

Marist Regional College



# SENIOR COLLEGE

## SUBJECT SELECTION GUIDE 2024

striving for excellence



learning for life

## KEY DATES 2023

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15 August	Subject Advice Evening
17 August	Online Subject Selection opens
20 August	Online Subject Selection closes
21 August	Web preferences - receipt submission to Pastoral Care Group Leader

## CHECKLIST

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Have you:

- Attended a Pathway Planning Interview (Year 10 compulsory, Year 11 welcome)
- Completed your Online Subject Selection and printed your receipt
- Submit this receipt to your PCGL by Monday, 21 August 2023

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*'For I know the plans I have for you, declares the Lord,  
plans to prosper you and not to harm you, plans to give  
you hope and a future.'*

*Jeremiah 29:11*

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## FROM THE PRINCIPAL

Marist Regional College is an outstanding Catholic college, providing a wide variety of opportunities in a quality culture and learning environment. We are in a position of strength, as we continue to refine and enhance the opportunities created for our young people of this North West region. Our motivation is to bring life to every member our community through these outstanding opportunities we offer, in a setting, climate and atmosphere that is hard to replicate.

The future both in the short and long term is very exciting. I am confident that the city of Burnie, wider region, state and nation will benefit from the strong partnerships forged between the College, its families, tertiary education providers and local industry. We will need to be bold, creative, innovative, connected, collaborative and courageous in our pursuit of excellence. As a father of two young children who attend college “feeder” schools, I am optimistic for what the future holds for the young people of the region.

### 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.

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 Semester One 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.

In partnership



Mr Gregg Sharman  
Principal



Mr Gregg Sharman  
Principal

## FROM THE DEPUTY PRINCIPAL - LEARNING AND TEACHING

This Subject Selection Guide aims to inform students and parents/guardians about the options available for senior secondary study at Marist Regional College in 2024.

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.

### The Senior College Curriculum

The Senior College curriculum at MRC has been designed to provide students with a broad selection of courses and experiences. This enables students to focus on their areas of interest and talent, and to meet their career and life aspirations. Students now have the opportunity to personalise course selections and pathways that build upon strengths and assist in the pursuit of immediate and longer-term career goals.

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 UTas Higher Education Program (HAP), a School-based Apprenticeship or work towards a trade certificate while completing their TCE. Many students at MRC combine VET and TASC subjects for a rounded and diverse experience.

This guide 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). Utilising this guide, in conjunction with seeking subject advice, will enable students and their parents to make informed decisions.

Please read through the guide 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.

Choosing subjects can be a challenging task for some, especially if a future career or pathway is unknown, as yet. The best way forward is to choose courses that you have some ability in, or you think you may enjoy. A successful career is more likely to be in an area that is of interest and that provides a challenge and fulfilment. Do some research. Talk to the Careers Advisor, parents, family and friends, teachers, people working in the field you may be interested in pursuing.

Think about the courses that:

- will enable you to work from your strengths
- provide you with the qualifications that you need to pursue your career
- challenge you to make the most of your capabilities
- allow you to enjoy what you are studying
- offer a range of options

With best wishes, and every success,



Mrs Emily Sass  
Deputy Principal - Learning and Teaching



WHO CAN PROVIDE ADVICE?

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

**Mrs Emily Sass, Deputy Principal - Learning & Teaching**  
Careers advice, timetabling, subject counselling, subject changes, reporting, faculty concerns  
Email: [esass@mrc.tas.edu.au](mailto:esass@mrc.tas.edu.au)

**Mr Luke Wescombe, Pathways Advisor**  
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: [lwescombe@mrc.tas.edu.au](mailto:lwescombe@mrc.tas.edu.au)

**Mr Wayne Gale – Curriculum, Systems and Timetable Operations**  
Careers advice, timetabling, subject counselling, subject changes  
Email: [wgale@mrc.tas.edu.au](mailto:wgale@mrc.tas.edu.au)

**Mr Brett Argent - TASC Liaison Officer**  
TASC requirement advice, Tasmania Certificate of Education Points advice  
Email: [bargent@mrc.tas.edu.au](mailto:bargent@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](mailto:jreeves@mrc.tas.edu.au)

**Mr Aaron Humphrey, Director of Student Support & Student Support Coordinator (9-12)**  
Development of individual learning programs for students with disabilities or learning support and extension, as well as pathways planning support and programs to meet your students' needs.  
Email: [ahumphrey@mrc.tas.edu.au](mailto:ahumphrey@mrc.tas.edu.au)

