

Marist Regional College



SENIOR COLLEGE

SUBJECT SELECTION GUIDE

2020

striving for excellence

learning for life

KEY DATES

- | | |
|-----------|---------------------------------|
| 14 August | Subject Advice Night |
| 15 August | Online Subject Selection opens |
| 22 August | Online Subject Selection closes |
| 23 August | Form submission closes |

CHECKLIST

Have you:

- | | |
|--------------------------|---|
| <input type="checkbox"/> | Completed a TCE 2 Year Plan |
| <input type="checkbox"/> | Completed your Subject Selection Form |
| <input type="checkbox"/> | Completed your Online Subject Selection |
| <input type="checkbox"/> | Submitted by 23 August |
-

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Mr Adrian Drane

A school is not a destination, it is but a small step in a much longer path that is life. The most important role of schools is to provide a young person with the skills and attributes they need to survive and indeed thrive in an ever changing world. One of the most fundamental skills that schools should teach is learning, for when someone knows how they learn, they can then harness this to learn whenever and whatever they need, just in time. Critical thinking, creativity, problem solving and teamwork are just a few more of the essential skills taught in schools.

Curriculum for senior students aims to provide for the needs of individuals with pathways for both tertiary education, vocational education and the workplace. With the assistance of teaching staff, students are able to make informed decisions about their futures and access a broad range of academic subjects and applied courses along with industry recognised VET programs.

An important aspect of life at Marist Regional College is the extra-curricular programs. Students are encouraged to take an active role in the school community and in the wider community. There are opportunities for leadership, participation in the College, NSATIS and SATIS sports programs, Stronger Youth, College Musical, Music Ministry, City Kitchen, Social Justice Programs, Eisteddfods, etc., the list is extensive.

Learning Tips

Students need a balance between study, leisure, co-curricular activities and paid work. Students will spend a large part of their lives in the workforce and while part-time paid work enables them to develop important skills, it must not be to the detriment of their personal development and academic attainment. Research has shown that **more than 8 hours per week of part-time work** will have a negative impact on academic results.

The use of technology is a modern day dilemma. While technology can be used effectively in so many ways to enhance learning, it can also be a significant distraction. Students are encouraged to put away smartphones when they study; a text, message or notification that is received while studying always breaks the concentration and reduces the effectiveness of the time spent. Moderate use and access to technology is always the best advice.

Students have a number of 'study periods' to enable them to work independently and undertake in-depth research inquiries. The Resource Centre is an excellent facility for extended learning and study. Every minute of extra time studying now will have an exponential benefit to their outcomes. The College also employs a number of specialist tutors. Students can have free access to private or small group tuition if they wish, either in their study periods or during break times.

Reporting to Parents/Guardians

Parents/guardians will receive feedback via the College Learning Management System (MEL). We strongly encourage parents/guardians to be active on MEL to assist your son or daughter with managing their learning. Parents/guardians will also receive two reports addressing the criteria relevant to the courses students are studying. The Mid-Year Report is generated by the College. The End-of Year Report is provided by TASC or by the provider of a particular VET course. Parent-Teacher evenings are held to enable discussion with your son or daughter and their teachers. In addition, if a teacher has a concern about a student's learning at any time, a Student Notice is sent home to alert parents/guardians. This may also be done through MEL. These are helpful warning signs that assistance from parents/guardians is needed.

Please feel free to contact me if you have any questions about how our College can best support you and your child.

Regards

A handwritten signature in dark ink, appearing to read 'A Drane', written in a cursive style.

Mr Adrian Drane
Principal

This Subject Selection Guide aims to inform students and parents/guardians about the options available for senior secondary study at Marist Regional College in 2020.

For each course, the guide provides information on the course content, as well as any pre-requisites or strong recommendations required to study a particular course. Information is also provided about what your Year 11 and 12 program might lead to when you have finished school.

Years 11 and 12 at MRC provide the opportunity for students to follow a personalised program. This is an exciting time and choices will help shape future education and career opportunities.



Mrs Kerrie Flynn

The Senior College Curriculum

The Senior College curriculum at Marist Regional College has been designed to provide students with an excellent all round education with a broad selection of subjects and experiences. This enables students to focus on their areas of interest and talent, and to meet their career and life aspirations. At Marist Regional College students can select programs that lead to University and/or further study through Vocational Education and Training (VET) programs. Students can elect to undertake a School-based Apprenticeship or work towards a trade certificate while completing their TCE. Many students at MRC combine VET and TASC subjects.

This booklet is designed to assist with the selection of subjects for Years 11 and 12. It contains information about each subject we offer at the College, and also contains details of the process of accreditation at the end of Year 12; the Tasmanian Certificate of Education (TCE) and the Australian Tertiary Admissions Rank (ATAR).

Please read through the booklet carefully, as its contents will answer many of the things you may be unsure of at present. Years 11 and 12 are important years. As well as the obvious priority of academic work, this is also a time when students become more aware that, as senior students, they have an increased responsibility to themselves, their peers and to the College. The level of difficulty of academic work increases significantly in Years 11 and 12, and the development of sound study habits will minimise the challenges of coping with the demands of senior studies. We believe our students are capable of achieving personal excellence and trust that they will take every opportunity to maximise their own potential, and achieve their personal goals.

The Subject Advice Night on Wednesday 14 August is an opportunity for students and parents/guardians to speak with teachers, Learning Area Leaders and career advisory staff about the subjects in this guide, pathway options and subject choices. Students are asked to bring this guide with them on the night, with their pathway planning underway so they can maximise this opportunity. Current Year 10 students are also invited to complete an Approved Learning Program, by attending a Pathway Planning conference with their parents/guardians and one of our College staff (see Course Counselling in the following pages).

A handwritten signature in black ink, appearing to read 'K Flynn'.

Mrs Kerrie Flynn
Deputy Principal Learning and Teaching

THE TASMANIAN CERTIFICATE OF EDUCATION (TCE)

Beginning in 2020, all young people must participate in education or training until they complete Year 12, attain a Certificate III, or they turn 18 years of age, whichever occurs first (Education Act 2016).

All Year 10 students are to complete an Approved Learning Program, detailing their proposed course of study in Senior College.

To achieve the Tasmanian Certificate of Education (TCE) at the end of Year 12, students must complete the equivalent of a two year program of senior secondary studies, develop and review their pathway plan, and meet a set of standards outlined below.

Achieving the Tasmanian Certificate of Education (TCE) will indicate that you have achieved these standards:

- Everyday adult reading, writing and communication (literacy) skills
- Everyday adult mathematics (numeracy) skills
- Everyday use of computers and internet (ICT) skills
- Completion of a full program as part of your senior secondary education and training
- Plans for your future pathway planning

To receive the **TASMANIAN CERTIFICATE OF EDUCATION**,

*You must pass **120 credit points of study over Years 11 and 12***

**80 credit points out of the 120 must be from subjects with a Level 2 complexity or higher.*

The 120 credit points are made up of TCE accredited courses which include pre-tertiary, non pre-tertiary, VET units and other approved learning areas.

You must also meet the Literacy, Numeracy and ICT requirements.

TCE - Credit Points & Complexity Levels

What is a Credit Point Value?

Each course/VET unit that you do has been given a 'credit point' value.

The 'credit point' value is the size rating of a course (the 'amount' of learning) at or above a certain standard.

For your result to count towards your credit points, you must achieve a PA (Preliminary Achievement) or above. You need 120 credit points to achieve your TCE.

What does a Level of Complexity in a Subject mean?

Complexity means 'how demanding' a subject is. There are 4 levels: Level 1 (least demanding) to Level 4 (most demanding) - based on skills, knowledge, application, degree of independence.

- **Complexity Level of 1** - typically means that tasks and activities draw on a limited range of basic knowledge and skills.
- **Complexity Level of 2** - typically means tasks and activities involve a range of knowledge and skills. These will include some basic theoretical and/or technical and factual knowledge and skills.
- **Complexity Level of 3** - typically means that tasks and activities involve a combination of theoretical and/or technical and factual knowledge and skills, and use judgement when varying procedures to deal with unusual or unexpected aspects that may arise. (*Pre-tertiary level*)
- **Complexity Level of 4** - courses at this level provide theoretical and practical knowledge and skills for specialised skilled work and further learning. (*Pre-tertiary level*)

University Pathway

If you aspire to gain an Australian Tertiary Admissions Rank (ATAR) and enter university, then this information is very important for you to consider when choosing your subjects.

You must achieve your TCE to receive an ATAR.

TERTIARY ENTRANCE SCORE CALCULATION

The **ATAR** is calculated using your best 5 (five) pre-tertiary subject scores, **3 (three) of which must be Year 12** and the other 2 (two) can be from either Year 11 or 12.

Students aiming to attend university at the completion of Year 12 must consider which Senior College subjects are pre-requisites and/or recommended subjects.

For example, to undertake a Bachelor of Nursing at UTAS there are no pre-requisite subjects. However, it is highly recommended that students undertake English, Science and a Humanities subject (eg. Sociology or Psychology).

To undertake a Bachelor of Nursing at Monash University, students are required to have successfully completed English and a Level 3 or 4 Mathematics.



Marist Regional College has a close connection to UTAS, which allows high achieving Year 11 and 12 students to undertake university courses in conjunction with their TASC subjects. They may undertake these courses without incurring HECS-Help fees. However, please note that these courses are subject to change because they are offered at the discretion of the University of Tasmania and cannot be guaranteed for 2020.

UTAS University Connections Program

The University Connections Program (UCP) allows Year 11 and 12 students to study university level units at the same time or in addition to their TASC courses.

Eligibility for the program is at the recommendation of the College, according to a student's previous academic success, their motivation and maturity. Students will need to demonstrate the capacity to cope with university level study, develop independent learning strategies and the ability to fit UTAS studies into their existing program of courses. In addition, individual units within the UCP will have specific pre-requisites.

Three different types of units of study are available within the UCP. Full UTAS units, Extension units and Performance Project units. These units differ in terms of eligibility for TCE and Australian Tertiary Admission Rank (ATAR) calculation.

Full UTAS Units

Full UTAS units in the UCP attract TCE points and are eligible to be included in the calculation of the ATAR. On successful completion of a Full UTAS unit, your result will be considered for inclusion among your best five results in the calculation of your ATAR. A summary of student results will also be provided to your school/college. Since 2016, all UCP Full University Unit results are scaled like other TASC subjects before inclusion in the calculation of the ATAR.

- TCE Points - Yes
- ATAR Score - Yes
- University Result - Yes

Performance Project Units

Performance Project units accredit and recognise student academic endeavour in on-stage roles in college major music theatre productions or playing in the supporting band/orchestra. Students are required to commit to a production through rehearsal attendance and contribute significantly through individual and ensemble work. Successful students can count the unit towards their TCE but do not receive an ATAR score.

- TCE Points - Yes
- ATAR Score - No
- University Result - Yes

Extension Units

Some units are known as 'Extension Units'. These are offered in close alignment with a TASC level 3 or 4 pre-tertiary subject. It is a pre-requisite that students are studying the linked pre-tertiary subject in order to be eligible to participate in the UCP unit in the same year. They aim to extend the knowledge and experience of students beyond the linked pre-tertiary subjects. The result in your TASC level 3 or 4 pre-tertiary subject will count towards the ATAR. The result you receive for a UCP Extension Unit **does not** contribute to your ATAR. To receive a result for your UCP Extension Unit, you will need to successfully complete mandatory assignments and workshops and achieve a TASC result of CA or better in your linked TASC pre-tertiary subject.

- TCE Points - No
- ATAR Score - No
- University Result - Yes

Students interested in one or more of these programs need to speak, in the first instance to the teacher of the relevant subject, and then to Mrs Flynn concerning their eligibility and suitability for the program.

Students are responsible for completing the application and seeking the appropriate references before the due date.

Further information can be found at: <http://www.utas.edu.au/schools-engagement/ucp>

UTAS High Achievers Program

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

The aims of the Program are to:

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

This Program provides early opportunities for academically able Year 11/12 students to undertake the challenges of University study while they are enrolled in Senior College. 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.

Note that from 2016 all HAP unit results will be scaled before inclusion in the calculation of the ATAR.

To be eligible for the High Achiever Program, students are required to demonstrate very high levels of academic performance at the senior secondary level. For this reason, please note that successful HAP applications will generally only be from students who are enrolled in Year 12 (i.e. in Year 11 at the time of application).

For Entry into HAP in Grade 12

The best evidence of your exceptional academic achievement is your results in TASC Level 3 or 4 subjects in Year 11.

It is expected that you will have completed **three Level 3** TASC subjects in Year 11, with **at least 2 EA - Exceptional Achievement - results** and at least a HA-High Achievement result in the other subject completed in Year 11, as documented in reports.

Each HAP application will be considered on a case-by-case basis to determine eligibility.

If you apply for entry to the High Achiever Program you should consider carefully your overall study demands in relation to proposed university units before confirming your enrolment. It is also important that potential HAP students are aware of the University's timetable for your planned HAP unit before confirming your enrolment with the University.

For Entry into HAP in Grade 11

In the extenuating case that you are seeking to apply to do HAP in Year 11, a special case would need to be made for entry. The University will carefully consider your application to determine not only if there is sufficient evidence of exceptional achievement in your Grade 10 subjects (e.g. - mostly A's in academic subjects) but also sufficient maturity to balance university level study with TASC accredited study. In this regard, your school/referee reports will need to provide a strong case to support your application to be enrolled in the HAP program earlier than Year 12.

Further information can be found at: <https://www.utas.edu.au/schools-engagement/hap>

UCAT TESTING

What is UCAT Testing?

From 2019 the previously known UMAT test is replaced by a new test, the UCAT (University Clinical Aptitude Test). The UCAT is a mandatory admissions test for some Medicine, Dentistry and Clinical Sciences courses and programmes. Details of the test are available on the UCAT website www.ucatofficial.com.

The UCAT is a 2-hour computer-based test. Candidates sit the test at Pearson VUE test centres. The test consists of five, separately timed, subtests: • Verbal Reasoning • Decision Making • Quantitative Reasoning • Abstract Reasoning • Situational Judgement Test

The UCAT assesses a range of abilities identified as important by university medical and dental schools for success in their programmes or courses, and later as a clinician.

NOTE: Some pathways to medicine/dentistry/clinical sciences will not require the UCAT. For some applicants a different test may be required. For details candidates should refer to the websites of the universities to which they intend to apply.

VOCATIONAL EDUCATION AND TRAINING (VET)

VET qualifications are recognised nationally, and are developed with industry consultation and for industry-specific requirements. This gives you real-life, practical and industry relevant skills.

More detailed information is available on the National Training Information Service website: www.training.gov.au In Years 11 and 12, VET courses ranging from Certificate II to III are available. Many VET courses continue through to Advanced Diploma level after Year 12 and may allow transition to university. If you are interested in a pathway to a vocational qualification you should choose a VET course in your preferred industry area. This can lead you to direct employment, a higher level certificate, diploma programs, and university courses.

You should also aim to meet the five standards of the TCE. You can make up your study program by choosing some TASC accredited subjects. These may complement your vocational learning, and may also include some recreational and interest subjects.

More information regarding VET courses can be found on page 58 of this guide.

AUSTRALIAN SCHOOL-BASED APPRENTICESHIPS (ASbA)

A school-based traineeship or apprenticeship is a paid, employment-based training arrangement where Year 11 or 12 students are able to combine work, training and education to gain a nationally recognised qualification, usually at Certificate II or III level across almost every industry sector.

Work

ASbA students are allowed to work between 7.5 and 15 hours in the workplace each week during school terms. This can be a day at work in school time or after school hours and on the weekend. There is an expectation that the ASbA student will work additional hours in term breaks in order to meet the required minimum total number of hours of employment in the Training Contract. It is important to note that should a day out of school be required, the day is at the discretion of the College in line with the least impact on the student's timetable.

Training

ASbA students sign a Training Plan with the employer and a Registered Training Organisation (RTO) who is responsible for the training and assessment against the requirements of the Vocational Education and Training (VET) ASbA qualification. ASbA students will be paid for any training in the workplace or off-site.

TRAINEESHIPS

The most common type of Traineeship is obtained when working in part-time employment. There are many different types of Traineeships available.

For employers, Traineeships are the perfect vehicle outside of normal school hours for students to complete a Certificate II (sometimes a Certificate III). Traineeships do not impede on normal school hours – mostly completed after school, weekends and school holidays.

Working in part-time employment outside of school hours with companies such as Subway, IGA, McDonalds and KFC, students have the opportunity to work nights/weekends and complete a Certificate II in Retail Services (for example). If a full or part Certificate is completed within senior college years, the qualification will gain TCE points, which may be used in conjunction with other subjects for completion of the TCE.

PATHWAYS TO UNIVERSITY

Not every student has a desire to go to university at the end of Senior College. For the many who do want to enter into tertiary education, there are a number of pathways to get to university. University of Tasmania, and most other universities around Australia, offer options such as:

ATAR + TCE

Entry to university is achieved with a Tasmanian Certificate of Education (TCE) and an ATAR. An ATAR is determined by the results (minimum SA result) in at least four level 3 or level 4 subjects accredited by the Office of the [Tasmanian Assessment, Standard and Certification \(TASC\)](#).

University Preparation Program

A University Preparation Program has been designed to support students to develop the skills to successfully complete university study. This program aims to build students' confidence to succeed in the study of a university degree.

A University Preparation Program also provides an alternative entry pathway into university, with no ATAR required. Successful completion qualifies students for General Entry Requirements into a University of Tasmania degree. This means that if you don't meet the entry requirements for your chosen bachelor program, UPP can provide a direct pathway for entry.

Associate Degrees

An Associate Degree is a two-year (full-time) university qualification that you can do after Year 12, or having achieved a Certificate III or IV. No ATAR is required.

An Associate Degree gives you a strong grounding in your field and prepares you to enter the workforce as a highly-skilled or para-professional employee. These programs are pathways to university bachelor degrees or can provide the knowledge and qualifications to enter directly into industry.

