicate information
4. demonstrate understanding of the application and impact of chemistry in society
5. identify and apply fundamental principles and theories of electrochemistry*
6. identify and apply principles and theories of thermochemistry, kinetics and equilibrium*
7. demonstrate knowledge and understanding of properties and reactions of organic and inorganic matter*
8. apply logical processes to solve quantitative chemical problems*

Internal assessment is a combination of formative and summative testing, as well as written scientific reports, homework assignments, research and responses to current issues.

Environmental Science TASC 3

Pre-tertiary

Description

In studying Environmental Science, students develop their investigative, analytical and communication skills. Students apply these skills to their understanding of ecology and environmental issues in order to engage in public debate, solve problems and make evidence-based decisions about contemporary environmental issues in society.

Pathways

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

The study of Environmental Science may provide a pathway to the study of Biology TASC 3, Geography TASC 3, and Agricultural Systems TASC 3.

Objectives

By the conclusion of this course of study, students will:

- plan activities, monitor and evaluate progress, use organisational strategies to complete activities and meet deadlines, and contribute to completion of group activities in the context of environmental science and ecology
- safely and competently use practical scientific techniques and equipment to collect data related to environmental science and ecology
- use scientific inquiry to develop, conduct, interpret and evaluate experiments related to environmental science and ecology
- apply discriminating research skills and the principles of academic integrity
- communicate, predict and explain phenomena using qualitative and quantitative representations in appropriate modes and genres, and following accepted conventions and terminology
- explain and discuss the personal, local and global interdependence of issues and responsibilities concerning social equity and environmental values
- apply ecological concepts to describe and discuss processes, explaining how and why ecosystems change over time
- utilise environmental science and ecological concepts, describing humans as an integral part of the biosphere, locally and globally; including their impact

- identify and discuss personal and community values that humans attach to natural resources, alternative uses for natural resources, and the implications of decision making
- analyse, interpret and critically assess environmental issues, utilising legislative and policy tools, to draw socially responsible conclusions
- create positive socially, economically and environmentally sustainable management solutions to issues
- In addition, students may: relate learning to their personal futures, including further learning and employment.

Structure

Environmental Science is a TASC Pre-tertiary TASC 3 course worth 15 points. It has a significant practical focus with approximately one-third of lessons spent working to develop, conduct, interpret and evaluate experiments related to chemistry.

Environmental Science prepares students for tertiary studies that include ecology and ecologically sustainable management. Students will:

- engage with research, experimental work, field trips and analysing data to explore:
 - the nature of ecological systems
 - how ecosystems change naturally and due to human activity
 - how we depend on and impact on ecosystems
 - what strategies we use to sustainably manage ecosystems
- experience how all these are interrelated using locally available ecosystems
- use their case study to investigate in detail and apply their knowledge to an ecosystem or issue of their choice.

Assessment

Eight criteria are assessed throughout this course – all eight are assessed internally and five (marked with an asterisk below) are assessed externally in the end of year examination.

1. apply personal skills to plan, undertake and complete activities
2. develop, interpret and analyse experiments and investigations*
3. collect, record, process and communicate information
4. analyse the application and impact of environmental science in society
5. apply ecological concepts and processes*
6. apply concepts and processes of ecosystem change*
7. apply concepts relating to human dependence and impact on ecosystems*
8. apply principles and processes related to ecologically sustainable management of the environment.*

Life Sciences TASC 2

Description

Life Sciences is the study of the fascinating diversity of life: as it has evolved, as it functions and how it interacts with the environment. It focuses on investigations of living systems at the subcellular, cellular and organism level. This knowledge enables us to explore and explain everyday observations, find solutions to biological issues, and understand the processes of biological continuity and change over time.

Pathways

This course is designed for students who are interested in studying the science related to the living world. Life Sciences may be studied as a stand-alone course and is also useful preparation for further study in TASC 3 courses such as: Biology, Environmental Science and Physical Sciences. It may provide background and support for vocational programs within training packages, where some scientific knowledge and experience is useful. It may also provide links with VET programs, traineeships and apprenticeships.

Objectives

By the conclusion of this course of study, students will:

- have personal skills to plan, organise and complete activities, including practical tasks
- understand basic biological concepts, theories and models from subcellular processes to ecosystem dynamics
- understand how basic biological systems interact and are interrelated; the flow of matter and energy through and between these systems; and processes by which they persist and change
- understand the role and impact of life sciences in society
- apply basic scientific concepts and knowledge to biotechnical contexts
- have basic practical skills in the use of techniques and equipment relating to life sciences
- analyse basic data and interpret basic evidence to draw conclusions
- communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Structure

Life Sciences is a TASC non Pre-tertiary TASC 2 course worth 15 points. Life Sciences adopts a thematic approach, in which at least one theme is chosen as the basis for study of, or to illustrate, relevant aspects of key life sciences areas in the Core. The purpose of this thematic approach is to allow for flexibility and teacher choice dependent on learner interest or particular geographical location, or to assist students' progress on a particular academic or vocational pathway.

Each learner will complete an investigation that will represent at least 10 hours of design time. This study can be either an individual or a small group task. The topic will be chosen in consultation with the teacher and will be based on any content or inquiry within the Core or the selected theme(s).

Assessment

Eight criteria are assessed throughout this course. All eight criteria are assessed internally – there is no external examination.

1. demonstrate personal skills to plan, organise and complete activities
2. develop, interpret and evaluate life sciences experiments
3. collect, process and communicate information
4. demonstrate understanding of the application and impact of life sciences in society
5. demonstrate knowledge and understanding of cells, systems and organisms
6. demonstrate knowledge and understanding of the chemical and cellular processes that support life
7. demonstrate knowledge and understanding of ecosystem diversity and dynamics
8. apply scientific concepts and knowledge to biotechnology contexts

Physical Sciences TASC 3

Pre-tertiary

Description

The physical sciences endeavour to explain natural phenomena and properties of matter that occur in the physical world: physics uses models and theories based on physical laws to visualise, explain and predict physical phenomena; whilst chemistry uses an understanding of chemical structures, interactions and energy changes to explain chemical properties and behaviours. In studying Physical Sciences students have the opportunity to explore concepts, models and theories of both physics and chemistry.

Pathways

The study of Physical Sciences is highly recommended as a foundation course for the study of Physics TASC 4, and Chemistry TASC 4. It is also useful as a foundation to the study of Biology TASC 3. It is also highly recommended that, as a minimum, students studying this course have studied, or are currently studying General Mathematics TASC 2, or equivalent.

Objectives

- By the conclusion of this course of study, students will:
- plan activities, monitoring and evaluating progress while completing activities, meeting deadlines and contributing to completion of group activities in the context of physics and chemistry
- communicate, predict and explain physical science phenomena, using qualitative and quantitative representations in appropriate modes and genres, and following accepted conventions and terminology
- apply discriminating research skills and apply the principles of academic integrity; collecting and recording primary and secondary data from a variety of relevant sources
- utilise practical skills safely, and competently select and use scientific techniques and equipment to collect and organise data related to physics and chemistry
- use scientific inquiry skills to enable them to perform and evaluate experiments relating to physics and chemistry; analysing and interpreting data to draw valid conclusions
- make connections between knowledge of physics and chemistry and ethical, political, cultural, social, economic and scientific considerations in differing contexts
- apply physics and chemistry concepts, models and theories to analyse physical and chemical phenomena
- apply physics and chemistry processes to analyse physical and chemical phenomena.

Structure

Physical Sciences is a TASC Pre-tertiary TASC 3 course worth 15 points. It has a significant practical focus with approximately one-third of lesson time spent engaged in practical activities, including hands-on experiments and demonstrations.

The following is a brief overview of the topics studied, term by term.

TERM 1: Unit 1 - Chemical Reactions and Stoichiometry, Unit 2(a) – Motion

TERM 2: Unit 2(b) – Force and Newton's Laws, Unit 3 – Chemical Structure and Properties

TERM 3: Unit 4 – Conservation Laws in Physics including Energy, Momentum and Electrical Circuits, Unit 5 – Nuclear Physics

TERM 4: Exam Preparation

Assessment

Eight criteria are assessed throughout this course – all eight are assessed internally and five (marked with an asterisk below) are assessed externally in the end of year examination.

A combination of formative and summative testing, as well as written scientific reports, research and responses to current issues is assessed throughout the year.