Learning Area	Learning Area Leader / Heads of Department	Email
Religious Education	Mrs Emily Sass	<a href="mailto:esass@mrc.tas.edu.au">esass@mrc.tas.edu.au</a>
English	Ms Jen Mertes	<a href="mailto:jmertes@mrc.tas.edu.au">jmertes@mrc.tas.edu.au</a>
Mathematics	Mr Mike Clancy	<a href="mailto:mclancy@mrc.tas.edu.au">mclancy@mrc.tas.edu.au</a>
Humanities	Mrs Sarah Farrow	<a href="mailto:sfarrow@mrc.tas.edu.au">sfarrow@mrc.tas.edu.au</a>
Science	Mrs Donna Scott	<a href="mailto:dscott@mrc.tas.edu.au">dscott@mrc.tas.edu.au</a>
Health & Physical Education	Mr Alex Johnstone	<a href="mailto:alexjohnstone@mrc.tas.edu.au">alexjohnstone@mrc.tas.edu.au</a>
The Arts	Mr Tom Lamb	<a href="mailto:tlamb@mrc.tas.edu.au">tlamb@mrc.tas.edu.au</a>
Design & Production (Metal/Wood)	Mr Stuart Cooper	<a href="mailto:scooper@mrc.tas.edu.au">scooper@mrc.tas.edu.au</a>
Vocational Education & Training (VET)	Ms Jennifer Reeves	<a href="mailto:jreeves@mrc.tas.edu.au">jreeves@mrc.tas.edu.au</a>
Art	Mrs Celena Kapene-Laing	<a href="mailto:claing@mrc.tas.edu.au">claing@mrc.tas.edu.au</a>
Drama	Ms Jessica Magee	<a href="mailto:jmagee@mrc.tas.edu.au">jmagee@mrc.tas.edu.au</a>
Languages	Mrs Sarah Farrow	<a href="mailto:sfarrow@mrc.tas.edu.au">sfarrow@mrc.tas.edu.au</a>
Outdoor Education	Mr Toby Skene	<a href="mailto:tskene@mrc.tas.edu.au">tskene@mrc.tas.edu.au</a>
Digital Technologies	Mr Steve King	<a href="mailto:sking@mrc.tas.edu.au">sking@mrc.tas.edu.au</a>
Food and Fibres	Ms Karina Lemon	<a href="mailto:klemon@mrc.tas.edu.au">klemon@mrc.tas.edu.au</a>

For other subject-specific advice, please refer to the teacher delivering the subject and attend the Subject Advice Evening.

HOW TO CHOOSE SUBJECTS – THE PROCESS

You must select five (5) subjects in Senior College.  
Your first selection must be Religious Education / Study Line.  
Please choose your additional four (4) preferred subjects, in order of preference, plus two (2) reserves, in order of preference.

BEFORE SUBJECT SELECTION

1. Think about what you are good at and what you may like to do in the future – a job or career pathway
2. Use this handbook as your best resource to access information.
3. Talk to your parents, teachers, friends, other students and people who have relevant knowledge or experience.
4. NOTE: A Pathway Planning conference is compulsory for all Year 10 Students and welcome for Year 11 students
5. Mr Wescombe, Mrs Sass, Mr Gale, Miss Reeves (VET), Mr Argent and Mr Humphrey will be accessible for individual interviews with students to discuss subject selection further.
6. You need to choose 5 subjects with 2 reserve choices. Your first choice must be Religious Education/Study Line. (If doing 'Studies of Religion 2 or 3' as a subject, this will be a full study line)
7. Attend the Subject Advice Night on **Tuesday, 15<sup>th</sup> August 2023** with your parents/caregivers.
8. Make a decision about your balanced learning program for 2024/2025.
9. Complete your online TCE Planner.

AFTER SUBJECT ADVICE NIGHT

1. You will be sent an email which has a link that takes you to the online subject selection platform, Web Preferences. Online subject selections begin on **Thursday, 17<sup>th</sup> August 2023**.
2. Make sure you are hooked up to a printer when you are ready to input your online selections. Check the settings BEFORE you log in.
3. Go through the steps outlined in your email. You need to choose 5 subjects with 2 reserve choices. Your first choice must be Religious Education/Study Line. You need to choose your subjects in order of preference, including your reserves.
4. Print out two copies of your Subject Selection Receipt.
5. Make sure that both you and your parents/caregivers sign BOTH Subject Selection Receipts.
6. Check your subject selections on your TCE Planner Tool. Print off a copy and staple to one copy of your Subject Selection Receipt.
7. Hand this into your Pastoral Care Teacher by Monday, 21st August 2023.
8. Wait until November to get your booklist (text books, levies and stationery). This also states your subject selection confirmation for 2024, check your subjects. Remember if there is a clash with your choices on the timetable it will default to your reserve choices. Subjects will be withdrawn if a subject fails to attract adequate numbers and your reserves will be allocated. Please see the Lead Teacher, Mr Gale, if you wish to make late changes as soon as possible. This will ensure booklist changes can take place prior to closure for holidays. Year 12 students (2024) may need to change subjects early in 2024 in consideration of receiving TCE results.