UTAS offers Associate Degree in Agribusiness, Applied Business, Applied Design, Applied Science and Applied Technologies.

Diploma of University Studies

The Diploma of Higher Education Studies is a pathway course to university study.

By completing the Diploma of University Studies, students meet the General Entry Requirements to university. No ATAR is required. At UTAS, the Diploma of University Studies specialisations are offered for entry into Arts, Business, Education, Health Science, Science, Engineering, and ICT.

HOW DO I CHOOSE THE BEST COURSE OF STUDY?

- Read the information in this guide thoroughly.
- Identify your interests and strengths and link these with potential work/career choices.
- A variety of courses should be chosen and, as far as possible, a balanced, broad, general range of subjects depending on your probable destination beyond Year 12.
- Choose subject areas in which you have experienced previous success. If you must choose subjects that you know you are weaker in, take two steps rather than one so that you gradually accomplish what is required through a carefully organised approach.
For example: Year 11 - English Foundations 2; Year 12 - English 3; Year 11 - Life Sciences 2; Year 12 - Biology 3
- If you require direct entry to a university degree after Year 12, you will need to complete **five Pre-Tertiary Level 3 subjects over two years, with three of these having been studied in Year 12.**
- If you wish to begin a career, go into the workplace at the end of Year 12, or you are unsure what you wish to specialise in at university, endeavour to study broadly in Years 11 and 12.
- The best advice that can be given to students is that, prerequisite subjects aside, **students should always choose subjects in which they show aptitude and interest and which will provide them with a challenge and lead them towards clear Tertiary or career goals.**

Will I get all of the subjects I choose?

It is **very important** that students choose wisely because their decisions guide the College in the timetable design; once decisions regarding classes have been made and a timetable has been created, restrictions come into play.

We value student choice in guiding our timetable and the subjects that are available. However, there will occasionally be classes which are too small to run, or where clashes occur with preferred subjects and some students must then necessarily be moved to a less preferred option.

Can I change subjects later?

Yes, you can make some course changes before the cut-off date early in 2020. However, once the timetable is finalised in 2019, change may not be possible if the course you wish to change to is no longer available or clashes with another of your preferred courses.

Please be aware that cut-off dates are strictly adhered to so there are minimal disruptions to classes and to ensure that students are able to successfully complete all course requirements. We encourage you to make considered and planned choices.

Subject Change Disclaimer:

1. The College takes **NO RESPONSIBILITY** for students enrolling/changing subjects without permission from parents/guardians.
2. If there are limited numbers who have selected a subject, then the College has the right to not offer this subject to the Cohort.
3. Human Resource movements may impact on the availability of subjects on offer.

WHAT DO I DO NOW?

Choose your subjects, over Year 11 and Year 12 using the TCE Planner tool to see whether you will achieve your TCE with your planned subjects. Information about this tool is located on the following page.

Your subject selections need to be carefully chosen to ensure that you meet the literacy, numeracy and ICT requirements, and you will need to consider the credit point and level of complexity values of subjects when making your decision.

Who can I ask for more information and help?

- Parents/guardians, class and subject teachers, Learning Area Leaders, employers, friends in businesses or industry and your College Careers Advisor, VET Coordinator or TCE Coordinator.
- Attend a Year 10 Pathway Planning conference with parents/guardians and College staff.
- Attend the Subject Advice Night session for Senior College Subjects on **Wednesday 14 August**.
- The internet also has some excellent sites. Some useful sites to help you get started are:

<http://www.myfuture.edu.au/>

<http://www.australianapprenticeships.gov.au>

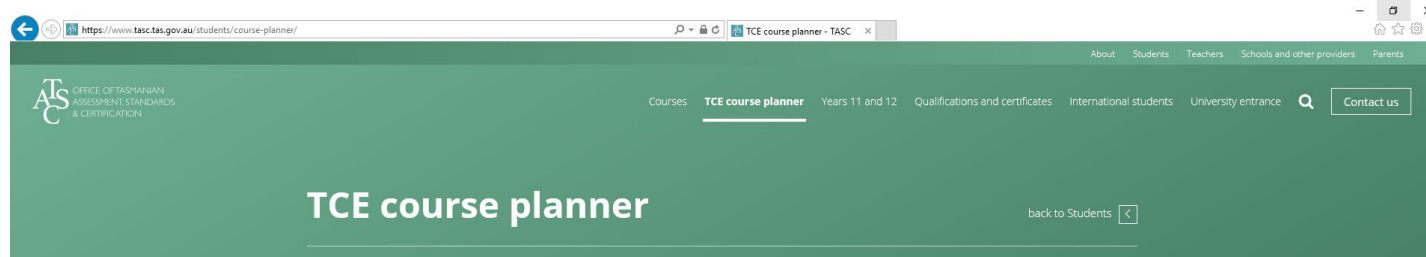
<http://www.jobsearch.gov.au>

<http://www.mycareer.com.au>

Course Counselling

All Year 10 students and parents/guardians will be invited to a Pathway Planning conference in the lead-up to and during the subject selection period, however, career counselling sessions are also available with the Career Advisor, Deputy Principal: Learning and Teaching, or VET Coordinator by appointment. These Pathway Planning and careers sessions will assist you in the process of making informed decisions about your career pathways and to help you develop understanding about the TCE and the requirements of selected subjects. We look forward to meeting with you.

THE ONLINE WEB TCE PLANNER



The online Web TCE Planner automatically informs you of the credit points, complexity levels, literacy, numeracy and ICT skills you will receive for each subject you choose.

Enter each subject you wish to enrol in for Year 11 and Year 12 to ensure you will meet the TCE requirements.

TASC RFL UTAS VET Quals VET Units

math

Filter by study area or difficulty ▾

15 TCE CREDIT POINTS

Mathematics Specialised

Mathematics

Add to plan (+)

15 TCE CREDIT POINTS

TASC • Level 3 • MTG315115

General Mathematics

Mathematics

Add to plan (+)

10 TCE CREDIT POINTS

TASC • Level 1 • MTE110114

Everyday Maths

Mathematics

Add to plan (+)

15 TCE CREDIT POINTS

TASC • Level 2 • MTW215119

Workplace Maths

Mathematics

Add to plan (+)

15 TCE CREDIT POINTS

TASC • Level 2 • ATH215118

Athlete Development

Health and Physical Education

Add to plan (+)

15 TCE CREDIT POINTS

TASC • Level 2 • MTG215114

General Mathematics - Foundation

Mathematics

Add to plan (+)

Your TCE course plan

60 TCE CREDIT POINTS

TASC • ENGLISH

TASC • Level 2 • ENA215114

English Applied

15 TCE CREDIT POINTS

TASC • HUMANITIES AND SOCIAL SCIENCES

TASC • Level 2 • BST215116

Business Studies - Foundation

15 TCE CREDIT POINTS

TASC • MATHEMATICS

TASC • Level 3 • MTM315117

Mathematics Methods - Foundation

15 TCE CREDIT POINTS

TASC • TECHNOLOGIES

TASC • Level 3 • ITS315118

Information Systems and Digital Technologies

15 TCE CREDIT POINTS

Everyday adult standards check

✓ Reading and writing standard

✓ Mathematics standard

✓ Computers and internet standard

✗ TCE Credit Points not reached yet ⓘ

SHARE

Using the TCE Planner

- 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.
- To share or save your plan, hit the share button and copy the URL for your plan. You can then email or save the plan. To print the plan from the screen, click on Ctrl P.
- Print a final copy and attach to your subject selection forms.**

Document can be accessed at:

<http://www.tasc.tas.gov.au/3666> or

<https://www.tasc.tas.gov.au/students/course-planner/>

- A print-out of your TCE planner needs to be:
 - Taken to Subject Advice Night (Wednesday 14 August)
 - Taken to all course counselling sessions**
 - Attached to your Subject Selection form

HOW TO CHOOSE SUBJECTS - THE PROCESS

A program of study in Senior College consists of 5 courses.
You must select a course in each of the 5 groups: A, B, C, D, E
One selection must be Religious Education (RE)/Study Line.
You must select 2 reserves in each group
Year 12 students who wish to maximise their pre-tertiary options
(Level 3 or 4 courses only), may choose
5 subjects and participate in an alternative Religious Education course.
Only upon meeting with and approval by the Deputy Principal, Learning and Teaching.

BEFORE SUBJECT ADVICE NIGHT

1. Think about what you are good at and what you may like to do in the future – a job or career pathway.
2. Mr Horniblow, Mrs Flynn, Mrs McTernan and Miss Reeves (VET) will be available for individual interviews with students to discuss options further.
3. Attend the Subject Advice Night on **Wednesday 14 August** with your parents/guardians and talk to teachers about subjects.

AFTER SUBJECT ADVICE NIGHT

1. Follow the steps outlined on your instruction form (sample on page 67 of this guide).
2. Online subject selections open on **Thursday 15 August**.
3. Online subject selections close on **Thursday 22 August**.
4. Print out TWO COPIES of your selections. One is for you and the other one is to be submitted with your paper Subject Selection Form.
5. Fill out the paper Subject Selection form. Make sure your online form information, and the paper forms, contain the same information!
6. Make sure that both you and your parents/guardians sign **BOTH** forms.
7. Staple your paper Subject Selection form, your online printout and the TCE planner together and return to Student Services Office on **Friday 23 August**. (**All students must also include their TCE Planner**).
8. If your preferred subject is unavailable, the system will default to your reserve choices. Subjects will be withdrawn if a subject fails to attract adequate numbers and your reserves will be allocated.
9. Your subjects for 2020 will be confirmed in November.

IMPORTANT

*Your online subject selections will be used to decide which subjects can actually be offered.
The final approval for a course to go ahead will be dependent upon the number of students
choosing each particular course and the availability of staff to teach a particular course.
Once subjects are finalised,
changes can be difficult with many classes having size restrictions.*

SENIOR COLLEGE COURSES

COLOUR
CODE

GROUP A	RE/Study Line		
	English Foundations 2	Workplace Maths 2	Design & Production Metal or Wood 2
	English 3*	General Mathematics Foundation 2	Food and Nutrition 3
	Essential Skills – Reading/Writing 2	Sports Science 3	Media Production 3
	Biology 3*	Ancient History 3	VET Certificate III in Fitness
	Physical Sciences 3	Legal Studies 3	VET Certificate II in Equine Studies
	Physics 4*	VET Certificate II in Animal Studies^	VET Certificate II in Construction^#
	VET Certificate II in Hospitality^	VET Certificate II in Baking^#	VET Introduction to Nursing^

RE/
STUDY

ENGLISH

MATHEMATICS

SCIENCE

HUMANITIES

HPE

TECHNOLOGIES

THE ARTS

VET

GROUP B	RE/Study Line		
	English Applied 2	Mathematics Methods Foundation 3*	Drama Foundation 2
	English Foundations 2	Mathematics Methods 4*	Drama 3
	English 3*	Outdoor Education 2	Theatre Performance 3
	Psychology 3	Computer, Graphics & Design 3	Technical Theatre Production 2
	First Nations Studies 3	Housing & Design 3	
	VET Certificate II in Business	VET Certificate III in Business	VET Certificate II in Equine Studies
	VET Certificate II in Hospitality^	VET Certificate II in Animal Studies^	VET Introduction to Nursing^
	VET Certificate II in Construction^#	VET Certificate II in Baking^#	

GROUP C	RE/Study Line		
	English 3*	General Mathematics Foundation 2	Accounting 3
	Physical Sciences Foundation 2	General Mathematics 3*	Economics 3
	Physical Sciences 3	Essential Skills – Mathematics 2	Visual Art 2
	Chemistry 4*	Outdoor Education 2	Art Production 3
	Computer, Graphics & Design 2	Health Studies 3	Art Studio Practice 3
	VET Certificate II in Hospitality^	VET Certificate II in Animal Studies^	VET Cert. III in Music Industry#
	VET Cert. II in Construction^#	VET Certificate II in Baking^#	VET Introduction to Nursing^
	VET Certificate II in Equine Studies		

GROUP D	RE/Study Line		
	English Literature 3	General Mathematics 3*	Music Studies 2
	Life Sciences 2	Sports Science 3	Contemporary Music 2
	Biology 3*	History & the Environment 2	Music 3
	Chemistry 4*	Sociology 3	Dance 2
	Information Systems & Digital Tech 3	VET Master Chef Cooking Classes	Dance Choreography & Performance 3
	Design & Production – Textiles 2	VET Introduction to Nursing^	VET Certificate II in Baking^#
	VET Certificate II in Animal Studies^	VET Cert. II in Construction^#	VET Certificate II in Hospitality
	VET Certificate II in Equine Studies		

GROUP E	RE/Study Line		
	English 3*	General Mathematics 3*	Intro to Sociology & Psychology 2
	English Writing 3	Mathematics Specialised 4*	French 2
	Health Studies 3	Environmental Science 3	Musical Theatre 2
	Athlete Development 2	Food, Cookery & Nutrition 2	Media Production 2
	VET Certificate II in Hospitality	VET Certificate II in Baking^#	VET Introduction to Nursing^
	VET Cert. II in Construction^#	VET Certificate II in Animal Studies^	
	VET Certificate II in Equine Studies		

* indicates known pre-requisite for university degrees, so will run at least one class.

^ indicates VET course that runs for one full day of each week. Can be selected in any group.

indicates VET course that is completed over 2 years. Must be selected in Year 11 to fulfil the requirements of the course.

SUBJECT CHOICE PROCESS FOR SENIOR COLLEGE

Students will map out their subject choices across the 5 groups (ie. one course in each of the five groups). You will map 3 potential programs of study in the event that preferred courses are not available for some reason (eg. low numbers, etc.)

It must be understood that courses may not remain in the indicated group and may not run, or may be moved to another group, if need be.

Where a course is repeated elsewhere, or is indicated as a known pre-requisite course, you may select that in your reserve preferences.

Courses indicated by * are pre-requisite courses to several University degrees and will run. However, the number of classes for these courses will be determined by staffing and students electing to enrol in these.

You must choose RE/Study Line as one of your options.

EXAMPLES OF STUDY PROGRAMS

EXAMPLE 1

GROUP	Study Program 1	Study Program 2 (reserve)	Study Program 3 (reserve)
A	RE/Study Line	Biology 3	Biology 3
B	Outdoor Education 2	RE/Study Line	RE/Study Line
C	Chemistry 4	Chemistry 4	Computer, Graphics & Design 2
D	Biology 3	Music 2	Chemistry 4
E	Mathematics Specialised 4	Mathematics Specialised 4	Mathematics Specialised 4

EXAMPLE 2

GROUP	Study Program 1	Study Program 2 (reserve)	Study Program 3 (reserve)
A	Workplace Maths 2	General Mathematics Foundation 2	English Foundations 2
B	Outdoor Education 2	English Foundations 2	Drama 2
C	VET Music Industry II	VET Certificate II in Construction	General Mathematics Foundation 2
D	RE/Study Line	RE/Study Line	RE/Study Line
E	Athlete Development 2	Food, Cookery and Nutrition 2	VET Certificate II in Construction

EXAMPLE 3

GROUP	Study Program 1	Study Program 2 (reserve)	Study Program 3 (reserve)
A	Legal Studies 3	General Mathematics Foundation 2	English 3
B	RE/Study Line	Psychology 3	Drama 2
C	General Maths Foundation 2	Economics 3	Accounting 3
D	English Literature 3	RE/Study Line	General Mathematics 3
E	Sociology 3	English Writing 3	RE/Study Line

YOUR TURN

GROUP	Study Program 1	Study Program 2 (reserve)	Study Program 3 (reserve)
A			
B			
C			
D			
E			

WHO CAN PROVIDE ADVICE?

When making your subject selections the following staff are available to assist.

General Questions

Mrs Kerrie Flynn, Deputy Principal Learning & Teaching

Careers advice, timetabling, subject counselling, subject changes, reporting, faculty concerns.

Email: kflynn@mrc.tas.edu.au

Mr Tim Horniblow, Careers Coordinator

Careers advice and subject counselling, work experience, post-school options including university entrance, pathways to further training and work, gap year opportunities, specialist entrance tests.

Email: thorniblow@mrc.tas.edu.au

Miss Jennifer Reeves, VET Coordinator

Vocational Education and Training courses, Australian School-Based Apprenticeships, Cadetships.

Email: jreeves@mrc.tas.edu.au

Mrs Amanda McTernan, TASC Coordinator

The Tasmanian Certificate of Education (TCE) and the Australian Tertiary Entrance Rank (ATAR), TCE Subjects.

Email: amcternan@mrc.tas.edu.au

Mrs Helen Cox, LEC Coordinator

The Learning Enrichment Centre provides testing support and develops individual learning programs for students with disabilities or learning support or extension, as well as pathways planning support and programs for LEC supported students.

Email: hcox@mrc.tas.edu.au

Learning Area Advice

Faculty	Head of Faculty	Email
Religious Education	Ms Loretta Andrews	landrews@mrc.tas.edu.au
English	Ms Jen Mertes	jmertes@mrc.tas.edu.au
Mathematics	Mr Mike Clancy	mclancy@mrc.tas.edu.au
Science	Mr Darren Cox	dcox@mrc.tas.edu.au
Humanities	Mrs Sarah Farrow	sfarrow@mrc.tas.edu.au
Health and Physical Education	Mr Stephen Eddington	seddington@mrc.tas.edu.au
The Arts	Mr Tom Lamb	tlamb@mrc.tas.edu.au
Technology	Mr Shaun Summers	ssummers@mrc.tas.edu.au
Vocational Education and Training (VET)	Miss Jennifer Reeves	jreeves@mrc.tas.edu.au

For subject specific advice please refer to the teacher delivering the subject or the Head of Department for Visual Arts, Drama, Home Economics and Languages.