1. apply skills to plan, organise, and communicate
2. undertake, interpret and analyse physical science experiments
3. analyse the application and impact of physical sciences in society
4. apply concepts and processes of atomic properties and nuclear reactions*
5. apply concepts and processes of motion and force*
6. apply concepts and processes of conservation in physics*
7. apply concepts and processes of chemical structures and properties*
8. apply concepts and processes of chemical reactions and reacting quantities. *

Physical Sciences - Foundation TASC 2

Description

Physical Sciences - Foundation TASC 2 aims to equip students with skills and knowledge in physical sciences. These can be applied to explain observations of the properties and behaviour of matter and natural phenomena that occur in the real world. In studying this course, learners will also develop skills in scientific thinking and understanding of scientific terminology.

Learners will be exposed to a range of scientific approaches for inquiring into the physical and chemical nature of their world. Content will have a strong practical basis and, where possible, links with the learners' experiences and lives. A variety of approaches can be used to achieve this purpose.

Pathways

This course is designed for learners who are interested in studying the science related to the physical world. Physical Sciences - Foundation, may be studied as a stand-alone course and is a useful preparation for further study of Physical Sciences TASC 3. It also provides background and support for vocational programs within training packages, where some scientific knowledge and experience is useful. It may complement or provide pathways to VET programs, traineeships and apprenticeships. It is highly recommended that, as a minimum, learners studying this course have studied, or are concurrently studying a TASC 2 maths course.

Objectives

By the conclusion of this course of study, students will:

- undertake and complete scientific activities and tasks individually and as a group, including practical tasks
- use practical skills and techniques, safely utilising equipment relating to the physical sciences
- inquire into physical systems by collecting data and finding trends and patterns to draw valid conclusions
- collect, process, organise and communicate physical sciences data and information following accepted conventions
- describe the application and impact of physical sciences on society
- describe and utilise appropriate chemistry concepts to explain chemical structure and properties
- describe and utilise appropriate principles of physics to explain and solve problems associated with physical behaviours and systems
- use chemical and mathematical formulae and equations to describe and interpret chemical data and behaviour
- utilise mathematics, diagrams and symbols to analyse and interpret physical data.

Structure

Physical Sciences - Foundation is a TASC non-Pre-tertiary TASC 2 course worth 15 points. It has a significant practical focus with approximately one-third of lesson time spent engaged in practical activities, including hands-on experiments and demonstrations.

Assessment

Eight criteria are assessed throughout this course – all eight are assessed internally— there is no external examination.

A combination of formative and summative testing, as well as written scientific reports, research and responses to current issues is assessed throughout the year.

1. apply skills to organise and complete activities
2. undertake, interpret and review physical sciences experiments
3. collect, process and communicate science information
4. describe the application and impact of physical sciences on society
5. describe and utilise concepts of chemical structure and properties
6. describe and utilise physics concepts
7. describe and interpret chemical behaviour and data related to chemistry
8. describe and interpret data related to physics

Physics TASC 4

Pre-tertiary

Description

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

Pathways

An understanding of Physics TASC 4 is relevant and provides a foundation for a range of careers, including those in: astronomy; biomechanics; engineering; energy creation and management; forensic science; computer game design; meteorology; oceanography; quantum computing; space science; and sport science.

Objectives

By the conclusion of this course of study, students will:

- identify principles of physics concepts, models and theories, related to Newtonian mechanics including gravitational fields, electromagnetism, wave motion, the wave-particle nature of light, atomic and nuclear physics and models of the nucleus and nuclear
- identify ways in which knowledge of physics interacts with social, economic, cultural and political considerations in a range of contexts
- use physics principles, outlined in the course content, to identify and predict physical phenomena
- identify the uses and limitations of knowledge of physics in a range of contexts
- analyse and interpret physics data to draw valid conclusions and make generalisations
- solve physics problems through quantitative analysis
- have practical skills in the use of scientific techniques and equipment relating to physics
- use scientific inquiry skills to develop, perform, analyse and evaluate physics experiments and their design
- communicate physics understanding using qualitative and quantitative information in appropriate representations and formats, following accepted conventions and terminology
- have discriminating research skills
- be self-directing; be able to plan study; be organised to complete tasks and meet deadlines; have cooperative working skills related to the study of Physics.

Structure

Physics is a TASC Pre-tertiary TASC 4 course worth 15 points. It has a significant practical focus with approximately one-quarter of lessons spent engaged in practical activities, including hands-on experiments and demonstrations.

The following is a brief overview of the topics studied, term by term.

TERM 1: Unit 1 - Newtonian Mechanics and Gravitational Fields, Unit 2(a) – Electrostatics

TERM 2: Unit 2(b) – Electromagnetism, Unit 3 – Wave Motion

TERM 3: Unit 4 – Atomic and Nuclear Physics

TERM 4: Exam Preparation

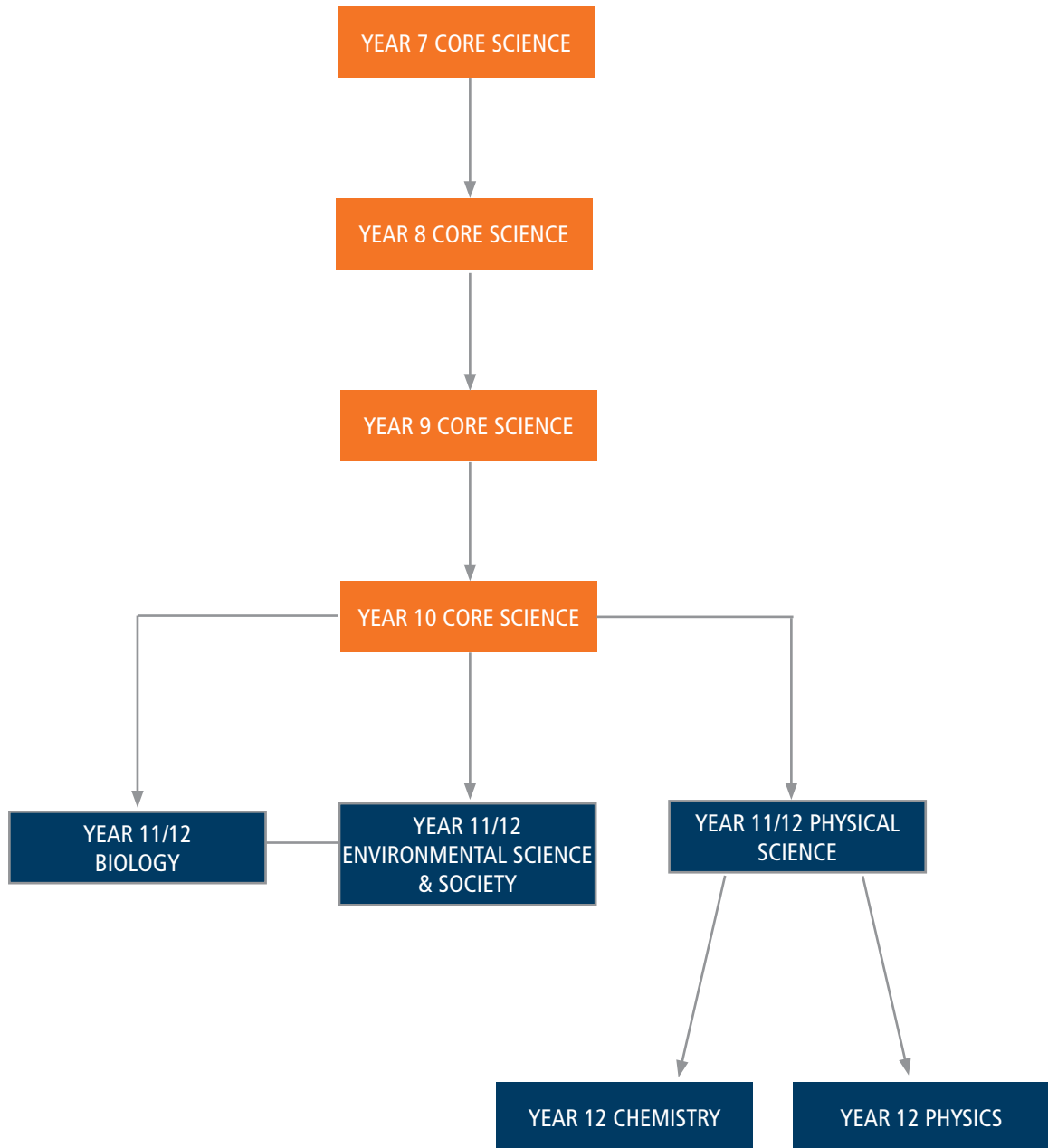
Assessment

Eight criteria are assessed throughout this course – all eight are assessed internally and four (marked with an asterix below) are assessed externally in the end of year examination.