IMPORTANT

Your online subject selections will be used to decide which subjects can actually be offered and will determine subject lines on the timetable. The final approval for a course to go ahead will be dependent upon the number of students choosing each particular course.  
Once subjects are finalised, change can be difficult with many classes having size restrictions.  
Your choices and reserve choices should be carefully considered.

# ONLINE SUBJECT SELECTION INFORMATION



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 two occasions, so please plan your selections carefully before you start.

## STEPONE - Accessing Web Preferences

All Students will receive an email regarding Subject Selection. This email will have a link that takes you directly to your subject selection page.

## STEP TWO - Selecting Preferences

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.

**You can ONLY change your preferences TWICE before they are locked in.**

## STEP THREE - 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 FOUR - Finishing Up

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. You and your parent/guardian sign the printed receipt and return it to Pastoral Care Group Leader by **Monday 21 August 2023**.

# STUDENT'S PREFERENCE RECEIPT EXAMPLE

EXAMPLE

Student Preference Receipt

Receipt No: TSS8-1-1-160

Date: 19/08/2022: 9:16:17 AM

Student: John Smith

## Preference List - Example

Preference1: Year 11 RE - The Power of Community

Preference 2: Psychology 3

Preference 3: English Foundations 2

Preference4: History 2

Preference 5: Cert II in Construction

Preference 6: Contemporary Music and Songwriting 2

Student Signature: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Print off this page and submit to Pastoral Care Group Leader by **Monday, 21 August 2023**.