Table 1: Senior College Subjects Offered at Marist Regional College

Learning Area	Subject	TCE Points	Level 2	Level 3
Religious Education	Year 11 Making Moral Decisions	5	•	
	Year 11 Community Service Learning	5	•	
	Year 12 Inspiring Change	5	•	
The Arts	Visual Art	15	•	
	Art Production	15		•
	Art Studio Practice	15		•
	Drama - Foundations	15	•	
	Drama 3	15		•
	Theatre Performance	15		•
	Musical Theatre	15	•	
	Technical Theatre Production	15	•	
	Music Studies	15	•	
	Contemporary Music	15	•	
	Music 3	15		•
	UTAS Advanced Practical Studies	15		
	Dance	15	•	
	Dance Choreography and Performance	15		•
Humanities and Social Sciences	Introduction to Sociology & Psychology	15	•	
	Sociology	15		•
	Psychology	15		•
	Accounting	15		•
	Economics	15		•
	Legal Studies	15		•
	Ancient History	15		•
	History and the Environment	15	•	
	First Nations Studies	15		•
English	Essential Skills - Reading and Writing	10	•	
	English Applied	15	•	
	English Foundations	15	•	
	English 3	15		•
	English Literature	15		•
	English Writing	15		•
Health and Physical Education	Outdoor Education	15	•	
	Athlete Development	15	•	
	Sport Science	15		•
	Health Studies	15		•
Languages	French 2	15	•	
	UTAS Languages Program	0		
	Languages - Other	15		•
Mathematics	Essential Skills - Mathematics	10	•	
	Workplace Mathematics	15	•	
	General Mathematics - Foundation	15	•	
	General Mathematics	15		•
	Mathematics Methods - Foundation 3	15		•
	Mathematics Methods 4	15		Level 4
	Mathematics Specialised 4	15		Level 4

Table 1: Senior College Subjects Offered at Marist Regional College *continued*

Learning Area	Subject	TCE Points	Level 2	Level 3
Science	Life Sciences	15	•	
	Physical Sciences - Foundation	15	•	
	Physical Sciences	15		•
	Environmental Science	15		•
	Biology	15		•
	Chemistry	15		Level 4
	Physics	15		Level 4
Technologies	Computer Graphics & Design Foundation	15	•	
	Computer Graphics & Design	15		•
	Information Systems and Digital Technologies	15		•
	Media Production Foundations	15	•	
	Media Production	15		•
	Design & Production - Textiles	15	•	
	Food, Cooking and Nutrition	15	•	
	Food and Nutrition	15		•
	Design & Production - Metal or Wood	15	•	
	UTAS Object Design Program	15		
	Housing & Design	15		•
VET NB: TCE Points allocated to VET courses are subject to change.	Certificate II in Construction	45	•	
	Certificate II in Business	35	•	
	Certificate III in Business	35		•
	Certificate III in Fitness	55		•
	Introduction to Nursing	24	•	
	Certificate III in Music Industry (Specialising in Sound Production)	38		•
	Certificate II in Hospitality	21	•	
	Certificate II in Baking	80	•	
	Master Chef Cooking Classes	15	•	
	Certificate II in Animal Studies	81	•	
	Certificate II in Equine Studies	9	•	
Marist Regional Colleges offers Level 1 courses to eligible students. Eligibility and enrolment is determined in consultation with the LEC Coordinator and the Deputy Principal Learning and Teaching. <i>Possible courses include:</i>	Basic Computing	10	Level 1	
	Practical English	10	Level 1	
	Everyday Maths	10	Level 1	
	Food and Cooking Essentials	10	Level 1	
	Personal Care	10	Level 1	
	Financial Literacy	5	Level 1	
	Art Making	10	Level 1	
	Expression Through the Arts	0	Pre-Level	

YEAR 11 RELIGION

All Year 11 students will study both 'Making Moral Decisions' and 'Community Service Learning' across the year, gaining 10 credit points. These courses take place in a double lesson each week, on the students' Study Line.

RLP205115 Making Moral Decisions 2

Complexity Level	2
TCE Points	5
TCE Standards	Computers & Internet - No Mathematics - No Reading & Writing - No

Pre-requisites/Recommendations

There are no pre-requisites for this course.

CSL205118 Community Service Learning 2

Complexity Level	2
TCE Points	5
TCE Standards	Computers & Internet - No Mathematics - No Reading & Writing - No

Pre-requisites/Recommendations

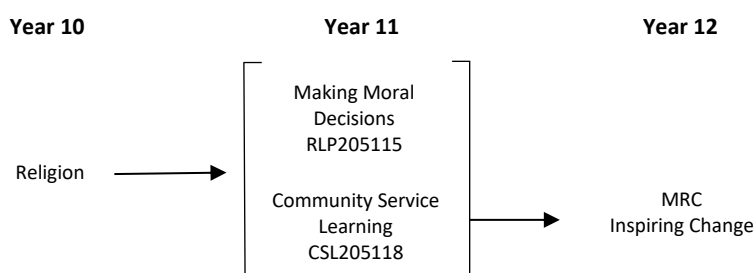
There are no pre-requisites for this course.

Content:

This course is the suggested pathway into Studies of Religion (REL315116). This TASC 2 course will be extended so students can investigate more deeply the role of belief and values in society. The aim is to develop students' understanding of ethical theories and how these manifest in a number of world views practised in our society. Making Moral Decisions will give students the opportunity to develop an understanding of religious and philosophical concepts, discover and learn about different traditions, and explore key philosophical issues. Students will engage in workshops, small group discussions, independent study and reflection.

Content:

'Community Service Learning' will operate as part of Year 11 Religion, with 'Making Moral Decisions' and will seek to provide students with a practical link to their religious education at Marist Regional College. Working with a Community Service Provider, students identify a social injustice, discern an appropriate response and design and implement a community service initiative using the 'See, Judge, Act' Catholic framework for responding to social injustice within our world. Students engage in group discussions, practical application of knowledge, excursions to community organisations, independent study and reflection. Completion of additional volunteering, reflection activities and a log book detailing their involvement is required.



YEAR 12 RELIGION

All Year 12 students will enrol in Inspiring Change, gaining 5 credit points. This course takes place in a double lesson each cycle, on the students' Study Line.

Inspiring Change

Complexity Level **2**

TCE Points **5**

TCE Standards **Computers & Internet - No**
Mathematics - No
Reading & Writing - No

Pre-requisites/Recommendations

There are no pre-requisites for this course.

Content:

Inspiring Change is a College developed course based on the TASC Project Implementation subject (PRJ205118). Inspiring Change is, as the name suggests, is about being inspired and empowered to be change agents - identifying, learning about and responding to an issue.

Inspiring Change starts by engaging students in an exploration of a wide range of contemporary justice-related social, moral and ethical issues. Students are challenged to examine their own beliefs, values and opinions in light of new or un-thought of perspectives and arguments. As a result, students develop the ability to be able to understand opinions and perspectives different to their own, show empathy towards others, and to think deeply and critically about information they are presented with.

Students will then work in groups to research, plan, develop and undertake a project that is based on an issue they have explored, the result is a final product/event/performance/presentation. Through this component of the course students develop skills in effective communication, problem solving, time management, reflective practice and team work. The aim is that the final product/event/performance/presentation brings about some kind of change.

ART215117 Visual Art 2

- includes the photography medium

Complexity Level	2
TCE Points	15
TCE Standards	Computers & Internet - No Mathematics - No Reading & Writing - No

Pre-requisites/Recommendations
Year 10 Visual Art

Content:

This non-pre-tertiary syllabus can accommodate those students who wish to enjoy Art and experience art making in a single studio area or those students who wish to use it as a preparation for further study in Art Production Level 3. In addition to creating a body of work in a specialised studio area, students are also required to interpret and discuss artists and works relevant to their chosen studio area.

Visual Art comprises of four compulsory units, which are delivered sequentially. Course work consists of two focus areas:

- **Practical work:** involving art making in ONE of the specialised artistic studios with the emphasis being on individual exploration of techniques and ideas.
- **Theoretical study:** involving the completion of three minor assignments (one of which is non-essay based) and one reflection on the process of creation and completion of the body of work.

Students are expected to compile and retain evidence of artist inquiries, the documentation of idea generation and technical experiments within a series of journals. This support material must be independent of the student's major completed works and must provide evidence of the student's mechanisms of idea development.

Students must be highly motivated and able to work independently.

ART315117 Art Production 3

— includes the photography medium

Complexity Level	3
TCE Points	15
TCE Standards	Computers & Internet - No Mathematics - No Reading & Writing - No

Pre-requisites/Recommendations
Year 10 Visual Art and/or Visual Art 2

Content:

Art Production Level 3 is for students seeking a pathway to tertiary studies and who may be considering a career within the visual arts. It is designed for students wishing to extend their practical work together with analysis and criticism of art. Students will be expected to develop research skills and understandings of art practice and the mechanisms of art. They will develop problem-solving skills and creative and analytical ways of thinking.

The emphasis in Art Production is on generating and developing ideas and methods of working that simulate professional artistic practice. Students will become familiar with current trends in art and see their work in relation to local, national and global cultural contexts. Students will be given the opportunity to specialise in the medium of their choice and be expected to develop art-making techniques to advanced levels.

Art Production comprises of four compulsory units, delivered sequentially. Coursework consists of two fields of study:

- **Practical work:** involving art making in ONE of the specialised artistic studios to produce a body of work with the emphasis being on developing a personal visual aesthetic.
- **Theoretical study:** involving the completion of four minor assignments (one of which is non-essay based) and one major research paper pertaining to the students' own work.

Students are required to keep extensive records of their idea generation and information gathering within a series of journals. Given much of the course comprises negotiated study, a high degree of individual motivation and resourcefulness is necessary in order to produce a body of work that demonstrates a cohesive development of ideas and techniques.

ART315214 Art Studio Practice 3

Complexity Level	3
TCE Points	15
TCE Standards	Computers & Internet - No Mathematics - No Reading & Writing - No
Pre-requisites/ Recommendations	CA for Art Production 3

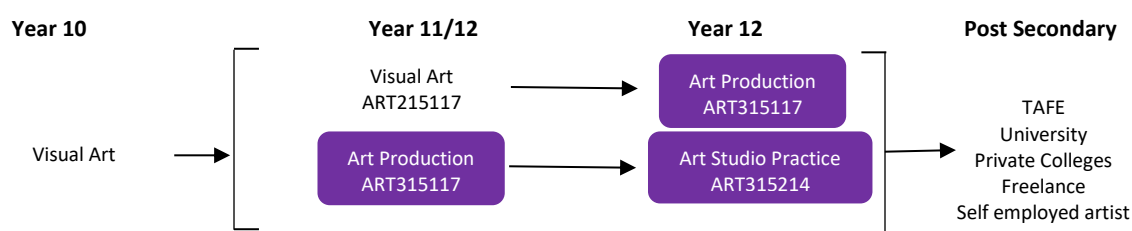
Content:

This course is designed to allow Year 12 students, who have **completed and achieved at a high standard in Art Production 3**, the opportunity to extend the breadth and depth of their learning in Art. It enables further investigation and development of the students' art practice, involves extensive investigation of past and current art practice and enables students to develop a high level of technical and conceptual proficiency. It will challenge learners to engage in reflective and critical analysis in order to refine, evaluate and articulate their ideas in the consolidation of their artistic practice.

This course consists of two compulsory areas of learning:

- **Conceptual knowledge:** research (including three investigations), critical analysis (including a major research paper) and reflection (including a Visual Schematic Overview and Artist's Statement)
- **Practice:** including the development of a proposal that provides the context for the studio practice in a selected studio area, studio specialisation reflecting sustained practical rigour and an exhibition of a body of resolved artwork.

The process used to produce practical work is a core component of assessment in this subject. Students develop a proposal or outline of their work very early, and through research and experimentation, develop a practical portfolio. The proposal is altered and refined throughout the year. Regular critiques of the student's work and that of others' assist in the refining of ideas. Reflective practice, in addition to forming part of the critique sessions, will be demonstrated through a Visual Schematic Overview and an Artist's Statement. Learners will be required to act autonomously in assuming complete responsibility for the creative design, organisation and installation of their exhibition.



SDS215117 Drama - Foundations 2

Complexity Level	2
TCE Points	15
TCE Standards	Computers & Internet - No Mathematics - No Reading & Writing - No

Pre-requisites/Recommendations

There are no pre-requisites for this course.

Content:

Drama Foundation is an introductory course that is designed to engage students in experiential learning experiences for the purpose of developing skills, knowledge and understanding in areas such as voice, movement, improvisation and role play. Students participate in public performances and attend live theatre performance for the purpose of reflection. Students undertaking Drama Foundation refine their public speaking, presentation, communication and team work skills, and improve their self-confidence, capacity for empathy and concentration.

Assessment: Assessment is internal.

Pathway: Students learn skills vital to any pre-tertiary or university subject that requires oral presentations. This subject can also help students prepare for interviews, and students seeking employment involving customer service.

SDD315115 Drama 3

Complexity Level	3
TCE Points	15
TCE Standards	Computers & Internet - No Mathematics - No Reading & Writing - Yes

Pre-requisites/Recommendations

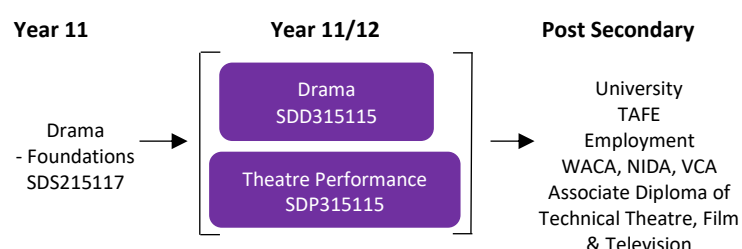
Recommended for students with prior experience in Drama.

Content:

This subject is recommended for students who have prior experience in Drama and a strong commitment and interest in the Performing Arts. The course is designed to provide students with practical and creative opportunities to acquire skills, knowledge and understanding relating to voice and movement, improvisation, role play and ensemble. Students learn about the theatrical and historical contexts of drama works, and engage in a range of processes to present polished drama works to audiences. Students learn to reflect on their own work, the work of others and learn about drama experiences and stagecraft. Students will be required to work both individually and collaboratively. Students attend live theatre performances and participate themselves in public performances.

Assessment: Internal assessment is comprised of written and practical (performance) tasks. The external exam involves a practical (performance) exam and a two hour written exam.

Pathway: This pre-tertiary course is strongly recommended for students wishing to pursue a career, or undertake further studies, in the Performing Arts. It would be useful for students interested in further study in business, marketing and the Humanities where work is process driven, and oral presentations and team work are a common form of assessment.



SDP315115 Theatre Performance 3

Complexity Level	3
TCE Points	15
TCE Standards	Computers & Internet - No Mathematics - No Reading & Writing - Yes

Pre-requisites/Recommendations

There are no pre-requisites for this course.

Content:

This course is designed to provide students with practical and creative opportunities to acquire skills, understanding, knowledge and experience. The course encompasses a comprehensive program of theatre performance. Working individually and as a member of a group, students present polished performances and dramatic monologues to a variety of audiences. Vocal skills are developed and students explore a range of texts and dramatic techniques. Live theatre performances are attended and critically analysed. This syllabus is for students who have considerable experience in Drama, and students will be expected to operate, as much as possible, as members of a theatre company.

Assessment: Internal assessment is comprised of written and practical (performance) tasks. The external exam involves students performing in a production and preparing a written reflective statement on the process of the production.

Pathway: This pre-tertiary course would be strongly recommended for students wishing to pursue a career, or undertake further studies, in the performing arts.

MUT215115 Musical Theatre 2

Complexity Level	2
TCE Points	15
TCE Standards	Computers & Internet - No Mathematics - No Reading & Writing - No

Pre-requisites/Recommendations

NOTE: The College will be presenting the biannual College Musical in 2020. This course will be primarily focused on preparations for the performance.

Content:

Musical Theatre is an increasingly relevant performing art form for Australian audiences. In the study of Musical Theatre, learners work as members of a Musical Theatre ensemble, acquire music or performance skills, and learn specialised techniques necessary for the perform of this sophisticated theatre genre.

The study of Musical Theatre builds social skills and increases self-confidence. Musical Theatre allows the exploration and expression of emotion and creativity. Learners will develop significant skills in rhythmic, body and spatial awareness.

There are four units of study in the Musical Theatre course:

- UNIT 1 Musical Theatre skill development
- UNIT 2 Ensemble performance skills
- UNIT 3 Understanding and responding to text, score or music
- UNIT 4 Presenting polished Musical Theatre performances

The first three units will be delivered concurrently and culminate in Unit 4 – the Musical Theatre production season.

Students wishing to enrol in *Musical Theatre* must first pass an audition (to be held at the end of 2019). This will determine their role in the school musical.

Please note: students who wish to be involved in the school musical but are unable to enrol in this course, may still audition. Parts will be allocated to the most suitable auditionee. Rehearsals for the musical will also be held after school hours to allow everyone to participate.

SDT215115 Technical Theatre Production 2

Complexity Level	2
TCE Points	15
TCE Standards	Computers & Internet - No Mathematics - No Reading & Writing - No

Pre-requisites/Recommendations

There are no pre-requisites for this course.

Content:

Technical Theatre Production is a critical element in the Creative Arts industry. In the study of this course learners develop skills, knowledge and understanding that will enable them to communicate and cooperate with others in theatre and associated dramatic spaces to apply technologies in order to meet the artistic intention and direction of directors and other theatre personnel.

Assessment: Assessment is via criterion based assessment. Students are assessed on 7 different criteria. All assessment is internal and is based on both practical and written work.

Pathways: Technical Theatre 2 is relevant to learners who wish to pursue further study at tertiary level, in vocational educational training settings or to pursue industry or community related pathways.

