



Launceston
Grammar

EST. 1846

TCE Student Handbook / 24

Senior Campus



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Subject Selection Procedure

Thursday 27 July

Introductory meeting for current Grade 10 students held during Period 3 in the Auditorium. There will be presentations by the Director of Teaching and Learning/TASC Liaison Officer.

Friday 28 July

Meeting for current Grade 11 students held during Period 3 in the Auditorium. There will be presentations by the Director of Teaching and Learning and the TASC Liaison Officer.

Monday 31 July – Friday 4 August (excluding Thursday 3 August)

During period 3, current Grade 10 students will have the opportunity to meet with subject co-ordinators, hear them speak and investigate subjects on offer.

Tuesday 1 August

Grades 10, 11 and 12 (2024) Course Selection Information Evening.

Parents to be presented with information on Grammar course selection processes, university entrance and requirements of the TCE. Opportunities for discussion with relevant staff will be provided.

Weeks 2-4

Individual student meetings with Heads of House and other members of the Teaching and Learning leadership team to discuss subject selection choices being considered.

Monday 21 August

Final date for the on-line submission of subjects for 2023 using **Edval WebChoice** (after this date WebChoice will not be available).

Tuesday 22 August

To complete the process all students must **ensure that a printout of the TCE planner and signed confirmation of submission of subjects** has been handed into the Teaching and Learning Office.

October

The lines for 2024 will be published based on the students' subject choices. Where an insufficient number of students have enrolled for a course to be run, alternative options will be sought. This may mean that the subject operates with reduced contact hours, or alternatively, the subject may be sought at either Scotch Oakburn College, St Patrick's College or Launceston Christian School under the Co-operative programme.

Heads of House, tutors and subject co-ordinators will be further involved in discussions concerning subject choices and, where necessary, contact will be made with students and/or parents if changes are deemed necessary or desirable.

During this period there is also opportunity for students to request changes in subject choices.

November

Course details for 2024 distributed to students.

Using WebChoice to Register your Subject Selection

Students will need to enter their chosen subjects for 2024 directly into our timetabling software called Edval. This is done using an interface called [WebChoice](https://spring.edval.education/login) (<https://spring.edval.education/login>).

Students will receive a 5-character Login code via their school email in the next few days which you enter in WebChoice.

Yr11+12_electives 2018

Grade 11 (2018) Subject Selection Online Submission Form. Please select five subjects in order of priority and provide two reserve preferences. Study can only be selected as your fifth preference or as a reserve.

Main Units	Subject	Units	Reserve Units	Subject	Units
English	<input type="text"/>	0	Reserve 1	<input type="text"/>	0
Priority 2	<input type="text"/>	0	Reserve 2	<input type="text"/>	0
Priority 3	<input type="text"/>	0			
Priority 4	<input type="text"/>	0	Reserve Units:		0
Priority 5	<input type="text"/>	0			
Offline 1	<input type="text"/>	0			
Offline 2	<input type="text"/>	0			
Offline 3	<input type="text"/>	0			
Offline 4	<input type="text"/>	0			
Main Units :		0			

Select preferences from the drop down menus.
5 preferences and 2 reserve preferences must be selected. **Offline subjects** are optional.

Notes:

- An English subject is compulsory for Grade 11 students and must be selected as Preference 1. Semester 1 Grade 10 results will be checked to see if students meet the minimum requirements for the chosen English subject
- Students will not be able to submit their preferences unless they have chosen a minimum of 5 preferences and 2 reserve preferences
- Study can only be selected as Priority 5 or as a reserve
- Offline subjects mainly run outside of normal lesson times. VET and UTAS HAP subjects may cut across timetabled lessons.
- The final subject printout must be signed by one parent and handed into the Teaching and Learning Office by Tuesday 22 August.
- Semester 1 Grade 10 results will also be checked to see if the minimum requirements for some Science and Mathematics subjects.

Launceston Church Grammar School Student Portal

Year : 2017

Peter Pan (Test student Yr11)

Sign out

Show Forms

Menu

Yr11+12_electives 2017

Rules reminder

Submit

Grade 11 (2017) Subject Selection Online Submission Form. Please select five subjects in order of priority and provide two reserve preferences. Study can only be selected as your fifth preference or as a reserve. You may add up to four offline subjects. Please submit your online form by Friday 12 August.

Main Units	Subject	Units	Reserve Units	Subject	Units
English	<input type="text"/>	0	Reserve 1	<input type="text"/>	0
Priority 2	<input type="text"/>	0	Reserve 2	<input type="text"/>	0
Priority 3	<input type="text"/>	0			
Priority 4	<input type="text"/>	0	Reserve Units:		0
Priority 5	<input type="text"/>	0			
Offline 1	<input type="text"/>	0			
Offline 2	<input type="text"/>	0			
Offline 3	<input type="text"/>	0			
Offline 4	<input type="text"/>	0			
Main Units :		0			

Remember to click on Submit and then hand the signed printout to the Teaching and Learning Office with a TCE Course Planner by Tuesday 22 August.

Subject preferences for 2024 must be entered into Edval by Monday August 21

TCE Studies at Grammar

The first step towards an informed choice of subjects is to ensure you gain the **Qualifications Certificate** which provides for a general education for life, citizenship, a pathway to TAFE and the workforce. You should also consider subjects which enable you to attain **Tasmanian Certificate of Education (TCE)** which will lead you to being eligible to continue your studies at university. On average, 95% of Launceston Church Grammar School Grade 12 students achieve the TCE.

Although some students will have chosen their future direction and might already be starting to specialise in curriculum areas such as Science, Humanities, the Arts, or the practical subjects, most students should be thinking of a broad-based academic programme.

At Launceston Church Grammar School students are offered a large selection of subjects that are accredited by the Office of Tasmanian Assessment, Standards and Certification (TASC) as well as opportunities for students to access Vocational Education and Training (VET) courses, and a limited number of first-year university (UTAS) subjects.

TASC accredited courses (including TCE senior secondary courses)

TCE level 3 & 4 subjects are eligible to be counted towards university entrance (known as pre-tertiary subjects) and can contribute to a student's **Australian Tertiary Admission Rank (ATAR)**.

All TASC accredited subjects are designated according to their length of study:

15 credit points = 150 hours

10 credit points = 100 hours

5 credit points = 50 hours

To fulfil the requirements of the TCE students must use the on-line TCE Course Planner to ensure that their programme of study is appropriate and meets the minimum of 120 points over the two senior secondary years of study.

Grade 11

All Grade 11 students are required to study one of the English subjects on offer. In addition, students should then choose the equivalent of three other level 2, 3 or 4 subjects.

Grade 11 students selecting an academically challenging load, of at least 3 pre-tertiary subjects and one level 2 subject, may opt for a study line. Students not meeting these parameters will only be considered for a study line in consultation with the Director of Teaching and Learning and the Head of Learning Support.

Grade 11 students are encouraged to select their programme of study with their current academic performance in mind. Grade 10 results of Satisfactory Achievement indicate the need for some subjects to be taken at non pre-tertiary level and there are many TASC Level 2 subjects from which to choose. Students who are achieving High Achievement and Exceptional Achievement results at Grade 10 level would enjoy success with three, four or even five TASC pre-tertiary subjects.

Grade 12

Grade 12 students aiming for university entrance should be planning their course of study around maximising their ATAR score. **Only two subjects studied in Grade 11 can contribute to the ATAR score** which is calculated on the student's best five results in TASC pre-tertiary subjects. Thus, it is important to save three of their strongest subjects for Grade 12 and students should consider how they

can best prepare for those subjects in Grade 11. To be eligible for the calculation of an ATAR, students will have to have met the standards for the award of the TCE.

Grade 11/12 subjects will be timetabled in **five lines**. The placement of subjects in these lines will be made to achieve the best possible match with student subject choices, consistent with room and staff constraints.

With arrangements set in place at LCGS, Scotch Oakburn College, St Patrick's College and Launceston Christian School, it is sometimes possible to take a subject not readily available at Grammar at one of the other three schools. The timetable is designed to facilitate this sharing of resources to advantage all students. More details on this highly successful programme are available under the heading Co-operative Programme.

It may well be difficult to determine which subjects to study during the next two years. Some important criteria to consider are:

- Have I planned a course of study that will fulfil the requirements of the TCE?
- Do I need the subject as a pre-requisite for university or other training?
- Does the subject tie in with planned courses for Grade 12?
- Do I think I will enjoy the subject?
- Will the subject help me grow as an individual/citizen/future parent?
- Have I chosen a balanced package of study?
- Have I selected subjects based on my passions, interests and strengths?

Career Planning and Subject Selection

When selecting subjects for Grade 11 and 12, students should take into account their interests and strengths in the subjects studied thus far as well as focusing on possible career options.

Through discussions with our Career Advisor and active involvement in the School's Grade 10 Futures Programme, including the Morrisby Profile, students may have already identified career options of particular interest. Having determined their essential subjects, students are encouraged to then choose others for interest, balance (such as considering the amount of subjects requiring portfolios) and personal development, at all times keeping in mind the requirements of the TCE. It is very important to pay particular attention to further education course subject prerequisites.

Students should consider the recommendations below prior to submitting their course selection. For clarification on prerequisites it is always advisable to visit the Careers Centre.

Students joining the School in Grade 11 are encouraged to make an appointment with our Careers Advisor before completing their course selection.

Recommendations for Apprenticeship Pathways

To improve the chances of securing an apprenticeship, it is important for students to work hard in all of their subjects and demonstrate a genuine interest in the relevant industry. To demonstrate this interest, students may:

- Choose relevant subjects; for example a student wishing to gain an apprenticeship in the construction industry may consider studying General Mathematics – Foundation and VET Construction;
- Undertake work experience in the industry of interest; and
- Participate in taster programs in the industry of interest.

Attainment of the TCE is also very highly regarded amongst most employers.

Recommendations for Higher Education (e.g. University, TAFE) Pathways

Students who wish to undertake tertiary study are encouraged to consider:

- Prerequisite subjects required for tertiary courses of interest;
- Choosing subjects which provide access to the widest range of common prerequisite subjects; for example, studying Physical Sciences 3 in Grade 11 is required for students who wish to undertake Physics 4 and/or Chemistry 4 in Grade 12;
- Subjects which may help explore a career of interest; for example Psychology 3 may not be a prerequisite subject for a Psychology qualification but studying it will provide some insight into this discipline and what it may be like to study it at a tertiary level; and
- Choosing subjects which will provide foundational knowledge for further study; for example, Biology 3 may not be a prerequisite subject for a Nursing qualification but it may be helpful when studying Nursing at TAFE or university.

Useful Resources for Researching Options beyond Grade 12

The Good Universities Guide

www.gooduniversitiesguide.com.au

The Good Universities Guide will help you find courses at Australian universities, TAFEs and training colleges, organised by State/Territory and level of study. Use the “Scholarships” tab to search for a wide range of scholarships offered throughout Australia and view the “Education News” tab for information on job and industry growth areas.

My Future

www.myfuture.edu.au/userhome#/

You will need to sign-up to access this site but it does offer extensive research options, including an online profile quiz and short videos on the day to day work involved in specific professions.

Job Outlook

www.joboutlook.gov.au

An Australian Government resource, detailing current and projected job opportunities by industry, wage levels, skills required and training opportunities.

ComparED

www.compared.edu.au

The ComparED website helps you compare official study experience and employment outcomes data from Australian higher education institutions. Create your own shortlist to compare different study areas and institutions.

myskills

www.myskills.gov.au/

Provides information about vocational education and training options.

Australian Apprenticeships

www.australianapprenticeships.gov.au

Quick and easy access to information regarding Australian Apprenticeships.

Study Assist

<http://studyassist.gov.au/>

Information for students about government assistance for financing tertiary study.

Study Overseas

www.studyoverseas.gov.au/sites/studyoverseas

This is an excellent starting point for an overview of the popular study destinations for Australian citizens. It provides information about the structure of academic systems, work and internships, costs, visas and insurance, and accommodation and transport.

Institution Brochures

The Careers Office stock a wide range of brochures from universities, TAFEs and other education providers. Students are encouraged to visit individual university websites for the most detailed and up-to-date information.

Open Days

Most large education providers hold one or more Open Day events, typically in July-August, which are a great opportunity to familiarise yourself with the courses, facilities and accommodation options. If you

are unable to visit the designated Open Day, most providers are happy to conduct a tour for you at another time; just be sure to provide them with at least two weeks' notice of your planned visit.

Visitors to the School

The Careers Centre facilitates a huge range of visits by education providers, employers (e.g. Tasmania Police and the Defence Force) and former students with interesting career journeys to share. These visits are all promoted through Daily Notices and email. All students are welcome to attend these sessions, which are held in recess or lunchtime.

If you have an interest in a particular occupation or education provider, I am very happy to organise a visitor to suit.

Contact

Mrs Fiona Symons
Careers Advisor

The Tasmanian Certificate of Education

The **Office of Tasmanian Assessment, Standards and Certification** issues three certificates:

1. Qualifications Certificate
2. Tasmanian Certificate of Education (TCE)
3. Tasmanian Certificate of Educational Achievement (TCEA)

This extract is taken from the TASC website and should be read in conjunction with the summary provided at the end of this section.

1. The **Qualifications Certificate** is a certificate available to all Tasmanians who have gained one or more post Year 10 qualifications, accredited or recognised by TASC. Your Qualifications Certificate will include all your qualifications in courses approved by TASC, including TASC approved syllabuses, VET certificate courses or other recognised formal learning such as:

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

The Qualifications Certificate will be issued in December to Grade 12 students finishing their senior secondary education and training. A person achieving an additional qualification after Grade 12 may request an updated qualifications certificate.

2. The **Tasmanian Certificate of Education (TCE)** is the Tasmanian senior secondary certificate requiring the highest level of educational achievement. Students need to achieve the TCE to receive an ATAR for university entrance.

To achieve the **Tasmanian Certificate of Education** students must

- **Complete the equivalent of a two-year programme of senior secondary studies with a significant amount of learning at a set standard**
- **Meet a set of standards for everyday adult reading, writing, communication, mathematics, use of a computer and the internet**
- **Develop and review plans for the future.**

Studies can also include Vocational Education and Training (VET) competencies and certificates, traineeships and apprenticeships.

To achieve the TCE students will have to meet or do better than a set of **five standards** –

- Literacy
- Numeracy
- Information communication technology (ICT) skills

- Participation and achievement, and
- Pathway planning.

Many of these standards are met through studying TASC accredited courses, vocational education and training (VET) courses and other TASC endorsed courses. Results in some of these courses are approved by TASC as showing that literacy, numeracy and ICT requirements have been met.

Grade 12 students usually gain entry to university courses using their ATAR score which is calculated from their achievement in TASC level 3 & 4 subjects. To be eligible for the calculation of an ATAR, students will have to meet the standards for the award of the TCE. Please refer to the section on university entrance requirements for further information.

Tasmanian employers are very supportive of the TCE qualification because its standards match important skills people need for employment, further education and training.

Literacy Standard

The standard is based on 'everyday adult reading, writing and oral communication' - for example, reading procedures and instructions, interpreting information from diagrams, graphs and charts, writing a brief formal letter, using questions to gather information and provide a verbal report.

Many students will show that they meet or do better than this standard by the results they get in senior secondary subjects. Examples of subjects that meet the standard are:

- English Literature 3
- English 3
- English Foundations 2.

Other students will have successfully completed vocational education and training (VET) units to show that they meet or do better than this standard. Some students gain results prior to the start of Grade 11 that will be acceptable as showing that they meet or do better than this standard.

Numeracy Standard

The standard is based on 'everyday adult maths' - for example, using common maths knowledge and skills to measure, solve basic problems, develop budgets, collect survey information and interpret it, and carry out calculations involving fractions and metric quantities. Many students will show they meet or do better than this standard by the results they get in senior secondary subjects: Examples of subjects that meet the standard are:

- Accounting 3
- General Mathematics Foundation 2
- Mathematics Methods 3
- Physical Science 3.

Other students will have satisfactorily completed VET units to show that they meet or do better than this standard. Some students gain results in Grade 10 that will be acceptable as showing that they meet or do better than this standard.

Information and Communication Technology Standard

The standard is based on 'everyday adult use of computers and the internet' - for example, using a computer, using a word processor and spread sheet, sending and receiving information by e-mail, and

searching the internet. Many people will show they meet or do better than this standard by the results they get in senior secondary subjects where computers must be used. Examples of subjects that meet the standard are:

- Media Production 3
- Sociology 3
- English Literature 3.

Other students will have passed VET units to show that they meet or do better than this standard.

TASC Tests for Everyday Adult Skills in Literacy, Numeracy and ICT

A small number of students may not have met one of the three standards indicated above. In such cases 'safety net' testing of the particular skill set will be available at Launceston Grammar in mid-June and mid-September each year. Further information can be found from the <https://www.tasc.tas.gov.au/students/qualifications/tce-everyday-adult-standards-skill-tests/?highlight=safety>

Please use link <https://www.tasc.tas.gov.au/students/course-planner/> to check if your proposed course meets any of the 3 standards.

Participation and Achievement Standard

The participation and achievement standard for the TCE says that students must achieve 'a significant amount of learning at a set standard'.

Each type of learning has been given a **credit points** value. **A student will need to have a minimum of 120 credit points gained over the two years** with at least 80 points in studies rated at complexity level 2, 3 or 4. The credit points allotted to each subject offered at Grammar are indicated in the information on every subject information page found in our handbook.

In order for a result in an accredited TASC course to contribute towards the participation and achievement requirement a student must achieve an award of at least a Preliminary Achievement (PA).

In addition to TASC subjects, the following courses are also recognised by TASC as contributing towards the participation and achievement requirement of the Tasmanian Certificate of Education:

- Australian Music Examinations Board (AMEB)
- Civil Aviation Safety Authority
- Duke of Edinburgh's Award in Australia
- Enterprise Education Certificate (NextGen enterprise)
- Guide Association of Australia (Tasmania)
- Scout Association of Australia (Tasmania)
- St Cecilia School of Music
- Trinity College
- University of Tasmania High Achievers Program
- VET Certificates.