## 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

## 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 arrange 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)

## TERTIARY ENTRANCE: UNIVERSITY ATAR

### 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.**

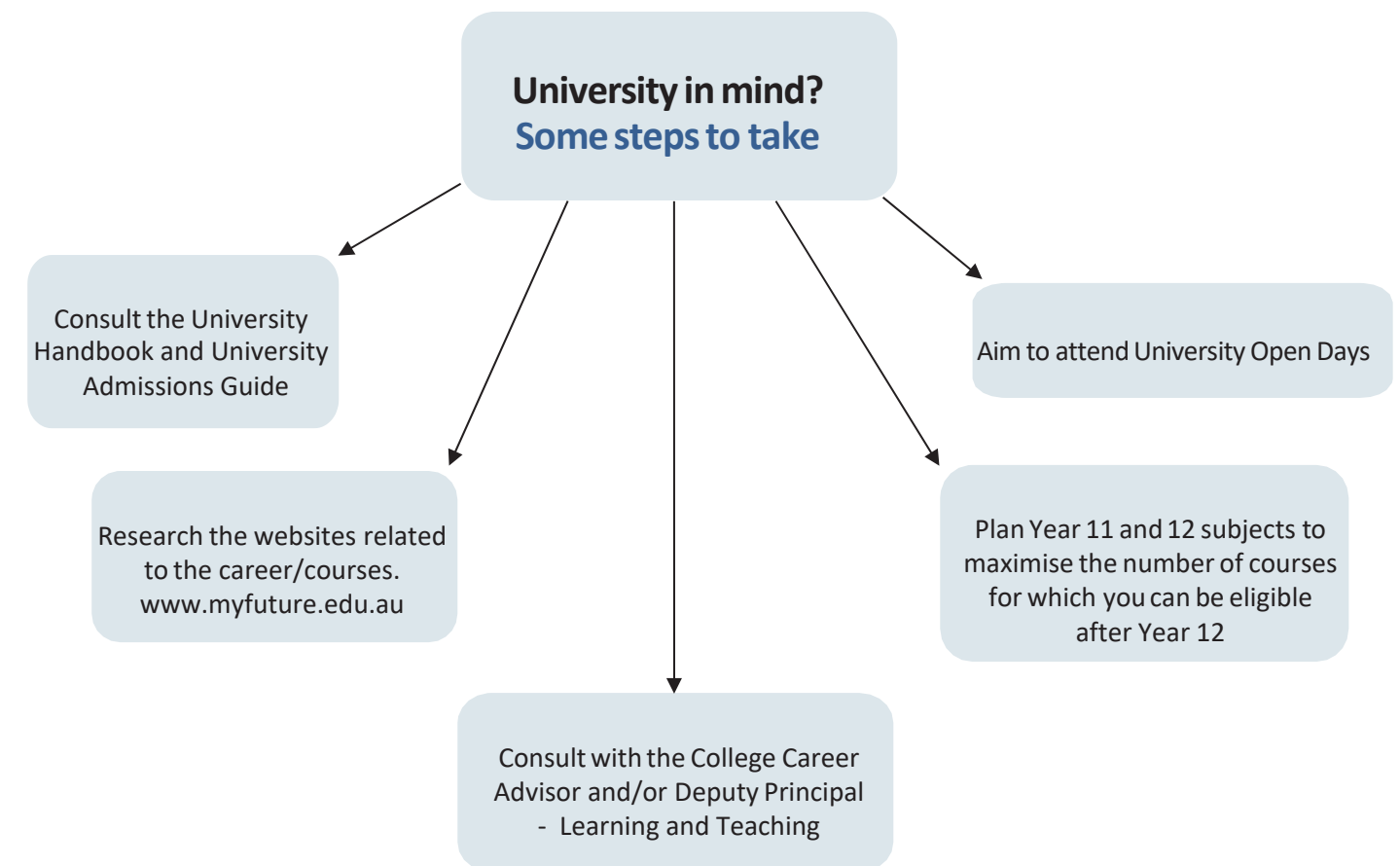
### TERTIARY ENTRANCE SCORE CALCULATION

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.



## UTAS UNIVERSITY CONNECTIONS PROGRAM & HIGH ACHIEVERS PROGRAM

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.

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.

### UTAS University Connections Program

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 to the teacher of the relevant subject, and then to Mr Gale/Mrs Sass 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.

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

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](http://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.

PATHWAYS TO UNIVERSITY

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. Check individual courses for additional requirements.

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.

WHAT DO I DO NOW?

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.

The internet also has some excellent sites. Some useful sites to help you get started are:

- <http://www.myfuture.edu.au/>  
<http://www.jobsearch.gov.au>
- <http://www.australianapprenticeships.gov.au>  
<http://www.mycareer.com.au>

MY PATHWAY PLANNING

Use the below table to help plan out your subjects for Senior College and bring with you to your Pathway Planning Meeting.

**Note:** use pencil so you can make changes.

	Year 11	Year 12
1	RE/Study Line	RE/Study Line
2		
3		
4		
5		
Reserve		
Reserve		

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.



## 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

art

Filter by study area or difficulty

10 TCE CREDIT POINTS
TASC • Level 1 • ART110117
Art Making
The Arts

15 TCE CREDIT POINTS
TASC • Level 2 • ART215217
Art Practice
The Arts

15 TCE CREDIT POINTS
TASC • Level 3 • ART315117
Art Production
The Arts

15 TCE CREDIT POINTS
TASC • Level 3 • ART315214
Art Studio Practice
The Arts

15 TCE CREDIT POINTS
TASC • Level 3 • ART315116
Art Theory and Criticism
The Arts

0 TCE CREDIT POINTS
TASC • Level Pre • PRA005119
Preliminary Arts Stage 1
The Arts

by Area

☐ English
☐ Health and Physical Education
☐ Humanities and Social Sciences
☐ Languages
☐ Mathematics
☐ Mixed Field
☐ Science
☐ Technologies
☒ The Arts

by Level

☐ Pre
☐ 1
☐ 2
☐ 3
☐ 4

Close

Your TCE course plan
45 TCE CREDIT POINTS

TASC • ENGLISH
TASC • Level 2 • ENA215114
English Applied
15 TCE CREDIT POINTS

TASC • MATHEMATICS
TASC • Level 2 • MTG215114
General Mathematics - Foundation
15 TCE CREDIT POINTS

TASC • THE ARTS
TASC • Level 2 • ART215117
Visual Art
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, 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, press Ctrl + P.

Document can be accessed at: <http://www.tasc.tas.gov.au/3666> or <https://www.tasc.tas.gov.au/students/course-planner/>