1. demonstrate personal skills to plan, organise and complete activities
2. develop, interpret and evaluate physics experiments
3. collect, process and communicate information
4. demonstrate understanding of the application and impact of physics in society
5. identify and apply principles of Newtonian mechanics including gravitational fields*
6. identify and apply principles and theories of electricity and magnetism*
7. identify and apply general principles of wave motion*
8. identify and apply principles of the wave-particle nature of light, atomic and nuclear physics and models of the nucleus and nuclear processes*

A combination of formative and summative testing which may include homework assignments and unit tests, as well as written scientific reports, research and responses to current issues is assessed throughout the year.

Science Flow Chart Years 7 to 12





Studies of Society and Culture

Ancient History TASC 3

Pre-tertiary

Description

This subject involves the detailed study of the great civilisation of the ancient Mediterranean world: **Greece**. Such study provides you with the knowledge of ancient civilisations that have influenced the ideas, beliefs and values of modern society. Special emphasis is placed on the interpretation of primary evidence, such as archaeological finds and ancient texts, and the insights these give to ancient life. No previous experience is necessary but you should be competent in essay writing.

Pathways

This subject benefits anyone who is interested in understanding the past as a background to our modern world. Whilst valuable for those considering tertiary study in history, arts or law, the skills and understanding gained are beneficial in any area of future study.

Structure

You study a core of material relating to the ancient civilisation under consideration, such as its geography, climate and political system. You also study at least three of the following themes:

- Art and Architecture
- Social aspects including the role of women
- Politics and government
- Religion, science and myths/legends

Assessment

Your internal assessment is based on your performance in class work, independent research assignments and essays. The external assessment consists of a written examination and folio of work from an independent study.

Description

Australia in Asia and the Pacific provides an overview of key environmental, human, economic, cultural, sociological and historical features of Australia and its neighbours. There is an emphasis on contemporary issues, perspectives and events as they affect the region. The need to become 'Asia literate' is vital as the influence of Asian nations on the world is increasing. It is imperative for our learners to nurture an appreciation of, and respect for, social, cultural and religious diversity and develop a sense of global citizenship. Australia in Asia and the Pacific focuses on developing skills in analysis and problem solving, communicating ideas and information, planning and organising activities, and collaborating with others.

This Australia in Asia and the Pacific course aims to develop learners':

1. appreciation and respect for the social, cultural and geographical diversity of the Australia, Asia and the Pacific region
2. knowledge and understanding of tourism, historical and geographical features of the Australia, Asia and the Pacific region
3. application of concepts, including evidence, continuity and change and perspectives of the Australia, Asia and the Pacific region
4. capacity to be informed global citizens with the skills in analysis, problem solving, planning and organising and communicating ideas about the Australia, Asia and the Pacific region.

Pathways

Successful completion of this course prepares learners for tertiary study in a range of areas including History, Geography, Journalism, Environmental Studies, Tourism Studies, Law, International Relations and Politics.

Objectives

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

- describe a range of examples of physical and human geography of the Australia, Asia and Pacific region, and assess the degree of diversity of physical and human geography in the region
- describe and assess how Australia's relationship with specific nations in the region has developed and changed in the area of partnerships or immigration
- describe and assess how tourism has had an impact on the environment, culture, society and economy of tourist destinations in the Australia, Asian and Pacific region
- describe cause and effect of a national crisis on an Asian and a Pacific nation, and assess the effectiveness of responses to the crisis
- use generalisations – based on knowledge of human and physical geography, tourism, and cause, effect and responses to national crisis in the Australia, Asia and Pacific region, and knowledge of Australia's changing role in the region – to make logical predictions and reach valid conclusions in real and hypothetical contexts
- integrate appropriate evidence from a range of sources to arrive at reasoned and supported conclusion on issues concerning the Australia, Asia and the Pacific region
- apply the principles of academic integrity
- apply time management, planning and negotiation skills
- communicate ideas and information about Australia, Asia and the Pacific region using a range of written formats
- use appropriate terminology and concepts relevant to Australia, Asia and the Pacific region

Structure

TERM 1

SECTION A – DIVERSITY OF THE PHYSICAL AND HUMAN GEOGRAPHY IN THE AUSTRALIA, ASIA AND PACIFIC REGION

TERM 2

SECTION B – AUSTRALIA’S CHANGING ROLES IN THE REGION: PARTNERSHIPS OR IMMIGRATION

TERM 3

SECTION C – TOURISM IN THE AUSTRALIA, ASIA AND PACIFIC REGION

SECTION D – NATIONAL RESPONSES TO CRISES

TERM 4

Exam Preparation

Assessment

Students will be assessed against the criteria listed below. Each unit will be assessed by means of topic tests, end of unit tests, research tasks and an externally assessed examination. A midyear examination in Term 2 will assess content addressed to that time.

* denotes criteria that are both internally and externally assessed

The assessment for Australia in Asia and the Pacific TASC 3 will be based on the degree to which the learner can:

1. undertake research on issues affecting Australia, Asia and the Pacific
2. communicate ideas and information*
3. describe and assess physical and human geography of the Australia, Asia and Pacific region*
4. describe and assess Australia’s changing relations with nations in the Asia-Pacific region in the areas of partnerships or migration*
5. describe and assess tourism and its impact in the Australia, Asia and Pacific region*
6. describe cause and effect of national crises in the Asia and Pacific region, and assess effectiveness of responses*
7. apply time management, planning and negotiation skills to inquiry tasks

Economics TASC 3

Pre-tertiary

Description

The subject deals with the attempts by societies to satisfy unlimited wants using limited resources. It is a study of contemporary economic problems and issues with particular emphasis on Australia.

Pathways

This is a pre-tertiary subject and would be particularly valuable for those considering tertiary study in economics, international relations, politics, environmental studies, social policy or business. This subject is designed for students who have a strong interest in Australia’s closest regional partners and Australia’s relationship with them. It can be relevant to students studying quite diverse areas from tourism to arts/law and diplomacy and politics.

Structure

You will be involved in analysing these problems and issues and then proposing and evaluating solutions to them. You will study the following areas: economic systems, resource allocation in the Australian economic system, aggregate economic activity in the Australian economy and the International economy. Individual or group research projects on particular economic issues will be undertaken.

Assessment

Assessment combines internal and external tasks and includes a student devised investigation as part of an independent study project.

Geography TASC 3

Pre-tertiary

Description

In the senior secondary years, geography provides a structured, disciplinary framework to investigate and analyse a range of challenges and associated opportunities facing Australia and the global community. These challenges include rapid change in biophysical environments, the sustainability of places, dealing with environmental risks and the consequences of international integration.

Geography as a discipline values imagination, creativity and speculation as modes of thought. It provides a systematic, integrative way of exploring, analysing and applying the concepts of place, space, environment, interconnection, sustainability, scale and change. The application of conceptual knowledge in the context of an inquiry, and the application of geographical skills, constitute 'thinking geographically' – a uniquely powerful way of viewing the world.

Geography TASC 3 aims to develop learners':

- knowledge and understanding of the challenges affecting the sustainability of places; changing land covers; and globalisation in a range of spatial contexts
- understanding and application of the concepts of place, space, environment, interconnection, sustainability, scale and change through inquiries into geographical phenomena and issues
- capacity to be accomplished, critical users of geographical inquiry and skills, and have the ability to think and communicate geographically
- ability to identify, evaluate and justify alternative responses to the geographical challenges facing humanity, and propose and justify actions taking into account environmental, social and economic factors.

Pathways

Geography is designed for learners who have an interest in the physical and human environments. Study for this course provides preparation for career areas such as environmental management, town planning, Geographic Information Systems (GIS), architecture, journalism, policy development, economics, law, demographic studies, cartography, statistical analysis, teaching and a range of other careers in the fields of science and the humanities.