TCE Course Planner

To assist students to plan their programme of study over two years, TASC have developed the TCE Course Planner which is available online. The planner is an Excel spreadsheet that will automatically tally up TCE, VET and other courses in terms of the amount of credit and the level of credit generated. It will also indicate whether the amount is sufficient to meet TCE requirements. In addition, it will indicate if the courses chosen will contribute to meeting the literacy, numeracy and ICT standards. **Each student is expected to submit a copy of their planner to the Director of Teaching and Learning 10-12 at the same time that their subjects are registered.**

The TCE Course planner can also be found on the TASC website
<https://www.tasc.tas.gov.au/students/course-planner/>

Pathway Planning Standard

The standard is “to have developed and reviewed plans for education and training”. Most students will meet this standard by developing a plan during Grade 10 and reviewing their progress at some time before they finish their senior secondary education and training. All Tasmanian schools are required to ensure that Grade 10 students develop a pathway plan and register it with TASC by the end of the year. A student's plan will include their career goals and the education and training they need to reach these goals.

Essential Reading - TASC The Tasmanian Certificate of Education and Related Certificates

This link will provide the answers to many questions about the TCE
<https://www.tasc.tas.gov.au/students/qualifications/>

More information on the Tasmanian Certificate of Education is available from the TASC website at
<https://www.tasc.tas.gov.au/students/qualifications/tasmanian-certificate-of-education-tce/>

3. **The Tasmanian Certificate of Educational Achievement** 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 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 TCE along with the TCEA.

TCE Subjects, Assessment and University Entrance

Beyond Grade 10

The Tasmanian Government increased the education and training leaving requirements in 2020, setting additional requirements for education and training providers, young people, and parents and guardians to ensure young people are supported in planning and staying engaged with post-Year 10 education and training. One of the most significant changes in the Act was raising the minimum leaving age from 17 to 18 years (effective 1 January 2020). According to the policy, “These changes promote and reinforce the idea that Year 12 (or a Certificate III) is the minimum educational standard that young people need to achieve in order to have the best possible foundation for further learning, life and work. It also supports and encourages young people to achieve higher levels of education, which are associated with significant benefits such as increased employment opportunities, higher income, better health, greater life expectancy, community participation and self-reported satisfaction in life.”

Launceston Grammar School is committed to supporting students post-Grade 10 with a vast array of senior secondary programs designed to engage, extend and educate. We are committed to personalising pathways designed to support students to succeed both in school and into their adult lives.

<https://publicdocumentcentre.education.tas.gov.au/library/Shared%20Documents/Approved-Learning-Program-Requirements-and-Guidance.pdf>

Nomenclature

There is a continuous programme of review and reaccreditation of TASC subjects. The subjects are coded using 9 characters. For example, English 3 is coded ENG315117.

ENG	3	15	1	17
A	B	C	D	E

A	Three letters identify the course name	ENG English
B	Level of complexity	Level 3
C	Number of credit points	15 Credit points
D	Version	1
E	Year of accreditation	(20)17

Methods of Assessment

All assessment information relating to individual subjects offered in this handbook, including criteria, standards, subject outlines and past examination papers, is available on the TASC website. Each subject outline contains a link to the respective syllabus documentation on the website.

All currently accredited TCE courses use assessment based on specific criteria identified in the documentation for each course. In all TASC subjects, students are assigned ratings, one on each of the criteria. Where there is an external assessment component, there are normally twelve ratings. Five of the criteria assessed both externally and internally and the remainder assessed internally. Most newly accredited TASC courses will continue with criterion-based assessment although some of the new

courses will be competency based. Please note: when accessing TASC courses online, ensure they are the current iteration of the course as noted under the subject title.

Ratings

In criterion-based assessment a student will receive an A, B, C, t, or z rating as follows:-

A	=	Outstanding achievement in this aspect of the work
B	=	Very good achievement in this aspect of the work
C	=	Sound achievement in this aspect of the work
t	=	Minimum standard has not been achieved in this aspect of the work
z	=	No evidence of achievement has been presented for assessment

In competency-based assessment two ratings only are used: “competent” or “not yet competent”.

Standards

The TASC subject documentation describes standards. It sets out requirements for assessing, recording and validating judgments of standards. Regular meetings of teachers are held to ensure standards are moderated between schools and colleges. TASC subjects are required to undergo quality assurance processes.

Awards

In TCE subjects the ratings on the individual criteria will be determined by using standards indicated within the subject syllabus documents and the overall result on the subject determined as one of these five awards.

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

This is the result for the subject which will be displayed on the student's Qualifications Certificate. If the student does not satisfy the requirements for PA, they will not receive an award at all.

For new TASC subjects that are competency-based a successful student receives the award Satisfactory Completion *or* Pass on their Qualifications Certificate.

Subject Scores and Scaling

Pre-tertiary subjects are defined as those subjects which contribute scores towards a student's Australian Tertiary Admission Rank (ATAR). TASC pre-tertiary courses are assessed using internally assessed criteria, some of which are also assessed externally. These results are combined using an algorithm to generate the student's award for the course and the ATAR score. The range of scores for each course is then scaled to take into account the degree of difficulty of the course.

The aim of scaling is to ensure there is no systematic advantage/disadvantage to students based purely on their selection of subjects. TASC calculates a score for each of the awards in each TASC pre-tertiary subject; the scaled ranges for each subject in the previous year can be downloaded from <https://www.tasc.tas.gov.au/about/data/open-access-data/>. The score given to awards in subjects is based on the results of the students in the current year and therefore cannot be determined until marking has been finalised. Subject award scores vary from year to year. The method used in the determination of scores maintains comparability between years.

The best advice to a student is to choose subjects for interest, for challenge and for relevance to future plans; subject choice should not be based on previous years' scores.

What is the ATAR?

The ATAR (Australian Tertiary Admission Rank) is a percentile ranking of students using their initial scores. It is calculated from the total scores of a student's best three TASC Level 3 or 4 subjects taken in Grade 12, together with the best score/s of up to two other TASC Level 3 or 4 subjects from either Grade 11 or 12.

University Entrance

To be eligible for an ATAR a student must have:

- Met the standards of the Tasmanian Certificate of Education
- Achieved during the previous three years at least a Satisfactory Achievement (SA) award or equivalent in at least four Level 3 or Level 4 TASC accredited senior secondary courses with external assessment
- At least four scaled scores in different courses with a total size value of at least 60, and
- A learner's ATAR is based on the aggregate best-five equivalent (total size value of 75) scaled scores
- At least the equivalent of three (total size value 45) of the results counted towards a student's ATAR must be from senior secondary courses **or the University of Tasmania units studied that year**
- Scaling is applied each year to the scaling data sets for accredited senior secondary courses at Level 3 or Level 4 and approved the **University of Tasmania units at Foundation level and above.**

Depending on the course there may be subject pre-requisites. It is important to check with our Careers Advisor to determine well in advance the requirements for each course. For entry to faculties where the numbers are restricted by a quota, acceptance is based on the student's ATAR.

For further details visit the UTAS website www.utas.edu.au

To be eligible for the calculation of an ATAR students will have to have met the standards for the award of the TCE

Tasmanian Certificate of Education Course Planner

The TCE Course Planner is designed to assist students in putting together a program of study to achieve all the requirements to be awarded in the Tasmanian Certificate of Education. It is intended to be a guide for building a course that meets these minimum requirements. However, TASC does not accept any responsibility for any program that does not meet the requirements. This is the responsibility of the student in association with the school or college.

The Planner will automatically tally up TCE, VET and other courses in terms of the amount of credit and the level of credit generated and indicate whether the amount is sufficient to meet TCE requirements. In addition, it will indicate if the literacy, numeracy and ICT standards will be met.

The TCE Course Planner can be found at <https://www.tasc.tas.gov.au/students/course-planner/>

Grade 11 students – please list ALL subjects chosen for study in Grade 11 **PLUS** your proposed subjects for Grade 12. Include main preferences and offline subjects but not reserve subjects.

Grade 12 students – please list ALL subjects studied this year in Grade 11 as well as those chosen for Grade 12 next year. Include main preferences and offline subjects but not reserve subjects.

If you have studied Mathematics Methods Foundation in Grade 10, you should also include this subject in your TCE Planner.

A full list of subjects on offer for next year is available on myGrammar.

TCE Course Planner

[back to Students](#) <

You can find the current courses available in Tasmania using the TCE course planner.

You can check the number of TCE credit points you could achieve for your program of study. The planner indicates if your selected course includes the [TCE standards](#).

Please note that not every course in the planner is offered each year. You should check with your school which courses they are offering.

Search by course name or code...

Filter by study area or difficulty ▾

Your TCE course plan

60
TCE CREDIT POINTS

Search by course name or code...

Filter by study area or difficulty ▾

ENGLISH

0 TCE CREDIT POINTS	Level 0 Basic Communication	Add to plan (+)
15 TCE CREDIT POINTS	Level 1 English as an Additional Language or Dialect	Add to plan (+)
10 TCE CREDIT POINTS	Level 1 Practical English	Add to plan (+)
15 TCE CREDIT POINTS	Level 2 English Applied	Add to plan (+)
15 TCE CREDIT POINTS	Level 2 English as an Additional Language or Dialect	Add to plan (+)
10 TCE CREDIT POINTS	Level 2 Essential Skills - Reading and Writing	Add to plan (+)
15 TCE CREDIT POINTS	Level 3 English	Add to plan (+)

Your TCE course plan

60
TCE CREDIT POINTS

ENGLISH

Level 2

English Foundations

15
TCE CREDIT POINTS

HEALTH AND PHYSICAL EDUCATION

Level 3

Health Studies

15
TCE CREDIT POINTS

HUMANITIES AND SOCIAL SCIENCES

Level 3

Sociology

15
TCE CREDIT POINTS

MATHEMATICS

Level 3

General Mathematics

15
TCE CREDIT POINTS

Everyday adult standards check

✓ Reading and writing standard

✓ Mathematics standard

✓ Computers and internet standard

SHARE

TCE Course Planner

back to Students <

Shared Plan

60
TCE CREDIT POINTS

ENGLISH

Level 2

English Foundations

15
TCE CREDIT POINTS

HEALTH AND PHYSICAL EDUCATION

Level 3

Health Studies

15
TCE CREDIT POINTS

HUMANITIES AND SOCIAL SCIENCES

Level 3

Sociology

15
TCE CREDIT POINTS

MATHEMATICS

Level 3

General Mathematics

15
TCE CREDIT POINTS

Everyday adult standards check

✓ Reading and writing standard

✓ Mathematics standard

✓ Computers and internet standard

USE AS BASE

Features

- TASC accredited and recognised courses and qualifications, and AQF vocational education and training units of competency and qualifications can be added to an individual's planner either by typing in a course code (if known) or via a search on key words or parts of a code
- The planner gives immediate feedback on how the course/s selected contribute to meeting the standards of the TCE
- The planner can be printed or saved for future use/updating.

Notes

- It is important to realise that the planner's feedback is based on the assumption that a learner successfully completes the course/s. For the literacy, numeracy, and ICT standards 'successful completion' means getting a 'Pass/SA' award or better. For the participation and achievement standard it means gaining an award, so a 'PA' or better can generate the credit points used to measure this standard.

Choosing Subjects with Folios

A number of TASC pre-tertiary subjects require students to complete externally assessed folios. Students are set precise guidelines for the completion of each folio including the date for submission to their subject teacher. The folios are assessed internally before being sent to TASC for external marking. Students are advised to consider carefully the number of subjects they choose which have an externally assessed folio as a major component of the assessment. In deciding to study two folio-based subjects students should be aware of the likely due dates of each folio to ensure there is no overlap. **It is strongly recommended that no more than two subjects involving externally assessed folios are chosen in one year.** The 2023 dates are included as a guide to what is expected next year.

Due to teacher dates for 2023

Due to teacher by 5:00 pm	Course (in due date order)
Wednesday, 13 September	ENL315114 English Literature
Wednesday, 20 September	BHP315116 Psychology
Wednesday, 20 September	DNC315120 Dance, Choreography & Performance: <i>Critical Analysis</i>
Wednesday, 20 September	HDS315118 Housing and Design
Monday, 25 September	TDS315123 Transdisciplinary Science
Wednesday, 18 October	DNC315120 Dance Choreography & Performance: <i>Choreographic Reflections (solo and group)</i>
Wednesday, 18 October	BHS315116 Sociology
Wednesday, 18 October	ARA315116 Art Theory and Criticism
Friday, 20 October	SDI315117 Student Directed Inquiry
Friday, 20 October	ENW315114 English Writing
Wednesday, 25 October	MED315117 Media Production
Wednesday, 25 October	CGD315118 Computer Graphics and Design
Wednesday, 25 October	MSM315120 Music: <i>Composition</i>
Wednesday, 1 November	AGR315117 Agricultural Systems
Wednesday, 1 November	EDN315123 Engineering Design
Wednesday, 1 November	TAS315119 First Nations
Wednesday, 1 November	ART315123 Visual Art
Wednesday, 1 November	ART315214 Art Studio Practice

Co-operative Programme

An arrangement between Launceston Church Grammar School, Scotch Oakburn College, St Patrick's College and Launceston Christian School enables students at each school to gain access to specialist subjects which might not otherwise be available to them because of the small numbers of students wishing to study them. For this purpose, the four schools timetable common lines allowing students to study a subject at another school without interruption to the rest of their academic programme. All classes on the common lines occur in double lessons and students travel between schools during recess or lunchtime. Students do not miss any class time in other subjects. Assessment, reports and transport arrangements are handled collaboratively by the schools.

Australian School-based Apprenticeships (ASbAs)

School based apprenticeships are like a normal apprenticeship that students undertake whilst also completing school subjects. The employer takes on the responsibility of Occupational Health and Safety which means the apprentice would work on a wide range of tasks in the workplace. Students can work between 7.5 and 15 hours per week during term time and typically undertake their apprenticeship full time during the term breaks.

For School-based Apprenticeships that are currently available in Launceston click here:

https://www.skills.tas.gov.au/apprenticeships_and_traineeships

Vocational Education and Training (VET)

VET offers students the opportunity to learn specific industry skills and general work-place employability skills while still at school. A VET course may serve as a pathway to an apprenticeship or traineeship in a chosen vocation. These programmes are developed and approved by industry, and students receive a qualification that is recognised Australia wide. A VET course is ideally started in Grade 11 but may also be started in Grade 12. A two-year course enables the student to increase their qualifications to a higher level. VET results appear on the Tasmanian Certificate of Education (TCE) and they are allocated credit points.

Students choosing a VET course may also be required to enrol in Pathways to Work. Students will be required to complete a work placement. This can take place on a weekly or bi-weekly basis, depending on the course. Pathways to Work also covers the job seeking application and selection process, WH&S and workplace knowledge and issues.

VET courses offered will be dependent on the number of students, course availability, timetable considerations and, in most cases, entry interviews into the course. It will be expected that a commitment will be made to the chosen VET course for a full year.

Below is a list of VET courses that have been offered in the past, if a student is interested in a vocation or course not listed below, **please contact Mrs Kunasagaren** to see if a registered training provider can be found.

Animal Studies
Aviation
Automotive
Construction

Electrotechnology
Aquaculture
Fitness
Hair and Beauty

Horticulture
Hospitality
Seafood Industry
Tourism

VET Hospitality

Students wishing to study and gain practical experience in the vocational aspects of the hospitality industry may be able to apply for the TasTAFE Hospitality Course through St. Patrick's College.

This course leads to national certification:

Hospitality Operations: Certificate I and II
or Kitchen Operations: Certificate I and II

Students gain experience and skills in the industrial kitchen and the dining room.

As well as being taught by tutors from both St. Patrick's College and the Drysdale Institute, they will do the equivalent of four weeks of work placement. Students will be assessed on the job by the workplace supervisor and at the College by the course co-ordinator and teacher.

Creative Arts (Overview)

The Arts encompass a rich tapestry of creative endeavour across a wide variety of Visual and Performing Arts courses. Society is coming to an increasing awareness that involvement with the Arts is an integral and essential component of education. Such involvement encourages the development of understanding and skills required in order to not only survive, but excel, in our rapidly changing society. Through undertaking learning in the Arts, students develop skills, knowledge and understanding that will enable them to: communicate and cooperate with others; adapt to change; develop strategies for personal growth; and acquire techniques for dealing with the pressures of our modern world. Education that includes the Arts helps to develop people who are resilient, creative, versatile and self-assured.

Through the study of the Arts, students learn to express themselves in varied and original ways. They acquire new skills and learn specialised techniques. At the same time they have the opportunity to engage in creative decision-making processes. Students will also examine the impact of new technologies and techniques in their chosen field of specialisation and consider these in the context of the contemporary Arts.

The Arts develop aesthetic understanding and practice, involving students in questions of taste, values, personal identity and culture. The Arts make a significant contribution to the Australian economy, offering career opportunities and skills that can be applied in a wide range of occupations as well as leisure time pursuits. Study of Arts is a significant means of defining Australian culture and, by their unique nature, the Arts enrich the lives of all in our society. A knowledge and understanding of the Arts will enable students to participate more effectively in, and contribute to, the diverse aspects of Australian cultural life.

The courses which will be offered are:

- Dance 2
- Dance 3
- Drama Foundations 2
- Drama 3
- Technical Theatre Production 2
- Theatre Performance 3
- Media Production Foundation 2
- Media Production 3
- Art Studio Practice 3
- Visual Art 2
- Visual Arts 3
- Visual Art 2 (Photography)
- Visual Arts 3 (Photography)
- Contemporary Music & Songwriting 2
- Musical Theatre 2
- Music Technology Projects Foundation 2
- Music Ensemble 2
- Music Studies 2
- Music 3
- Music Foundation Practical Study UTAS
- Music Technology Projects UTAS

Dance 2

Subject name	Dance
TASC Code	DNC215124
TASC Level	2
TCE Points	15
Prerequisites	Previous experience is an advantage, but not a requirement.
TASC Syllabus Link	Dance - TASC
Assessment	Dance 2 is at non-pre-tertiary level and is internally assessed.