## SENIOR COLLEGE SUBJECTS OFFERED IN 2024

Learning Area	Subject	TCE Points	Level	TCE Standard
Religious Education	Year 11 RE - The Power of Community			
	You, Your Family & the Community	5	1	
	Community Service Learning	5	2	
	Year 12 RE – Inspiring Change 2	5	2	
	Studies of Religion 2	15	2	LIT
	Studies of Religion 3	15	3	LIT
The Arts	Visual Art 2	15	2	
	Visual Art 3	15	3	
	Art Studio Practice 3	15	3	
	Musical Theatre 2	15	2	LIT
	Drama – Foundations 2	15	2	
	Drama 3	15	3	LIT
	Theatre Performance 3	15	2	
	Technical Theatre Production 2	15	2	
	Music Technology Projects – Foundation 2	15	2	
	Contemporary Music and Songwriting 2	15	3	
	UTAS Music Technology Projects	15	3	
	UTAS Songwriting	15	3	
	UTAS Foundation Practical Study	15	3	
	UTAS Advanced Practical Studies	15	3	
	UTAS Advanced Music Technology Projects	15	3	
Humanities	Media Production Foundations 2	15	2	LIT, ICT
	Media Production 3	15	3	LIT, ICT
	Working with Children 2	15	2	
	Introduction to Sociology & Psychology 2	15	2	LIT
	Sociology 3	15	3	LIT, ICT
	Psychology 3	15	3	LIT, ICT
	Business Foundations 2	15	2	
	Business 3	15	3	
	Economics 3	15	3	LIT
	Accounting 3	15	2	NUM
	Legal Studies 3	15	3	LIT
	History 2	15	3	LIT
	Modern History 3 (Note is available in 2024 but is not available in 2025)	15	3	LIT
	Ancient History 3 (Note is not available in 2024 but is available 2025)	15	2	LIT
English	Essential Skills – Reading and Writing 2	10	2	LIT
	English Inquiry 2	15	2	LIT
	English Studio 2	15	2	LIT
	English Foundations 2	15	2	LIT
	English 3	15	3	LIT
	English Literature 3	15	3	LIT, ICT
	English Studio 3	15	3	LIT, ICT
Heath & PE	Fitness, Sport & Recreation Experiences			
	Sport and Recreation Experiences	10	1	
	Fitness Experiences	5	1	
	Outdoor Education 2	15	2	
	Athlete Development 2	15	3	LIT
	Sport Science 3	15	3	
Languages	Health Studies 3	15	3	LIT
	French 2*	15	2	
	French 3*	15	3	
	Japanese 2*	15	2	
	Japanese 3*	15	3	
	Nationally and Interstate Assessed Languages (CCAFL)	15	3	

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Learning Area	Subject	TCE Points	Level	TCE Standard
Mathematics	Essential Skills – Mathematics 2	10	2	NUM
	Essential Mathematics – Workplace 2	15	2	NUM
	General Mathematics 2	15	2	NUM
	General Mathematics 3	15	3	NUM
	Mathematics Methods – Foundation 3	15	3	NUM
	Mathematics Methods 4	15	4	NUM
	Mathematics Specialised 4	15	4	NUM
Science	Biology 2	15	2	
	Biology 3	15	3	
	Physical Sciences – Foundation 2	15	2	
	Physical Sciences 3	15	3	NUM
	Transdisciplinary Science 2	15	2	
	Transdisciplinary Science 3	15	3	
	Environmental Science 3	15	3	
	Chemistry 4	15	4	NUM
	Physics 4	15	4	NUM
Technologies	Computer Graphics & Design Foundation 2	15	2	ICT
	Computer Graphics & Design 3	15	3	ICT
	Digital Technologies 2	15	2	
	Design & Production – Textiles 2	15	2	
	UTAS Object Design	15	3	
	Food & Nutrition 3	15	3	LIT
	Design & Production – Wood 2	15	2	
	Design & Production – Metal 2	15	2	
	Housing and Design 3	15	3	ICT
VET	Certificate II in Construction Pathways	27	II	
	Certificate II in Sport Coaching	24	II	
	Introduction to Nursing & Health Occupations	22		
	Certificate II in Engineering Pathways~	42	II	
	Certificate II in Hospitality	35	II	
	Certificate II in Baking	67	II	
	Certificate II in Cookery	38	II	
	Certificate II in Animal Care*	44	II	
	Certificate II in Electrotechnology* (Career Start)	42	II	
	Certificate I in Automotive Vocational Preparation	19	I	
Mixed Field	Work Readiness	15	2	LIT, NUM, ICT
	Career and Life Planning	5	2	
	Pathways to Work	15	1	
Level 1 Courses offered to eligible students	Workshop Techniques	10	1	
	Building Connections	10	1	
	Digital Projects	10	1	
	English Inquiry	10	1	
	Mathematics	10	1	
	Food and Cooking Essentials	10	1	
	Personal Care	10	1	
Eligibility and enrolment is determined in consultation with Student Support and the Deputy Principal Learning and Teaching	Financial Literacy	10	1	
	Art Making	10	1	
	Expression Through the Arts	10	1	
* Note some courses may be available through St Brendan Shaw College pending timetabling, human resource and transport arrangements				
~ Delivered through TasTAFE Burnie				

## RELIGIOUS EDUCATION

If you choose to select Studies of Religion 2 or Studies of Religion 3 in Year 11 as one of your subject choices you will be exempt from The Power of Community course meaning you will obtain a full study line in Year 11 (option A below). You will only be granted a full study line in Year 12 if you successfully pass all your Year 11 subjects with a minimum of 60 TCE points achieved.