Objectives

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

- identify and apply key geographic concepts - place, space, environment, interconnection, sustainability, scale and change – to geographical inquiry and the assessment of geographical phenomena and issues (Have knowledge of, and understanding about, geography)
- identify geographical processes that relate to changes in places (Have knowledge of, and understanding about, geography)
- relate changes in places to the outcome of creating changes in communities (Have knowledge of, and understanding about, geography)
- identify the nature, rate, extent, causes - including natural hazards - and consequences of local and regional land cover changes (Have knowledge of, and understanding about, geography)
- identify and assess land cover changes caused by human impact (Have knowledge of, and understanding about, geography)
- identify the nature and causes of globalisation and its spatial, economic, political and social consequences (Have knowledge of, and understanding about, geography)

- identify contemporary issues - including sustainability of places, human impact on land cover changes and the ways people adapt to and resist the forces of globalisation - and propose individual and collective action, taking into account geological factors, and predict outcomes of proposed actions (Have knowledge of, and understanding about, geography)
- apply geographical inquiry skills and a range of skills, including geographical technologies and fieldwork (refer to Work Requirements), to investigations related to: places and their challenges, human impact on land cover change and globalisation (Have geographical inquiry skills- observing, questioning and planning; collecting, recording, evaluating and responding; interpreting, analysing and concluding; communicating; reflecting and responding)
- apply time management, planning and investigative skills to geographical inquiry and study. (Have geographical inquiry skills - observing, questioning and planning; collecting, recording, evaluating and responding; interpreting, analysing and concluding; communicating; reflecting and responding)
- correctly use geographical terms when discussing issues and concepts (Have communication skills)
- communicate geographical information, ideas, issues and arguments using appropriate written, oral and cartographic forms, and using numeric, tabular and graphic mathematical representations. (Have communication skills)

Structure

TERM 1

Unit 1 – Sustainable Places

TERM 2

Unit 2 – Human Impact on Landcover Change

TERM 3

Unit 3 – Globalisation

TERM 4

Exam Preparation

Assessment

Students will be assessed against the criteria listed below. Each unit will be assessed by means of topic tests, end of unit tests, field work, geographical skill tasks, research tasks and an externally assessed examination. A midyear examination in Term 2 will assess content addressed to that time.

The assessment for Geography TASC 3 will be based on the degree to which the learner can:

* denotes criteria that are both internally and externally assessed

1. collect and categorise information
2. plan, organise and complete activities
3. communicate geographical ideas and information*
4. identify and apply geographical concepts to geographical phenomena*
5. identify geographical processes and their relation to geographical change*
6. identify geographical issues or challenges and possible solutions*
7. apply geographical inquiry skills

Description

Legal Studies TASC 3 provides the study of the principles underpinning our system of government, the way Australia's Constitution is framed and its impacts on Australian governance arrangements, the origin and basis of Australian and international Law, the ways in which we, as a society, deal with crime, criminal trials, sentencing, protecting the rights of the accused, the victims and the community and the contested nature of law and politics highlighted through the study of topical legal and political issues.

The Australian legal and political systems are the principal institutional cornerstones of our society. Legal Studies TASC 3 enables learners to apply knowledge, skills, and values they acquire to make sound and well informed judgements in their role as active citizens at local, state, national and global levels.

Pathways

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

Objectives

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

- communicate legal and political information
- describe the principles of a liberal democracy
- describe and assess features and processes of Australia's Westminster parliamentary system of government
- describe and assess federal constitutional government in Australia
- describe issues of Aboriginal and Torres Strait Islander peoples in the Australian legal and political systems
- describe how statute and common law are made in Australia, the process of Australian law reform and assess interactions between parliament and courts as lawmakers
- describe how international law differs from Australian law, and why international law is obeyed, and how it is enforced
- describe and evaluate Australia's criminal and civil justice system and dispute resolution system
- correctly use terms and concepts relevant to Australia's and to international legal and political systems
- apply research, time management, planning and negotiation strategies to a legal and political studies inquiry
- apply the principles of academic integrity and correctly use referencing (citation) methodology.

Structure

TERM 1

Unit 1 – Principles and Practices of Australia's Westminster Parliamentary System of Government

Unit 2 – Australian Federal Constitutional Government

TERM 2

Unit 3 – Australian and International Law

TERM 3

Unit 4 – Dispute Resolution: Civic and Criminal

Topical Issue Inquiry

TERM 4

Exam Preparation

Assessment

Students will be assessed against the criteria outlined below. Each unit will be assessed by means of assignments and unit tests. A midyear exam in Term 2 will assess the first three units.

The assessment will be based on the degree to which the learner can:

1. describe and analyse structures and processes of Australia's Westminster parliamentary system of government
2. describe and analyse aspects of Australian and International law
3. describe and analyse Australian dispute resolution systems and processes
4. describe and analyse Australia's criminal justice system
5. describe and analyse a topical legal issue
6. apply inquiry and research skills to plan and undertake investigations into legal issues
7. communicate legal and political information

Modern History TASC 3

Pre-tertiary

Description

This Modern History course enables learners to study the forces that have shaped today's world and provides them with a broader and deeper comprehension of the world in which they live.

Historical skills

Chronology, terms and concepts

- Identify links between events to understand the nature and significance of causation, change and continuity over time (ACHMH098)
- Use historical terms and concepts in appropriate contexts to demonstrate historical knowledge and understanding. (ACHMH099)
- Historical questions and research
- Formulate, test and modify propositions to investigate historical issues (ACHMH100)
- Frame questions to guide inquiry and develop a coherent research plan for inquiry (ACHMH101)
- Identify, locate and organise relevant information from a range of primary and secondary sources (ACHMH102)
- Practise ethical scholarship when conducting research (ACHMH103)

Analysis and use of sources

- Identify the origin, purpose and context of historical sources (ACHMH104)
- Analyse, interpret and synthesise evidence from different types of sources to develop and sustain a historical argument (ACHMH105)
- Evaluate the reliability, usefulness and contestable nature of sources to develop informed judgements that support a historical argument. (ACHMH106)

Perspectives and interpretations

- Analyse and account for the different perspectives of individuals and groups in the past (ACHMH107)
- Evaluate critically different historical interpretations of the past, how they evolved, and how they are shaped by the historian's perspective (ACHMH108)
- Evaluate contested views about the past to understand the provisional nature of historical knowledge and to arrive at reasoned and supported conclusions. (ACHMH109)

Explanation and communication

- Develop texts that integrate appropriate evidence from a range of sources to explain the past and to support and refute arguments (ACHMH110)
- Communicate historical understanding by selecting and using text forms appropriate to the purpose and audience (ACHMH111)
- Apply appropriate referencing techniques accurately and consistently. (ACHMH112)

Pathways

Successful completion of Modern History TASC 3 prepares learners for tertiary study in a range of areas including: History; Politics; Asian Studies; Law; Religion; Journalism and Philosophy.

Objectives

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

- assess the significance of modern political systems and ideologies and describe their manifestations in the modern history of some nations (Have knowledge and understanding of modern history)
- 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 (Have knowledge and understanding of modern history)
- assess the internal divisions and external threats in the development of modern nations (Have knowledge and understanding of modern history)
- describe and assess key historical concepts in the historical record (Have knowledge and understanding of modern history)
- describe and assess the causes and impacts of particular events, ideas, movements and developments that have shaped the modern world (Have knowledge and understanding of modern history)
- describe and assess historical significance of individuals, events, movements and organisations. (Have knowledge and understanding of modern history)
- apply the process of historical inquiry to understand historical change and characteristics of modern nations (Have historical inquiry skills)
- assess primary and secondary sources to resolve major historical questions about their usefulness, reliability and contestability (Have historical inquiry skills)
- make informed judgements about historical arguments and assess differing historical interpretations and representations (Have historical inquiry skills)
- use appropriate evidence from a range of sources to explain the past, and to support and refute arguments (Have historical inquiry skills)
- apply the principles of academic integrity (Have historical inquiry skills)
- apply time management, planning and negotiation skills to historical inquiry. (Have historical inquiry skills)
- correctly use historical terms when discussing issues and concepts (Have communication skills)
- communicate historical ideas and information. (Have communication skills)

Structure of Content

SECTION A: Modern Western Nations in the 20th Century (50 Hours)

ONE of the listed topics will be selected:

Topic 3: Germany, 1918–1945

Topic 4: Russia and the Soviet Union, 1917–1953.

SECTION B: Modern Asian Nations in the 20th Century (50 Hours)

ONE of the listed topics will be selected:

Topic 1: Japan, 1931–1952

Topic 4: China, 1935–1976.

SECTION C: The Changing World Order, 1945 to 2010 (50 Hours)

OVERVIEW – briefly examines some significant and distinctive features of the modern world within the period 1945–2010. (10 Hours)

ONE of the listed topics will be selected (40 Hours):

Topic C1: The Cold War

Topic C3: Peace, Conflict and the Nature of Terrorism

Assessment

Students will be assessed against the criteria outlined below. Each unit will be assessed by means of homework assignments, document analysis and unit essay responses. A midyear exam in Term 2 will assess the first four units.