MSS215115 Music Studies 2

Complexity Level	2
TCE Points	15
TCE Standards	Computers & Internet - No Mathematics - No Reading & Writing - No

Pre-requisites/Recommendations

There are no theory pre-requisites. The study of Music in Year 10 is recommended but not essential. This is a non pre-tertiary course and recommended for Year 11 students in preparation for pre-tertiary Music in Year 12.

Content:

This course is for musicians who enjoy performing, composing, listening to, creating and notating music. It is ideal for students who wish to improve their standard of performance on an instrument and gain a general grounding in the Theory of Music.

Students may study any instrument, including the voice. A minimum of 2 years study on this instrument is expected prior to enrolling in Music Studies. Students have the opportunity to form ensembles with Year 11 and 12 students. Tuition is provided in composing, recording, performing and listening. Preparation for concerts and 'gigs' is a focus.

Pathway: Successful completion of Music Studies provides a solid basis for the study of pre-tertiary Music. It also results in improved performance skills, including confidence and musicality, enabling the student to gain increased pleasure in making music. Part-time work as a musician is often an outcome.

MSC215117 Contemporary Music 2

Complexity Level	2
TCE Points	15
TCE Standards	Computers & Internet - No Mathematics - No Reading & Writing - No

Pre-requisites/Recommendations

There are no pre-requisites for this course.

Content:

This course is ideally suited to students who are mainly interested in practical music (playing an instrument or singing). Members of Rock Bands, guitarists, bass guitarists, drummers, vocalists and keyboard players are able to improve their skills and prepare for 'gigs' in this course. Other instrumentalists are also most welcome to enrol.

In this course students will gain experience in the Music Industry with a particular focus on improving performance skills and further developing their technique on a musical instrument, including voice where applicable. Recording, marketing and promotion of original material, organising the MRC Battle of the Bands and building a repertoire or performance 'set' are offered.

Areas covered include:

- Performance (using TAB and/or conventional notation)
- Using Music Technology (computers, Music software, P.A. Systems, recording in our studio)
- WH&S issues relevant to the Music Industry
- Composition
- Listening to a wide range of the 'Music of Today'

Pathway: Successful completion of Contemporary Music may lead to Certificate III in a field related to Music (ie Sound), involvement in the entertainment industry, playing music for personal pleasure, leisure activities, social music sharing/creating/performing, part-time work as a musician and the study of related units in Contemporary Music at a Conservatorium of Music including UTAS Hobart.

MSM315115 Music 3

Complexity Level	3
TCE Points	15
TCE Standards	Computers & Internet - No Mathematics - No Reading & Writing - No

Pre-requisites/Recommendations

- Pre-tertiary Music is generally studied in Year 12 after the completion of MSS215115 Music Studies (Level 2)
- Students who have a solid theory base and a minimum standard of Grade 4 AMEB or equivalent practical competency may study Level 3 in Year 11.

Content:

All students must study 5 of the 6 core units plus one optional unit.

Through the study of Music students will have opportunities to demonstrate:

- Sophisticated music performance skills
- The ability to create complex original musical ideas
- An understanding of music through critical listening and analysis of a broad range of music
- Music theory knowledge through the understanding and application of the music elements *
- Music aural skills through the understanding and application of the music elements*

Students also select one other optional unit from the following:

- Performance*
- Create a folio of original music*

Assessment: Core units are assessed internally. The units marked with an asterisk* are also assessed externally through a 2 hour theory exam or, in the case of performance, the preparation of a 10-15 minute program of music for external assessment. 4 criteria in total are assessed externally.

FCP120 Advanced Practical Studies

UTAS University Connections Program (UCP)

TCE Points	15
TCE Standards	Computers & Internet - No Mathematics - No Reading & Writing - No

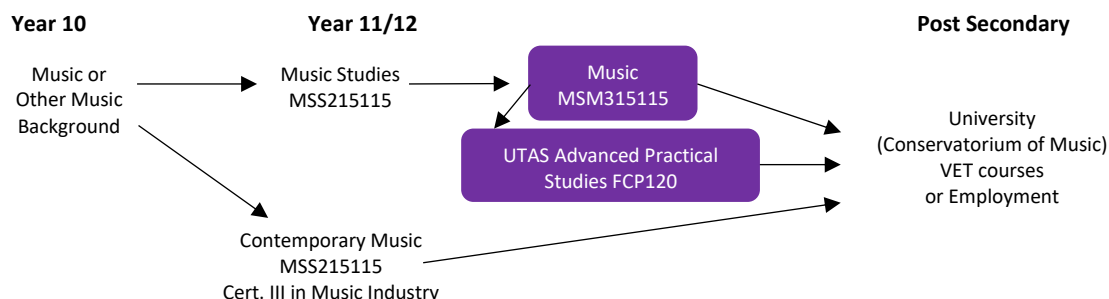
Pre-requisites/Recommendations

Eligibility for the program is a recommendation of the College, according to a student's previous academic success, their motivation and maturity.

Content:

Please see the following website for details:
<http://www.utas.edu.au/schools-engagement/ucp>

Further information may be obtained from Mrs Flynn.



DNC215115 Dance 2

Complexity Level	2
TCE Points	15
TCE Standards	Computers & Internet - No Mathematics - No Reading & Writing - No

Pre-requisites/Recommendations

There are no pre-requisites for this course.

Content:

This course has four compulsory units; dance skills; dance making; preparation and performance; reflection and appreciation.

Students explore the elements of dance, body awareness, movement vocabulary, choreography devices, structuring dance works, and creating dance.

Students will create dance work for self and others as well as developing an understanding of warm ups, injury prevention and management, and learn to reflect on their own work as well as the work of others.

Assessment: Assessment is via criterion based assessment. Students are assessed on 7 different criteria. All assessment is internal and is based on both practical and written work.

Pathways: Dance 2 provides a pathway to Dance Choreography and Performance.

DNC315115 Dance Choreography & Performance

Complexity Level	3
TCE Points	15
TCE Standards	Computers & Internet - No Mathematics - No Reading & Writing - No

Pre-requisites/Recommendations

There are no pre-requisites for this course.

Content:

Dance Choreography and Performance is a Level 3 course in which students learn the principles of composition and use these to choreograph a group and solo piece for external assessment.

Critical analysis of the works of others and reflection on the learners own work form the basis for the theory component and for external assessment.

This course has four compulsory units: Choreographic design skills; composition; preparation and performance; analysis and reflection.

Students will study the elements of dance, techniques for generating movement using choreographic/structural devices, generate a personal movement vocabulary, explore safe dance.

Assessment: Assessment is via criterion based assessment. Students are assessed internally and externally both on their practical and written work.

Pathways: Dance Choreography and Performance can lead to tertiary studies in the fields of Dance, Musical Theatre, Human Movement.

BHX215118

Introduction to Sociology & Psychology 2

Complexity Level 2

TCE Points 15

TCE Standards Computers & Internet - No
Mathematics - No
Reading & Writing - Yes

Pre-requisites/Recommendations

There are no pre-requisites for this course.

Content:

This course provides an introduction to the disciplines of Sociology and Psychology and is a recommended pre-requisite for TASC Level 3 studies in Sociology and Psychology.

Students will study three compulsory and two elective units:

1. An introduction overview of the disciplines of Sociology and Psychology and research methodology
2. Psychological Development
3. Youth Culture
4. Sociology Options eg. socialisation
5. Psychology Options eg. impact of heredity and environment on behaviour.

The course introduces students to:

1. Sociology and psychology as social sciences and their research methodology
2. Identification of sociological and psychological terms and the relationship of these to human behaviour and individual experiences.

Optional studies will occur in the modules: Sociology of Gender, Social Stratification, Forensic Psychology and Pro-social and Antisocial Behaviour.

Assessment: Internal assessment only. This course gains the TCE literacy tick.

Pathways: This course provides a pathway to further education, training and employment for careers in which an understanding of the behaviour of individuals, groups and institutions is a key element, such as human resources, teaching, social, health and community work, parenting and childcare.

BHS315116 Sociology 3

Complexity Level 3

TCE Points 15

TCE Standards Computers & Internet - Yes
Mathematics - No
Reading & Writing - Yes

Pre-requisites/Recommendations

- Introduction to Sociology and Psychology or
- A/B in Year 10 English

Content:

Sociology is the scientific study of human society and social behaviour. This course presents an introduction to the discipline, its theories, and its research methods. It explores the relationship between the individual, culture and society, showing how social and cultural forces influence personal experience and group behaviour. It covers culture, socialisation, society, social groups and deviance. It examines various forms of social inequality, showing how political, economic, and ideological factors underlie social, racial and ethnic, gender and age stratification. It covers four major social institutions: family, education, work and the media.

Assessment: Assessment is based on internal work, a 2 hour external exam, and an externally assessed Independent Research Project; therefore, a strong grounding in formal writing skills, including reports and essays is essential.

Pathway: The study of Sociology can lead to employment in government and community organisations including, for example, cultural and community development, or work with minority and ethnic groups. It can lead to work in fields that address such issues as crime and substance abuse, youth and family matters, industrial relations, social justice and social issues related to health care.

BHP315116 Psychology 3

Complexity Level **3**

TCE Points **15**

TCE Standards **Computers & Internet - Yes**
 Mathematics - No
 Reading & Writing - Yes

Pre-requisites/Recommendations

- Introduction to Sociology and Psychology
or
- A/B in Year 10 English

Content:

The knowledge, skills and understandings developed from studying Psychology include individual differences, psychobiological processes, learning, memory and an understanding of methods of enquiry in Psychology.

Units to be studied will include:

- Intelligence
- Perception, sensation, altered states of consciousness
- Learning
- Memory and forgetting
- Research methods

Assessment: Assessment will be based on internal work, a 3 hour examination and an externally assessed investigation project; therefore, a strong grounding in formal writing skills, including reports and essays is essential.

Pathways: This subject is ideal for students considering an Arts degree at university, a career as a psychologist, counsellor, nurse, welfare worker, police officer, lawyer or teacher

HUMANITIES and SOCIAL SCIENCES

ACC315116 Accounting 3

Complexity Level	3
TCE Points	15
TCE Standards	Computers & Internet - No Mathematics - Yes Reading & Writing - No

Pre-requisites/Recommendations

There are no pre-requisites for this course.

Content:

Financial matters affect every member of our society. By studying Accounting, learners develop an understanding of the fundamentals of business financial management. In our current environment, small businesses are the largest employers; many learners will find themselves self-employed or working in small business and there is a high probability that they will have to engage in some form of accounting practice.

Accounting is an information system that provides financial and other information for making and evaluating decisions about the allocation of resources of a business. It involves recording, reporting, analysing and interpreting financial data and accounting information which is then communicated to internal and external stakeholders for decision making purposes.

Course Content:

Accounting is divided into 5 units of study:

- Unit 1: The Accounting Landscape for a Sole Trader
- Unit 2: Recording and Controlling Financial Information
- Unit 3: Preparing Financial Reports Using Accrual Accounting Techniques
- Unit 4: Analysing Financial Information and Making Business Decisions
- Unit 5: Financial Investigation

Assessment: Internal work and external examination. Students will independently conduct an investigation into the financial structure of an existing enterprise OR personal budgeting.

Pathway: Accounting is a course designed as a pathway to higher education studies, particularly in the business area. The course also provides skills and knowledge to aid students in future employment in areas such as finance, banking, accounting, economics, management, marketing and owner operated businesses.

ECN315116 Economics 3

Complexity Level	3
TCE Points	15
TCE Standards	Computers & Internet - No Mathematics - No Reading & Writing - Yes

Pre-requisites/Recommendations

There are no pre-requisites for this course.

Content:

The study of Economics gives students an appreciation of our standard of living and how this is affected by events locally, nationally and in the global arena. Students learn skills in cost benefit analysis, modelling and communication. This course examines microeconomic issues such as pricing, production possibilities and the interaction of demand and supply; and macroeconomic issues for example inflation, unemployment and growth.

Additionally, the course assists with wise financial decision making. Knowing when conditions are right to purchase a car, house or to venture overseas are all achievable outcomes of this robust course.

Course Content:

Economics is divided into 4 units of study:

- Unit 1: An Introduction to Economics
- Unit 2: Economic Management
- Unit 3: Australia and the Global Economy
- Unit 4: Investigation into a Current Economic Issue

Assessment: Internal work and external examination. Students will independently conduct an investigation into Sustainable Use of Resources OR Financial Inequality.

Pathway: Economics is a course designed for students interested in careers in commerce, government, financial professions, business/project management, journalism and entrepreneurship.

LST315117 Legal Studies 3

Complexity Level 3

TCE Points 15

TCE Standards Computers & Internet - No
Mathematics - No
Reading & Writing - Yes

Pre-requisites/Recommendations

There are no pre-requisites for this course.

Content:

This course aims to develop an awareness of the law and the structures and processes of the Australian Legal System. It requires objective, creative, and wide ranging inquiry into the legal system and its operation in society. Legal Studies develops an understanding of the rights and responsibilities of citizens in the Australian and International legal and political systems.

Course Content:

Legal Studies is divided into 4 parts:

Part 1: Principles and Practices of Australia's Westminster Parliamentary System of Government

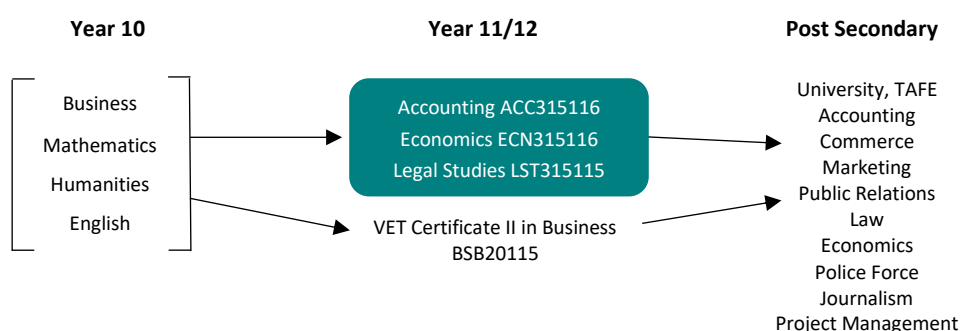
Part 2: Australian Federal Constitutional Government

Part 3: Australian/International Law including topical inquiry

Part 4: Dispute Resolution - Civil and Criminal

Assessment: Internal work and external examination. Students will independently research a topical issue and use it to illustrate the way in which legal and political processes meet the changing needs of society.

Pathway: Legal Studies is designed for students who are interested in further study and work in the fields of the legal profession, government positions, policing, journalism, court administration and social work.



ANH315117 Ancient History

Complexity Level	3
TCE Points	15
TCE Standards	Computers & Internet - No Mathematics - No Reading & Writing - Yes

Pre-requisites/Recommendations

A solid result in Year 10 History and English would be an advantage to help students with the level of analytical and essay writing skills required.

Content:

Ancient History Level 3 stimulates learners' curiosity and imagination, and enriches their appreciation of humanity and the value of the ancient past. It shows how the world and its people have changed, as well as the significant legacies that exist into the present, and gives a context for this interconnectedness of past and present. The study of Ancient History Level 3 illustrates the development of some of the distinctive features of contemporary societies, including social organisation, systems of law, governance and religion. Ancient History Level 3 is also concerned with the possible motivations and actions of individuals and groups, and how they shaped ancient and modern world. Students will study selected aspects of history through the archaeology, literature and philosophy of Ancient Greece. Students can receive the Reading and Writing Standard tick for this subject.

Assessment: Internal work, internal examination and external examination.

Pathway: For self-directed and inquiring students considering university entry particularly in the Arts/Humanities. Potential career options include: archaeology, anthropology, classical studies or languages, research, linguistics, politics, tourism and teaching.

HAE215115 History and the Environment 2

Complexity Level	2
TCE Points	15
TCE Standards	Computers & Internet - No Mathematics - No Reading & Writing - Yes

Pre-requisites/Recommendations

There are no pre-requisites for this course.

Content:

The History and the Environment course enables students to study the environmental and historical factors that have shaped their world

The course focuses primarily on the three distinct cultures of Australia, China and India. It invites learners to compare and contrast the different ways in which human cultures have sought to adapt to particular features of their natural environment.

Students will study **seven** (7) topics and **two** (2) case studies.

The seven topics are:

1. Climate and Sustainable Futures
2. The Human Story – an Introduction
3. Human Systems and Cultures of Ancient India
4. Human Systems and Cultures of Ancient China
5. Human Systems and Cultures of Ancient Australia
6. Continuity and Diversity in Asia
7. Modernisation and Progress in Asia.

The two case studies are:

1. A Threatened Species
2. The Environmental Impact of Modernisation in Asia.

Whilst this course is definitely suited to students interested in History, it includes a focus on Geography that extends beyond that covered in the Australian Curriculum for students who have an interest in this area of Humanities.

Assessment: Internal assessment only. This course gains the TCE literacy tick.

TAS315119 First Nations Studies

Complexity Level **3**

TCE Points **15**

TCE Standards **Computers & Internet - Yes**
Mathematics - No
Reading & Writing - Yes

Pre-requisites/Recommendations

A solid result in Year 10 History and English would be an advantage to help students with the level of analytical and essay writing skills required.

Content:

First Nations Studies, enables students to understand and appreciate the culture and history of Australian and other First Nations from an internationally comparative perspective.

Students will develop an understanding of the basis of First Nations identity, culture, ways of knowing and being, relationships and historical narratives as well as the causes and consequences of First Nations interactions with non-Aboriginal peoples, and the challenges and opportunities which such interaction led to. The course will further develop an awareness of the assertion of First Nations' rights and interrelationships globally.

First Nations Studies Level 3 consists of **Six (6) Units**.

Learners will study three of the below-listed First Nations in this course.

First Nations of Australia and any **two (2)** of:

- First Nations of New Zealand
- First Nations of Scandinavia
- First Nations of Canada
- First Nations of the United States of America.

Assessment: Internal work and external examination.

Pathway: Successful completion of First Nations Studies, Level 3 prepares learners for tertiary study in a range of areas including: Anthropology; History; Sociology; Studies of Religion; Philosophy; Politics; the Law; Education and associated fields.