If you choose to select Studies of Religion 2 or Studies of Religion 3 as one of your subject choices in Year 12, you will be exempt from Year 12 Religion (Inspiring Change) if you have achieved a minimum of 60 TCE points in Year 11. This means you will obtain a full study line (option B below).

If you do not choose Studies of Religion 2 or 3 as one of your subject choices in Year 11 or 12, you will undertake Year 11 Religion (The Power of Community) during 4 periods of your study line and Year 12 Religion (Inspiring Change) throughout your two Senior College years.

	Year 11	Year 12
A	Studies of Religion 2 or 3 (12 periods) Full Study Line (12 periods)	Full Study Line (if successfully pass all Year 11 subjects)
B	The Power of Community (4 periods)/Study Line (8 periods)	Studies of Religion 2 or 3 (12 periods) Full Study Line (12 periods)
C	The Power of Community (4 periods)/Study Line (8 periods)	Inspiring Change (2 periods)/Study Line (10 periods) - TBC
D	Studies of Religion 2 (12 periods)	Studies of Religion 3 (12 periods)

### Year 10

Religion



### Year 11

#### The Power of Community

You, Your Family and Community  
+ Community Service Learning

OR

Studies of Religion 2

OR

Studies of Religion 3



### Year 12

#### MRC - Inspiring Change

Project Implementation OR

Studies of Religion 2

OR

Studies of Religion 3

Year 11 Religion—The Power of Community

All Year 11 students who are not undertaking 'Studies of Religion 2 or 3' will study both ‘You, Your Family and the Community’ 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.

BHY105116 - You,Your Family and Community 1		CSL205118 - Community Service Learning 2	
Complexity Level	1	Complexity Level	1
TCE Points	5	TCE Points	5
TCE Standards	Computers & Internet– No Mathematics – No Reading & Writing–No	TCE Standards	Computers &Internet– No Mathematics – No Reading & Writing–No
<b>TASC Access</b> There are no access restrictions for entry into this course.		<b>TASC Access</b> There are no access restrictions for entry into this course.	
<b>MRC Recommendations</b> There are no pre-requisites for this course		<b>MRC Recommendations</b> There are no pre-requisites for this course	

**Content:**  
This TASC 1 course will be extended so students can investigate more deeply the role of Catholic Social Teaching in our everyday life, and the importance of community.

You, *Your family and the Community* Level 1, is designed to enhance learners' life skills by developing their understanding of social issues relating to the world in which they live. The course focuses on issues relating to themselves and their family within a community. Learners will develop awareness of their community as well as the role they, as individuals, and their families play in it.

**Content:**  
‘Community Service Learning’ will operate as part of Year 11 Religion, with ‘You, *Your family and the Community*’ 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 logbook detailing their involvement is required.

Year 12 Religion – Inspiring Change

All Year 12 students who are not undertaking ‘Studies of Religion 2 or 3 ’ will enrol in Inspiring Change, gaining 5 credit points. This course takes place in a double lesson each cycle on the students’ Study Line.

PRJ205118 - Project Implementation 2	
Complexity Level	2
TCE Points	5
TCE Standards	Computers & Internet– No Mathematics – No Reading & Writing– No
<b>TASC Access</b> There are no access restrictions for entry into this course.	
<b>MRC Recommendations</b> There are no pre-requisites for this course	

**Content:**  
Inspiring Change is a College developed course based on the TASC Project Implementation subject. Inspiring Change is, as the name suggests, 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 teamwork. The aim is that the final product/event/performance/presentation brings about some kind of change.

HUMANITIES AND SOCIAL SCIENCES

REL215124 - Studies of Religion 2

Complexity Level	2
TCE Points	15
TCEStandards	Computers & Internet – Yes Mathematics – No Reading & Writing – Yes

**TASC Access**  
There are no access restrictions for entry into this course.

**MRC Recommendations**  
‘C’ or higher in Year 10 English

REL315116 - Studies of Religion 3

Complexity Level	3
TCE Points	15
TCEStandards	Computers & Internet – Yes Mathematics – No Reading & Writing – Yes

**TASC Access**  
There are no access restrictions for entry into this course.

**MRC Recommendations**  
‘C’ or higher in Year 10 English

**Content:**  
Studies of Religion Level 2 explores religious diversity and the role that religion plays in society and in many people’s lives. Learners will study details about specific religious traditions that will include aspects of spirituality, individual and communal faith. Studies of Religion Level 2 has an inquiry-based approach. This approach to investigating religious traditions is applied through different disciplines which include philosophy: exploring the links between belief and practice; sociology: investigating differences in religious institutions; theology: understanding how specific faiths work; history: understanding the foundation or evolution of a religious tradition. Throughout this course learners will have opportunities to work both individually and in a group. They will undertake projects that investigate different religious beliefs, values and practices. Studies of Religion Level 2 is suitable for learners who are curious about different religious views. It also suits those wishing to broaden their inquiry and communication skills.