The assessment for Modern History TASC 3 will be based on the degree to which the learner can:

1. undertake inquiry in modern history issues
2. use historical ideas and concepts in discussing the modern world
3. communicate historical ideas and information*
4. use evidence to support historical interpretations and arguments*
5. assess drivers of social, economic and political change and nature and impact of changes in modern history*
6. describe and assess internal and external threats on the history of modern nations *
7. describe and assess key concepts of differing historical interpretations on issues affecting the modern world*
8. use resources and organisational strategies

* = denotes criteria that are both internally and externally assessed

Philosophy TASC 3

Pre-tertiary

Description

This course enables learners to develop logical responses to questions without definitive answers, thus helping them to become comfortable with difficult intellectual challenges. The emphasis on epistemology, the scientific method and logic allows students to identify faulty or weak arguments and understand the limits of knowledge. The value of philosophy is that it teaches not what to think, but how to think. It is the study of the principles underlying conduct, thought, existence and knowledge. The skills it develops are the ability to analyse, to engage with and to question prevailing views and to express thoughts clearly and precisely. It encourages critical and creative problem solving through open-minded intellectual flexibility and examining existing paradigms in new ways.

The Philosophy TASC 3 course aims to develop learners’:

- knowledge and understanding of the nature of philosophy and its methods
- capacity to undertake inquiry, including skills in research, evaluation of sources, synthesis of evidence, analysis of interpretations and representations, and communication of findings
- capacity to identify and articulate philosophical questions
- skills in understanding and analysing significant philosophical ideas, viewpoints and arguments, in their historical contexts

- capacity to be informed citizens with skills in analytical and critical thinking and to participate in philosophical questions and debates
- capacity to explore ideas, responding to central philosophical questions, viewpoints and arguments with clarity, precision and logic
- understanding of relationships between responses to philosophical questions and contemporary issues
- open-mindedness, reflecting critically on their own thinking and that of others, and exploring alternative approaches to philosophical questions.

Pathways

The study of philosophy provides learners with an excellent introduction to the key areas of philosophical study; metaphysics, epistemology, ethics, questions on free will, understandings around science and faith as means of knowing and how to live the 'good life'. It is intellectually challenging but is also of great relevance to all learners in today's society.

Successful completion of Philosophy TASC 3 prepares learners for tertiary study in a range of areas including: History; Politics; Law; Religion; Ethics and Philosophy; Business; Sociology; Psychology; Natural Sciences; Journalism; Nursing; Medicine; and the Creative Arts.

Objectives

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

- describe and explain philosophical ideas, issues and positions
- describe and explain primary texts, and access relevant information from a variety of sources
- identify strengths and weaknesses of philosophical arguments
- formulate and provide relevant evidence to support philosophical questions
- develop informed opinions on various philosophical issues
- utilise organisational and time management skills
- communicate ideas clearly and effectively in verbal and written forms
- explain the significance of philosophical positions to contemporary issues.
- Additionally, learners may appreciate the value of philosophy as a link to the world today, and as a basis for lifelong learning.

Structure

TERM 1

Unit 1 – Epistemology and Logic

Unit 2 – Mind/Body Problem

TERM 2

Unit 3 – Free Will and Determinism

Unit 4 – The Philosophy of Ethics

Unit 5 – Life, the Universe and Everything (Science and Religion)

TERM 3

Unit 6 – Philosophy and the Good Life

Unit 7 – Philosophy of Art or Politics

TERM 4

Exam Preparation

Assessment

Students will be assessed against the criteria outlined below. Each unit will be assessed by means of homework assignments, unit tests, reading analyses and In-Class Essays. A midyear exam in Term 2 will assess the first four units. Students will also complete a major research investigation in Term 3.

The assessment for Philosophy TASC 3 will be based on the degree to which the learner can:

1. communicate philosophical ideas and concepts **
2. use philosophical ideas and concepts in discussing philosophical arguments**
3. describe and explain philosophical arguments**
4. use evidence to support philosophical arguments**
5. apply philosophical ideas and concepts to contemporary issues**
6. undertake research about philosophical issues
7. use resources and organisational strategies

* = denotes criteria that are both internally and externally assessed

Psychology TASC 3

Pre-tertiary

Description

This is a pre-tertiary subject that focuses on the study of human behaviour and cognition. It is intended that students will develop familiarity with some central concepts used by psychologists and an understanding of some research approaches. Students use explorations into the human mind to base their development of analysis and critical evaluation skills, as well as practical application of theories into real-life investigations.

Pathways

There are no pre-requisite requirements for enrolling in this subject. This subject is intended for those interested in pursuing tertiary studies in the areas of psychology, social studies, behavioural studies, criminology, teaching, counselling, the law, medicine, nursing, public relations, biology, gender studies or management.

Objectives

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

- describe and use terms, concepts, and ideas and assess theories as they interpret human behaviour as an outcome of influences and interactions
- apply appropriate theories and mathematical and statistical techniques to interpret empirical evidence and information from a variety of sources
- examine evidence and the forces that influence behaviour to form conclusions about human behaviour and social relations and draw evidence-based conclusions
- select and use psychological terms and language conventions to convey meaning to interested parties
- develop skills in the scientific method of social inquiry as they apply the skills to the investigation of the human mind and behaviours associated with particular stages of development over a lifespan.

Structure

Students will engage in a range of tasks such as enquiry, discussion, reporting and analysis of evidence both as an individual and as a member of a group. The teaching sequence of the modules is rotated each year to reflect the rotation of the Investigation Project topic and below is an example of one teaching sequence. Approximately 20% of course time is dedicated to each module of study.

TERM 1

Module 1 – Research and Inquiry

Module 2 – Individual Differences. One (1) of A) – Gender, B) Intelligence or C) Personality

TERM 2

Module 3 – Psychobiological Processes. One (1) of – A) Visual Perception, B) Consciousness

Module 4– Human Learning

TERM 3

Investigation Project (IP)

Module 5 – Remembering

TERM 4

Exam Preparation

Assessment

Students will be assessed against the criteria outlined below. Each module will be assessed by means of homework tasks, multiple choice and short answer questions and an in-class essay. A mid-term examination in Term 2 will assess the first three modules of study.

There are two external requirements; an examination and an Investigation Project. The final award combines these with the internal school assessments.

The assessment will be based on the degree to which the learner can:

1. analyse theories about individual differences*
2. analyse perspectives about psychobiological processes *
3. analyse theories about human learning*
4. analyse theories about remembering*
5. apply inquiry skills to plan and undertake psychological investigations
6. use ethical psychological research methods*
7. use evidence to support a psychological point of view *
8. communicate psychological ideas, information, opinions, arguments and conclusions*

*= denotes criteria that are both internally and externally assessed

Sociology TASC 3

Pre-tertiary

Description

Sociology TASC 3 is about understanding and interpreting society and the people within it. It examines the ways we organise our lives and institutions and the consequences of such activities. The social world is explored with the help of theories about the structure of social life and the sociological influences on it. Theories are applied to a range of social issues to understand why patterns exist, why problems have occurred (e.g. crime), and how they might be dealt with. It examines issues such as those related to inequality, power, culture and identity and investigates how these are changing in contemporary Australian society.

Through the study of Sociology TASC 3 learners will develop:

- Sociological knowledge: Learners describe and use terms, concepts, ideas and theories as they describe key aspects of social structure and behaviour in contemporary Australian society (CAS)
- Sociological reasoning: Learners apply appropriate theoretical perspectives and mathematical and statistical techniques to interpret empirical evidence and information from a variety of sources
- Sociological analysis: Learners examine evidence and the forces that influence behaviour to form conclusions about social life and human behaviour and draw evidence-based conclusions
- Sociological communication: Learners select and use sociological terms and language conventions to convey meaning to interested parties
- Sociological inquiry skills: Learners develop skills in the scientific method of social inquiry as they apply the skills to the investigation of social phenomena.

Pathways

This study allows learners to harness key sociological frameworks to analyse social institutions, especially in contemporary Australian society. It can be a basis for formal study at a tertiary level or for vocational education and training settings. The study of Sociology can lead to employment in government and community organisations including, for example, cultural and community development, or work with minority and ethnic groups. It can lead to work in fields that address such issues as crime and substance abuse, youth and family matters, industrial relations, social justice and social issues related to health care.