In this subject I will learn:

- Movement principles,
- Dance making techniques and
- Performance skills
- How to reflect on and respond to your own work and the work of others.
- You will be involved in both solo and ensemble work, so working as part of a team is important.

In a typical lesson, you might be involved in the following:

- Warming up and stretching
- Creating movement sequences
- Learning dance making techniques, eg using choreographic devices or developing a motif
- Collaborating as part of a group
- Performing for peers
- Participating in self-assessment
- Keeping a reflective journal
- Writing reviews.

This subject could lead to:

- Further study in Dance Choreography and Performance 3.

Contact Teacher: Mrs Ingrid Reynolds-Larson

Dance 3

Subject name	Dance 3
TASC Code	DNC315124
TASC Level	3
TCE Points	15
Prerequisites	It is recommended that you have undertaken Dance in Grade 9 or Grade 10; or have prior dance training, or success in Dance 2.
TASC Syllabus Link	Dance - TASC
Assessment	Internally assessed + there is an external practical examination + two externally assessed folios.

In this subject I will learn:

- The principles of dance composition and use these to choreograph a group and a solo piece for external assessment
- Critical analysis of dance works you view, and detailed reflection on your own work are the basis for an external assessment of theory work, so good literacy skills are important.

In a typical lesson, you might be involved in the following:

- Warming up and stretching
- Learning and exploring choreographic and composition techniques
- Expanding and developing your own movement vocabulary
- Creating sequences and dance works using personal movement vocabulary
- Collaborating as part of a group
- Performing for peers
- Participating in self-assessment
- Keeping a reflective journal
- Viewing, responding or analysing the dance works of others.

This subject could lead to:

- A pathway to a career in dance performance or choreography.

Contact Teacher: Mrs Ingrid Reynolds-Larson

Drama Foundations 2

Subject name	Drama Foundations 2
TASC Code	SDS215117
TASC Level	2
TCE Points	15
Prerequisites	There are no pre-requisites for this subject.
TASC Syllabus Link	Drama Foundations - TASC
Assessment	Internal assessment

In this subject I will learn:

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

In typical lessons I might:

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

This subject could lead me to:

- Further study in *Drama 3*.

Typical assessment for this subject looks like:

- Internal assessment of performance tasks
- Written and verbal responses to the work of others, including professional theatre
- Written and verbal responses to your own work.

Contact Teacher: Mrs Louise Peters



Drama 3

Subject name	Drama 3
TASC Code	SDD315120
TASC Level	3
TCE Points	15
Prerequisites	Drama 2 or considerable experience in the performing arts, good writing skills, a keen interest and experience in drama, a strong commitment to teamwork, rehearsal and performance obligations.
TASC Syllabus Link	Drama - TASC
Assessment	Internal assessment + externally assessed practical and theory exams

In this subject I will learn:

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

In typical lessons I might:

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

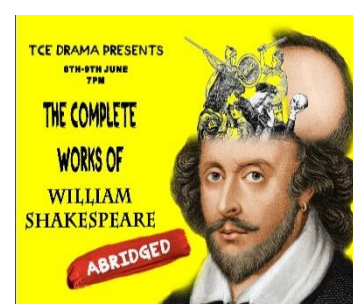
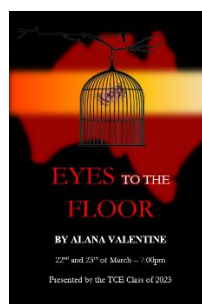
This subject could lead me to:

- Further study in the *Theatre Performance 3*.

Typical assessment for this subject looks like:

- Internal assessment + externally assessed performance work
- Internal assessment + externally assessed theory response on the work of self and others including professional productions.

Contact Teacher: Mrs Louise Peters



Musical Theatre 2

Subject name	Musical Theatre 2
TASC Code	MUT215120
TASC Level	2
TCE Points	15
Prerequisites	No previous experience A strong commitment to teamwork, rehearsal and performance obligations
TASC Syllabus Link	Musical Theatre - TASC
Assessment	Internal and external

In this subject I will learn:

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

In typical lessons I might:

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

This subject could lead me to:

- Further study in the Performing Arts.

Typical assessment for this subject looks like:

- Internal assessment + externally assessed performance work
- Internal assessment + externally assessed theory response about your own work.

Contact Teacher: Mrs Louise Peters



Technical Theatre Production 2

Subject name	Technical Theatre Production 2
TASC Code	SDT215120
TASC Level	2
TCE Points	15
Prerequisites	No previous experience An interest in the technical aspects of theatre To enjoy participating in a range of practical theatrical experiences, both individually and in group situations.
TASC Syllabus Link	Technical Theatre Production - TASC
Assessment	Internally assessed

In this subject I will learn:

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

In typical lessons I might:

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

This subject could lead me to:

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

Typical assessment for this subject looks like:

- Internal assessment on practical work and OHS procedures
- Internal assessment for theory response about your own work and the work of others in theatre.

Contact Teacher: Mrs Louise Peters



Theatre Performance 3

Subject name	Theatre Performance 3
TASC Code	SDP315120
TASC Level	3
TCE Points	15
Prerequisites	Successful completion <i>Drama 3</i> (or equivalent) A strong commitment to teamwork, rehearsal and performance obligations.
TASC Syllabus Link	Theatre Performance - TASC
Assessment	Internal assessment + externally assessed practical and theory tasks

In this subject I will learn:

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

In typical lessons I might:

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

This subject could lead me to:

- Further study and work in the Performing Arts.

Typical assessment for this subject looks like:

- Internal assessment + externally assessed practical solo and ensemble examinations and 3,000-word folio.

Contact Teacher: Mrs Louise Peters



Media and Visual Arts

This subject would suit someone who	TASC Subjects	Pathways
<ul style="list-style-type: none"> • Would like to engage with the discipline without the stress of external assessment 	Visual Art 2 (Grade 11 or 12)	Visual Art 3 Further study in the Visual Arts
<ul style="list-style-type: none"> • Is designed for Grade 11 students who wish to gain skills and confidence in Photography before tackling the pre-tertiary Visual Art 3 course in Grade 12 	Visual Art 2 (Photography) (Grade 11 or 12)	Visual Art (Photography) 3 Further study in the Visual Arts
<ul style="list-style-type: none"> • Is designed for highly motivated and imaginative students who are prepared to work independently in a practical area of their choice. This includes the full range of media possibilities in the subject • Has strong skills in artmaking in a specific studio area • Can develop an idea across several artworks • Enjoys making and responding to artworks 	Visual Art 3 (Grade 11 or 12)	Art Studio Practice 3 (Grade 12 only) Tertiary Studies in Visual Arts, Visual Artist, Creative industries
<ul style="list-style-type: none"> • Is designed for highly motivated and imaginative students who are prepared to work independently • Enjoys making and responding to artworks 	Visual Art 3 (Photography) (Grade 11 or 12)	Art Studio Practice 3 (Grade 12 only) Tertiary Studies in Visual Arts, Visual Artist, Creative industries
<ul style="list-style-type: none"> • Has completed Visual Art 3 (or equivalent) as a pre-requisite and wishes to pursue studies in the Visual Arts in Grade 12, in a practical area of their choice <p>Exhibits strong practical skills</p>	Art Studio Practice 3 Grade 12	Tertiary Studies in Visual Arts, Visual Artist, Creative industries

<ul style="list-style-type: none"> • Is highly self-motivated and creative and enjoys working in an independent manner • Is interested in analysing artworks of themselves and others • Wishes to explore a conceptual concern throughout their folio. 		
<ul style="list-style-type: none"> • Would like to engage in the analysis of media and the production of screen-based products, without the stress of external assessment. • Would like to study Media Production in Grade 11 	Media Production 2 (Grade 11 or 12)	Media Production
<ul style="list-style-type: none"> • Enjoys critically analysing and writing about the world around them. • Has an interest in digital technologies and storytelling 	Media Production 3 (Grade 11 or 12)	Tertiary studies in Media, Journalism, Marketing, Advertising, Psychology

Media Production Foundations 2

Subject name	Media Production Foundations 2
TASC Code	MED215117
TASC Level	2
TCE Points	15
Prerequisites	There are no prerequisites for Media Production Foundations, however, students who have studied Grade 10 Media Art are at an advantage to the students who have not been exposed to Media concepts and technologies
TASC Syllabus Link	Media Production Foundations - TASC
Assessment	Internal assessment of practical and theoretical elements.

This course aims to prepare learners for a future in a digital and interconnected world by providing the skills, knowledge and understandings to tell their own stories and interpret others' stories. Learners experience the languages of media communication and how a story is constructed using representations. Learners are encouraged to explore, experiment and interpret their world, reflecting and analysing contemporary life, while understanding that this is done under social, cultural and institutional constraints. Learners, as users and creators of media products, consider the important role of audiences and their context.

In typical lessons I might:

- Analyse media coverage of current events
- Apply critical thinking and develop understanding of production techniques and codes and conventions in screen-based media
- Analyse advertising
- Analyse journalism and ethical issues surrounding news media
- Work on pre-production tasks (planning practical productions)
- Work on production tasks including; interview techniques, sound capture, lighting and camera control
- Work on post-production tasks including; editing, voice overs, colour correction and compositing.

This subject could lead me to a career in:

- Journalism
- Communications
- Filmmaking
- Marketing
- Advertising.

Typical assessment for this subject looks like:

- Five short essays related to Journalism, Advertising and Genre Studies
- Four Practical Tasks which includes; 2x Journalism products, 1 x Advertisement and 2 x genre based production.

Contact Teacher: Mr Mark Webster

Media Production 3

Subject name	Media Production 3
TASC Code	MED315117
TASC Level	3
TCE Points	15
Prerequisites	There are no prerequisites for Media Production, however, students who have studied Grade 10 Media Art are at an advantage to the students who have not been exposed to Media concepts and technologies.
TASC Syllabus Link	Media Production - TASC
Assessment	Internal assessment of practical and theoretical elements, external folio and a 2 hour external examination

This course offers learners experiences in media production and media analysis at the highest level of complexity available in senior secondary courses. Learners are provided with practical and creative opportunities to acquire media skills, knowledge and understanding through a practical and theoretical study of media. Learners develop an understanding of the creative and collaborative processes needed to make media products.

In typical lessons I might:

- Analyse media coverage of current events
- Apply critical thinking and develop understanding of production techniques and codes and conventions in screen based media
- Analyse advertising
- Analyse journalism and ethical issues surrounding news media
- Work on pre-production tasks (planning practical productions)
- Work on production tasks including; interview techniques, sound capture, lighting and camera control
- Work on post-production tasks including; editing, voice overs, colour correction and compositing.

This subject could lead me to a career in:

- Journalism
- Communications
- Filmmaking
- Marketing
- Advertising.

Typical assessment for this subject looks like:

- Five exam related essays
- Four Practical Tasks which includes; 2x Journalism products, 1 x Advertisement and 1 x Major genre based production.

Contact Teacher: Mr Mark Webster

Contemporary Music and Song Writing 2

Subject name	Contemporary Music and Song Writing 2
TASC Code	CMS215123
TASC Level	2
TCE Points	15
Prerequisites	Proficient on an instrument and/or voice prior learning is Music Theory
TASC Syllabus Link	Contemporary Music and Songwriting - TASC
Assessment	Internally Assessed

In this subject I will learn:

- About contemporary music, the contemporary music industry and the types of knowledge, skills and understanding needed to be a contemporary about musician or songwriter.

In typical lessons I might:

- Perform as a soloist/in an ensemble, plan a concert, compose, set up and use sound equipment.

This subject could lead me to:

- Music 3, University Connections Program (UCP) course Music Technology, University of Tasmania Foundation Practical Study.

Typical assessment for this subject looks like:

- Performances/composition folios/sound equipment set-up & operation/written work requirements.

Contact Teacher: Dr Melissa Rogers

Music Studies 2

Subject name	Music Studies 2
TASC Code	MSM215120
TASC Level	2
TCE Points	15
Prerequisites	Proficient on an instrument and/or voice prior learning is Music Theory
TASC Syllabus Link	Music Studies - TASC
Assessment	Internally Assessed

In this subject I will learn:

- Instrumental/vocal techniques, about different styles of music, performance skills.

In typical lessons I might:

- Work on music listening and theory skills, music composition tasks, performance rehearsals.

This subject could lead me to:

- Music Level 3 and University of Tasmania Foundation Practical Study.

Typical assessment for this subject looks like:

- Performances/composition folios/aural and theory tests.

Contact Teacher: Dr Melissa Rogers

Music 3

Subject name	Music 3
TASC Code	MSM315120
TASC Level	3
TCE Points	15
Prerequisites	Proficient as a soloist and/or ensemble member on an instrument/voice in contemporary, classical, or jazz styles, prior learning in Music Theory
TASC Syllabus Link	Music - TASC
Assessment	2 Hour Written Examination Externally and Internally Assessed Performance Recital or Composition Folio

In this subject I will learn:

- Performance, composition, music theory and listening analysis skills.

In typical lessons I might:

- Work on music listening and theory skills, music composition tasks, performance rehearsals.

This subject could lead me to:

- University Level Music Degree.

Typical assessment for this subject looks like:

- Performances
- Composition Folios
- Aural and Theory tests
- Listening analysis.

Contact Teacher: Dr Melissa Rogers

Music Ensemble 2

Subject name	Music Ensemble 2
TASC Code	MSM205120
TASC Level	2
TCE Points	5
Prerequisites	Proficient on an instrument and/or voice, according to Ensemble choice. Some ensembles require an audition
TASC Syllabus Link	Music Ensemble - TASC
Assessment	Internally assessed

In this subject I will learn:

- Rehearsal etiquette, performance etiquette, music theory, aural skills, ensemble skills, instrumental/vocal skills.

In typical lessons I might:

- Tune instruments/work on technical instrumental/vocal exercises & warm-ups/rehearse songs/instrumental pieces, as an entire ensemble/in sectionals.

This subject could lead me to:

- Membership of a community music ensemble.

Typical assessment for this subject looks like:

- Regular attendance at weekly rehearsals and participation in the applicable ensemble's events, in school hours and outside of school hours, as required.

Contact Teacher: Dr Melissa Rogers

Music Technology Projects Foundation 2

Subject name	Music Technology Projects Foundation 2
TASC Code	AUD215120
TASC Level	2
TCE Points	15
Prerequisites	An interest in audio design and sound technology
TASC Syllabus Link	Music Technology Projects - Foundation - TASC
Assessment	Internally assessed

In this subject I will learn:

- About the physics of sound, microphone characteristics and techniques, signal flow and system use, mix aesthetics and professional practice.

In typical lessons I might:

- Compose using technology (MIDI-virtual instrument), set up and use sound and recording equipment, record live solo/ensemble performances.

This subject could lead me to:

- University Connections Program (UCP) course Music Technology.

Typical assessment for this subject looks like:

- Selection of two finished products for final assessment negotiated from the range of audio tasks.

Contact Teacher: Dr Melissa Rogers

Art Studio Practice 3

Subject name	Art Studio Practice
TASC Code	ART315214
TASC Level	3
TCE Points	15
Prerequisites	Visual Arts 3 or equivalent
TASC Syllabus Link	Art Studio Practice - TASC
Assessment	Internal and external assessed folio

In this subject I will learn:

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

In typical lessons I might:

- Complete artworks for my folio
- Experiment with new techniques
- Reflect on my current folio
- Participate in small group critique sessions
- Undertake research into artists of relevance to my concept and techniques
- View and respond to exhibitions
- Complete art theory assignments.

This subject could lead me to:

- Tertiary Study in Visual Arts
- Visual Artist
- Curator
- Arts writer
- Industries that require creativity and creative problem solving.

Typical assessment for this subject looks like:

- Internal assessment of minor research tasks
- Progressive art journal assessment
- Progressive practical folio assessment
- Major Research Paper of a conceptual concern to my folio
- Production of a Visual Schematic Overview
- Artist Statement
- Folio Proposal.

Contact Teacher: Mrs Clare Farrell

Visual Arts 2

Subject name	Visual Arts 2
TASC Code	ART215123
TASC Level	2
TCE Points	15
Prerequisites	There are no pre-requisites for this subject.
TASC Syllabus Link	Visual Art - TASC
Assessment	Internal assessment

In this subject I will learn:

- Art techniques and processes specialising in a single art studio from, but not limited to, one of the following areas: assemblage, collage, digital art and media, drawing, mix-media, painting, print making
- A range of techniques in a specific studio area
- How to create finished artworks
- About art materials and processes
- About other artists and their work
- About ideas and themes in art.

In typical lessons I might:

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

This subject could lead me to:

- Further study In Visual Art Level 3;
- and/or further study in the visual arts.

Typical assessment for this subject looks like:

- Internal assessment of minor research tasks
- Progressive art journal assessment
- Progressive practical folio assessment.

Contact Teacher: Mr Paul Snell

Visual Art 3

Subject name	Visual Art 3
TASC Code	ART315123
TASC Level	3
TCE Points	15
Prerequisites	There are no prerequisites for this subject, but it is a definite advantage for students who have achieved a high standard in Visual Arts or Media Arts in Grade 10.
TASC Syllabus Link	Visual Art - TASC
Assessment	Internal assessment + externally assessed folio and artworks

In this subject I will learn to:

- Critique own art, and the artwork of others
- Apply artistic judgements to resolve aesthetic and conceptual issues
- Understand historical and contemporary art issues, their impact on society, artists and their own art works
- Apply the principles of reflective practice and academic integrity
- Use artistic techniques, media and technologies to create art works
- Design, manage and implement to resolution a studio exhibition
- Communicate artistic concepts.

In typical lessons I might:

- Complete artworks for my folio
- Experiment with new techniques
- Reflect on my current folio
- Participate in small group critique sessions
- Undertake research into artists of relevance to my concept and techniques
- View and respond to exhibitions
- Complete art theory assignments.