**Assessment:** Internal assessment including written and multi-modal extended responses.

**Pathway:** Studies of Religion Level 2 provides a direct pathway to Studies of Religion 3 and a pathway in some skills and concepts to Sociology Level 3 and Philosophy Level 3.

**Content:**  
Studies of Religion is a TASC Level 3, full year course. In this subject student will have the opportunity to develop a detailed understanding of concepts and issues in a religious and philosophical context, and to develop critical thinking and sound essay-writing skills. Students will discover and explore different religious traditions and investigate the big questions in life. In Studies of Religion students will recognise the religious diversity in Australia, the need for inter-faith dialogue and the current contribution religious traditions make to cultural respect and social equity. Inthis course students will:

- Examine two religious’ traditions (Buddhism and Islam) with a focus on the beliefs and rituals associated withthese traditions.
- Undertake a study in ethics where they will look at the ethical approaches taken by both religious and secular world views in determining ‘how do we know what is right?’
- Compare and contrast the religious and scientific understandings of ‘how the universecame into being?’

**Assessment:** This course isassessed through both internally assessed assignments and an external 3-hour examination.

**Pathway:** This pre-tertiary course would be a useful background for students interested in further studies in areas such as religion, political science, anthropology, Asian studies, philosophy, medical science, arts degrees, sociology, history, and philosophy of science.

THE ARTS

ART215123 - Visual Art 2

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

**TASC Access**  
There are no access restrictions for entry into this course.

**MRC Recommendations**  
There are no pre-requisites for this course

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 Visual Art Level 3. In addition to creating a body of work in a specialised studio area, students a real so required to interpret and discuss artists and works relevant to their chosen studio area.

Visual Art Level 2 comprises off our compulsory units, which are delivereds equentially. 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.

ART315123 - Visual Art 3

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

**TASC Access**  
There are no access restriction for entry into this course

**MRC Recommendations**  
There are no pre-requisites for this course

Content:

Visual Art Level 3 is for students seeking a pathway to tertiary studies and who may be considering a career with in 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 Visual Art Level 3 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.

Visual Art Level 3 comprises off our compulsory units, delivered sequentially. Course work consists of two fields of study:

- **Practical work:** involving art making in ONE of the specialized 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

**TASC Access**  
There are no access restrictions for entry into this course.

**MRC Recommendations**  
CA for Visual Art 3

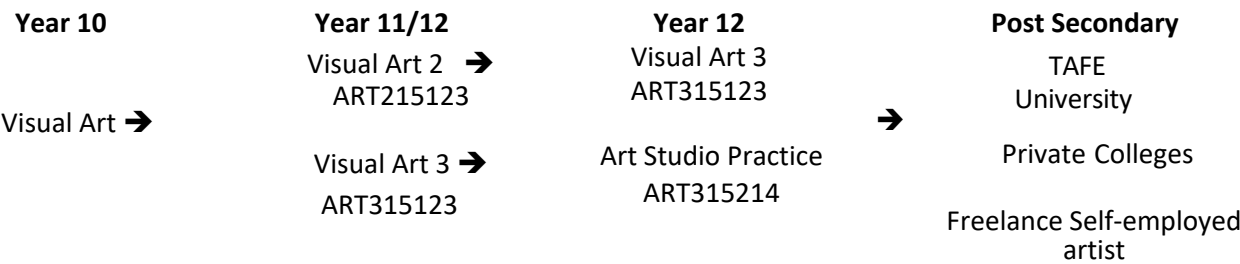
Content:

This course is designed to allow Year 12 students, who have **completed and achieved at a high standard in Visual Art 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.



MUT215120 - Musical Theatre 2

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

**TASC Access**  
There are no access requirements for this course

**MRC Recommendations**  
Students wishing to enrol in Musical Theatre must first pass an audition (to be held at the end of 2023). This will determine their role in the school musical.

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 and performance skills, and learn specialised techniques necessary for the performance 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:

- UNIT1 - Musical Theatre skill development
- UNIT 2 - Ensemble performance skills
- UNIT3 - 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.