Objectives

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

- analyse theories about the relationship between socialisation, society and culture and how they can be used to explain the construction of identity
- analyse how socialisation can lead to social control and conformity
- analyse theories about deviant behaviour
- analyse theories about the institutions of family, education, work and the media and the ways they have changed in contemporary Australian society (CAS)
- analyse theories about the social categories and inequality (gender, ethnicity, indigenous peoples, age and rural and regional Australians) and their impact in CAS
- apply relevant sociological terms, concepts and theories and inquiry skills to investigate inequality in CAS
- use scientific research methods applicable to sociology to ethically collect and interpret empirical evidence (research data)
- interpret quantitative data, information, ideas, theories and the relationships between them to draw conclusions and support points of view
- communicate sociological ideas, information, opinions, arguments and conclusions.
- information and communication technology skills; critical and creative thinking skills; ethical and intercultural understanding.

Structure

Sociology TASC 3 comprises four (4) compulsory areas of study:

Module 1: Socialisation: Conformity and Deviance
Parts - Both: A – Socialisation
B - Deviance

Recommended time: 25%

Module 2: Institutions: Power and Politics

Parts - All of: A - The Family

B - Education

C - Work

D - Media

Recommended time: 25%

Module 3: Equality and Inequality

Parts - Two of: A - Gender

B - Ethnicity

C - Indigenous People

D - Age

E - Rural/regional Australians

Recommended time: 25%

Module 4: Sociological Research Methods

Recommended time: 25%

Assessment

Students will be assessed against the criteria outlined below. Each unit will be assessed by means of homework assignments, in class essays and research tasks. A midyear exam in Term 2 will assess the first three units. Students will also complete a major Personal Investigation in Term 3.

The assessment for Sociology TASC 3 will be based on the degree to which the learner can:

1. analyse theories about socialisation, identity construction and deviance*
2. analyse theories about institutions *
3. analyse theories about inequality and social categories
4. apply inquiry skills to plan and undertake a sociological investigation
5. use ethical sociological research methods*
6. use evidence to support a sociological point of view *
7. communicate sociological ideas, information, opinions, arguments and conclusions*

* = denotes criteria that are both internally and externally assessed.

Studies of Religion TASC 3

Pre-tertiary

Description

Students studying this course will develop an understanding of religions, philosophical and ethical viewpoints, of important issues, skills of reasoning and critical inquiry and the capacity to engage in reasoned dialogue.

Pathways

This subject is best suited to students intending to study medicine, law, journalism, philosophy or international relations.

Structure

Students must complete five units of study chosen from:

- Introduction to Religion
- Islam
- Buddhism
- Metaphysics
- Ethics
- Evil & Suffering
- Humanism and Atheism

Assessment

A 3 hour external examination.



Design and Digital Technologies

Computer Graphics and Design - Foundation TASC 2

Description

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

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

Pathways

On successful completion of this course, students will have attained the knowledge and skills to progress to Computer Graphics & Design TASC 3, Object Design TASC 3 and/or entry level Vocational Education and Training pathways in the areas such as: engineering; architecture; computing; visual arts; and design.

Structure

Students will be provided with the opportunity to:

- engage in digital technology-based processes and production in a practical way using design and computational thinking
- create, design, and produce digitally based technological solutions
- use a range of appropriate computer graphic and associated technologies to explore and engage with real and imagined problems that will provide a pathway for future learning and employment.

This course consists of five compulsory units:

Unit 1 - Design Foundation 30 hours

Unit Outline

Design underpins all computer graphics applications. In this Unit learners develop an understanding of design processes and how this is applied to develop design proposals and solutions. The importance of working to a design brief and the role of a client within this process is pivotal. Learners will develop visual communication skills to communicate their ideas and understandings through the process of design development and the presentation of a final product.

Unit 2 - Digital Imaging 30 hours

Key Knowledge and skills

This content area involves learning the processes and systems of raster and vector based graphics to develop functional design solutions. It incorporates understanding of:

- different file types
- systems and tools.

These are used to produce 2D graphics for particular functional design contexts.

Unit 3 - 3D Modelling 30 hours

Key Knowledge and skills

This content area involves learning the foundation processes and systems of 3D modelling to develop design solutions.

It incorporates techniques such as:

- polygon
- spline and
- digital sculpting.

These techniques are used to produce solid or shell based modelling solutions.

Unit 4 - Animation 30 hours

Key Knowledge and skills

This content area involves building and understanding of animation to develop design solutions.

It incorporates the processes and systems required to generate animation including techniques such as:

- keyframing
- tweening

This will also incorporate the addition of narrative and sound recording.

Unit 5 - Computer Graphics and Digital Elective Topic 30 hours (One must be selected)

Key Knowledge and skills

Select one topic from the electives below:

EITHER

1. Interactive design

This content area involves learners developing an understanding of interactive design technologies and how this can inform the design of preferred future options. There is a focus on embedded and wearable technologies. Learners will develop their own design concepts for future interactive design.

OR

2. Solid modelling

This content area involves understanding key components of systems involved in both CAD and CAM for digital based fabrications. Learners will work with digital modelling. They will look at the place of modelling for purpose and co-customisation.

OR

3. Video and Motion Graphics

Learners will use tools to capture and share video using mobile devices and editing software. This will include the use of simple 3D content and include the production of video and motion graphics. Mobile platforms such as Photoshop Express, Adobe Spark and youtube can be used.

OR

4. Asset development

This content area focuses on the role of assets within computer graphics. Learner will acquire, transform and customise assets designed by others, and design their own for specific purposes.

Computer Graphics and Design TASC 3

Pre-tertiary

Description

Learners develop the ability to use, manage, assess and understand the implications and applications and consequences of digital design technologies on individuals, society and the environment. Project management skills are an important part of this course, fostering learners as creative, critical and reflective thinkers. Learners develop insights in to how design is culturally, socially and ethically constructed with an environmentally sustainable approach.

Computer Graphics and Design – provides students with open-ended design briefs and looks at how the design process works to create digital solutions. It is an exciting, in-depth course that encompasses 2D and 3D design processes as well as CAD and 3D fabrication.

Pathways

Computer Graphics and Design TASC 3, develops learners' capacity to solve complex design problems and effectively use project management skills to collaborate and meet deadlines. Such skills are essential in existing and future work environments and are particularly relevant for learners seeking careers in architecture, engineering, art or design-based industries.

Structure

Unit 1 - Design Extension (30 hours)

UNIT OUTLINE

Design underpins all computer graphics applications. This Unit builds on learners' understanding of the design process and the implementation of the design process to create solutions to meet the requirements of a brief. Learners will develop skills to research and develop their own design briefs from authentic scenarios.

Learners will gain an understanding of a broad range of factors which impact on design from a local, national and global perspective. Learners develop insights into how design is culturally, socially and ethically constructed with an environmentally sustainable approach. Consideration is given to influences by social and cultural factors, and past and contemporary practices when proposing design solutions.

Learners will analyse and select communication strategies to undertake the design process and communicate their ideas and understandings through the process of design development, analysis of iterations and the presentation of a final product. Project management techniques and processes will be analysed and applied to manage design projects.

Unit 2 - Design Studios (70 hours)

UNIT OUTLINE

This Unit is the content basis for working within a field of design.

Learners must study the core design design studio and at least two of the elective design studios. One, or a combination of these studio areas studied, must form the basis of the extended project in Unit 3.

Core design studio (20 hours)

3D Modeling

This content area builds on the foundation processes and systems of polygon, spline and digital sculpting 3D modelling methods to enable learners to produce complex models across a range of design contexts.

For example, the ability to take a base object and develop complex geometry using polygon editing methods.

Elective design studios (25 hours each, select two)

1. Interactive Design
2. Solid Modelling and 3D Digital Fabrication
3. Video and Motion Graphics
4. Animation
5. Asset development, game design and production

Unit 3 - Extended Project (50 hours)

UNIT OUTLINE

Using computer generated graphics, or digital content, in the field of design, each learner will undertake an extended design project.

Assessment

This course is assessed through practical tasks and has 1 written exam.

Assessment is delivered throughout the design process and is broken into design stages.

Design research, concept design, design production and design analysis/reflection.

Students are marked at each stage of the design process and are provided feedback and rubrics to assist in their learning.

There is one exam which looks to assess design theory and is administered at the end of the course.

Computer Graphics and Digital Technologies TASC 2

Description

This subject develops your understanding of computer graphics processes, concepts and skills. You use design principles and a wide range of applications to prepare high quality graphic presentations and develop an understanding of the use of computer graphics and design across a range of industries. An emphasis on learning the 'tools' is a significant part of this subject. No previous experience is required but a background in computers would be useful. Future pathways Computer Graphics and Design TASC 3.

Content

Areas of study:

- Computer graphics and the design process
- Computer hardware and software systems
- 3D modelling solutions
- 2D graphic solutions
- Animation
- Multimedia for presentation
- Management of resources and projects
- Major study

Assessment

The areas of study are assessed by practical and theory tasks that include design briefs and research assignments. On occasions you work as a member of a team. The mid-year examination is a practical examination.