This subject could lead me to:

- Further study in Art Studio Practice 3
- Tertiary Study in Visual Arts
- Visual Artist
- Curator
- Arts writer
- Industries that require creativity and creative problem solving.

Typical assessment for this subject looks like:

- Internal assessment of 4 x minor research tasks and 1 major written task
- Progressive art journal assessment
- Progressive practical folio assessment.

Contact Teacher: Mr Paul Snell

Visual Arts 2 (Photography)

Subject name	Visual Arts 2 (Photography)
TASC Code	ART215123
TASC Level	2
TCE Points	15
Prerequisites	There are no pre-requisites for this subject.
TASC Syllabus Link	Visual Art - TASC
Assessment	Internal assessment

In this subject I will learn:

- A range of techniques and processes in photo-media
- How to create finished artworks
- About art materials and processes
- About other artists and their work
- About ideas and themes in art and photography.

In typical lessons I might:

- Explore a range of photographic and postproduction techniques
- Discuss ideas and themes in art and or photography
- View exhibitions
- Research artists and their work
- Create photo-based works in response to concepts and stimuli
- Share and exhibit work
- Keep a visual diary.

This subject could lead me to:

- Further study In Visual Art Level 3 (Photography);
- and/or further study in the visual arts

Typical assessment for this subject looks like:

- Internal assessment of minor research tasks
- Progressive art journal assessment
- Progressive practical folio assessment.

Contact Teacher: Mr Paul Snell

Visual Arts 3 (Photography)

Subject name	Visual Arts 3 (Photography)
TASC Code	ART315123
TASC Level	3
TCE Points	15
Prerequisites	There are no pre-requisites for this subject, but it is a definite advantage to study Visual Arts or Media Arts in Grade 10.
TASC Syllabus Link	Visual Art - TASC
Assessment	Internal assessment + externally assessed folio and artworks

In this subject I will learn:

- To critique own art, and the artwork of others
- Current trends in photography and will see their own work in relation to the local, national and international context.
- To apply artistic judgements to resolve aesthetic and conceptual issues
- To understand historical and contemporary art issues, their impact on society, artists and their own art works
- To use artistic techniques, media and technologies to create art works
- To design, manage and implement to resolution a studio exhibition
- To communicate artistic concepts.

In typical lessons I might:

- Create photo-based works in response to concepts and stimuli
- Explore a range of photographic and post-production techniques
- Reflect on my current folio
- Participate in small group critique sessions
- Undertake research into artists of relevance to my concept and techniques
- View and respond to exhibitions
- Complete art theory assignments.

This subject could lead me to:

- Further study in Art Studio Practice 3
- Tertiary Study in Visual Arts
- (Year 12 only) and/or further study in the visual arts
- Visual Artist - Photographer
- Curator
- Arts writer
- Industries that require creativity and creative problem solving.

Typical assessment for this subject looks like:

- Internal assessment of 4 x minor research tasks and 1 major written task
- Progressive art journal assessment
- Progressive practical folio assessment.

Contact Teacher: Mr Paul Snell

Business

Accounting 3

Subject name	Accounting 3
TASC Code	ACC315116
TASC Level	3
TCE Points	15
Prerequisites	Recommended: Commerce (Grade 10 Elective)
TASC Syllabus Link	Accounting - TASC
Assessment	3 Hour Written Examination

In this subject I will learn about:

- The Accounting Landscape for a Sole Trader
- Recording and Controlling Financial Information
- Preparing Financial Reports Using Accrual Accounting Techniques
- Analysing Financial Information and Making Business Decisions
- Financial Investigation – Inquiry Approach.

In typical lessons I might:

- Explore 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.

This subject could lead me to:

- A pathway to university or an accounting-based career
- A future in finance and further education, training and employment in finance and management across a wide range of businesses
- Complementary vocational education and training (VET) pathways in Finance Services, such as Certificate III in Accounts Administration.

Typical assessment for this subject looks like:

- Written tests and a mid-year examination
- Inquiry study
- End of year written examination.

Contact Teacher: TBA

Business Studies 3

Subject name	Business Studies 3
TASC Code	BST315116
TASC Level	3
TCE Points	15
Prerequisites	N/A Recommended: Commerce Grade 10 Elective
TASC Syllabus Link	Business Studies - TASC
Assessment	3 Hour Written Examination

In this subject I will learn about:

- The Business Environment
- Operations Management
- Human Resource Management
- Financial Management
- Marketing Management
- Preparing a Feasibility Study.

In typical lessons I might:

- Explore business terms, concepts, principles and ideas related to the management of business in Australia
- Use tools, techniques and processes to assess data and information about business performance
- Analyse issues arising from business practices and management strategies using case studies
- Make recommendations to improve management practices and business performance based on case studies
- Communicate business ideas and information
- Undertake research about business opportunities
- Use inquiry skills to plan and prepare a feasibility study/business plan.

This subject could lead me to:

- A pathway to university or a business-based career
- Entrepreneurship possibilities.

Typical assessment for this subject looks like:

- Written tests and a mid-year examination
- Quizzes
- Business plan
- Sales pitch presentation (individual/group)
- End of year written examination.

Contact Teachers: Mrs Pushpa Kunasegaran and Mr Philip McLennan

Economics 3

Subject name	Economics 3
TASC Code	ECN315116
TASC Level	3
TCE Points	15
Prerequisites	N/A Recommended: Commerce Grade 10 Elective
TASC Syllabus Link	Economics - TASC
Assessment	3 Hour Written Examination

In this subject I will learn about:

- Unit 1: An Introduction to Economics (40 hours)
- Unit 2: Economic Management (60 hours)
- Unit 3: Australia and the Global Economy (35 hours)
- Unit 4: Investigation into a Contemporary Economic Issue (15 hours).

In typical lessons I might:

- Explore economic terms, concepts, principles and ideas related to the management of the Australian economy
- Use tools, techniques and processes to assess data and information about economic performance
- Analyse issues and suggest strategies to address various economic conditions using current economic activity and policies
- Communicate economic ideas and information
- Undertake research related to economic performance
- Use inquiry skills to predict future economic trends and outcomes.

This subject could lead me to:

- A pathway to university or a economic-based career.

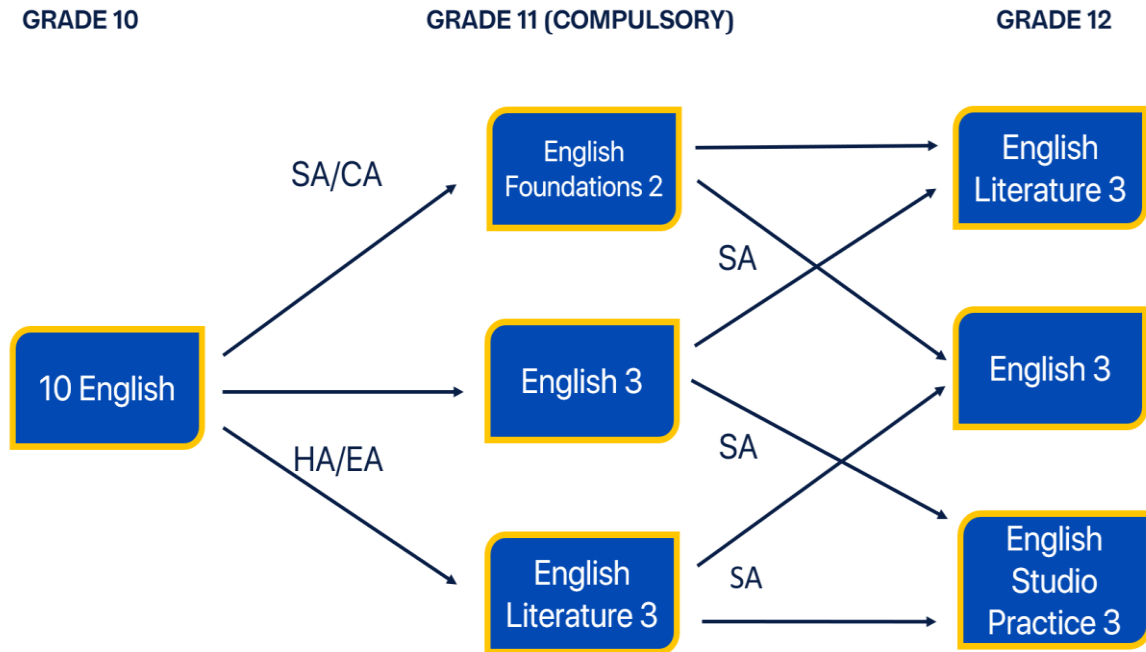
Typical assessment for this subject looks like:

- Written tests and a mid-year examination
- Quizzes
- Research assignments
- End of year written examination.

Contact Teacher: Mr Philip McLennan

English

English flow chart



English Foundations 2

Subject name	English Foundations 2
TASC Code	ENG215117
TASC Level	2
TCE Points	15
Prerequisites	PA/SA/CA in Grade 10 English
TASC Syllabus Link	English Foundations - TASC
Assessment	Internal

In this subject I will learn about:

- What is happening in our world locally, nationally and globally through engaging closely with texts and class discussion
- How to communicate more clearly and precisely both orally and in writing
- How to study different texts including a novel, film and short stories
- The Level 3 English subjects.

In typical lessons I might:

- Explore different text types including film, short stories, poetry, a novel, art, famous speeches and newspaper articles
- Collaborate with peers
- Develop my thinking skills
- Improve my ability to communicate.

This subject could lead me to:

- In particular, English Foundations 2 leads to the study of any of our Level 3 English courses in Grade 12. However, the study of English leads to any career! Being able to write and speak with clarity and precision are essential communication skills for life and the workplace.

Typical assessment for this subject looks like:

- Folio, group tasks, creative and analytical tasks.

Contact Teachers: Mrs Anne Pickering/Mr Chris Ellison

English 3

Subject name	English 3
TASC Code	ENG315117
TASC Level	3
TCE Points	15
Prerequisites	N/A
TASC Syllabus Link	English - TASC
Assessment	External 3 hour written examination

In this subject I will learn about:

- Module 1: Genre Study – Dystopian texts: novel and two films studied (comparative essay)
- Module 2: Adaptation Study – novella and film adaptation studied (comparative essay)
- Module 3: Close study of a text – one novel is studied for textual and context analysis (reflective essay)
- Module 4: Negotiated study – student directed, examining perspectives on a concept (imaginative and analytical responses).

In typical lessons I might:

- View/read text and discuss analysis in small groups/whole class
- Make notes on classroom discussion
- Discuss ideas, issues, context and textual devices (e.g. literary devices, film techniques, etc)
- Research context in small groups and make a presentation
- Explore the perspective of a character and their motivation
- Create an imaginative response to a text.

This subject could lead me to:

- A pathway to university or careers where I can use my skills from English (of communication, interpreting different perspectives, and considering context), such as many tertiary courses in the liberal Arts, including specific writing careers (e.g., Journalism, publishing, editing, creating copy, marketing, etc).

Typical assessment for this subject looks like:

- Analytical essays
- Imaginative texts in response to studied texts
- Group tasks.

Contact Teachers: Mrs Gail Harris/Mrs Fiona Lockwood/Mrs Susan Stokes

English Literature 3

Subject name	English Literature 3
TASC Code	ENL315114
TASC Level	3
TCE Points	15
Prerequisites	HA/EA in Grade 10 English; English Foundation 2 in Grade 11
TASC Syllabus Link	English Literature - TASC
Assessment	External Folio + 2 Hour Written Examination

In this subject I will learn:

- About the art of literature
- Where a text exists within time and place
- How the composer's biographical details may impact our interpretation of a text
- How a text is constructed
- How to communicate more accurately and clearly, both orally and in writing.

In typical lessons I might:

- Be involved in in-depth discussions
- Explore poetry
- Engage with a close reading from the passage of a text
- Compare and contrast two texts
- Learn how to write a brilliant essay!

This subject could lead me to:

- Any career! Being able to write and speak with clarity and precision are essential communication skills in life and in the workplace.

Typical assessment for this subject looks like:

- Folio
- Group tasks
- Literary reviews
- Essays
- End-of-year examination.

Contact Teachers: Mrs N Stewart/Mrs Pickering/Mr Sheffield

English Studio 3

Subject name	English Studio 3
TASC Code	ENS315124
TASC Level	3
TCE Points	15
Prerequisites	N/A
TASC Syllabus Link	TASC English Studio 3
Assessment	External folio

In this subject I will learn about:

- Creative writing and the process of professional writing
- The Craft of Writing – surveying the landscape of literary techniques, forms, genres, perspectives, etc
- Short stories and the process of crafting a short story from reading and studying short stories
- Writers and the Writing – following authors and their journey, including analysis of style, process, publication
- Creative non-fiction writing, such as narrative non-fiction, travel, life and food writing, informative essays
- Managing my own planning and writing with teacher mentor
- Creating my writing project, inspired by research and exposure through modules 1, 2, and 3
- Pitching my projects
- Writing to manuscript standards.

In typical lessons I might:

- View/read text and discuss analysis in small groups/whole class
- Make notes on classroom discussion
- Discuss ideas, issues, context and textual devices (e.g. literary devices, genre conventions, etc)
- Explore my writing voice through emulating writers studied in class – moving out of my comfort zone
- Creating imaginative responses to a text by exploring perspectives
- Editing my own and others' writing
- Reflecting on influences on content and form
- Engage in writing workshops
- Engage in active research for writing.

This subject could lead me to:

- Pathway to university or careers where I can use my skills from English (of communication, interpreting different perspectives, and considering context), such as many tertiary courses in the liberal Arts, including education and writing specific careers (e.g. professional writer, journalism, publishing, editing, creating copy, marketing, etc).

Typical assessment for this subject looks like:

- Independent research and writing in a range of forms and genres
- Pitching ideas
- Independent writing folio externally assessed: 1 short story with pitch, 1 creative non-fiction piece with pitch, and student choice writing project with pitch with journal entries on the writing process throughout the year.

Contact Teacher: Mrs Susan Stokes

English as an Additional Language or Dialect 2

Subject name	English as an Additional Language or Dialect 2
TASC Code	EAL215114
TASC Level	2
TCE Points	15
Prerequisites	N/A
TASC Syllabus Link	English as an Additional Language or Dialect - TASC
Assessment	Internal tasks, TASC Quality Assurance Process

In this subject I will learn about:

- Standard Australian English, both formal and common informal phrases and expressions
- Communication skills and strategies
- Comprehension skills and strategies
- Text analysis skills and strategies
- Creating texts for different purposes, in a range of media.

In typical lessons I might:

- Start, sustain and end conversations
- View/read text and discuss meanings in small groups/whole class
- Listen to audio texts and answer comprehension questions
- Create texts using scaffolds for information, persuasion, and entertainment
- Describe and analyse texts for features such as visual presentation, language techniques.

This subject could lead me to:

- TASC EALD 3.

Typical assessment for this subject looks like:

- Written tasks
- Comprehension tasks
- Oral tasks.

Contact Teacher: Mr Chris Ellison

English as an Additional Language or Dialect 3

Subject name	English as an Additional Language or Dialect 3
TASC Code	EAL315120
TASC Level	3
TCE Points	15
Prerequisites	N/A
TASC Syllabus Link	English as an Additional Language or Dialect - TASC
Assessment	External 3 hour examination

In this subject I will learn about:

- Communicating using spoken language, pause, expression, nuance and hand and facial gestures
- Analysing, assessing and evaluating fiction and non-fiction texts
- How creators of texts use form and conventions to affect audience and reception
- How perspective can shape meaning
- Formal referencing and research skills.

In typical lessons I might:

- Perform prepared spoken texts, such as a report, speech, review, retelling
- Perform impromptu spoken texts, such as a debate, a reaction, a formal 'thank you'
- View/read text and discuss meanings in small groups/whole class
- Write text for purpose, audience and subject
- Describe and analyse texts for features such as visual presentation, language techniques
- Edit my own and others' work.

This subject could lead me to:

- Further understanding of the English language to support current and further studies.

Typical assessment for this subject looks like:

- Oral task
- Listening and responding
- Reading and responding
- Analysing visual and informative texts
- Writing texts for purpose.

Contact Teacher: Mr Chris Ellison

General

Student Directed Inquiry 3

Subject name	Student Directed Inquiry 3
TASC Code	SDI315117
TASC Level	3
TCE Points	15
Prerequisites	Strong research skills and an interest in trans-disciplinary learning.
UTAS Link	Student Directed Inquiry - TASC
Assessment	Internal and External assessment. Folio and Presentation.

In this subject I will learn:

- To conduct original research and present that research in written and aural form
- In typical lessons I might: discuss ideas with peers and experts, conduct original research and express that research in written form.

This subject could lead me to:

- University Level Research.

Typical assessment for this subject looks like:

- Trans-disciplinary written folio of original research and an aural presentation.

Contact Teacher: Dr Melissa Rogers

Pathways to Work 1

Subject name	Pathways to Work 1
TASC Code	WRK115117
TASC Level	1
TCE Points	15
Prerequisites	N/A Recommended: Work Studies Grade 10 Elective
TASC Syllabus Link	Pathways to Work - TASC
Assessment	Internally assessed

In this subject I will learn about:

- Identifying work options and gaining work
- Getting the work done
- Interacting with others.

In typical lessons I might:

- Identify some pathways to work
- Recognise some responsibilities, expectations and accepted practices of work situations
- Plan, organise and implement simple tasks in a work context
- Use digital systems and technologies in a work-related context as directed
- Work co-operatively to achieve team goals
- Respond appropriately to diversity and difference
- Use basic literacy skills and knowledge in a work-related context
- Use basic numeracy skills and knowledge in a work-related context.

This subject could lead me to:

- Entry level occupations, supported employment, open employment, volunteer work, and can be a foundation for Work Readiness.
- A pathway for Vocational Pathways.

Typical assessment for this subject looks like:

- A portfolio of evidence of development of core skills for work
- Journal, log book, blog containing a variety of reports on practical work tasks in a variety of forms (PowerPoint, Publisher, video, digital image)
- Work samples demonstrating completion of work tasks.