ERW210114

Essential Skills - Reading and Writing 2

Complexity Level	2
TCE Points	15
TCE Standards	Computers & Internet - No Mathematics - No Reading & Writing - Yes

Pre-requisites/Recommendations

Enrolment in this course is restricted to students who struggled to meet the Year 10 standard in English. Eligibility is determined by the Deputy Principal Learning and Teaching, Learning Enrichment Coordinator and the English teacher.

Content:

This course is designed for students who require a course of English aimed at achieving literacy skills to the standard expected to achieve the literacy requirements of the TCE, for everyday adult reading and writing.

This course is designed to enable students to achieve reading and writing skills, and use strategies and practices appropriate for everyday adult settings, including the workplace. Students will also gain skills that can be applied to reading and writing for leisure and pleasure.

This course requires the student to read and write routine texts, which are used in everyday situations.

Assessment: This course is competency based. Assessment is internal. There are no examinations, internal or external for this course.

ENA215114

English Applied 2

Complexity Level	2
TCE Points	15
TCE Standards	Computers & Internet - No Mathematics - No Reading & Writing - Yes

Pre-requisites/Recommendations

There are no pre-requisites for this course.

Content:

This course is recommended for students who do not intend to do English as a subject in Year 12. Students hoping to take a pre-tertiary in Year 12 are best advised to undertake English Foundations 2.

English Applied has been designed for students who want to develop their communication skills, especially in relation to work and adult life. Students apply language skills in actual situations and develop their skills in communicating with their peers and others. A significant part of the course is the achievement of tangible outcomes such as creating texts and carrying out activities. There is a high degree of flexibility in the syllabus to meet the educational and social needs of particular student groups.

Assessment: This course is assessed from internal ratings. There is no external examination.

Pathway: Recommended for students preferring a vocational pathway.

ENG215117 English Foundations 2

Complexity Level	2
TCE Points	15
TCE Standards	Computers & Internet - No Mathematics - No Reading & Writing - Yes

Pre-requisites/Recommendations

There are no pre-requisites for this course.

Content:

This course is aimed at preparing Year 11 students for English 3, English Literature 3 and English Writing 3.

In English Foundations 2 students work with a range of texts such as novels, films and songs, to explore social issues presented by text composers. They will research and apply their own experiences of society when responding to ideas and they will also compose their own texts. Students are expected to work both collaboratively and independently.

Assessment: This course is assessed from internal ratings. There is no external examination.

Pathway: Recommended for students preparing for pre-tertiary English or those who prefer a vocational pathway.

ENG315117 English 3

Complexity Level	3
TCE Points	15
TCE Standards	Computers & Internet - No Mathematics - No Reading & Writing - Yes

Pre-requisites/Recommendations

'B' or higher at Year 10 or 'C' at English Foundations 2.

Content:

This course is recommended for Year 12 students who have successfully completed English Foundations 2 in Year 11 or for students who have achieved excellent results in Year 10.

English 3 is a subject that will challenge the way students see the world and is recommended for students with a very strong interest and ability in English. It will have them thinking critically and analytically about a range of texts and enable them to identify and reflect on their own values and cultural assumptions. Students will use print and digital texts to examine contemporary communication practices. High level skills in analysis, reflection and communicating ideas and information are required for this course (particularly essay writing). Students will need to be prepared for an intensive but highly stimulating work load and to take full ownership of their learning.

Assessment: A 3-hour external examination.

Pathway: Recommended for students intending to undertake tertiary studies. While the subject has many career applications, those with an interest in the media, law and other communication oriented areas, would find this course particularly relevant.

ENL315114 English Literature 3

Complexity Level	3
TCE Points	15
TCE Standards	Computers & Internet - Yes Mathematics - No Reading & Writing - Yes

Pre-requisites/Recommendations

'B' or higher at Year 10 or 'C' at English Foundations 2. This course is recommended for students who have achieved strong results in English Foundations 2 or who prefer analysis of literature.

Content:

English Literature focuses on the study of literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, evaluate perspectives and evidence, and challenge ideas and interpretations. English Literature explores how literary texts shape perceptions of the world and enable us to enter other worlds of the imagination. In this course learners actively participate in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms. Learners enjoy and respond creatively and critically to literary texts drawn from the past and present and from Australian and other cultures. They reflect on what these texts offer them as individuals, as members of Australian society, and as world citizens.

Assessment: An externally assessed folio of work and a 2-hour external examination.

Pathway: Recommended for high achieving English students intending to undertake tertiary studies in literature, English, law, teaching, journalism, publishing, the theatre, etc.

ENW315114 English Writing 3

Complexity Level	3
TCE Points	15
TCE Standards	Computers & Internet - Yes Mathematics - No Reading & Writing - Yes

Pre-requisites/Recommendations

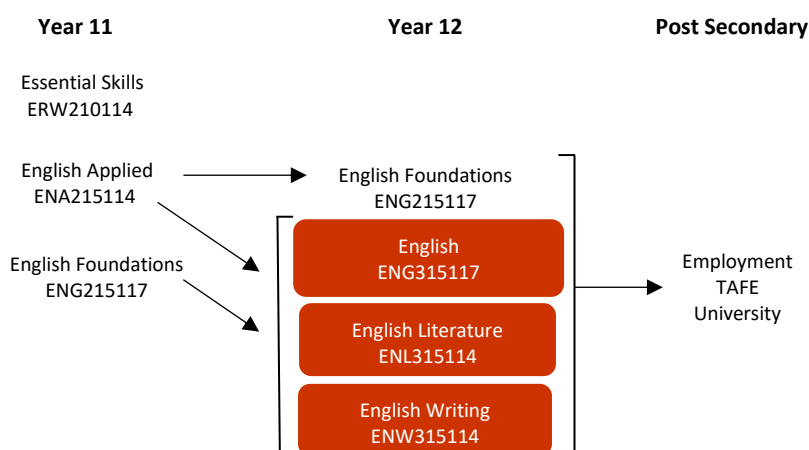
This course is designed for very capable and highly motivated students with a willingness to enter into the intense discipline and immense satisfaction that comes with the creative writing process.

Content:

Students will become well versed in the various stages of the writing process: pre-reading, brainstorming, planning, drafting, collaborating, proofreading, polishing and seeking audience feedback. In addition to writing creative pieces, students will compose a reflective statement that refers specifically to the techniques learned and applied in that piece. Students will be responsible for ensuring that each piece is thoroughly proofread and corrected prior to submission on the due date. There is an emphasis on developing skills in different forms of writing, both through workshop processes and investigation of other writers' approaches. Students will be required to undertake regular personal reading designed to support and extend their work.

Assessment: An externally assessed folio of work.

Pathway: Recommended for students intending to undertake tertiary studies and/or creative endeavours such as screen writing, publishing, journalism, teaching, etc.



OXP215118 Outdoor Education 2

Complexity Level	2
TCE Points	15
TCE Standards	Computers & Internet - No Mathematics - No Reading & Writing - No

Pre-requisites/Recommendations

Students must be able to complete:

- 200 metre pool swim in 8 minutes without assistance.
- Complete a 10 minute pool survival swim.

Content:

The syllabus emphasises application of knowledge and skills in outdoor situations and promotes opportunities for personal development by students in practical activities as an individual and as a member of a group.

Practical sessions will involve many outdoor experiences including: surfing/body boarding, snorkelling, kayaking, mountain biking, orienteering, archery, camp cooking.

Students will study outdoor equipment theory, nutrition, navigation, water safety, weather interpretation and First Aid.

Day and overnight activities *may* include: a canyoning excursion, white-water rafting, rock climbing/abseiling, bush walking and snow skiing. Students will need to commit a small amount of time out of school.

Assessment: Internal practical and theoretical tasks.

Pathway: Careers in sport, outdoor pursuits, recreation and tourism industries.

ATH215118 Athlete Development 2

Complexity Level	2
TCE Points	15
TCE Standards	Computers & Internet - No Mathematics - No Reading & Writing - No

Pre-requisites/Recommendations

Students **must** play in a recognised sporting competition in the year they undertake this course and have a designated coach. This course aims to provide students, regardless of experience or ability, with an athlete development program based around individual need. The course can be adapted to the student's preferred sport and students will be given every opportunity to prepare and improve their overall athletic performance.

Content:

Pre-requisite:

This course includes 3 modules:

- Specialist Coaching
- Conditioning and Measuring Performance
- Sports Knowledge Tutorials

Assessment: This subject assessment is largely based on the students' ability to undertake a self-directed training program, hence regular class attendance is paramount.

Pathways: Athlete Development is the perfect subject choice for anyone looking at a career in the Health & Fitness Industry, Personal Training, Professional Sport, Exercise Science, Health Science and Bachelor of Physical Activity, etc.

SPT315118 Sport Science 3

Complexity Level **3**

TCE Points **15**

TCE Standards **Computers & Internet - No**
 Mathematics - No
 Reading & Writing - No

Pre-requisites/Recommendations

Year 9 and/or Year 10 Sport Science is recommended but not essential.

Content:

This subject develops understanding in the areas of Exercise physiology, Skill Acquisition and Sports Psychology and how they influence sporting performance.

Areas of study:

- **Exercise Physiology:** How the body's fundamental physiological processes contribute to sporting performance, the methods by which physiological performance can be maximised (including energy systems, energy continuum, the recovery process, O₂ transport system) and how to achieve a training effect
- **Skill Acquisition:** Using information in the environment to learn, improve and master motor skills, and the processes which enable motor skills to be executed and modified to meet environmental parameters, including the information processing model, input, decision making, timing, output, feedback and Biomechanical analysis
- **Sports Psychology:** The influence of psychological processes on sporting performance, identification of psychological techniques for maximising sporting performance and understanding that these techniques are most effective when used regularly as part of an athlete's training program, including self-image and positive reinforcement (feedback), goal setting, strategy planning, motivation, arousal/ anxiety, mental rehearsal, relaxation and attention control (concentration).

Assessment:

- Internal and external examinations
- Assignments/Tests/Presentations/Laboratory work
- Major biomechanical investigative study

Pathway: The syllabus is designed to prepare students for tertiary study in the sports sciences and related fields such as physiotherapy, nursing, human movement, health sciences etc.

HLT315118 Health Studies 3

Complexity Level **3**

TCE Points **15**

TCE Standards **Computers & Internet - No**
Mathematics - No
Reading & Writing - Yes

Pre-requisites/Recommendations

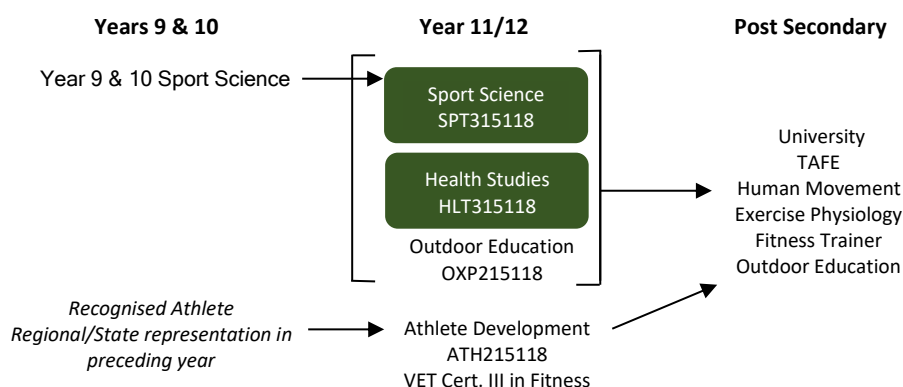
There are no pre-requisites for this course.

Content:

Through the study of health, students will learn about and investigate health in the context of personal health, Australian health and global health. This approach is a continuum of learning where students will develop the knowledge, skills and understanding enabling a global perspective of health. Students will have the opportunity to focus on specialised issues of interest in each of the contexts; personal, Australian and global health. Good written communication skills are recommended for this course.

Assessment: Internal and external examinations.

Pathway: It is intended that students will develop inquiry, research, problem-solving, decision-making and communication skills which may lead to further education in this area. These skills form a basis for work related to any health or community based profession such as nursing, teaching, social or hospital based service.



Proficiency in languages expands students' communicative repertoire, develops literacy and increases their engagement as citizens and participants within and across local, regional and global contexts. The opportunities for a career using French are varied and interesting, and continuing with a language, particularly as part of a double degree at university, opens up a wide range of opportunities. A Language course attracts additional points for university entry.

FRN215114 French 2

Complexity Level **2**

TCE Points **15**

TCE Standards **Computers & Internet - No**
Mathematics - No
Reading & Writing - No

Pre-requisites/Recommendations

These courses are a continuation of French from Years 8 to 10. Studying French will provide the opportunity to develop skills of listening, speaking, reading and writing at a more advanced level.

Content:

Studies in French will enable students to:

- Understand statements, questions and passages spoken in French
- Initiate and respond to questions or familiar topics in French in both one to one and group situations
- Deduce meaning and extract relevant information from passages written in French
- Convey information written in French
- Demonstrate an awareness of French culture and attitudes.

Assessment: Level 2 by internal exam; Level 3 by external exam.

Pathway: Students can choose French in Year 11 (Level 2) and continue French in Year 12 (Level 3). It is possible to undertake and complete French (Level 3) in one year (ie. Year 11), however, students considering this one year option should consult with Mr Fabian and the Deputy Principal, Learning and Teaching before a final decision is made.

UTAS Languages Program

UTAS University Connections Program (UCP)

TCE Points **0**

Pre-requisites/Recommendations

Eligibility for the program is a recommendation of the College, according to a student's previous academic success, their motivation and maturity.

LANGUAGES - OTHER

Complexity Level **3**

TCE Points **15**

Pre-requisites/Recommendations

There are no pre-requisites for this course.

Content:

Please see the following website for details:
<http://www.utas.edu.au/schools-engagement/ucp>

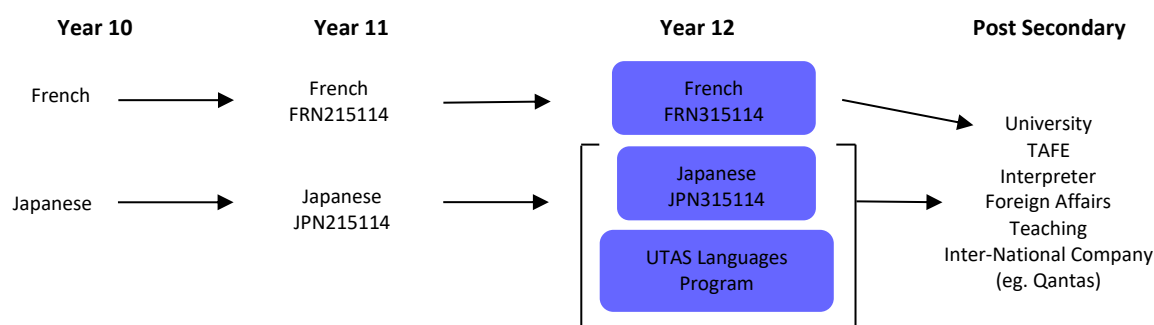
Further information may be obtained from Mrs Flynn.

Content:

Other Languages can be studied by distance. Students are able to enrol in a language not offered at Marist Regional College and complete this course, including assessment, by distance. Students generally enrol in in this subject through another facilitator or college in Tasmania and then have this scheduled in their timetable as a subject at MRC. The College will assist with organising a facilitator, however it is the responsibility of parents/guardians to enrol their child. Please note that enrolment in this course is dependent on the chosen language's availability and is designed for those who have prior experience or learning of the chosen language.

Please see Mr Fabian or Mrs Flynn for more information.

Assessment: Awards are determined on the basis of external assessment.



MTN210114 Essential Skills - Mathematics

Complexity Level	2
TCE Points	10
TCE Standards	Computers & Internet - No Mathematics - Yes Reading & Writing - No

Pre-requisites/Recommendations

Enrolment in this course is restricted to students who struggled to meet the Year 10 standard in Mathematics. Eligibility is determined by the Deputy Principal Learning and Teaching, Coordinator: Learning Enhancement Centre and the Maths teacher.

Content:

Maths impacts upon the daily life of people everywhere and helps them to understand the world in which they live and work. The Essential Skills – Maths course is designed for students who require a structured course aimed at achieving the numeracy skills to the standard required to achieve the numeracy component of the TCE, for everyday adult mathematics.

This course is designed to enable students to achieve numeracy skills, and use strategies and practices appropriate for everyday adult settings, including the workplace. Students complete modules based on the six criteria deemed essential for mathematical knowledge in everyday situations and in the workplace.

Assessment: This course is competency based. Assessment is internal. There are no examinations, internal or external for this course.

Pathway: For some students it may provide a pathway to Workplace Maths.

MTW215114 Workplace Mathematics 2

Complexity Level	2
TCE Points	15
TCE Standards	Computers & Internet - No Mathematics - Yes Reading & Writing - No

Pre-requisites/Recommendations

Recommended for students with C-D (Developing) in Year 10 Mathematics.

Content:

This course is designed to equip students with a range of mathematical skills and experiences as a preparation for entry to the workforce at a foundation level or as a pre-requisite for further specialised post-compulsory training. The course sets numeric skills in real life and, in particular, in simulated workplace based contexts. Students will refine previously acquired core mathematical skills involving basic number operations, problem solving strategies, formula, measurement, scale, ratio, time, finance and information communication technology and relate these skills to the workplace situation. Rather than furthering mathematical knowledge, this course consolidates mathematical knowledge previously learnt. The course is about developing self confidence in the use of existing mathematical tools and their application in the real world.

Assessment: By internal assessment.

Pathway: This course is suited to students who do not require maths as part of a vocational or tertiary pathway.

MTG215114

General Mathematics - Foundation 2

Complexity Level 2

TCE Points 15

TCE Standards Computers & Internet - No
Mathematics - Yes
Reading & Writing - No

Pre-requisites/Recommendations

Minimum Grade 'C' in Year 10 Mathematics.