Computer Science TASC 3

Pre-tertiary

Description

Computer Science involves the study of the storage, transformation and transfer of information. It includes both the theoretical study of algorithms and the practical problems involved in implementing them using the currently available technology.

Computer Science can be considered a starting point for students to continue further education and study in ICT or engineering as well as a preparation for students in a vast range of careers that require efficient and effective use of ICT.

Objectives

Predicted ICT skills shortages, both within Australia and globally, point to the need for highly qualified professionals who have followed a computing career path and have skills far beyond ICT literacy. In addition, ICT is seen as a major driver of economic growth and productivity through its capacity to enhance efficiency and innovation.

Pathways

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

It is envisaged that most students wishing to pursue a computing career would use this as a starting point to study a degree at University, or VET Certificate IV, or Diploma, including combined Diploma/Degree courses. These courses may focus on multimedia and the internet, artificial intelligence, mobile and ubiquitous computing, systems and networks, computer security, distributed systems, software engineering or programming languages. Students entering the workforce should expect to undergo further education and training.

Students wishing to pursue careers in telecommunications or engineering will benefit from the problem solving skills and technical understanding developed in this course. Students may also choose to pursue a range of industry qualifications on completion of this course.

Structure

Problem solving and programming (70 hours)

Algorithms and programming solutions to a variety of problems are designed and expressed in a variety of forms. Students will develop skills in understanding the problem, exploring problem solving strategies, design and creation of a solution. Algorithms that require mathematical solutions, such as those involving summation and searching, are investigated.

A fundamental understanding of the software development cycle (design, code, test, evaluate and refine) is required. Practical activities need to provide experience for students in all stages of this cycle and to develop an understanding of the importance of analysis and design before beginning to code. Programs should adhere to established programming styles and be fully documented.

Computer Fundamentals and Computer Limitations (40 hours)

In order to come to an understanding of the limitations and possibilities for the use of computer technology into the future, students need to understand computer architectures, and the role of the operating system.

Areas to be covered:

- binary number system for whole number and fraction and conversions to decimal and hexadecimal
- basic binary arithmetic (addition only)
- Twos complement representation and arithmetic (addition and subtraction only)
- representation of primitive data types (integer, char, boolean, float)

- representation of non-numeric data using hexadecimal where appropriate (e.g. characters, colours, instructions)
- implications of representation of floating point numbers for accuracy of calculations
- representation of arrays as well as sound and picture files
- Boolean operators (AND, OR, NOT)
- logic gates, basic computer circuits and the flip-flop
- using truth tables, karnaugh maps and simplifications using the specified list of logic laws to design logic circuits
- computer architecture – the fundamental components of a computer in the von Neumann architecture
- machine code and its relationship to high level languages such as Java
- the machine cycle required to add two numbers (fetch, decode, execute)
- operating systems and the role of the JVM.
- newer technologies and their relationship to basic computer architecture, such as multi core technology, and parallel computing.

Social / ethical issues and Professional Responsibility (10 hours)

Computer professionals have specialised knowledge and often have positions with authority. For this reason, they may have a significant impact on society, including many of the things that people value. Along with such power comes the duty to exercise that power responsibly.

Areas to be covered:

- career pathways, skills and education required
- the role of professional associations and codes of ethics
- responsibilities of the computing professional in the workplace
- responsibilities of those in positions of authority
- examples and consequences of technological errors, such as software bugs.

Computing Option (30 hours)

The skills gained in computer science are used to explore an area of interest in more depth. The option chosen must enable students to demonstrate problem solving skills, research, and technical communication skills. In addition, students must adhere to ethical and professional standards as they are prescribed in the course. The option product will be used to assess criteria 8, 9 and 1 or 6, along with at least one other criterion.

Housing and Design TASC 3

Pre-tertiary

Description

Housing and Design develops students' knowledge, skills and capabilities to respond to design problems relating to indoor and outdoor living spaces. Emphasis is placed on developing the architectural design skills of imagining, representing and testing design ideas, and application of research strategies to support this progress. Students will consider environmental, aesthetic, functional, social, technological and ergonomic influences and impacts within a range of housing and design projects.

Pathways

This course is a pathway for students intending to proceed to further studies in Environmental Design and Architecture, Interior Design, Building Design or Urban Planning. It is also relevant for students pursuing pathways in Design Teaching, Landscape Design, Furniture Design or Social Work.

Objectives

Housing and Design has strong links with the Science, Technologies and Arts learning areas. It complements senior secondary courses in art, graphics (including computer graphics) and environmental science, depending on students' pathways.

Structure

The course will develop design and generic capabilities through housing and interior design briefs. These will contain challenges and constraints through the application of design principles and information, including:

- Architectural design principles
- Environmentally sustainable practices
- Information about needs, precedents and influences.

Assessment

Students will develop knowledge and skills by undertaking a range of briefs which provide a foundation for completing an externally assessed individual design folio on a topic of their choice.

Information Systems and Digital Technologies TASC 3

Pre-tertiary

Description

This course empowers the learner in the competent use and understanding of information systems and digital technologies, through practical experiences. Real world scenarios provide the platform to explore current and emerging digital technologies including hardware and software applications.

At the core of the course is the appreciation of the development of information systems at several levels; from the global view where the intent, extent and implications are explored, to the implementation level where precision, and accuracy of detail is encouraged. Information Systems and Digital Technologies embodies the significance and impact of information systems in today's world of business and everyday life. As such, it provides crucial value adding to most other courses of study and subjects in Post Year 10 education and training.

Pathways

Students in an extensive range of disciplines would benefit from undertaking this course. It provides value added learning and understanding to students with a wide range of future pathways including tertiary and vocational. Examples of possible future areas of study include, but are not limited to: Information Technology; Business; Health; Law; Commerce; Engineering; Education; Arts; and Sciences.

Complementary studies in year 11 and 12 include subjects such as: Computer Science; Accounting; Business Studies; Economics; Legal Studies; English, Mathematics; and Science. In Vocational Education and Training this can include: VET Certificate I/II/III in Information Technology; Certificate II in Business; and Certificate I/II in Tourism; subjects.

Objectives

This course is designed to provide a theoretical and practical understanding of how information is processed and managed in a complex data driven world. Students develop a broad understanding of project management and related product development tools as well as knowledge of the wider information systems context: social, economic and legal.

Successful completion of this course enables students to have a deeper understanding of the processes and structures revolving around information systems and their relevance and importance in today's society.

The course is divided into six sections.

Structure

- Describing Information Systems
- Project Management (including the Project Lifecycle)
- Systems Development Lifecycle
- Social, Ethical and Legal Issues of Information Systems
- Design Develop and use the Tools of an Information System
- Applied IS Case Study (Major Project)

Technical Graphics TASC 2

Description

This subject develops your understanding of computer graphics processes, concepts and skills. You use design principles and a wide range of applications to prepare high quality graphic presentations and develop an understanding of the use of computer graphics and design across a range of industries. An emphasis on learning the 'tools' is a significant part of this subject. No previous experience is required but a background in computers would be useful.

Pathways

Technical Graphics TASC 3.

Structure

- Computer Graphics and the design process
- Computer hardware and software systems
- 3D modeling solutions
- 2D graphic solutions
- Animation
- Multimedia for presentation
- Management of resources and projects
- Major study

Assessment

The areas of study are assessed by practical and theory tasks that include design briefs and research assignments. On occasions you work as a member of a team. The midyear examination is a practical examination.

Technical Graphics TASC 3

Pre-tertiary

Description

This subject extends and applies your understanding of computer graphic processes, concepts and skills. You use design principles and practice to freely explore diverse applications, prepare high quality graphic presentations conforming to contemporary industry practice and develop an understanding of the use of computer graphics and design across a diverse range of industries, and its application to solving problems likely to be faced by industry.

It is expected that you have demonstrated progress towards the achievement of key competencies such as use of technology, solve problems, collect, analyse and organise information, and plan, organise and undertake activities.

Pathways

If you wish to do further study in any of the 'design' based fields, you will benefit from completing this subject. Past students have moved into many areas such as industrial/ product design, maritime engineering and architecture. If you are planning to go into the workplace you will be well grounded in computer hardware and software systems and the principles and practice associated with the production of computer graphics in a design context.