Contact Teacher: Mrs Pushpa Kunasegaran

Health and Recreation

Athlete Development 2

Subject name	Athlete Development 2
TASC Code	ATH215118
TASC Level	2
TCE Points	15
Prerequisites	You must represent Launceston Grammar in your chosen sport for this course. You must have a coach provide written endorsement or enrolment in a recognised sporting competition in the year they undertake the course, and verify capacity to successfully complete the course. The coach will also regularly provide written programs and feedback. Your LCGS sports uniform will be required for practical sessions.
TASC Syllabus Link	Athlete Development - TASC
Assessment	Internal assessment tasks.

In this subject I will learn:

- How to reach my full sporting potential
- About developing and maintaining a high level of physical strength and conditioning to achieve optimal sporting performance
- The importance of optimal mental function on sporting performance
- How understanding basic physiology, nutrition and recovery, injury management and prevention, competition, and individual program design can affect sporting performance
- How to evaluate and review personal sporting performance.

In typical lessons I might:

The Athlete Development timetable is broken down into three double lessons per week, consisting of two practical sessions and one theory lesson. The lessons could include the following;

- Participate in a group or individual training, conditioning or recovery sessions
- Choose a relevant testing battery and regularly test to track progress. Results will inform sport performance and training goals
- Review and reflect on journal entries and look for patterns in training and performance to develop a personal training and competition plan
- Further develop knowledge and understanding of how basic theoretical concepts influence sporting performance, including basic physiology, nutrition and recovery, injury management and prevention, competition, and individual program design.

This subject could lead me to:

- A pathway for ongoing study in the areas of Physical Education, Sport Science, Exercise Science and Personal Training, including Vet Certification in fitness
- This subject is also intended to support aspirations for professional or elite pathway options for athletes in their chosen sport.

Typical assessment for this subject looks like:

- All assessments are completed internally and designed to enhance your personal sporting performance and training pursuits.

Contact Teacher: Mrs Emma Batten

Health Studies 3

Subject name	Health Studies
TASC Code	HLT315118
TASC Level	3
TCE Points	15
Prerequisites	N/A
TASC Syllabus Link	Health Studies - TASC
Assessment	Internal assessment tasks and 3-hour external examination

In this subject I will learn:

- How Health as a construct is a complex interrelation of a variety of factors and domains
- The nature of health in adolescence, focusing on the notion of risk-taking behaviours
- Health and healthcare Australia, and some of the key health issues across the country for different population groups
- The difference in country's health statuses, and some of the political, socio-cultural, and environmental factors which impact upon this.

In typical lessons I might:

- Explore and analyse data and statistics to help explain health patterns, investigate different health issues, engage in group tasks to develop understanding of new concepts.

This subject could lead me to:

- Careers in 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. It is also beneficial for anyone who is seeking a further understanding of Grade 10 Health and Physical Education, and how to promote health and wellbeing for life.

Typical assessment for this subject looks like:

- A variety of different assessment tasks, such as negotiated investigations, in class tests, presentations and infographics, plus a 3-hour end of year examination.

Contact Teacher: Mrs Emma Batten

Outdoor Education

This subject would suit someone who:	TASC Subjects	Pathways
<ul style="list-style-type: none"> • Enjoyed Outdoor Ed in previous years or see the benefit for the future • You are looking to move into any job/ profession that requires decision-making, problem-solving, teamwork, self-awareness, communication • New to Grammar; has had experience in Outdoor Education. 	<p>Outdoor Education- OXP215118</p> <p>Outdoor Leadership- OXP315118</p>	<ul style="list-style-type: none"> • Job/ career in the Outdoor industry • Personal development of resilience, confidence, independence and teamwork • TAFE Certificate III: Outdoor Recreation • A path to further study that leads to positions in management, human services, teaching and research.
<ul style="list-style-type: none"> • Is new to Grammar and has little Outdoor Education experience • You want something fun to do in your holidays • Wanting to do Outdoor Leadership in Grade 12 but want to get some more experience before then. 	<p>Outdoor Education- OXP215118</p>	<ul style="list-style-type: none"> • Outdoor Leadership- OXP315118 • Job ready skills • Safe participation in your own outdoor experiences.

Outdoor Education 2

Subject name	Outdoor Education 2
TASC Code	EXP215118
TASC Level	2
TCE Points	15
Prerequisites	There are no prerequisites for this subject, however, students should consider holiday commitments and the cost of trips before committing to this course.
TASC Syllabus Link	Outdoor Education - TASC
Assessment	Practical and theoretical internal assessment

In this subject I will learn:

- Practical skills in at least 4 different outdoor activities
- How to set and reflect on personal goals which relate to outdoor experiences
- Identify key considerations needed for planning and executing my own outdoor activities, including safety, logistic planning, equipment needs
- Operate as a member of a group
- How to apply sustainable environmental practices whilst undertaking outdoor experiences.

In typical lessons I might:

- Outdoor Education is offered offline with camps running during the term school holidays
- You will need to complete 2 of the 3 camps available to them. During these camps, you will apply theoretical learning to practical situations
- Camps will vary from year to year but may include but are not limited to the following activities in various locations- sea kayaking, climbing, white water rafting, bushwalking, and cycle touring
- Theoretical lessons will be online with a mix of video, auditory and written lessons to work through.

This subject could lead me to:

- Undertake personal independent outdoor adventures
- Outdoor Leadership Level 3
- TAFE Certificate III- Outdoor Recreation
- A range of options in the adventure tourism industry, including traineeships in schools or private companies

Typical assessment for this subject looks like

- Practical participation in camps
- Verbal and written reflections
- A logbook
- Written assessment tasks to demonstrate understanding of the online lessons
- Each term you will be provided with access to lessons and assessment tasks and a due date, you can work through these at your own pace.

Contact Teacher: Miss Jennifer Tait

Outdoor Leadership 3

Subject name	Outdoor Leadership 3
TASC Code	EXP315118
TASC Level	3
TCE Points	15
Prerequisites	No prerequisites
TASC Syllabus Link	Outdoor Leadership - TASC
Assessment	Internal assessment and external 3-hour written examination

In this subject I will learn:

- Leadership theories and practices
- To manage and influence groups to work collaboratively
- To develop effective communication
- To develop problem solving strategies when planning and conducting group activities
- To develop effective decision-making processes
- To apply safety practices in outdoor-based adventure activity environments.

In typical lessons I might:

- Learn aspects of the theory and skills required to lead adventurous outdoor activities
- There will be a fieldwork camp during which I will have the opportunity to develop and demonstrate my emerging leadership skills.

This subject could lead me to:

- A career in the outdoor adventure industry, or a broad range of pathways for which leadership skills are valued.

Typical assessment for this subject looks like:

- Written assignments
- Practical demonstration of skills
- An external exam.

Contact Teacher: Mr John McLaine

Sport Science 3

Subject name	Sport Science 3
TASC Code	SPT315118
TASC Level	3
TCE Points	15
Prerequisites	None
TASC Syllabus Link	Sport Science - TASC
Assessment	Internal assessment tasks and 3-hour external examination

In this subject I will learn:

- The practical application of scientific principles and knowledge to exercise and sport. The course is underpinned by a focus on understanding the world of competitive sport, and is delivered in the context of building moral and professional ethics, exploring the balance required for maximising holistic outcomes for athletes and relating theory knowledge and concepts to their application in various performance settings
- About the three main disciplines that contribute to current sport science practice and understand how the cross-discipline links that exist between these areas
 - » Sport psychology including goal setting, motivation, stress and anxiety and visualisation
 - » Exercise physiology, energy systems, recovery, training programs (and their effects)
 - » Skill acquisition regarding motor skills, information processing, feedback, and movement analysis
- Human systems and function during exercise, and how physical activity impacts health from cellular to the broader holistic level
- About ways athletes learn sports skills and the implications for coaching and practice
- How different training types are designed to target responses in athletes
- Ways to examine human systems and respond during exercise
- How the connections between physiology, skill acquisition and sports psychology can impact on performance.

In typical lessons I might:

- Watch and analyse footage of various sports people, identify and discuss the strategies or techniques they are using and target options to improve performance
- Work online to research and compare my findings in a small group discussion
- Prepare digital presentations and/or negotiated research assignments
- Learn how to use technology and equipment in practical lab work and athlete performance testing
- Research scientific evidence and publications around specific sports and trends.

This subject could lead me to:

- Sport Science provides pathways into various University degrees such as Exercise Science, Physical Education, Human Movement and Health Science, which includes nursing, medicine, physiotherapy, and sport psychology
- Sport Science can also be used to improve an individual's sporting performance.

Typical assessment for this subject looks like:

- Notable assessment includes minor tests, laboratories, and practicals, two investigative studies and the external, 3-hour end of year examination.

Contact Teacher: Mrs Emma Batten

Humanities

Ancient History 3

Subject name	Ancient History 3
TASC Code	ANH315117
TASC Level	3
TCE Points	15
Prerequisites	N/A
TASC Syllabus Link	Ancient History - TASC
Assessment	External 3 hour written examination

In this subject I will learn about:

- Section A: The nature of investigating and interpreting the ancient past from written and archaeological records – Roman games
- Section B: The social, cultural, religious, political and economic features of an ancient society – The cities of Vesuvius: Pompeii and Herculaneum (80BC – 79AD)
- Section C: The nature of power in the ancient world: Student choice of Ancient Personality from Greece or Rome (Historical inquiry module).

In typical lessons I might:

- Undertake historical inquiries and incorporate methodologies from collaborative disciplines, such as anthropology, sociology, and the sciences to aid in interpretation
- Analyse primary sources, archaeological and written, and secondary interpretations to conjecture theories about the past
- Discuss ideas, issues and controversies e.g. Who owns the past? Preservation vs recreation; the history and evolution of archaeology as a discipline
- Build skills in academic research, referencing, communication (such as oral presentations, PowerPoint composition for academic purposes) and essay writing.

This subject could lead me to:

- A pathway to university or careers where I can use my skills from Ancient History (of inquiry, interpreting different perspectives, and considering context), such as Education, Law, Philosophy, Archaeology, History, Research, Politics, Studies of Religion, Journalism, Anthropology, Criminology and Museum Curator.

Typical assessment for this subject looks like:

- Analytical essays
- Research essays and reports
- Source analysis (written and physical e.g. archaeological)
- Group tasks.

Contact Teachers: Mrs Susan Stokes/Mrs Anne Pickering

Modern History 3

Subject name	Modern History 3
TASC Code	HSM315117
TASC Level	3
TCE Points	15
Prerequisites	N/A
TASC Syllabus Link	Modern History - TASC
Assessment	External 3 hour written examination

In this subject I will learn about:

- The 20th century history of a Western nation such as Germany from 1919 until 1945 and the factors which caused political, economic and social change
- The 20th century history of an Asian nation such as India and major challenges faced such as the movement to gain independence from Britain
- The Cold War and how historians' interpretations about this era have changed over time.

In typical lessons I might:

- Undertake historical inquiries
- Analyse primary source documents
- Discuss ideas, issues and controversies
- Build skills in essay writing.

This subject could lead me to:

- A pathway to university or careers where I need to know about the world I live in such as politics, international relations or journalism.

Typical assessment for this subject looks like:

- Analytical essays
- Research essays
- Document analysis
- Group tasks.

Contact Teacher: Mrs Gail Harris

Geography 3

Subject name	Geography
TASC Code	GGY315120
TASC Level	3
TCE Points	15
Prerequisites	The award of CA or higher in Grade 10 English is <i>considered essential</i> .
TASC Syllabus Link	Geography - TASC
Assessment	Topic Tests Assignments Examination

In this subject I will learn:

- Human geography, including the process of urbanisation, its implications for world population growth, human wellbeing and urban and rural places
- The impact of anthropogenic climate change and direct human activity on the earth's land cover.
- The process of globalisation, including an overview of the potential spatial, economic, social, political, cultural, technological, transport and temporal consequences/impacts of globalisation
- Geographical fieldwork methods.

In typical lessons I might:

- Explore human development and the factors that give rise to the variation in population distribution and wellbeing
- Investigate the causes and consequences of climate change, and the actions required to combat climate change
- Study several forms of direct human impact on land cover, such as deforestation and desertification
- Study the factors that facilitate globalisation, and the ways in which globalisation affects economic, cultural, social and political interconnections.

This subject could lead me to:

- Prepare for higher-level geography courses at university
- Develop skills in geographical thinking and understanding geographic terms
- Apply geographic principles to explain real-world observations and phenomena
- Potential career pathways may include, 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.

Typical assessment for this subject looks like:

- Tests to check your understanding of concepts and theories
- Written assignments or reports
- A mid-year examination
- A final examination.

Contact Teacher: Mr John McLaine

Legal Studies 3

Subject name	Legal Studies 3
TASC Code	LST315117
TASC Level	3
TCE Points	15
Prerequisites	N/A Recommended: English 3
TASC Syllabus Link	Legal Studies - TASC
Assessment	3 Hour Written Examination Topical Legal Inquiry

In this subject I will learn about:

- Why we have laws, how they are made and whether they really work
- How to change the law
- International law
- Major legal and political events
- Crime and punishment.

In typical lessons I might:

- Investigate legal and political current affairs
- Learn how the legal system functions
- Discuss and debate perspectives
- Build skills in research.

This subject could lead me to:

- Professional work in law, policing or journalism
- A better understanding of the world around me.

Typical assessment for this subject looks like:

- Extended essays
- Inquiry research reports.

Contact Teacher: Mr Ariel Halperin

Psychology 3

Subject name	Psychology 3
TASC Code	BHP315116
TASC Level	3
TCE Points	15
Prerequisites	N/A Recommended: Introduction to Social Sciences Grade 10 Elective
TASC Syllabus Link	Psychology - TASC
Assessment	External Investigative Project Folio of Psychological Research + 3 Hour Written Examination

In this subject I will learn about:

- Human memory and forgetting
- Human learning
- Consciousness, especially sleep and dreaming
- How individual differences, such as gender or intelligence, can be explained by genetics and the environment.

In typical lessons I might:

- Investigate theories and ideas that explain human behaviour
- Discuss experiments, case studies, and research to support or question theories
- Develop an understanding of the scientific method used in Psychology
- Explore and debate key psychological concepts
- Build skills in essay and report writing
- Compare concepts, theories, and research and apply these to the real world
- Reflect on the relevance and prevalence of these ideas in my own life.

This subject could lead me to:

- A pathway to university or a career as a psychologist or psychiatrist, social worker or counsellor, the police or defence forces, nursing, or teaching
- Build skills invaluable in understanding other people, which will help in my professional and personal future
- Develop my study skills and understanding of how and why I behave the way I do.

Typical assessment for this subject looks like:

- Extended essays using stimuli
- Psychological research reports
- Content tests
- Group tasks.

Contact Teachers: Ms Sarah Shepherd/Dr Nick Clements

Sociology 3

Subject name	Sociology 3
TASC Code	BHS315116
TASC Level	3
TCE Points	15
Prerequisites	N/A Recommended: Introduction to Social Sciences Grade 10 Elective
TASC Syllabus Link	Sociology - TASC
Assessment	Coursework + External Investigative Project + 2 Hour Written Examination

In this subject I will learn about:

- The creation, development and change of society
- Deviance and criminality
- Social institutions including school, family, work and media
- Social inequality.

In typical lessons I might:

- Investigate why societies change over time
- Discuss the ways our society is different to others
- Explore and compare theories of criminality and inequality
- Investigate various models of research and apply these to the real world.

This subject could lead me to:

- A pathway to university or a career as a lawyer, teacher, social worker or counsellor, law enforcement, nursing, or caring for others.
- Build skills to understanding the world as viewed through the perspective of others
- Work with people from different social backgrounds with different values.

Typical assessment for this subject looks like:

- Creation of videos or presenting to a class
- Essays
- Analysis of readings
- Group tasks.

Contact Teacher: Mr Simon Shaw

Philosophy 3

Subject name	Philosophy 3
TASC Code	PHL315118
TASC Level	3
TCE Points	15
Prerequisites	CA or better in Grade 10 English and History or CA or better in Grade 11 English
TASC Syllabus Link	Philosophy - TASC
Assessment	3 Hour Written Exam

I will learn about the philosophical dilemmas concerning:

- Free will and moral responsibility
- Epistemology (knowledge)
- Mind body (consciousness)
- Ethics (gender, politics, or environment).

In typical lessons I might:

- Engage with the teacher delivering an interactive presentation speckled with minor individual and group tasks
- Consider as a class the ideas of history's biggest thinkers and ideas
- Work on assessment tasks with teacher assistance
- Explore and debate key philosophical dilemmas and controversies
- Build essay writing skills
- Compare concepts, theories, and thought experiments
- Reflect on the relevance and prevalence of these ideas in my own life.

This subject could lead me to:

- Teaching/Lecturing
- Consulting
- Management
- Sky's the limit (the philosophical toolkit is applicable in almost every context).

Typical assessment for this subject looks like:

- Essays
- Debates
- Presentations
- Group tasks.

Contact Teacher: Dr Nick Clements

Studies of Religion 2

Subject name	Studies of Religion 2
TASC Code	REL215124
TASC Level	Level 2
TCE Points	15 points
Prerequisites	N/A *No previous knowledge or religious affiliation required, all abilities welcome
TASC Syllabus Link	Studies of Religion - TASC
Assessment	Internal only

In this subject I will learn:

Learners are immersed in a global world and are likely to encounter diverse cultures, religions and belief systems.

- Module One: Religion in Society - Questions of 'what is a religion', religion in Australia and Aboriginal spirituality
- Module Two: Exploring the Meaning of Life How different faith systems answer the big questions of life looking at different stories e.g Heroes and role models
- Module Three: Religious Citizenship - Looking at human rights, justice and peace including laws around Pastafarians and ethics of Environmental sustainability
- Module Four: Applications -How faith is represented e.g. rites of passage, art and music.