Content:

The primary aim of this course is for students to be able to apply the mathematics that they are studying to authentic 'real world' problems. Practical modelling investigations outside the classroom are an important component of this course. Successful completion of this course should provide students with a strong background of skills that will enable them to study General Mathematics 3 if they wish to further their studies in mathematics. Topics studied include algebra, chance and data, measurement, finance and trigonometry.

Assessment: By internal assessment.

Pathway: This course is a foundation course for General Mathematics 3 or suitable for students who do not wish to continue with mathematics in Year 12. It is suited to pathways where mathematics is not a requirement beyond achieving the numeracy tick (adult entry level mathematics).

MTG315115 General Mathematics 3

Complexity Level 3

TCE Points 15

TCE Standards Computers & Internet - No
Mathematics - Yes
Reading & Writing - No

Pre-requisites/Recommendations

General Mathematics - Foundation 2 or Mathematics Methods – Foundation 2 or Grade 'B' or above in Year 10 Mathematics.

Content:

This course aims to develop students' understanding of concepts and techniques drawn from number and algebra, trigonometry and world geometry, sequences, finance, networks and decision mathematics and statistics, in order to solve applied problems. Skills in applying reasoning and interpretive skills in mathematical and statistical contexts and the capacity to communicate in a concise and systematic manner using appropriate mathematical and statistical language will be developed. Students will develop the capacity to choose and use technology appropriately and efficiently.

Each student is required to compile a folder of investigative reports which should contain material from each of the content areas.

Assessment: By internal assessment and an external exam.

Pathway: This pre-tertiary course is useful for a number of first year University subjects, TAFE courses, or jobs in the community that require further study. This is a great course if you enjoy Maths.

MTM315117 Mathematics Methods - Foundation 3

Complexity Level	3
TCE Points	15
TCE Standards	Computers & Internet - No Mathematics - Yes Reading & Writing - No

Pre-requisites/Recommendations

Grade 'B' or above in Year 10 Mathematics.

Content:

This course has an academic mathematical focus and provides opportunities to develop skills and knowledge in the areas of algebra, functions, probability and calculus. Through engaging in learning activities derived from this course students have the opportunity to:

- Gain deeper insight into the structure of Mathematics
- Meet intellectually challenging situations
- Develop desirable attitudes towards Mathematics.

Assessment: By internal assessment and an external exam.

Pathway: Successful completion of this course could lead to study of Mathematics Methods 4.

MTM415117 Mathematics Methods 4

Complexity Level	4
TCE Points	15
TCE Standards	Computers & Internet - No Mathematics - Yes Reading & Writing - No

Pre-requisites/Recommendations

CA or above in Mathematics Methods 3.

Content:

This course has an academic mathematical focus. The course focuses on the acquisition and further development of knowledge and skills in function study, trigonometry, calculus, statistics and probability. Through engaging in learning activities derived from this course, students have the opportunity to:

- Gain deeper insight into the structure of Mathematics
- Meet intellectually challenging situations
- Develop desirable attitudes towards Mathematics.

Assessment: By internal assessment and an external exam.

Pathway: This subject allows enrolment in ANY first year Mathematics course offered at the University of Tasmania, and is recommended for enrolment in Science and Engineering University courses. Successful completion of this course could lead to study of Mathematics Specialised 4.

MTS415118 Mathematics Specialised 4

Complexity Level 4

TCE Points 15

TCE Standards Computers & Internet - No
Mathematics - Yes
Reading & Writing - No

Pre-requisites/Recommendations

CA or above in Mathematics Methods 4.

Content:

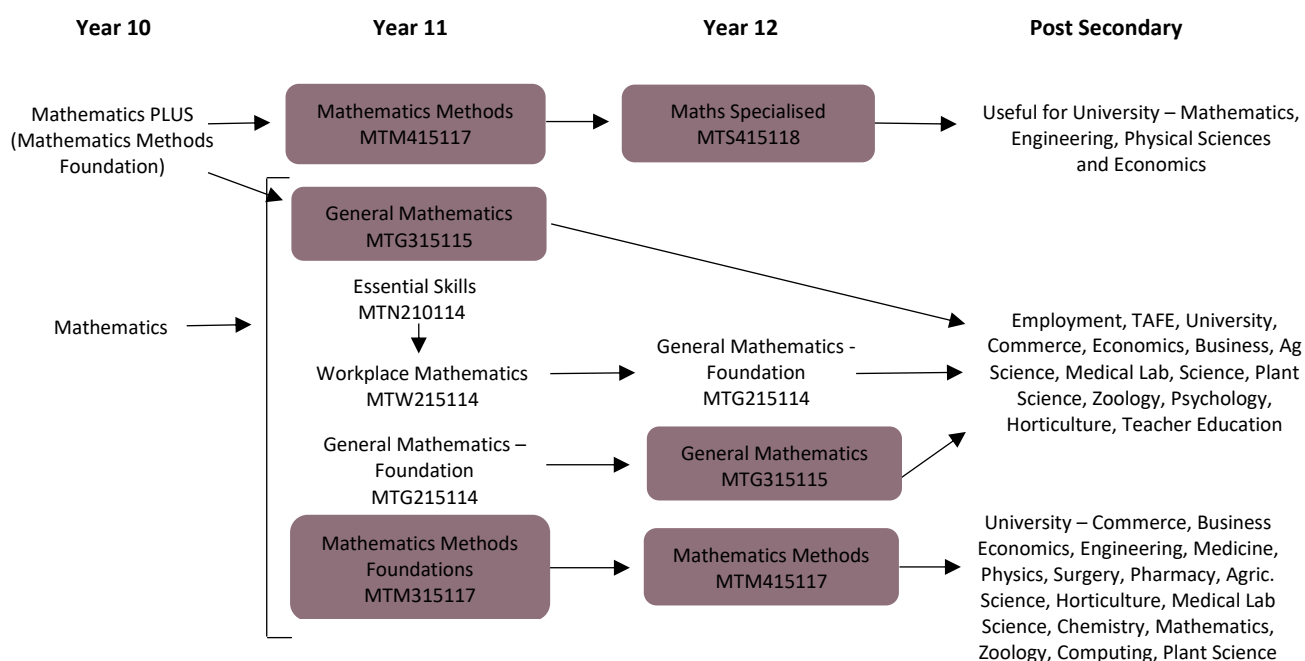
This course has an academic mathematical focus. Topics studied are Complex Numbers, Sequences and Series, Calculus and Matrices. It is usually studied by Year 12 students. The topics are based on their intrinsic mathematical worth and their role in a sequence of ideas which will be further developed in subsequent courses. The topics are addressed separately but much of the content is inter-related and an integrated approach is taken in this subject. Concepts are developed within a context of practical applications. Such an approach provides learners with mathematical experiences that are much richer than a collection of skills. Students, therefore, have the opportunity to observe and make connections between related aspects of the course and the real world and to develop further some important abstract ideas.

Through engaging in learning activities derived from this course, students have the opportunity to:

- Gain deeper insight into the structure of Mathematics
- Meet intellectually challenging situations
- Develop desirable attitudes towards Mathematics.

Assessment: By internal assessment and an external exam.

Pathway: This subject allows enrolment in **ANY** first year Mathematics course offered at the University of Tasmania, and is recommended for enrolment in Science, Engineering and Mathematics University courses.



LSC215115 Life Sciences 2

Complexity Level	2
TCE Points	15
TCE Standards	Computers & Internet - No Mathematics - No Reading & Writing - No

Pre-requisites/Recommendations

There are no pre-requisites for this course.

Content:

This subject is ideal for students who want to know more about living things (especially humans). It also provides an ideal foundation for those wishing to study pre-tertiary Biology in Year 12. With emphasis on practical work, investigations and case studies, the course aims to develop knowledge and understanding of specific biological ideas. Some applications of biotechnology are examined. Students will gain insight into biological issues affecting themselves, the wider community and the environment.

Content covered in this subject:

- Biodiversity and the interdependence of organisms and resources
- Structure in relation to function
- Continuity, change and biotechnology
- Application and impact of life science in society.

Assessment: This subject is assessed internally. A large portion of the subject will be assessed through practical activities.

Pathway: Life Sciences may lead to pre-tertiary Biology, or careers in agriculture, dairy technology, dental therapy, dietetics, food technology, health science, horticulture, naturopathy, nursing, pharmacy assistance and veterinary nursing.

PSC215114**Physical Sciences - Foundation 2**

Complexity Level	2
TCE Points	15
TCE Standards	Computers & Internet - No Mathematics - No Reading & Writing - No

Pre-requisites/Recommendations

There are no pre-requisites for this course.

Content:

Physical Sciences Foundation is a level 2 non pre-tertiary course that will introduce students to the study of physics and chemistry. It would suit students who enjoys practical science but feel that they are not ready for a pre-tertiary science course. Students must have developed a mature and responsible attitude so they can work safely in a laboratory, independently or in a group as a big part of this course engages students in practical work.

Students will develop an understanding of theories and models to explain or predict aspects of the physical world using physics and chemistry concepts. Students may wish to progress from Physical Sciences Foundation in Year 11 into Physical Science Level 3 pre-tertiary course in Year 12. This will depend upon the students' results.

Assessment: Internal assessment including practical work, tests, homework, and assignments.

Pathway: This subject may lead to pre-tertiary Physical Sciences.

PSC315118**Physical Sciences 3****Complexity Level** **3****TCE Points** **15**

TCE Standards **Computers & Internet - No**
Mathematics - Yes
Reading & Writing - No

Pre-requisites/Recommendations

There are no pre-requisites for this course.

ESS315118**Environmental Science 3****Complexity Level** **3****TCE Points** **15**

TCE Standards **Computers & Internet - No**
Mathematics - No
Reading & Writing - No

Pre-requisites/Recommendations

There are no pre-requisites for this course.

Content:

This subject gives students the opportunity to acquire knowledge and understanding, develop skills and concepts, and appreciate the applications and implications of Physics and Chemistry including the personal and social relevance of Science. Students develop basic scientific principles that are applicable to all other scientific disciplines.

Content covered in this subject:

- Linear motion and force
- Sources of energy
- Chemical fundamentals
- The impact of Science on society and the environment
- Theories and models of chemical and physical systems.

Assessment: Internal work, practical and theoretical internal assessment and an external exam.

Pathway: Physical Science is a pre-requisite to Physics and Chemistry and has been identified as highly advantageous for University level courses in agricultural science, applied science, aquaculture, biochemistry, botany, chemistry, dentistry, dietetics, engineering, food technology, forensic science, geology, health science, human movement, nursing, marine science, medicine, pharmacy, physics, physiotherapy, psychology, sports science, teaching, viticulture, wine making and zoology.

Content:

Environmental Science is designed for students who have an interest in the natural environment, science and its applications to environmental management. In studying Environmental Science, students develop their investigative, analytical and communication skills, and apply these to their understanding of environmental issues in order to engage in public debate, solve problems and make evidence-based decisions about contemporary environmental issues in society.

Content covered in this subject:

- Ecological processes
- Changes to ecosystems, locally and globally
- How humans depend and impact on ecosystems
- Principles for the ecologically sustainable management of the environment.

There will be the opportunity for students to participate in excursions with Forestry Tasmania, or to dairy farms, crop farms and mining sites. The cost of excursions will be covered in the students' subject levies.

Assessment: Internal work, practical and theoretical, and an external exam.

Pathway: Study of this course provides preparation for careers areas such as: forestry, environmental management, fisheries, teaching, tourism, national parks ranger, journalism, the media, economics, geography and law. The study of Environmental Science and Society may provide a pathway to the study of Biology Level 3, Geography Level 3 and may be a useful background to a career in business or local government.

BIO315116 Biology 3**Complexity Level** 3**TCE Points** 15

TCE Standards **Computers & Internet - No**
 Mathematics - No
 Reading & Writing - No

Pre-requisites/Recommendations

There are no pre-requisites for this course.

Content:

This subject enables students to gain a broad overview of Biology, and is especially recommended for those planning to undertake associated studies at a tertiary level. The study of Biology enables students to develop a range of skills, in both theoretical and practical contexts, and to apply these skills in a variety of applications. Issues surrounding selected current biological developments and debates are explored.

Content covered in this subject:

- The chemical basis of life
- Cells
- Organisms
- Interaction of organisms with their environment
- Application and impact of biology in society.

Assessment: Internal work and an external exam.

Pathway: Biology is a pre-requisite* or has been identified as highly advantageous for the study of agricultural science, applied science, aquaculture, biochemistry, botany, chemistry, dentistry, dietetics, engineering, food technology, forensic science, geology, health science, human movement, nursing, marine science, medicine, pharmacy, physics, physiotherapy, psychology, sports science, teaching, viticulture, wine making and zoology.

* Pre-requisites vary from one institution to another.

CHM415115 Chemistry 4**Complexity Level** 4**TCE Points** 15

TCE Standards **Computers & Internet - No**
 Mathematics - Yes
 Reading & Writing - No

Pre-requisites/Recommendations

There are no pre-requisites for this course.

Content:

Chemistry provides students with a contemporary and coherent understanding of matter and its interactions. It focuses on investigating the physical and chemical properties of substances, chemical reactions and processes, and interactions of matter and energy. It further develops students' understandings of Science as a continually developing body of knowledge, the role of experiments on competing theories, the provisional nature of scientific explanations and the interdisciplinary nature of science, and the impact of science on society.

Content covered in this subject:

- Electrochemistry
- Thermochemistry, kinetics and equilibrium
- Organic and inorganic matter – properties and reactions
- Logical processes to solve quantitative chemical problems
- Understanding the application and impact of chemistry in society.

Assessment: Practical and theoretical internal work and an external exam.

Pathway: Chemistry is a pre-requisite* or has been identified as highly advantageous for the study of agricultural science, applied science, aquaculture, biochemistry, botany, chemistry, dentistry, dietetics, engineering, food technology, forensic science, geology, health science, human movement, nursing, marine science, medicine, pharmacy, physics, physiotherapy, psychology, sports science, teaching, viticulture, wine making and zoology.

* Pre-requisites vary from one institution to another.

PHY415115 Physics 4**Complexity Level** 4**TCE Points** 15

TCE Standards **Computers & Internet - No**
Mathematics - Yes
Reading & Writing - No

Pre-requisites/Recommendations

Physical Sciences 3.

Content:

This course is designed to increase students' understanding of Physics as an ever-developing body of knowledge, of the provisional nature of scientific explanation and of the impact of Physics on society. It encourages students to use inference, deductive-reasoning and creativity. Students will increase their understanding of the development of useful technologies and systems, as well as career opportunities in Physics and related fields.

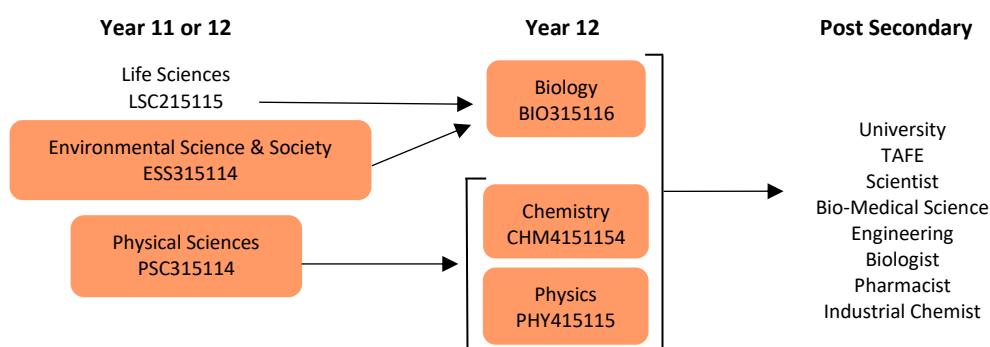
Content covered in this subject:

- Introduction to Physics
- Newtonian Mechanics
- Electromagnetism
- Waves
- Atomic and Modern Physics
- Application and impact of physics in society.

Assessment: Internal work, practical and theoretical, and an external exam.

Pathway: Physics is a pre-requisite* or has been identified as highly advantageous for the study of agricultural science, applied science, aquaculture, biochemistry, botany, chemistry, dentistry, dietetics, engineering, food technology, forensic science, geology, health science, human movement, nursing, marine science, medicine, pharmacy, physics, physiotherapy, psychology, sports science, teaching, viticulture, wine making and zoology.

* Pre-requisites vary from one institution to another.



CGD215118 Computer Graphics & Design Foundation 2

Complexity Level	2
TCE Points	15
TCE Standards	Computers & Internet - Yes Mathematics - No Reading & Writing - No

Pre-requisites/Recommendations

There are no pre-requisites for this course.

Content:

This course is for Year 11 and 12 students with no previous experience. It offers students the opportunity to acquire knowledge in the area of computer equipment and computer graphic processes, together with the application of computers and an appreciation of the effects of computers on industry today. The course lays a foundation for career opportunities and allows the students to undertake further Computer Graphics and Design studies in Year 12 or computer graphics.

Course content includes computer hardware, computer graphic software, data management, digital imaging, 2D animation, video, web design, introduction to 3D design, folio and a major project in 3D design or animation. On successful completion of this course, students will have attained the knowledge and skills to progress to tertiary study and/or Vocational Education and Training pathways in the areas of engineering, architecture, computing, visual arts and design.

Assessment: Internal assessment.

Pathway: This course is a useful introduction to further studies in Computer Graphics and Design.

CGD315118 Computer Graphics & Design 3

Complexity Level	3
TCE Points	15
TCE Standards	Computers & Internet - Yes Mathematics - No Reading & Writing - No

Pre-requisites/Recommendations

There are no pre-requisites for this course.

Content:

This course is for students who wish to extend and apply their understanding of computer graphic processes, concepts and skills, and solve problems likely to be faced by industry. They will use design principles and practice to freely explore diverse applications, prepare high quality graphic presentations conforming to contemporary industry practice and develop an understanding of the use of Computer Graphics and Design across a diverse range of industries.