Structure

- Computer Graphics and the design process
- Computer hardware and software systems
- 3D modeling solutions
- 2D graphic solutions
- Animation
- Multimedia for presentation
- Management of resources and projects

Assessment

Assessment is by set tasks that include design briefs and research assignments. On occasions you work as a member of a team. There are two externally assessed components - a personal portfolio and a written 3 hour examination.

UTAS Object Design

Information for this subject is available on the UTAS [website](#).

Student Directed Inquiry TASC 3

Pre-tertiary

Please see Mrs Foster for more information if you are interested.

Vocational Education & Training (VET)

What are the benefits of the VET Certificates?

- Receive industry recognition as well as TCE credit for your studies.
- Begin your occupational training while still at school.
- Increase your personal range of work skills and use them outside the classroom.
- Follow clearly defined pathways to higher qualifications and/or worthwhile and rewarding careers.
- Get what you need – skills that give you an edge when you apply for a job or not.
- Gain confidence, maturity and improve your social skills – the very attributes every employer is looking for.

The following courses may be offered at Hutchins in 2020 (depending on demand). Please consult their [handbook](#) for further information:

- Certificate I in Construction
- Certificate I in Hospitality (Cookery)
- Certificate II in Hospitality/Tourism
- Certificate II in Engineering Pathways
- Certificate II in Marine Operations (Coxswain Grade 1 Near Coastal)
- Certificate II in Plumbing (pre-apprenticeship)
- Certificate III in Fitness
- Certificate III in Technical Production
- Pathways to Work TASC 1
- Working with Children TASC 2
- Study and Work Pathways Support Program School-Based Apprenticeship and Traineeship

CERTIFICATES

From the Tasmanian Qualifications Authority

The TQA issues three certificates: the Tasmanian Certificate of Education (TCE) qualification; the Qualifications Certificate (QC); and the Tasmanian Certificate of Educational Achievement (TCEA). Depending on achievements and personal circumstances a learner might get one, two or all three certificates. The diagrams below summarise the nature of the three certificates.

THE TASMANIAN CERTIFICATE OF EDUCATION (TCE)

All students who have successfully met the following requirements will get a TCE:

- 'Everyday adult' standards in:
 - reading, writing and communication
 - mathematics
 - use of computers and the internet
- Participation and Achievement
- Pathway Planning.

The TCE requires students to have everyday adult skills in reading, writing, communicating, mathematics, use of computers and the internet. These can be demonstrated in a number of ways. See the webpage: www.tqa.tas.gov.au/1906

The TCE requires a significant amount of learning at a set standard. The TQA will recognise a very broad range of learning, and is very flexible about where, when and how that learning happens. See the webpage: www.tqa.tas.gov.au/1906

Most students will meet this standard by developing a plan during year 10 and reviewing their progress at some time before they finish their senior secondary education and training. See the webpage: www.tqa.tas.gov.au/1906

QUALIFICATIONS CERTIFICATE (QC)

All students who have successfully completed at least one of the following will get a Qualifications Certificate:

- TQA accredited courses
- VET qualifications or units of competency
- TQA recognised courses.

www.tqa.tas.gov.au/2429

These are senior secondary courses accredited by the TQA. Courses like Foundation English (TQA2) and Sport Science (TQA3) are TQA accredited courses. See the webpage: www.tqa.tas.gov.au/1053

These are nationally recognised Vocational Education and Training (VET) qualifications and competencies. Examples include: THH21897 Certificate II Hospitality (Operations); and AUR70314A Contribute to workplace communications. See the website: www.ntis.gov.au

These are courses not accredited by the TQA but ones that the TQA recognises. Examples include: Queen's Guide; International Baccalaureate; the ICDL; AMEB music qualifications; The Duke of Edinburgh Awards; and UTAS High Achievers Program courses. See the webpage: www.tqa.tas.gov.au/1689

TASMANIAN CERTIFICATE OF EDUCATIONAL ACHIEVEMENT (TCEA)

- For some students the QC and TCE will not give an adequately just and fair description of their educational participation and achievement
- The TCEA can recognise such achievement in a descriptive, personalised way
- Students, education providers and the TQA work together to produce a TCEA.

Some students have personal circumstances that significantly impact on their learning. For example, long periods of illness, learning disabilities or critical family issues to deal with. An award like a 'PA' might not really be a fair indication of what such a student has achieved.

The TCEA describes a student's learning and achievements in words rather than simple, standardised award codes like 'SA' or 'Pass'. The text of the TCEA is written by the learner's course provider in collaboration with the student and is checked by the TQA.

The process for producing a TCEA is a bit complex because each certificate is a personalised account of a student's learning. This is explained in the TCEA Guidelines document on the webpage: www.tqa.tas.gov.au/2218

Contact: Tasmanian Qualifications Authority

Phone: 03 6233 6364

Email: reception@tqa.tas.gov.au

Mail: P.O. Box 147, Sandy Bay, Tasmania, 7006

Subject Index

A

Accounting TASC 3 - Pre-tertiary 46
Ancient History TASC 3 70
Art Production TASC 3 - Pre-tertiary 12
Art Studio Practice TASC 3 - Pre-tertiary 14
Athlete Development TASC 2 27
Australia in Asia and the Pacific TASC 3 - Pre-tertiary 42

B

Biology TASC 3 - Pre-tertiary 59
Business Studies TASC 3 - Pre-tertiary 48

C

Certificate I in Construction 94
Certificate I in Hospitality (Cookery) 94
Certificate II in Hospitality/Tourism 94
Certificate II in Engineering Pathways 94
Certificate II in Marine Operations (Coxswain Grade 1 Near Coastal) 94
Certificate II in Plumbing (pre-apprenticeship) 94
Certificate III in Fitness 94
Certificate III in Technical Production 94
Chemistry TASC 4 - Pre-tertiary 61
Computer Graphics and Design - Foundation TASC 2 85
Computer Graphics and Design TASC 3 - Pre-tertiary 87
Computer Graphics and Digital Technologies TASC 2 88
Computer Science TASC 3 - Pre-tertiary 89

D

Design and Production (Metal) TASC 2 17
Design and Production (Wood) TASC 2 17
Drama TASC 3 - Pre-tertiary 18

E

Economics TASC 3 - Pre-tertiary 72
English Foundation TASC 2 23
English TASC 3 - Pre-tertiary 24
English as an Additional Language or Dialect (EAL/D) TASC 2 22
English as an Additional Language or Dialect (EAL/D) TASC 3 - Pre-tertiary 22
English Literature TASC 3 - Pre-tertiary 25
English Writing TASC 3 - Pre-tertiary 26
Environmental Science TASC 3 - Pre-tertiary 62

F

Food, Cooking & Nutrition TASC 2 29
Food & Nutrition TASC 3- Pre-tertiary 31
French TASC 3 - Pre-tertiary 40

G

General Mathematics - Foundation TASC 2 50
General Mathematics TASC 3 - Pre-tertiary 51
Geography TASC 3 - Pre-tertiary 73
German TASC 3 - Pre-tertiary 42

H

Health Studies TASC 3 - Pre-tertiary 33

Housing and Design TASC 3 - Pre-tertiary 90

I

Information Systems & Digital Technologies TASC 3 - Pre-tertiary 91

J

Japanese TASC 3 - Pre-tertiary 43

L

Legal Studies TASC 3 - Pre-tertiary 75

Life Sciences TASC 2 63

M

Mathematics Methods - Foundation TASC 3 - Pre-tertiary 53

Mathematics Methods TASC 4 - Pre-tertiary 54

Mathematics Specialised TASC 4 - Pre-tertiary 55

Media Production TASC 3 - Pre-tertiary 19

Modern History TASC 3 - Pre-tertiary 76

Music TASC 3 - Pre-tertiary 19

Music Studies TASC 2 20

UTAS Music Technology Projects - Foundation 20

O

Outdoor Education TASC 2 35

Outdoor Leadership TASC 3 - Pre-tertiary 35

P

Philosophy TASC 3 - Pre-tertiary 78

Physical Sciences TASC 3 - Pre-tertiary 64

Physical Sciences - Foundation 66

Physics TASC 4 - Pre-tertiary 67

Psychology TASC 3 - Pre-tertiary 80

S

Sociology TASC 3 - Pre-tertiary 81

Sport Science TASC 3 - Pre-tertiary 36

Student Directed Inquiry TASC 3 - Pre-tertiary 94

Studies of Religion TASC 3 - Pre-tertiary 84

T

Technical Graphics TASC 2 92

Technical Graphics TASC 3 - Pre-tertiary 92

Theatre Performance TASC 3 - Pre-tertiary 21

W

Working With Children TASC 2 38

Workplace Maths TASC 2 56