In typical lessons I might:

- Investigate theories and ideas that explain human behaviour and the big questions of life
- Hear from and share conversation with adherents of different faiths
- Explore and debate ideological concepts
- Build skills in essay and report writing
- Reflect on the relevance and prevalence of these ideas in my own life
- Enjoy each other's company and work as a learning team
- Build my empathy and communication skills.

This subject could lead me to:

- A career in fields in psychology/social work, education, law, theology and international business, it would be great even as a way of learning about the world if you are interested in volunteer/service activities
- Build skills invaluable in understanding different religious, ideological and cultural perspectives, which are crucial in your professional and personal future
- Develop my study skills within a strong community of learners.

Typical assessment for this subject looks like:

- Projects, presentations, and written tasks.

Contact Teacher: Ms Rachel Pickering

Studies of Religion 3

Subject name	Studies of Religion 3
TASC Code	REL315124
TASC Level	Level 3
TCE Points	15 points
Prerequisites	N/A
TASC Syllabus Link	Studies of Religion - TASC
Assessment	Internal; external examination

In this subject I will learn:

Studies of Religion Level 3 explores religious diversity and the role that religion plays in society and in many people's lives.

Studies of Religion Level 3 has an inquiry-based approach applied through different disciplines which include philosophy; sociology; theology; history.

- Module 1: Introduction to two major religious traditions – What is Religion, Islam and Christianity
- Module 2: Further investigation of two major religious traditions – Further study into specific practices and ethics
- Module 3: Exploring a contrasting religious view – Aboriginal Spirituality.

In typical lessons I might:

- Investigate theories and ideas that explain human behaviour and the big questions of life
- Hear from and share conversation with adherents of different faiths
- Explore and debate ideological concepts
- Build skills in essay and report writing
- Reflect on the relevance and prevalence of these ideas in my own life
- Enjoy each other's company and work as a learning team
- Build my empathy and communication skills.

This subject could lead me to:

- A career in fields in psychology/social work, education, law, theology and international business, it would be great even as a way of learning about the world and volunteer/service activities
- Build skills invaluable in understanding different religious, ideological and cultural perspectives, which are crucial in your professional and personal future
- Develop my study skills within a strong community of learners.

Typical assessment for this subject looks like:

- Inquiry projects, presentations, and written tasks
- End-of-year 3 hour examination.

Contact Teacher: Ms Rachel Pickering

Languages

Chinese Foundation 2

Subject name	Chinese Foundation 2
TASC Code	CHN215114
TASC Level	Level 2
TCE Points	15
Prerequisites	No prior knowledge of Chinese is required to enrol in this course.
TASC Syllabus Link	Chinese - TASC
Assessment	Internal assessment

The study of Chinese will contribute to my overall education, particularly in the areas of communication, intercultural understanding, and general knowledge. Through studying Chinese, I will gain access to Chinese-speaking communities in China and across the world, including Australia. The ability to communicate in Chinese will provide me with enhanced vocational opportunities and the possibility to apply Chinese culture and language skills to work, further study, training, or personal interests.

In this subject I will learn how to:

- Communicate with people from a Chinese language background, by speaking, listening, reading, and writing in Chinese
- I will also gain an understanding of contemporary Chinese culture in Chinese-speaking communities around the world.

In typical lessons I might:

- Master the vocabulary and sentence structures required to conduct a short conversation in Chinese on a range of everyday topics
- Develop my knowledge of written Chinese with the aim of recognising and reproducing approximately 120 simplified characters by year's end
- Develop my aural comprehension skills by listening and responding to a range of short texts spoken in Chinese
- Use Chinese to communicate with others by reading and responding in written Chinese
- Engage with a range of interactive online language tools and smartphone applications designed to help learners master the fundamentals of Chinese.

Typical assessment for this subject looks like:

- Workbook activities (listening and reading comprehension; writing in Chinese);
- Short conversations with the teacher in Chinese
- English to Chinese/Chinese to English translations; vocabulary and character tests
- Online quizzes.

Contact Teacher: Miss Louise Ives

French 3

Subject name	French 3
TASC Code	FRN315114
TASC Level	3
TCE Points	15
Prerequisites	Grade 10 French or a satisfactory completion of French Foundation 2
TASC Syllabus Link	French - TASC
Assessment	1000 word cultural assignment + 10 minutes oral examination + 3 hours written examination

In this subject I will learn:

- To describe and explore topics relating to my identity, relationships and my place in the world
- Vocabulary useful in everyday situations and places: eg: food shopping, going to the post office, the bank, making appointments, sending emails etc
- To be able to express my opinions and ideas about school life, career aspirations etc
- The customs of French-speaking communities throughout the world and compare to our own customs
- To express opinions about world events and social issues such as treatment of the elderly, gender balance in the workforce, immigration, tourism, environmental issues etc.

In typical lessons I might:

- Engage in pair and group conversations, small group presentations, learn how to communicate effectively both orally and in writing.

This subject could lead me to:

- Employment in the tourism industry, hospitality, travelling and working overseas, teaching and practical communication skills in this target language.

Typical assessment for this subject looks like:

- Internally assessed comparative study on French and Australian culture (approximately 1000 words)
- Oral tests and quizzes
- Test and practice essays of about 250 words or less
- Listening and reading comprehension tests and quizzes
- Individual, pair and group tasks and assignments
- Mid-year and end-of-year exams.

Contact Teachers: Ms A Sheehan & Mr A K Kamara

French 2

Subject name	French 2
TASC Code	FRN215123
TASC Level	2
TCE Points	15
Prerequisites	None
TASC Syllabus Link	French - TASC
Assessment	Internal criterion based assessment

In this subject I will learn:

- To use basic vocabulary and structures to read, write, speak, view and listen to French
- To talk about myself, my family, friends, daily routine, school life,
- To talk about part-time employment, the media, travel, past experiences and my future plans
- To make comparisons between my own life and those of French-speaking teenagers
- To explore personal, community and global perspectives
- To build the skills to make social, cultural and economic contributions using my knowledge of the French language and interest in French-speaking communities.

In typical lessons I might:

- Engage in pair and group conversations, small group presentations, cultural immersions such as cooking a simple French dish like crêpes, learn how to communicate effectively both orally and in writing.

This subject could lead me to:

- Study Level 3 and attain a higher level of French competency
- Career in tourism where translation may be required
- A career as a flight attendant on international flight
- Language teaching
- International business or media careers.
- Medical career in a French-speaking country.

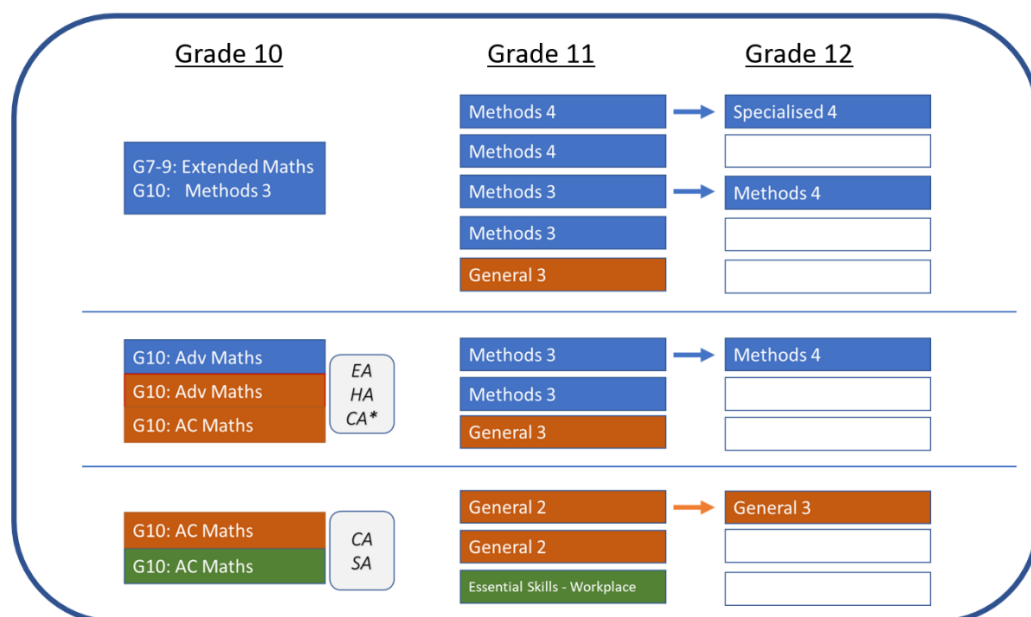
Typical assessment for this subject looks like:

- Oral quizzes and tests
- Test and practice essays
- Listening and reading comprehension tests and quizzes
- Individual, pair and group tasks and assignments.

Contact Teachers: Ms A Sheehan/Mr A K Kamara

Mathematics

This subject would suit someone who	TASC Subjects	Pathways
Has found maths challenging through grades 7-10 (PA)	Essential Mathematics – Workplace 2	<ul style="list-style-type: none"> Undertaking a trade or similar employment post school.
Has had some success in maths during grades 7-10 (PA, SA, CA), but maths is not their passion	General Mathematics Level 2	<ul style="list-style-type: none"> Undertaking employment in an industry that requires good mathematical ability (eg Retail, Administration etc.)
Has performed well in maths during grades 7-10 (CA, HA), EA) although algebra is not their strong suit. OR Has passed General Mathematics Level 2 and is looking to further develop their skills.	General Mathematics Level 3	<ul style="list-style-type: none"> Undertaking employment in an industry where strong mathematical literacy will be required such as Finance, Administration etc. Enrolling in a University course or further training that requires strong mathematical ability such as Applied Science, Finance, Education, Allied Health etc.
Has performed well in maths during grades 7-10 (CA, HA, EA) and has enjoyed the algebra topics	Mathematics Methods - Foundation	<ul style="list-style-type: none"> Undertaking Mathematics Methods Level 4 Enrolling in a University course that requires high level of mathematical ability such as Applied Science, Accounting etc.
Has at least passed Mathematics Methods - Foundation	Mathematics Methods Level 4	<ul style="list-style-type: none"> Undertaking Specialised Mathematics Enrolling in a University course that requires high level of mathematical ability such as Science, Engineering.
Has at least passed Mathematics Methods Level 4	Mathematics Specialised 4	<ul style="list-style-type: none"> Enrolling in a University course that requires a very high level of mathematical ability such as Engineering or Science with Maths Major



Mathematics Specialised 4

Subject name	Mathematics Specialised 4
TASC Code	MTS415118
TASC Level	4
TCE Points	15
Prerequisites	Mathematics Methods 4
TASC Syllabus Link	Mathematics Specialised - TASC
Assessment	3 hour end of year examination

In this subject I will learn:

- About Sequences and Series and investigate their behaviour as their number of terms approaches infinity
- That there exists a field of numbers called complex numbers whose definition is based upon the Imaginary Number $\sqrt{-1}$
- The arithmetic of these Complex numbers and their usefulness in Mathematics
- About Matrices and their applications in linear algebra and transformations of objects in two and three dimensions
- New aspects of integral calculus and how to integrate more complex functions as well as calculate the volumes of non-prismatic three-dimensional objects
- How Differential Equations can be used to model real world situations and the mathematical techniques needed to solve them.

In typical lessons I might:

- Build on my mathematical understanding through highly interactive discussions in a small class and taking notes on new theory and ideas
- Put into practice my new understanding by working through problems in a collaborative and supportive manner with my classmates.

This subject could lead me to:

- Enrolling in a University course that requires a very high degree of mathematical ability such as a Science Degree with a Mathematics Major
- Enrolling in an Engineering Degree or other highly technical tertiary study
- Enrolling in a degree where a very high degree of mathematical ability is advantageous such as Economics.

Typical assessment for this subject looks like:

- Regular tests and assignments throughout the year which are designed to test your understanding, but also prepare you for exams
- A 3 hour internally assessed mid-year exam and a 3 hour externally assessed end of year exam.

Contact Teacher: Mr Sheehan

Essential Mathematics – Workplace 2

Subject name	Essential Mathematics – Workplace 2
TASC Code	MEW215123
TASC Level	2
TCE Points	15
Prerequisites	Nil
TASC Syllabus Link	Essential Mathematics - Workplace - TASC
Assessment	Internal only

In this subject I will learn:

- About finance and money management including earning money, budgeting, investing and depreciation
- About collecting data, presenting it in graphical form and using statistics to analyse it
- To calculate perimeters, areas, volumes and surface areas of different shapes and objects
- To use scale models, plans and maps to depict and investigate real world objects.

In typical lessons I might:

- Build on my understanding through listening to and discussing theory and taking notes
- Put in to practice my understanding by working through problems in a collaborative and supportive manner with my classmates
- Go outside to make measurements and collect data which I can analyse back in class.

This subject could lead me to:

- Enrolling in General Maths Level 2
- Undertaking a TAFE or VET course
- Employment in an industry where maths is used in a practical way such as a trade or retail employment.

Typical assessment for this subject looks like:

- Completing work booklets that contain practice problems
- Short tests to assess ability to complete calculations independently.

Contact Teacher: Mr Paul Townsend

General Mathematics 2

Subject name	General Mathematics Level 2
TASC Code	MTG215123
TASC Level	Level 2
TCE Points	15
Prerequisites	N/A
TASC Syllabus Link	General Mathematics - TASC
Assessment	Internal Assessment Only

In this subject I will learn:

- To use linear equations to model real world situations
- About matrices and how they can be used for calculations dealing with tables of data
- About consumer arithmetic including budgeting, share investment, foreign exchange and investigating loans
- Statistics and how they can be used to interpret data I collect
- About right angle trigonometry and how it can be applied to calculate distances in the real world
- How to calculate areas, volumes and surface areas of complex shapes
- How to undertake a mathematical investigation and prepare a written report of my work.

In typical lessons I might:

- Build on my understanding through listening to new theory and taking notes
- Put in to practice my new understanding by working through problems in a collaborative and supportive manner with my classmates
- Go outside to make measurements and collect data which I can analyse back in class.

This subject could lead me to:

- Enrolling in General Mathematics Level 3
- Undertaking a trade or employment in an industry where a good understanding of mathematical concepts is required.

Typical assessment for this subject looks like:

- Tests and assignments relating to the material covered in each unit (tests will usually be around 1 hour in duration)
- Two 4-6 page written reports on mathematical investigation projects.

Contact Teacher: Ms Jami Lane

General Mathematics 3

Subject name	General Mathematics Level 3
TASC Code	MTG315123
TASC Level	3
TCE Points	15
Prerequisites	N/A
TASC Syllabus Link	General Mathematics - TASC
Assessment	3-hour examination (external)

In this subject I will learn:

- How to analyse the relationship between two sets of data using bivariate data analysis
- How to analyse data that has been collected over a period of time, create a linear model using the data and then use the model to forecast into the future
- About mathematical sequences and series and how they can be used to model discrete real world situations
- About financial concepts such as Interest, Inflation, Depreciation
- To model loans and investment accounts and investigate ways of saving money
- How to carry out mathematical investigations and modelling projects and prepare written reports
- How to use trigonometry to calculate distances and travel times across the curved surface of the Earth
- How to use a Graphics Calculator.

In typical lessons I might:

- Build on my understanding through listening to new theory and taking notes
- Put into practice my new understanding by working through problems in a collaborative and supportive manner with my classmates.

This subject could lead me to:

- Consolidate my mathematical skills and build confidence in applying mathematical ideas in the real world
- Enrolling in a university course that requires a strong level of mathematical proficiency such as applied science, finance, education, allied health or similar technical disciplines.

Typical assessment for this subject looks like:

- Tests and assignments relating to the material covered in each unit (tests will usually be around 1 hour in duration)
- Two 6-8 page written reports on mathematical investigation projects
- A 3 hour internally assessed mid-year exam which assesses the material covered in Semester 1
- A 3 hour externally assessed end-of-year exam which assesses the material covered throughout the whole year.

Contact Teacher: Mrs Kirsty Peterson

Mathematics Methods – Foundation 3

Subject name	Mathematics Methods – Foundation 3
TASC Code	MTM315117
TASC Level	3
TCE Points	15
Prerequisites	Nil
TASC Syllabus Link	Mathematics Methods - Foundation - TASC
Assessment	3 hour exam (external)

In this subject I will learn:

- Advanced algebraic techniques and how to apply them to linear, quadratic and cubic expressions and equations
- How to solve exponential and logarithmic equations
- About quadratic, cubic, exponential and trigonometric functions and how their graphs behave on the cartesian plane
- How these functions can be used to model real world situations
- About the Unit Circle and how it forms the foundation of trigonometry
- The fundamentals of differential calculus and the importance of rates of change in modelling real world situations
- How to use probability to investigate simple and complex events including modelling selection questions using combinations
- How to use a Casio Classpad Graphics Calculator to solve arithmetically difficult algebraic problems and graph functions.

In typical lessons I might:

- Build on my understanding through listening to new theory and taking notes
- Put in to practice my new understanding by working through problems in a collaborative and supportive manner with my classmates.

This subject could lead me to:

- Developing my problem-solving techniques and building my resilience when faced with having to understand challenging concepts and ideas
- Enrolling in a university course that requires a high level of mathematical prowess such as applied science, finance or similar technical disciplines.

Typical assessment for this subject looks like:

- A number of (typically two) assignments for each unit
- A number of (typically two) tests for each unit which are generally around 45 to 60 minutes in length. The tests are in two parts – a non-calculator and a calculator allowed section.
- A 3 hour internally assessed mid-year examination which assesses the material covered in Semester 1
- A 3 hour externally assessed end-of-year examination which assesses the material covered throughout the whole year.