The course has three components:

- Contemporary Design in Computer Graphics
- Computer Graphics and Digital Content Areas
- Major Project (Extended Design Project).

On successful completion of this course, students will have attained the knowledge and skills to progress to tertiary study and/or entry level Vocational Education and Training pathways in the areas such as engineering, architecture, computing, visual arts, design and drafting.

Assessment: Assessment for this subject is a combination of internally assessed work and an external 2-hour examination.

Pathway: Computer Graphics and Design is a key skill for students interested in careers in the building industry, engineering, architecture, computer science, gaming, the sciences, emerging industries and drafting.

ITS315118 Information Systems & Digital Technologies 3

Complexity Level **3**

TCE Points **15**

TCE Standards **Computers & Internet - Yes**
 Mathematics - No
 Reading & Writing - No

Pre-requisites/Recommendations

Good English skills and some experience in Digital Technologies is helpful.

Content:

Our society is increasingly reliant on information technology and systems. This course equips learners with a range of skills relating to information technology and information systems that will help prepare them for further education and study in a wide range of disciplines.

With society and workplaces changing at an increasing rate, learners need to learn to utilise a variety of platforms and applications to solve problems, creatively manage and retrieve information and communicate effectively. The strong problem-solving focus of this course provides an opportunity to develop and apply these skills.

Students will develop knowledge and understanding of transferable tools and techniques that support problem solving and project management. Successful completion of this course enables learners to have a deeper understanding of the processes and structures revolving around information systems and their relevance and importance in today's society.

Students will study:

- Section 1: Describing Information Systems
- Section 2: Project Management
- Section 3: Systems Development Lifecycle (SDLC)
- Section 4: Social, Ethical and Legal Issues of Information Systems
- Section 5: Design, Develop and Use the Tools of an Information System
- Section 6: Applied Information System Case Study (Major Project)

Assessment: Internal assessment. External 3 hour exam.

Pathway: ICT degrees, Business, Health, Law, Engineering.

MED215117

Media Production Foundations 2

Complexity Level 2

TCE Points 15

TCE Standards Computers & Internet - Yes
Mathematics - No
Reading & Writing - No

Pre-requisites/Recommendations

There are no pre-requisites for this course.

Content:

This course is designed to introduce students to media study and media production in one of the following areas:

- Screen or
- Print and Digital Media

Students select an area of specialisation:

- Learning and designing print media products
- Learning and designing screen media products

The course encourages students to create and respond to media products, concepts, techniques and issues. This is supported through both theory and practical components. Students will study the following:

- What is Media?
- Points of View
- Creative Story-telling
- Original Project

Students are provided with the skills and knowledge which will enable them to continue on to further studies in subjects such as Media Production 3.

Assessment: Internal Assessment.

Pathway: This course is for students who have an interest in continuing on to Media Production 3 and pursuing work in media production, journalism, marketing, advertising and communication. There are other vocational pathways that will be explored through the course.

MED315117

Media Production 3

Complexity Level 3

TCE Points 15

TCE Standards Computers & Internet - Yes
Mathematics - No
Reading & Writing - Yes

Pre-requisites/Recommendations

There are no pre-requisites for this course.

Content:

This is a pre-tertiary subject which provides students with the opportunity to work constructively with others in a professional setting using equipment to industry standards.

This is a practical subject with activities including:

- Writing, video production
- Multimedia
- Analysis

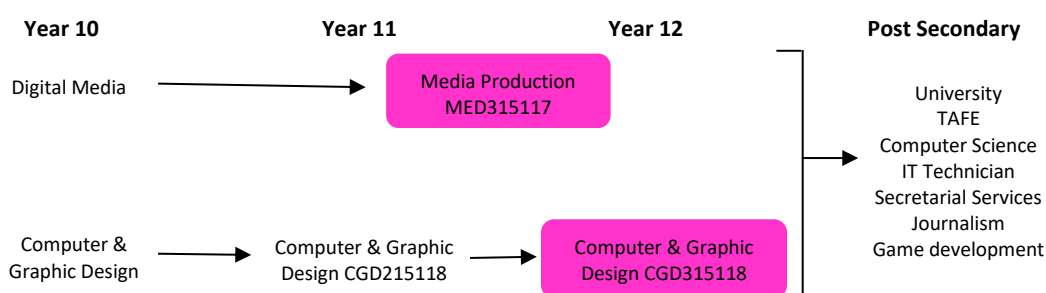
Students select an area of specialisation:

- Analysing and creating print-based and digital media products
- Analysing and creating screen media products

Students enrolling in this subject will be expected to approach the subject with creativity, enthusiasm, commitment, curiosity and organisation. They will analyse the historical social and cultural context of the media in Australia. This will assist them to plan, prepare and produce their own products to a target audience.

Assessment: This course is assessed through a 2 hour external examination and an external folio of work.

Pathway: Media Production is aimed at students expressing an interest in working within the Media Industry.



DAP215116**Design & Production - Textiles 2****Complexity Level** **2****TCE Points** **15****TCE Standards** **Computers & Internet - No**
Mathematics - No
Reading & Writing - No**Pre-requisites/Recommendations**

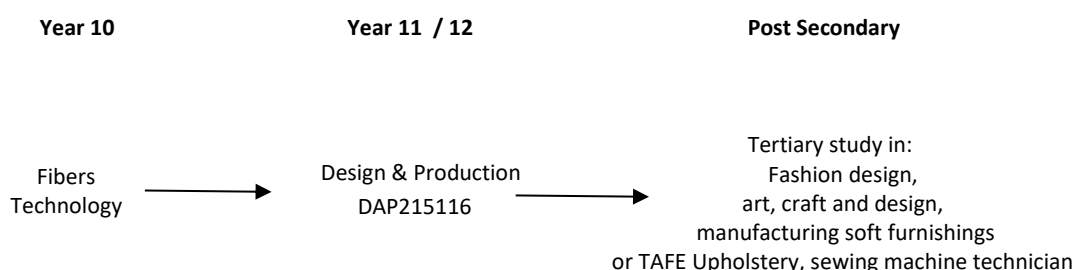
There are no pre-requisites for this course.

Content:

Design and Production is a subject that allows for students to produce textile based designed solutions through the use of the design process. Students are expected to complete a folio of work for assessment that comprises of one major and one or two minor projects. Students will work with textiles in order to create clothing, wearable art, artefacts, accessories or soft furnishings. Design practices used by current designers will be explored.

Assessment: This subject is criteria based.

Pathway: A range of tertiary study in areas, such as fashion design, art, craft and design, manufacturing or soft furnishings.



FDN215118 Food, Cooking and Nutrition

Complexity Level	2
TCE Points	15
TCE Standards	Computers & Internet - No Mathematics - No Reading & Writing - No

Pre-requisites/Recommendations

There are no pre-requisites for this course.

Content:

Food education enables learners to develop an understanding of basic nutrition, and the skills and knowledge to select appropriate foods and cooking methods to create meals. This empowers learners to make responsible, healthy, sustainable food choices for life. The development of nutrition awareness, food knowledge and preparation skills have been recognised as factors which can contribute to the improvement of the health.

Topics will include:

Keeping Food Safe

- Apply principles of safe and hygienic food handling

Nutrients, Energy and Health

- Prepare and experience healthy foods

Key Foods

- Taste a variety of different foods

Influences on food choice

- Explore the role advertising and marketing have on individuals' food selection

Contemporary Food Applications

- Plan, conduct and communicate an investigation.

Assessment: Internal written and practical assessment.

Pathway: This course provides a pathway to Food and Nutrition Level 3.

FDN315118 Food and Nutrition 3

Complexity Level	3
TCE Points	15
TCE Standards	Computers & Internet - No Mathematics - No Reading & Writing - Yes

Pre-requisites/Recommendations

A good mathematics standard is strongly recommended.

Content:

The study of Food and Nutrition provides a broad understanding of food issues which have ongoing relevance to individuals and community, health and well-being. The knowledge, skills and attitudes gained during the course will have applications in academic, vocational and general life experiences.

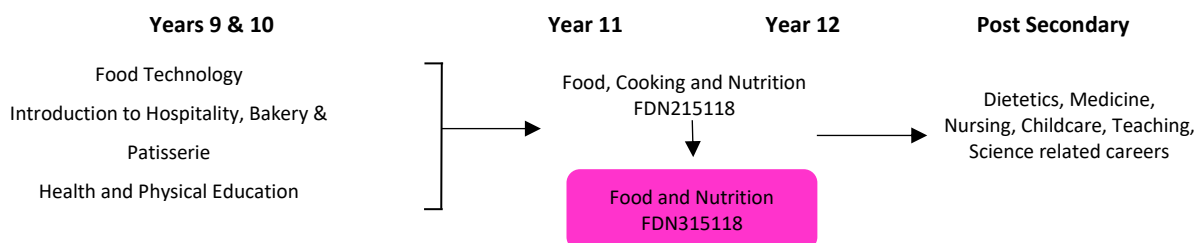
Students will learn to analyse and draw evidence-based conclusions in response to nutrition and food information, food advertising and current dietary trends.

Topics studied will include:

- Nutrition and diet analysis
- Menu modification
- Nutrition related diseases
- Food sociology
- Working in health promoting ways
- Food issues related to nutrition and the market place, for example, the environmental impacts of current food production practices.

Assessment: Assessment is a combination of internally assessed work and a 3 hour externally assessed examination.

Pathway: Tertiary pathways in the health sciences, dietetics, nutrition, education, environmental health and community health are provided. Hospitality, fitness, retail, children's services and food enterprise are other possible vocational pathways with a strong link to food and nutrition.



DAP215116

Design & Production - Metal or Wood 2

Complexity Level 2

TCE Points 15

TCE Standards Computers & Internet - No
Mathematics - No
Reading & Writing - No

Pre-requisites/Recommendations

There are no pre-requisites for this course.

FSF104 UTAS Object Design Program

UTAS University Connections Program (UCP)

TCE Points 15

Pre-requisites/Recommendations

Eligibility for the program is a recommendation of the College, according to a student's previous academic success, their motivation and maturity.

Content:

Design and Production is a subject that caters for students with experience in working with wood or metal who would like to continue their studies to develop specialised skills. Through using the Design Process, students will use wood or metal medium in order to design, produce and evaluate their designed solutions. Students will create a design folio. It will be expected that students will use a diverse range of graphical solutions to communicate their design proposals.

This is a practical subject suitable to all students. Students who do not obtain the Design and Production qualification could be assessed against Workshop Techniques – Introduction WTE110114 (10 points - Level 1).

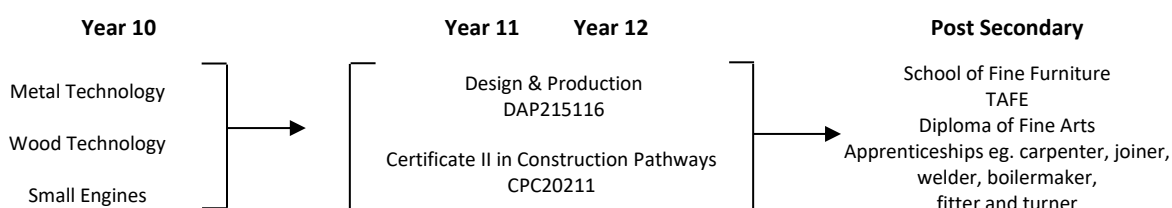
Assessment: This subject is criteria based. Students will be expected to complete a design folio detailing all design work and solutions as part of their assessment.

Pathway: A range of VET programs in areas such as construction, engineering, furniture production and manufacturing.

Content:

Please see the following website for details:
<http://www.utas.edu.au/schools-engagement/ucp>

Further information may be obtained from Mrs Flynn.



HDS315118 Housing & Design

Complexity Level	3
TCE Points	15
TCE Standards	Computers & Internet - Yes Mathematics - No Reading & Writing - No

Pre-requisites/Recommendations

Learners who have completed prior study in design-based courses will be well placed to engage in *Housing and Design*, however there are no mandatory entry requirements to this course.

Content:

Housing and Design Level 3 develops learners' knowledge, skills and capabilities to respond to design problems relating to indoor and outdoor living spaces. In this course learners will study all 5 compulsory content areas:

1. Design Communication
2. Design and Systems Thinking
3. Form and Function
4. Passive Solar Design and Sustainability
5. Project Management.

Design Communication will be covered first. Project Management and Design Thinking will be integrated in their delivery throughout the course.

Unit 1. Design Communication - 20 hours

- develop the necessary communication skills to undertake the design process
- investigate communication models relevant to design briefs
- develop an understanding of techniques used to communicate all phases of the design process.

Unit 2. Design and Systems Thinking - 20 hours

- develop design thinking skills
- develop knowledge and confidence to critically analyse and creatively respond to challenges
- develop an awareness of the systems within a design scenario
- respond to design briefs, and critique needs or opportunities to develop their own design briefs
- develop practical and analytical skills to visualise, generate and evaluate practical and creative solutions.

Unit 3. Form and Function - 40 hours

- understand, select and apply the architectural design principles relating to both aesthetics and functional use of space
- make informed decisions when designing spaces for both general and specific uses
- develop an understanding of the specific design requirements for particular groups of people such as those with young children and those with universal access requirements.

Unit 4. Passive Solar Design and Sustainability - 25 hours

- focus on achievement of human comfort through the use of passive solar design principles
- develop an understanding of the influence of climate on comfort and the impact design and material choices can have on energy consumption
- explore the broader considerations of sustainability related to housing, including energy generation, water use and material production.

Unit 5. Project Management - 45 hours

- application of processes, methods, knowledge, skills and experience to achieve the project objectives
- work collaboratively and as individuals to manage design projects
- take projects through to successful completion through planning, organising and managing time and resources effectively to create designed solutions.

Assessment

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

- architectural and spatial design principles
- environmentally sustainable practices
- information about needs, precedents and influences.

The design briefs provide a foundation for completing an externally assessed individual design folio on a topic of their choice. Learners must complete work requirements which involve both individual and collaborative design work.

Pathways

This course is a pathway for students intending to proceed to training and tertiary study in the following: Architecture and Environmental Design, Interior Design and Building Design or Urban Planning. It is also relevant for students pursuing pathways in Design Teaching, Spatial Design, Landscape Design and Furniture Design.

Housing and Design has links with the Science, Technologies and Arts learning areas.

It complements senior secondary courses in Art, Graphics (including computer graphics) and Environmental science.

NATIONALLY ACCREDITED QUALIFICATIONS, VOCATIONAL EDUCATION & TRAINING (VET)

AN INTRODUCTION TO VET IN THE TASMANIAN CERTIFICATE OF EDUCATION

What is VET?

VET provides practical, hands-on and industry (business) focused knowledge and skills. All qualifications are “Nationally accredited courses” and are recognised Australia-wide. They are work ready Certificates designed for industry growth.

VET and the TCE (Tasmanian Certificate of Education)

VET courses are designed to expand work opportunities, options and/or pathways for senior secondary students and to improve education outcomes in line with the Government’s objectives to increase the number of young people completing Year 12 or equivalent.

Each VET Certificate carries TCE points for every unit of competency completed. For example, a Certificate III in Music Industry contains 12 units of competency that add up to a total of 41 credit points. As long as you complete all units of competency, you will then receive the full certificate, and the points will go towards the TCE.

VET Courses at Marist Regional College

VET courses have been specifically chosen to meet student and employer needs in industry and Marist Regional College continues to broaden VET programs on offer. Taught by Teachers/Trainers who are working in industry – the content is rich, current and real. In other words, what trainers deliver, they have vast experience and knowledge, in that professional field.

Work Placement

Marist Regional College is committed to supporting students with the opportunity to complete work placement, allowing on-the-job learning. There is a work placement requirement with many programs and students are encouraged to organise placements early.

Employability Skills

While there will always be job-specific skills that an employer is looking for, most employers will also want you to have some general skills. These general job skills are called “employability skills”. Having employability skills can help you get a job. Employability skills are embedded in all VET Certificates.

Increase Your Chances of Gaining Employment

Combining a VET certificate with other subjects in senior years increases opportunities in obtaining employment or further study at universities or TAFE. Employers highly value qualified people to work in industry. Businesses are looking for people who have skills that will help their business grow. Undertaking a VET course provides students with skills that are nationally recognised and often sought after, locally and nationally, even overseas.