Contact Teacher: Mr Paul Townsend

Mathematics Methods 4

Subject name	Mathematics Methods 4
TASC Code	MTM415117
TASC Level	4
TCE Points	15
Prerequisites	Mathematics Methods - Foundation
TASC Syllabus Link	Mathematics Methods - TASC
Assessment	3 hour exam (external)

In this subject I will learn:

- About higher order polynomial functions and deepen my knowledge of logarithmic and exponential functions
- About hyperbola, truncus functions and their characteristics and behaviour on the Cartesian Plane
- To use these functions to model real world situations
- To find composite and inverse functions and determine when they exist
- More about circular (trigonometric) functions and manipulating them to model more complex real world situations
- To use Differential Calculus to explore the behaviour of transcendental and more complex functions
- About Integral Calculus and how to use it to find anti-derivatives and the area under curves
- About Binomial and Normal Distributions and how they can be used to determine probabilities and calculate the statistical significance of inferences drawn from data
- How to use a Casio Classpad Graphics Calculator to assist in solving complex mathematical problems.

In typical lessons I might:

- Build on my understanding through listening and discussing to new theory and taking notes
- Put in to practice my new understanding by working through problems in a collaborative and supportive manner with my classmates.

This subject could lead me to:

- Developing my problem-solving techniques and resilience when faced with having to consolidate and understand high level conceptual mathematic ideas
- Enrolling in a university course that requires a very high level of mathematical expertise such as science, engineering, or similar technical disciplines
- Undertaking Specialised Mathematics in Grade 12.

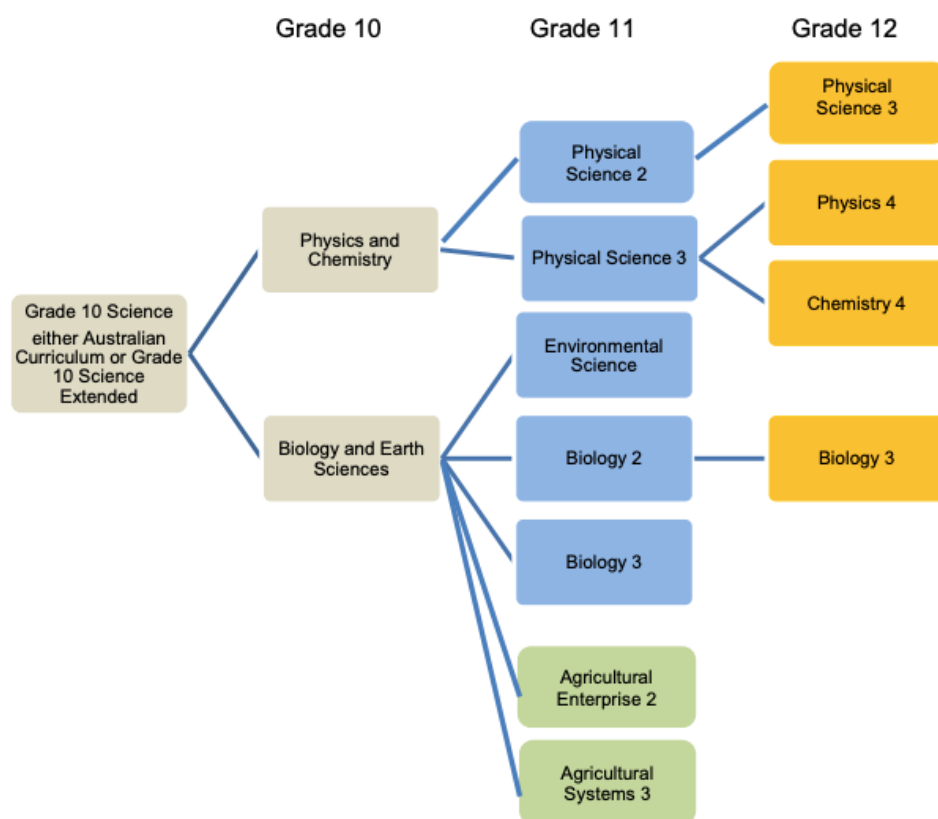
Typical assessment for this subject looks like:

- A number of (typically two) assignments for each unit
- A number of (typically two) tests for each unit which are generally around 45 to 60 minutes in duration (tests are in two parts – a non-calculator and calculator allowed section)
- A 3 hour internally assessed mid-year examination which assesses the material covered in Semester 1
- A 3 hour externally assessed end-of-year examination which assesses the material covered throughout the whole year.

Contact Teacher: Mr Paul Townsend

Science

Pathways and course selection advice



This subject would suit someone who	TASC Subjects	Pathways
Is interested in continuing their study of science. Achieved an SA or higher in Grade 10 Science and would like to gain further experience before attempting a pre-tertiary level 3 Science subject.	Physical Science Foundation 2	Physical Science 3
Is interested in biology and the environment. Achieved a CA or higher in Grade 10 Science or an SA in G10 Science Extension and would like to gain further experience before attempting a pre-tertiary level 3 Science subject.	Biology 2	Biology 3
Is interested in the physical sciences of chemistry and physics. Achieved an HA or better in Grade 10 Science (with B ratings on the physics and chemistry criteria) or SA in Grade 10 Science Extended and would like to go onto study pre-tertiary level 3 Chemistry or Physics.	Physical Science 3	Chemistry 4 Physics 4
Is interested in the biological and health sciences. Achieved an HA in Grade 10 Science or an SA in Life Sciences 2, Environmental Science 3 or Physical Sciences 3.	Biology 3	Pre-tertiary Biology is not often a prerequisite for university entrance but is considered desirable and relevant to many university science pathways.
Is interested in the environment and wants a foundation for further studies in Biology, Geography, and Agricultural Systems. Achieved an SA or higher in Grade 10 Science.	Environmental Science 3	Pre-tertiary Environmental Science is not often a prerequisite for university entrance but is considered desirable and relevant to many university science pathways.
Is interested in a broad range of science career pathways. Is a Grade 12 student who achieved a CA or higher in Physical Sciences 3 in Grade 11.	Chemistry 4	Pre-tertiary Chemistry is often a prerequisite for university entrance into a variety of university science pathways.
Is interested in pursuing further study in physics or related fields at university. Is a Grade 12 student who achieved a CA or higher in Physical Sciences 3 in Grade 11.	Physics 4	Pre-tertiary Physics is often a pre-requisite for university entrance into a variety of university science and engineering pathways.

Agricultural Enterprise 2

Subject name	Agricultural Enterprise 2
TASC Code	AGR215117
TASC Level	2
TCE Points	15
Prerequisites	N/A
TASC Syllabus Link	Agricultural Enterprise - TASC
Assessment	Experimental Design – Written Task Industry Engagement & Report (Field trip & work experience) Planning and implementation of a small enterprise

In this subject I will learn:

Managed & Natural Systems	Plant/Animal Production	Agricultural Enterprise
Natural Systems Basic Anatomy & Morphology Farm Management Engineering Principles & Farm Operations Data Analysis	Management & Genetics Plants, climate and resource interaction Microbes, invertebrates & pests Alternative practices & systems	Farm as a production unit Farm management Marketing and Agribusiness

In typical lessons I might:

- Go on excursions for industry experience and exposure
- Engage with industry experts for work experience
- Participate in theory work to support your understanding of the industry
- Work on and manage a personal enterprise project.

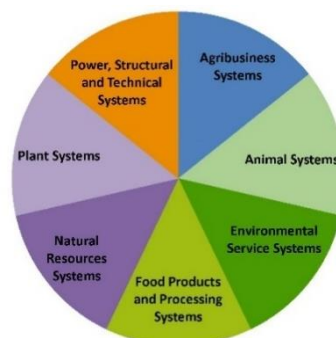
This subject could lead me to:

- A pathway to a universe of options requiring varying academic capacity
- Build skills invaluable in communicating with other people, which will help in my professional and personal future
- Make connections with key stakeholders in the Agricultural industry
- Build an understanding and capacity for farm management.

Typical assessment for this subject looks like:

- Short written tasks and reflections
- Industry engagement
- The ability to design, implement and manage a small enterprise of your choosing.

Contact Teacher: Mrs Amanda Luttrell



Agricultural Systems 3

Subject name	Agricultural Systems 3
TASC Code	AGR315117
TASC Level	3
TCE Points	15
Prerequisites	N/A
TASC Syllabus Link	Agricultural Systems - TASC
Assessment	External Folio Project a) Engineering Solution Project b) Agribusiness Case Study

In this subject I will learn:

- Systems Thinking strategies
- The farm as an ecosystem
- Plant Production Systems
- Animal Production Systems
- Agricultural Engineering & Technologies
- Agricultural Business Principles.

In typical lessons I might:

- Go on excursions for industry experience and exposure
- Have a guest speaker discuss key concepts in the industry
- Work with peers to investigate common issues in agriculture and find solutions
- Work on a major project I have designed.

This subject could lead me to:

- This course is quite rigorous academically and is more suited to students looking to pursue careers in Agricultural Science, R&D, Management or business
- Build skills invaluable in communicating with other people, which will help in my professional and personal future
- Connect with UTAS and TIA Scientists working on Research projects in the industry
- Work with local Agribusiness through connections with Cadetships and graduate programs.

Typical assessment for this subject looks like:

Agricultural Systems melds together many skills you have learned in your schooling thus far. Each assessment undertaken relates to a particular area within STEM:

- Systems Thinking Journal (English/Science)
- Ecosystems Case Study (Science)
- Plant Trial (Science)
- Engineering Solution Presentation & Folio (STEM & English)
- Agribusiness Case Study (Business Principles).

Contact Teacher: Mrs Amanda Luttrell

Biology 2

Subject name	Biology 2
TASC Code	BIO215123
TASC Level	2
TCE Points	15
Prerequisites	A CA in Grade 10 Science or an SA in G10 Science Extension is <i>desirable</i> .
TASC Syllabus Link	Biology - TASC
Assessment	Scientific reports on experiments Topic Tests Assignments An investigation based on an experiment of student design.

In this subject I will learn:

- How cells, organisms, and ecosystems work and interact
- How human activity impacts the environment and living things
- How to address important challenges related to the environment, health, and sustainability.

In typical lessons I might:

- Explore the different parts of cells and how they function
- Discover the diversity of life and how organisms depend on each other
- Investigate how human actions can affect the natural world
- Discuss ways to solve big biological problems and make things better using science.

This subject could lead me to:

- Understand the problems our planet faces and how the science of biology can help
- Understand how to protect and care for ecosystems and the well-being of living things, using natural resources sustainably
- Stay informed about important biological issues in your everyday life
- Potential career pathways may include, but are not limited to, wildlife biologist, health scientist, geneticist, conservationist, environmental scientist, science educator and many more.

Typical assessment for this subject looks like:

- Tests and quizzes to check my understanding
- Hands-on experiments and projects to apply what I've learned. Some of these will include a laboratory report as formal assessment
- Assignments to share my ideas and knowledge
- Discussion and tasks to promote thinking critically about ethical questions in biology
- There is also a final 10-hour investigation or case study based on an experiment of student design.

Contact Teacher: Ms Victoria Haeusler

Biology 3

Subject name	Biology 3
TASC Code	BIO315116
TASC Level	3
TCE Points	15
Prerequisites	An HA in Grade 10 Science or an SA in Life Sciences 2, Environmental Science 3 or Physical Sciences 3 is <i>desirable</i> .
TASC Syllabus Link	Biology - TASC
Assessment	Scientific reports on experiments Topic Tests Assignments Internal Exams External 3-hour written examination

In this subject I will learn:

- The essential processes that support life, from single cells to whole organisms
- How to understand and evaluate biological concepts and participate in discussions about current biological issues
- How to apply scientific principles to complex concepts involving biology.

In typical lessons I might:

- Explore the chemical basis of life and how cells function
- Investigate how organisms interact with their environment
- Understand energy flow and nutrient requirements in living organisms
- Study how nerves and hormones work to transmit complex information around the body
- Explore cell reproduction, genetics, and biotechnology
- Learn about the process of natural selection and evolutionary change
- Study disease-causing agents and the immune system.

This subject could lead me to:

- Pursue further study in the biological sciences, contributing to research, conservation, healthcare, and environmental management
- Maintain an interest in science even if I don't choose to study it at the tertiary level
- Potential career pathways may include, but are not limited to zoology, marine science, biotechnology, health science, pharmacy, medicine, biomedical science, nursing, agriculture, botany, natural environment and wilderness studies, exercise science, veterinary science and many more.

Typical assessment for this subject looks like:

- Tests and quizzes to check your understanding of concepts and theories
- Hands-on experiments and projects to apply what you've learned. Some of these will include a laboratory report as formal assessment
- Assignments to share your ideas and knowledge
- Discussion and tasks to promote thinking critically about ethical questions in biology and the impact of the biological sciences on society
- Internal examinations
- External 3-hour written examination.

Contact Teacher: Ms Victoria Haeusler

Physical Science Foundation 2

Subject name	Physical Science Foundation 2
TASC Code	PSC215118
TASC Level	2
TCE Points	15
Prerequisites	The award of SA or higher in Grade 10 Science is <i>considered essential</i> .
TASC Syllabus Link	Physical Sciences - Foundation - TASC
Assessment	Scientific reports on experiments Topic Tests Assignments

In this subject I will learn:

- How to explain and predict physical phenomena using models and theories
- How chemical structures and interactions explain properties and behaviours of substances.

In typical lessons I might:

- Explore different physical phenomena like force, motion, and energy
- Investigate the properties and behaviours of substances and chemicals
- Conduct experiments and perform practical activities to understand scientific concepts
- Use data to describe and interpret physical and chemical phenomena.

This subject could lead me to:

- Prepare for higher-level physical science courses in TCE
- Develop skills in scientific thinking and understanding scientific terms
- Apply scientific principles to explain real-world observations and phenomena
- Gain a practical understanding of how physical sciences impact society
- Potential career pathways may include, but are not limited to, chemist, physicist, engineer, research scientist, environmental scientist, energy specialist, science educator and many more.

Typical assessment for this subject looks like:

- Tests and quizzes to check your understanding of concepts and theories
- Practical experiments and investigations to apply your knowledge
- Written assignments or reports to describe and analyse physical and chemical data
- Assignments exploring the impact of physical sciences on society.

Contact Teacher: Mr Darren Chilcott

Physical Science 3

Subject name	Physical Science 3
TASC Code	PSC315118
TASC Level	3
TCE Points	15
Prerequisites	An HA or better in Grade 10 Science (with B ratings on the physics and chemistry criteria) or SA in Grade 10 Science Extended is <i>considered essential.</i>
TASC Syllabus Link	Physical Sciences - TASC
Assessment	Scientific reports on experiments Topic Tests Assignments Internal Exams External 3-hour written examination

In this subject I will learn:

- The basics of physics and chemistry in one course, preparing me for further study in science and technology
- How to apply scientific principles and develop scientific numeracy and literacy skills
- How to explain and predict scientific phenomena using models and theories
- The nature and characteristics of science as a discipline.

In typical lessons I might:

- Explore forces, motion, and conservation of mass and energy
- Study the structure and properties of materials, including metals, ionic substances, and compounds
- Investigate chemical reactions, solutions, and quantities involved in reactions
- Learn about atomic structure, nuclear physics, and the periodic table.

This subject could lead me to:

- Pursue further study in physics and/or chemistry, opening doors to various scientific and technical fields
- Maintain an interest in science even if I don't choose to study it at the tertiary level
- Potential career pathways may include, but are not limited to, chemist, physicist, engineer, doctor, research scientist, environmental scientist, energy specialist, science writer or communicator, materials development technologist and many more
- *Note that for some universities Physical Sciences 3 is not recognised as a pre-requisite for Physics 1 or Chemistry 1. Students are advised to seek further information from each university.*

Typical assessment for this subject looks like:

- Tests and quizzes to check my understanding of concepts and theories
- Practical experiments and investigations to apply my knowledge
- Written assignments or reports to describe and analyse physical and chemical data
- Assignments exploring the impact of physical sciences on society
- Internal examinations
- External 3-hour written examination.

Contact Teachers: Mr Mark Cox/Mr Darren Chilcott

Environmental Science 3

Subject name	Environmental Science 3
TASC Code	ESS315118
TASC Level	3
TCE Points	15
Prerequisites	The award of SA or higher in Grade 10 Science is <i>considered essential</i> .
TASC Syllabus Link	Environmental Science - TASC
Assessment	Scientific reports on experiments Topic Tests Assignments Internal Exams External 3-hour written examination

In this subject I will learn:

- About the natural environment, climate change, and environmental management
- How different individuals and societies perceive and address environmental issues
- The scientific approach to understanding the environment and promoting sustainability.

In typical lessons I might:

- Explore different environments and their ecology, both natural and human made
- Learn about ecological processes and how they support life
- Understand how humans depend on the natural environment and the impact of human activities on it
- Discuss the political, legal, ethical, social, and economic factors that affect the sustainable management of the environment
- Engage in approximately 30 hours of practical activities, including fieldwork and laboratory work
- Work on a case study that will be a significant part of the course.

This subject could lead me to:

- Pursue further study in the environmental sciences, contributing to research, conservation, and environmental management
- Maintain an interest in science even if I don't choose to study it at the tertiary level
- Potential career pathways may include, but are not limited to agriculture, ecology, environmental management, fisheries, forestry, geography, teaching, tourism, national park ranger, journalism, media, economics, environmental law and many more.

Typical assessment for this subject looks like:

- Tests and quizzes to check my understanding of concepts and theories
- Hands-on practical tasks in the field or laboratory to apply what I've learned. Some of these will include a laboratory report as formal assessment
- Discussion and tasks to promote thinking critically about ethical questions and issues in environmental science
- Completion of a case study that represents a significant portion of the course (15%)
- Internal examinations
- External 3-hour written examination.

Contact Teacher: Mr Mark Cox

Chemistry 4

Subject name	Chemistry 4
TASC Code	CHM415115
TASC Level	4
TCE Points	15
Prerequisites	Recommended for Grade 12 students who have achieved a CA or higher in Physical Sciences 3 in Grade 11.
TASC Syllabus Link	Chemistry - TASC
External Assessment	Scientific reports on experiments Topic Tests Assignments Internal Exams External 3-hour written examination

In this subject I will learn:

- About different materials, their properties, and how they can be changed through chemical reactions
- How chemists adapt and manipulate systems to meet societal needs and address environmental concerns
- The impact of chemical use on the planet and the importance of resource management.