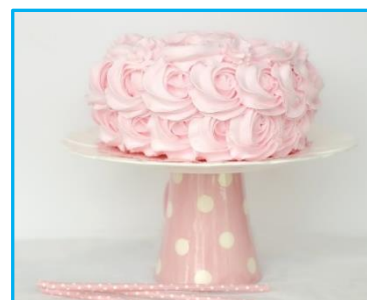
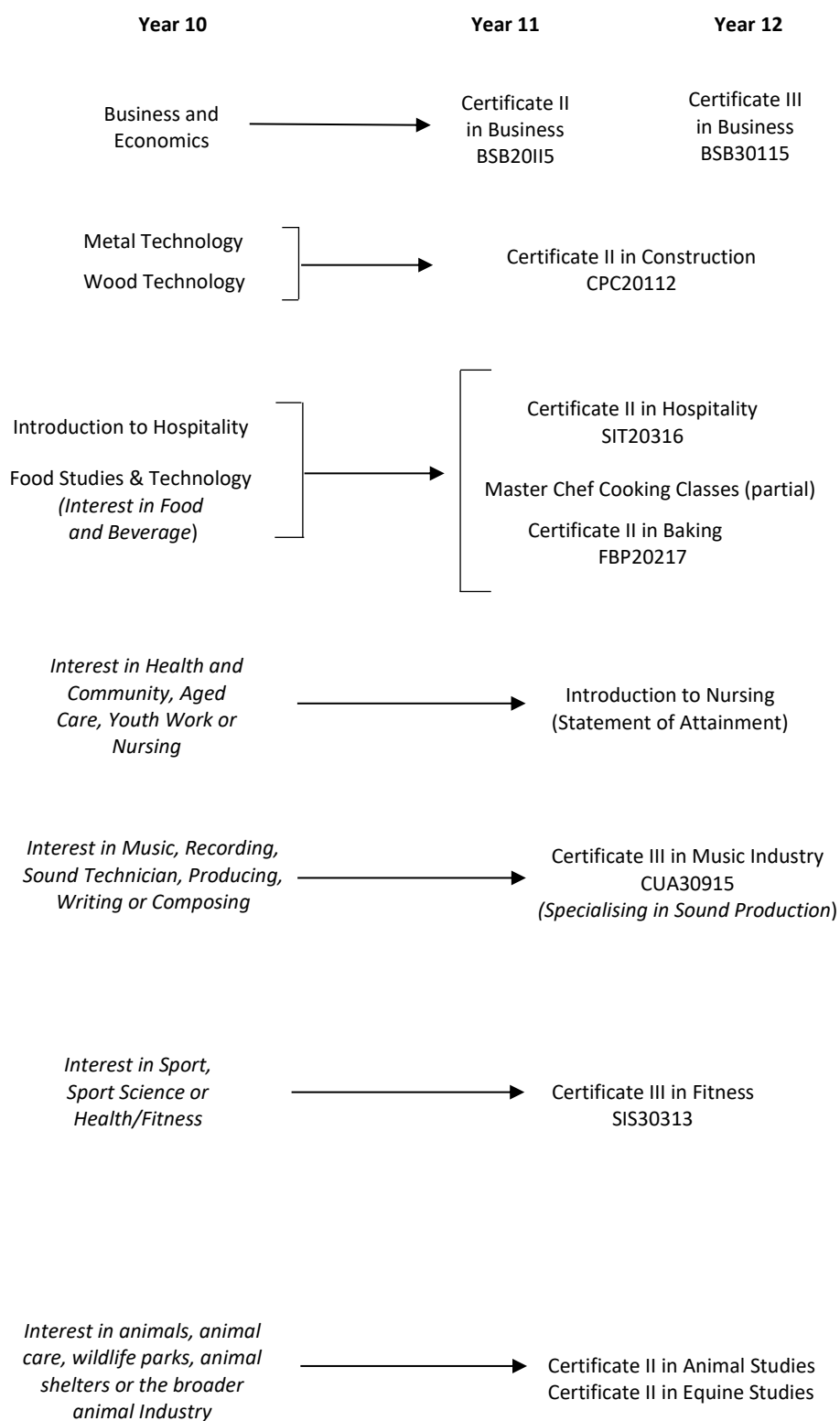
IMPORTANT INFORMATION REGARDING ALL VET COURSES

Selecting a VET course does not guarantee a placement in that course or availability of that course. VET courses may be subject to external arrangements out of the control of Marist Regional College. This is also applicable to the 2nd year of a 2-year VET program.

Please be aware that credit points may change, hence “subject to change” is beside every VET course. The only exception is VET Fitness as units are combined in a holistic manner – nil credit points apply if the whole course is not completed. All credit transfers receive nil credit points towards the TCE.

VOCATIONAL EDUCATION & TRAINING (VET)

Possible Further Pathways



CPC20112 Certificate II in Construction

Complexity Level 2

Credit Point Value 47 (subject to change)

Total Course Length

2 years/1 full day per week (Students need to commence in Year 11 to complete this course).

Content:

This qualification provides occupational outcomes applicable to a majority of construction work sites. It also has core units of competency that are required in many Certificate III qualifications. The electives have been chosen to align with a Certificate III level and in total may provide meaningful credit in a construction industry Australian Apprenticeship. Occupational titles may include builder's labourer in the first instant.

This course covers hands-on skills and knowledge, which is required for carpentry at the entry level. Students will learn to plan and organise work, use construction tools and equipment, work safely at heights, erect and dismantle restricted height scaffolding, read and interpret plans and specifications, use construction tools and equipment and carry out concreting to simple forms, as part of this two year course.



Delivered and assessed at school in partnership with TasTAFE (RTO Code 60142)

VOCATIONAL EDUCATION & TRAINING (VET)

BSB20115 Certificate II in Business

Complexity Level 2
Credit Point Value 35 (subject to change)

Total Course Length
1 year ONLY/MRC timetabled lessons.

Content:

This qualification is intended to enable the performance of routine tasks within the administrative context of a workplace. It will give students skills and knowledge towards a broad area of career pathways on offer. There will be practical and theoretical areas covered in this qualification, which include learning how office spaces are organised and managed, deliver a service to customers, professional communication and working effectively in a business environment, creating spreadsheets and digital documents and participating in environmentally sustainable work practices.

Possible career opportunities include:

- Administration Assistant
- Clerical Worker
- Data Entry Operator
- Information Desk Clerk
- Office Junior
- Receptionist

Further study pathway options:

- Certificate III in Business
- Certificate III in Business Administration

BSB30115 Certificate III in Business

Complexity Level 3
Credit Point Value 35 (subject to change)

Total Course Length
1 year ONLY - online
Delivery mode of this qualification may change in 2020.

**** NEW ****

Content:

This on-line course is only available to a student who has successfully completed Certificate II in Business the previous year and wish to obtain further skills and knowledge necessary to gain employment in areas of business administration.

Organise personal work priorities, create electronic presentations, recommend products and services, write simple documents and administer financial accounts underpin knowledge that students will gain from completing this qualification.

This qualification applies to a range of administrative roles in varied contexts. Individuals in these positions use some discretion and judgement and may provide technical advice and support to a team.

Completing this qualification is a possible pathway to further study in the following:

- Certificate IV in Business
- Diploma of Business
- Diploma of Business Administration



*Delivered and assessed at school in partnership with
Guilford Young College (RTO Code 1129)*

*Delivered and assessed (on-line) in partnership with
AIPT - Australian Institute of Personal Trainers Pty
Ltd (RTO Code 32363)*

VOCATIONAL EDUCATION & TRAINING (VET)

SIS30315 Certificate III in Fitness

Complexity Level	3
Credit Point Value	81 (subject to change)
Total Course Length	

1 year ONLY/MRC timetabled lessons.

NOTE: This course is an intensive Level 3 Certificate course. As such students need to be deemed capable of meeting all course outcomes. Entry to this course will be based upon an initial interview to determine suitability.

Content:

This qualification reflects career pathways into the fitness industry including sports coaching, gym floor supervisor and group fitness instructor. There is a mandatory face to face component of this course and a 30 hour structured work placement. The content of this course is delivered holistically (partly on-line and on campus). Students must have good literacy skills, as well as be self-directing and motivated to complete successfully.

Job roles:

This qualification reflects the role of instructors who perform a range of activities and functions within the fitness industry. Depending on the specialisation chosen, this qualification provides a pathway to work as an instructor providing exercise instruction for group, aqua or gym programs.

It is a condition that all course requirements are completed to receive the certificate. Partial completion will result in nil points.

A First Aid Certificate is a mandatory requirement of this course. Failure to attend a nominated date set by the College for the Certificate will result in a student needing to complete the First Aid Certificate outside of school hours and at their own cost.

A student needs to apply for 'Working with Vulnerable People Card'. This is also a mandatory requirement and incurs additional costs.

Completing this qualification is a possible pathway to further study in the following:

- Certificate IV in Fitness

Delivered and assessed at school in partnership with AIPT - Australian Institute of Personal Trainers Pty Ltd (RTO Code 32363)

Introduction to Nursing

Complexity Level	2
Credit Point Value	24 (subject to change)
Total Course Length	

1 year ONLY/ 1 full day per week.

Held off campus at TasTAFE, Burnie.

**** NEW ****

Content:

This course provides an introduction to nursing and the health sector in general. It provides a range of applied learning approaches that address workplace health & safety, communicating and working in the health sector, anatomy & physiology, medical terminology, infection control and first aid.

The units are delivered using a blend of knowledge-based learning, online resources and practical activities, including a teacher supervised workplace activity in an aged care facility and a visit to the Enrolled Nursing simulation environment in Devonport.

Possible future study pathways:

- CHC33015 Certificate III in Individual Support
- CHC32015 Certificate III in Community Services
- HLT54115 Diploma of Nursing

Possible career pathways:

- Nurse
- Personal Care Worker
- Support Worker
- Aged Care Worker
- Allied Health Assistant
- Medical Assistant
- Dental Assistant
- Physiotherapist
- Occupational Therapist



Delivered and assessed at TasTAFE (RTO Code 60142) in a partnership with Marist Regional College

CAU30915 Certificate III in Music Industry (Specialising in Sound Production)

Complexity Level **3**

Credit Point Value **41** (subject to change)

Total Course Length

2 years/MRC timetabled lessons (Students need to commence in Year 11 to complete this course).

Content:

This qualification reflects the role of skilled operators who apply a broad range of competencies in a varied work context using some discretion, judgement and relevant theoretical knowledge. The job roles may include: Assistant Sound Mixer, Audio Visual Operator, Casual Technician and Live Sound Assistant.

Completing this qualification is a possible pathway to further study in the following:

- Certificate IV in Music Industry



*Delivered and assessed at school in partnership
with COSAMP - College of Sound and Music
Production (RTO Code 41549)*

VOCATIONAL EDUCATION & TRAINING (VET)

SIT20316 Certificate II in Hospitality

Complexity Level 2
Credit Point Value 22 (subject to change)
Total Course Length

1 year ONLY/1 full day per week.
 2 years if completing both Hospitality and Kitchen Operations Qualification.

Critical skills shortage in jobs.

Content:

This course aims to provide participants with skills to work within a range of hospitality enterprises. It is suitable for an Australian apprenticeship pathway. This VET course requires mandatory minimum participation in 12 sequences of service time through the Trade Training Centre Café, internal or external functions. An excursion is a course requirement that will develop students' skills and knowledge of food and beverage at a local, state and national level. Suitable for students interested in 'front of house'. It is a fun hands on course giving students real skills and knowledge that can be used for part-time work and whilst studying at University etc.

This course is a good all-rounder for part-time employment.

Job Roles:

This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops.

Possible job titles include: Bar attendant, bottle shop attendant, café attendant, catering assistant, food and beverage attendant, front office assistant, gaming attendant. Porter, room attendant.

Completing this qualification is a possible pathway to further study in the following:

- Certificate III in Hospitality
- Certificate IV in Hospitality
- Diploma of Hospitality Management



Delivered and assessed at school in partnership with Guilford Young College (RTO Code 1129)

FBP20217 Certificate II in Baking

Complexity Level 2
Credit Point Value 80 (subject to change)
Total Course Length

1 full day per week.
 2 years (Students need to commence in Year 11 to complete this course).

**** NEW ****

Critical skills shortage in jobs.

Content:

This qualification describes the skills and knowledge of a baker's assistant working in a commercial baking environment. Electives have been chosen that are fun and interactive, giving students the opportunity to bake a wide variety of sweet and savoury goods over a two-year period. This course can be started in Year 12, however only a Statement of Attainment will be awarded. Therefore, it is highly recommended to start this course in Year 11 to receive the full Certificate.

Completing this qualification is a possible pathway towards an Apprenticeship or further study in other food related qualifications.



Delivered and assessed at school in partnership with TasTAFE (RTO Code 60142)

Master Chef Cooking Classes

Complexity Level 2
Credit Point Value 15 (subject to change)
Total Course Length 1 year ONLY.

**** NEW ****

Content:

This new course has been design with the Hospitality Industry at the forefront. This course is not a full qualification, however a Statement of Attainment will be awarded for completed units of competency. Students will develop strong skills and knowledge in preparing and cooking a wide range of appetisers, salads, food presentation, modern food trends, sandwiches and simple dishes. Further, hygiene and safety practices will be explored, in addition to completing the Responsible Service of Alcohol unit.

Students will prepare food for the Café and complete functions where required. The service of hot and cold beverages is also part of this course, which will strength skills and knowledge in both front and back of house.

Pre-requisite – Must love cooking and have a passion for creativity!

Possible jobs include:

- Café assistant
- Cooking assistant
- Barista
- Bar work
- Waiting tables, taking orders, cleaning and general hospitality tasks associated with working in a Café, club, restaurant or anywhere that services food and beverages.



VOCATIONAL EDUCATION & TRAINING (VET)

ACM20110 Certificate II in Animal Studies

Complexity Level 2
Credit Point Value 81 (subject to change)
Total Course Length
1 year only/1 full day per week.
Held off campus at TasTAFE, Burnie.

**** NEW ****

Content:

This qualification is for entry into sectors of the animal care and management industry, where workers provide care for animals in workplaces such as animal shelters, kennels, catteries, sanctuaries and veterinary clinics. At this level, work takes place under direct supervision within clearly defined guidelines for work activities.

If you like to work with all creatures great and small, from domestic to native and exotic through to livestock, consider choosing this program. There is mandatory participation in approximately 40 hours of work placement and industry visits (organised by TasTAFE).

Learning activities include general animal care, providing information on companion animals, products and services, working with a range of animals, client communication and interaction, undertaking routines in a veterinary clinic and preparing animals and theatre for surgery.

Completing this qualification provides an entry point to a career in the broader animal care industry and employment opportunities include veterinary nursing, zoo or native animal park attendant, animal rescue and livestock handling and care.

Delivered and assessed at TasTAFE (RTO Code 60142) in a partnership with Marist Regional College

22246VIC Certificate II in Equine Studies

Complexity Level 2
Credit Point Value 9 (subject to change)
Total Course Length
1 Year ONLY.
Totally on-line, except for practical assessments (see information below).

Course Overview:

This accredited qualification is for entry into employment in the equine industry. This course helps students develop a foundation of understanding about working with horses, studying topics such as behaviour, care, nutrition, anatomy and physiology.

Entry Requirements:

This course has been designed for students who have some experience with horses. Students need to be aware that working with horses can be physically demanding and a moderate level of physical fitness agility and strength are required. Students will need access to horses in order to complete assessment activities.

Employment:

Working in the industry may involve handling horses, preparing horses for exercise, cleaning stables, feeding, rugging and working with horses.

Further career opportunities:

- ACM30717 Certificate III in Horse Breeding
- ACM30817 Certificate III in Performance Horse

Please note that attendance at the Working Safely with Horses workshop is compulsory. In Year 1 students are required to attend at least two practical days at Wangaratta during the school holidays, in addition to completing 40 hours of work placement. In Year 2 students are required to attend at least three practical days at Wangaratta during the school holidays. Therefore, please be aware that additional costs apply.

Delivered and assessed (on-line) in partnership with GOTAFE - Goulburn Ovens Institute of TAFE (RTO Code 3094)

ONLINE SUBJECT SELECTION INFORMATION

Web Preferences Access Guide

Web Preferences is a web application that allows students to enter their subject preferences online. This Access Guide details the procedures to access and use Web Preferences.

NOTE: You can only enter your choices on 2 occasions, so please plan your selections carefully before you start.

*Online
Student Options
Opens: 15 August
Closes: 22 August*

STEP ONE – Accessing Web Preferences

To use Web Preferences you must open your web browser and open the following internet site.

www.selectmysubjects.com.au

When you access this page you will see a rectangle with the words 'Click Here To Open Web Preferences'. Click on the rectangle to access the login page.

STEP TWO – Logging into Web Preferences

You should now see a page titled: 'Welcome to Web Preferences'.

Welcome to Web Preferences

Web Preferences is a Web application that allows students to enter subject preferences online.

To enter Web Preferences, enter your Student Code and Password in the boxes below.

Student Code:

Password:

Enter

This page contains two text boxes, one to enter your Student Code and one to enter your password. Each student will be given a unique Student Code and Password. Enter the following case sensitive text in these boxes.

For example: **Student Code:** TSS8-1-1
 Password: TTS

Then click the 'Enter' button.

If there is an error in entering either the Student Code or password, an error message in red text will be displayed at the bottom of the page.

STEP THREE – Selecting Preferences

Please select courses in each group, in order of preference. This order is important as subjects are assigned according to this order. Your Religious Studies course will be prompted as your first selection.

To select your preferences press the 'Add Preferences' button located near the top left corner of the page and the 'Preference Selection' page will display. Follow the instruction on this page to select subjects from the drop down list boxes. When you have finished, press the 'Submit Preferences' button. Please make sure that you have carefully worked out your credit points and complexity level on your paper selection form first. **You can ONLY change your preferences ONCE before they are locked in.**

STEP FOUR – Validating Preferences

The 'Preference Validation' page will display all your preferences in the order you selected them. If you are happy with your preferences then continue by pressing the 'Submit Preferences' button which will open a page titled 'Preference Receipt'.

STEP FIVE – Finishing Up

You can print your 'Preference Receipt' page by pressing the "Print Receipt" button. Continue by pressing the 'Finish' button, which will return you to the home page. Exit by pressing the 'Log Out' button. Sign the printed receipt and return it to Student Services along with your handwritten Subject Selection form and TCE Planner printout by **Friday 23 August 2019**.

STUDENT'S PREFERENCE RECEIPT EXAMPLE

Student Preference Receipt

Receipt No: TSS8 – 1 – 1- 160

Date: 16/08/2019: 9:16:17 AM

Student: John Smith

Preference List - Example

Preference 1: Outdoor Education 1

Preference 2: Chemistry 3

Preference 3: Computer Graphics & Design 3

Preference 4: Studies of Religion 3

Preference 5: Cert II in Construction Pathways

Preference 6: Japanese 3

Student Signature: _____

Parent/Guardian Signature: _____

Print off this page and submit to the Student Services office with your paper selection form and TCE Planner page by **Friday 23 August 2019**.



MARIST REGIONAL COLLEGE
PO Box 588, Burnie, Tasmania 7320
Telephone: (03) 6432 7600
Facsimile: (03) 6432 7630
Email: office @mrc.tas.edu.au
Website: www.mrc.tas.edu.au