In typical lessons I might:

- Explore topics such as electrochemistry, energy, rates of reactions, equilibrium processes, acids and bases, electronic structure, the periodic table, organic chemistry, spectra, gas laws, and quantitative chemistry
- Engage in practical work that involves qualitative and quantitative analytical techniques.
- Conduct experiments and investigations to apply the concepts learned.

This subject could lead me to:

- Pursue further study in a wide variety of science related disciplines, industries and research fields
- Potential career pathways may include, but are not limited to chemical engineering, pharmacy, forensic science, materials science, agricultural science, biotechnology, environmental science, forestry, analytical chemistry, medicine, and many more.

Typical assessment for this subject looks like:

- Tests and quizzes to check my understanding of concepts and theories
- Practical experiments and investigations to apply my knowledge
- Written assignments or reports to describe and analyse chemical data
- Assignments exploring the impact of chemical sciences on society
- Internal examinations
- External 3-hour written examination.

Contact Teachers: Mr Mark Cox/Mr Darren Chilcott

Physics 4

Subject name	Physics 4
TASC Code	PHY415115
TASC Level	4
TCE Points	15
Prerequisites	<i>Recommended</i> for Grade 12 students who have achieved a CA or higher in Physical Sciences 3 in Grade 11.
TASC Syllabus Link	Physics - TASC
External Assessment	Scientific reports on experiments Topic Tests Assignments Internal Exams External 3-hour written examination

In this subject I will learn:

- About matter and energy and their relationship to each other
- To understand the composition of matter and its behaviour in different situations
- Theoretical concepts, problem-solving skills, and practical applications of physics
- To develop scientific literacy and express physics laws using mathematics.

In typical lessons I might:

- Explore energy production, transformation, and control through theory and practical tasks
- Solve problems and conduct investigations to apply the concepts learned
- Explore topics such as Newtonian mechanics, fields and waves, electro-magnetism and atomic physics (including the photoelectric effect, x-rays, radioactivity and nuclear energy)

This subject could lead me to:

- Pursue further study in physics or related fields at university
- Potential career pathways may include, but are not limited to engineering, astronomy, research science, materials science, medical physics, technology innovation, energy innovation, data science and many more.

Typical assessment for this subject looks like:

- Tests and quizzes to check my understanding of concepts and theories
- Practical experiments and investigations to apply my knowledge
- Written assignments or reports to describe and analyse physical data
- Assignments exploring the impact of physics on society
- Internal examinations
- External 3-hour written examination.

Contact Teacher: Mr Jordan Green

Technologies

Computer Science 3

Subject name	Computer Science 3
TASC Code	ICT315118
TASC Level	3
TCE Points	15
Prerequisites	Nil
TASC Syllabus Link	Computer Science - TASC
Assessment	3 Hour Written Examination (external) 4 Week Major Project (internal)

In this subject I will learn:

- Algorithms and algorithmic thinking
- Problem solving and programming
- Computer fundamentals
- Social, ethical issues and professional responsibility.

In typical lessons I might:

- Complete coding tasks in Java
- Develop Graphical User Interfaces (GUI) in Java
- Learn about representation of number including Binary and Hexadecimal
- Use truth tables and Karnaugh Maps to understand and simplify circuits
- Develop an understanding of operating systems and the role of the Java Virtual Machine
- Develop an understanding of machine code and its relationship to Java.

This subject could lead to:

- A pathway to University or a career as a programmer, developer or engineer or any other Digital Technologies specialist
- Builds general problem-solving ability for any career.

Typical assessment for this subject looks like:

- Content assignments
- Content tests
- Small research assessments
- Four-week coding project.

Contact Teacher: Miss Michelle Bradley

Data Science and Digital Solutions 3

Subject name	Data Science and Digital Solutions 3
TASC Code	DSD315124
TASC Level	3
TCE Points	15
Prerequisites	Nil
TASC Syllabus Link	Data Science and Digital Solutions - TASC
Assessment	External Folio consisting of practical project and supporting documents

In this subject I will learn:

- To analyse problems and apply practical solutions that improve work flow
- Practical skills in numerous software packages
- Project management skills
- Digital technologies and innovation
- To understand relationships between data, hardware, and software systems.

In typical lessons I might:

- Analyse digital systems and create solutions
- Learn management and manipulation of data
- Discuss social and ethical issues surrounding Digital Technologies
- Learn about current software and how it complements work environments.

This subject could lead to:

- A pathway to university or a career as an Information Technology specialist, developer or engineer or any other Digital Technologies specialist
- Building general problem-solving ability for any career.

Typical assessment for this subject looks like:

- Content assignments
- Content tests
- Small research assessments
- External folio and major project development.

Contact Teacher: Miss Michelle Bradley

Design and Production 2

Subject name	Design and Production 2
TASC Code	DAP215116
TASC Level	2
TCE Points	15
Prerequisites	Nil
TASC Syllabus Link	Design and Production - TASC
Assessment	At least 1 Major Project and at least 1 or 2 Minor Project(s) depending on specialisation

In this subject I will learn:

- To apply a design process to produce appropriate solutions in response to a design brief
- To develop solutions using one or more of a variety of materials including metal, wood, textiles and composite materials
- To identify relevant considerations and constraints when generating design possibilities and producing solutions for design briefs including functional, social, environmental, aesthetic, technological and ethical factors
- To identify and use design practices used by designers
- To plan and implement practical projects involving design and production processes.

In typical lessons I might:

- With the design brief in mind, be working somewhere in the design process; either investigating, generating, producing working drawings, authoring CAD files, cutting, shaping timber, fabricating metal or evaluating projects
- Be working in a folio driven manner, ensuring my finished project reflects the design process.

This subject could lead to:

- Grade 12 studies in Object Design (University College Program)
- Housing and Design Level 3 and Student Directed Inquiry Level 3
- A range of vocational education and training (VET) programs or tertiary study in areas such as fashion design; art, craft and design; construction; metal fabrication and engineering; furniture production; manufacturing or soft furnishings.

Typical assessment for this subject looks like:

- Internal, and includes a Folio that outlines the design process that I will continually move through, as well as at least 1 Major Project and at least 1 or 2 Minor Project(s) depending on specialisation.

Contact Teacher: Mr Craig Slavin

Object Design 3

Subject name	Object Design 3
TASC Code	FSF104
TASC Level	3
TCE Points	15
Prerequisites	None
TASC Syllabus Link	Object Design - TASC
Assessment	Design Folio, Project, and Design Reflection

In this subject I will learn:

Object Design is a university based unit housed in the School of Creative Arts and Media suite of University Connection Program (UCP) units. It is designed to provide learning and teaching activities which extend the skills of Year 11/12 students who have successfully completed or are demonstrating excellent progress in Design and Production (or an equivalent subject).

Object Design is project-based. You will attend a one-day symposium that includes an introduction to a themed project brief as well as various discussions, presentations and workshops. You then work with teachers at Grammar completing design activities, engaging with iterative practices and methods, and working toward a creative response to the project brief. This unit will introduce you to pre-tertiary studio practice, research and creative enquiry, while furthering your knowledge of design methods and critical and reflective thinking.

In typical lessons I might:

- Explore and utilise a range of design methods and skills to create an experimental and/or speculative project that responds to a design brief
- Select and apply technical skills and techniques relevant to the design/creative project
- Engage with and transpose theoretical, contemporary and historical contexts into the development and evaluation of ideas, concepts and processes
- Develop and employ approaches that communicate critical reflections on project iterations, outcomes and achievements through written and visual modes.

This subject could lead me to:

- The successful completion of 25 per cent credit towards the Diploma of General Studies
- Results to contribute to my ATAR and TCE
- A range of vocational education and training (VET) programs or tertiary study in areas such as fashion design; art, craft and design; construction; metal fabrication and engineering; furniture production; manufacturing or soft furnishings.

Typical assessment for this subject looks like:

- 3 assessment tasks including a Design Proposal Folio (30% weighting)
- A Final Design Project for Exhibition (50% weighting)
- A Design Reflection (20% weighting)

Contact Teacher: Mr Craig Slavin

Housing and Design 3

Subject name	Housing and Design
TASC Code	HDS315118
TASC Level	3
TCE Points	15
Prerequisites	None
TASC Syllabus Link	Housing and Design - TASC
Assessment	Internal assessment tasks, a 2-hour external examination and folio

In this subject I will learn:

- Design Communication
- Design and Systems Thinking
- Form and Function
- Passive Solar Design and Sustainability
- Project Management
- Architectural and spatial design principles
- Environmentally sustainable practices
- Information about needs, precedents and influences.

In typical lessons I might:

- Develop knowledge, skills and capabilities to respond to design problems relating to indoor and outdoor living spaces. Through an integrated Science, Technologies, Engineering and Mathematics (STEM) inquiry model using individual and collaborative learning experiences
- Consider environmental, aesthetic, functional, social, technological and ergonomic influences and impacts
- Develop insights into how design within the built environment is culturally, socially and ethically constructed with an environmentally sustainable approach.

To do this you will be involved in the following tasks:

- Investigate, analyse and integrate information about site, precedents, client needs and other relevant influences applying the design process
- Identify features that contribute to environmentally sustainable design and support human comfort
- Accurately apply a range of numeracy skills related to planning, including use of measurement and scale, proportion and graphically represented data, calculation of area, ratios and gradients, and application of solar geometry
- Learn drawing conventions that will help sketch ideas
- Work on small projects to master and adapt architectural forms and create solutions to design problems
- Apply research, analysis and evaluation skills to inform a range of design projects.

This subject could lead me to:

- A pathway towards training and tertiary study in Environmental Design and Architecture, Interior Design, Building Design or Urban Planning. It is also relevant if you are interested in pursuing pathways in Design Teaching, Spatial Design, Landscape Design or Furniture Design.
- Housing and Design has links with the Science, Technologies and Arts learning areas.

Typical assessment for this subject looks like:

- Internal assessment tasks, a 2-hour external examination and a design folio.

Contact Teacher: Mr Craig Slavin

Food and Hospitality Enterprise 2

Subject name	Food and Hospitality Enterprise
TASC Code	FHE215116
TASC Level	2
TCE Points	15
Prerequisites	None
TASC Syllabus Link	Food and Hospitality Enterprise - TASC
Assessment	Internal assessment tasks and 3hour external examination

In this subject I will learn:

- How to understand the links between hospitality, tourism and the niche food product market
- How to apply nutrition understandings to meal planning and food product development
- How to develop work related skills, knowledge and dispositions for work in the hospitality industry.

In typical lessons I might:

- Develop skills in food and beverage production and service eg café operations
- Plan menus for functions and occasions
- Devise and create food products using Tasmanian produce.

This subject could lead me to:

- Further vocational TAFE or University courses related to hospitality and food innovation sectors crucial to Tasmania's economic future
- Entrepreneurial opportunities for self-employment.

Typical assessment for this subject looks like:

- 2 written reports, 1 hospitality event and 2 food product development

Contact Teacher: Mrs Janelle Scott/Mrs Allison Reinmuth

Food, Cooking and Nutrition 2

Subject name	Food, Cooking and Nutrition
TASC Code	FND215118
TASC Level	2
TCE Points	15
Prerequisites	None
TASC Syllabus Link	Food, Cooking and Nutrition - TASC
Assessment	Internal assessment tasks and a 3-hour external examination

In this subject I will learn:

- How to prepare a range of foods with an emphasis on nutritious food choices
- How to store food safely
- Menu planning and recipe modification to follow current nutrition guidelines
- About food issues and influences related to culture, environment, technology and the food industry.

In typical lessons I might:

- Prepare individual dishes or meals
- Present practical work through photographs and evaluations
- Design and adapt recipes
- Investigate nutrition and food related issues.

This subject could lead me to:

- Work in the hospitality industry or trade as a chef or pastry cook or other food related businesses including value adding to agricultural produce.

Typical assessment for this subject looks like:

- Food presentation tasks, written tasks, food styling and food photography.

Contact Teacher: Mrs Janelle Scott

Food and Nutrition 3

Subject name	Food and Nutrition 3
TASC Code	FDN3315118
TASC Level	3
TCE Points	15
Prerequisites	None
TASC Syllabus Link	Food and Nutrition - TASC
Assessment	Internal assessment tasks and 3hour external examination

In this subject I will learn:

- Principles of nutrition for individuals and groups in the Australian population throughout the lifespan
- How to analyse diets for excess and deficiencies of significant nutrients
- The factors which influence food choices that are made by individuals and groups
- The value of nutrition and health promotion in the Australian population
- How issues of food security and ecological sustainability are being addressed in a changing world.

In typical lessons I might:

- Research key nutrients
- Analyse a diet
- Examine a case study about food choice
- Engage with one of six practical sessions are conducted in the kitchen during the year.

This subject could lead me to:

- TAFE and University courses in nutrition for dietitians, hospitality, food service, catering management, food technology and food product design, work in childcare and education, nursing and medical areas
- This is a course which has value for all of life.

Typical assessment for this subject looks like:

- 11 assessment tasks and a 3-hour examination.

Contact Teacher: Mrs Janelle Scott

Object Design Textiles

Subject name	Object Design Textiles
TASC Code	This course runs with the University Connections Program UTAS
TASC Level	3
TCE Points	ATAR score
Prerequisites	None
TASC Syllabus Link	Object Design - TASC
Assessment	All tasks and folio externally assessed by UTAS

In this subject I will learn:

- How to apply the design thinking process using design elements and principles
- How to manage time and resources to meet design brief requirements with the support of LCGS staff and UTAS mentors
- How to write a design proposal, designer statement and design reflection
- How issues of ecological sustainability are related to the textiles and fashion industries and are being addressed in a changing world.

In typical lessons I might:

- Design a garment or textile item to meet the requirements of a design brief set by UTAS
- Write a design proposal
- Record the design process in journal
- Write a designer statement
- Exhibit work at the end of year UTAS Design exhibition
- Write a design reflection.

This subject could lead me to:

- TAFE and university courses in design or textiles/ fashion retail business or marketing.

Typical assessment for this subject looks like:

- Written design proposal, exhibition of completed textile object, design journal, Designer statement, Design reflection.

Contact Teacher: Mrs Janelle Scott

UTAS (Overview)

- UTAS University Connections Program (UCP)
- UTAS High Achiever Program (HAP)

The **University Connections Program (UCP)**, allows Grade 11 and 12 students to study university level units at the same time or in addition to their TCE studies. The Program provides great opportunities to extend and reward hard-working students.

The Program is offered in partnership with schools and senior secondary colleges. Individual University of Tasmania faculties and schools deliver programs within the overarching UCP structure.

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

The aims of the Program are to:

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

This Program provides early opportunities for academically able Grade 11/12 students to undertake the challenges of University study while they are enrolled in the Tasmanian Certificate of Education (TCE).

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

UTAS University Connections Programme

Credit Points

8 per semester

Subject Description

The University Connections Programme offers you the opportunity to enrol in university study in a subject you are also studying, or have studied, at TCE level. In addition to your TCE subject you do extension work provided by UTAS. You may complete one or two university semester units in conjunction with your TCE subject. You receive a TCE result for the subject, as well as a university result which may count towards the completion of a relevant degree. Some university connection subjects – especially in the Performing Arts area – also contribute towards your ATAR score.

Subjects available include:

Contact Person

Accounting and Financial Decision Making	Mrs Pushpa Kunasegaran
Legal Studies	TBA
Drama	Mrs Louise Peters
Chinese	Miss Louise Ives
French	Mrs Allison Sheehan
Music	Mrs Melissa Rogers
Object Design	Mrs Janelle Scott
Visual Arts	Mr Paul Snell

UTAS will provide some input into the course as well as the assessment but most of the work in the chosen subject will be done in school. The teachers listed above will be able to provide additional information for interested students. A full list of course offerings can be found online.

Assessment

Varies, depending on the particular subject, but not onerous

Prerequisites

Enrolment in the relevant TCE subject within the year of enrolment in the University Connections Program or in the previous year.

More information (click here)

[University Connections Program \(UCP\) - The Peter Underwood Centre for Educational Attainment | University of Tasmania \(utas.edu.au\)](#)

Contact Teacher

Mrs Fiona Symons

UTAS High Achiever Program

Subject Code

Credit Points

8 per unit (half year unit)

Subject Description

The University of Tasmania's High Achiever Program enables academically able Tasmanian senior secondary school students to enrol in university subjects in order to complement and extend their Tasmanian Certificate of Education (TCE). There is no charge associated with this program but there are significant benefits, including membership of the university library and the sports association.

Through this program the University of Tasmania gives high-achieving Grade 11/12 students the opportunity to study specialist courses of particular interest at a higher level than is usually available.

Units successfully completed may be credited to the relevant degree when you enrol at the University of Tasmania and will be accepted by most other Australian universities. Credit provides two advantages: you have the option of accelerating your degree, or you may take on additional subjects in place of the credited units so that you can extend your university study program.

High Achiever Program units also contribute to the calculation of your Australian Tertiary Admission Rank (ATAR). For a more detailed description, and to view a table of equivalences between HAP unit grades and TCE subject scores, go to the web site below.

Subjects available include: Economics and Accounting, Asian Studies, History, Programming, Politics, Philosophy, Mathematics, Literature, German, Indonesian, Japanese, Chinese, Art, Music or Drama, Legal Studies.

See also UTAS Connections Program

Students wishing to undertake a High Achiever Program must make contact with the Careers Advisor before putting in subject selections.

Assessment

Students must fulfil all UTAS requirements

To be eligible for the program, you will need to demonstrate very high levels of academic performance in senior secondary education. As an example, you would normally be expected to be enrolled in Grade 12 and have completed three or more Level 3 subjects in Grade 11, with very high achievement demonstrated in school reports and ATAR results. Students entering Grade 11 with three or more Exceptional Achievement awards in Grade 10 might also be considered.

More information (click here)

[High Achiever Program \(HAP\) - The Peter Underwood Centre for Educational Attainment | University of Tasmania \(utas.edu.au\)](http://utas.edu.au)

Contact Teacher

Mrs Fiona Symons