THE ARTS

<b>SDS215117 - Drama - Foundations 2</b>		<b>SDD315120 - Drama 3</b>	
Complexity Level	2	Complexity Level	3
TCE Points	15	TCE Points	15
TCE Standards	Computers & Internet – No Mathematics – No Reading & Writing – No	TCE Standards	Computers & Internet– No Mathematics – No Reading & Writing –Yes
<b>TASC Access</b> There are no access restrictions for entry into this course.		<b>TASC Access</b> There are no access restrictions for entry into this course.	
<b>MRC Recommendations</b> Year 10 Drama recommended		<b>MRC Recommendations</b> Recommended for students with prior experience in Drama	

**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.

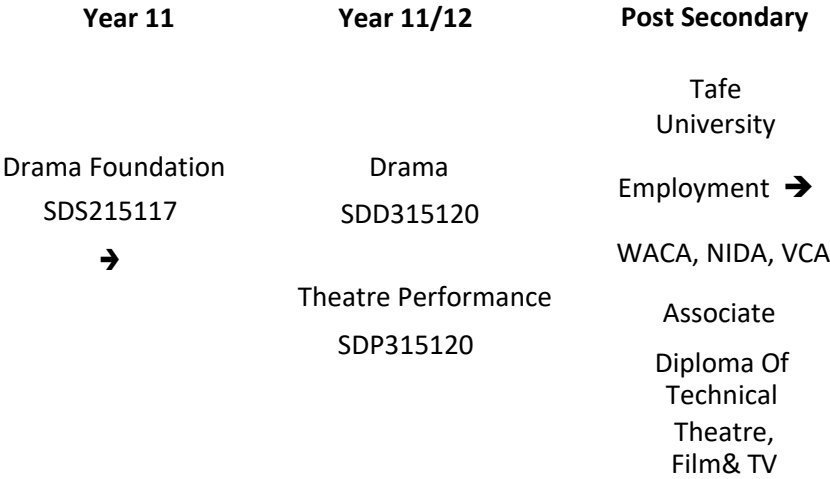
**Assessment:** Assessment is internal.

**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.

**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 teamwork are a common form of assessment.



THE ARTS

<b>SDP315120 - Theatre Performance 3</b>		<b>SDT215120 - Technical Theatre Production 2</b>	
Complexity Level	3	Complexity Level	2
TCE Points	15	TCE Points	15
TCE Standards	Computers & Internet– No Mathematics – No Reading & Writing–Yes	TCE Standards	Computers & Internet– No Mathematics – No Reading & Writing–No
<b>TASC Access</b> There are no access restrictions for entry into this course.		<b>TASC Access</b> There are no access restrictions for entry into this course.	
<b>MRC Recommendations</b> There are no pre-requisites for this course		<b>MRC Recommendations</b> 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.

**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.

CMS215123 - Contemporary Music and Songwriting 2

Complexity Level	2
TCEPoints	15
TCEStandards	Computers & Internet– No Mathematics – No Reading & Writing–No

**TASC Access**  
There are no access restrictions for entry into this course.

**MRC Recommendations**  
To enrol in this course, it is essential that students can demonstrate extensive performance skills as a vocalist or instrumentalist.

AUD 215120 - Music Technology Projects - Foundation 2

Complexity Level	2
TCEPoints	15
TCE Standards	Computers & Internet– No Mathematics – No Reading & Writing–No

**TASC Access**  
There are no pre-requisities for this course

**MRC Recommendations**  
To enrol in this course, it is required that students can demonstrate proficient skills as a vocalist or instrumentalist and demonstrate some understanding of digital sound creation and manipulation

Content:

*Contemporary Music and Songwriting* Level 2 provides opportunities for creative expression and the development of aesthetic appreciation. The course is a vehicle for learners to engage with and create music. That music can range from abstract experimentation to music that responds to current ideas and issues or expresses personal viewpoints and experiences. Students develop an understanding of and respect for contemporary music and contemporary music practices across different times, places, cultures and contexts.

Students listen to, perform, improvise, compose and analyse songs and music through a range of independent and collaborative experiences. The course develops basic music literacy, skills in musice technology and covers music industry topics such as workplace health and safety and copyright issues.

*Contemporary Music and Songwriting* Level 2 can develop the transferable skills of critical and creative thinking, collaborations, communication, self-direction and confidence. Such skills will ensure a suitable foundation and confidence for learners to engage successfully in the wider music industry and further study; for example, the University of Tasmania Connections Program (UCP), Songwriting or Foundation Practical Study courses.

- 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'

Studied through 3 (three) modules:

Module 1: Composition and creativity

Module 2: Contemporary music industry knowledge and skills

Module 3: Performance and creative entrepreneurship

**Pathway:** Successful completion of Contemporary Music may lead to Certificate III in a field related to Music (i.e: 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.

Content:

Music technology is the process of recording, acquiring, generating, manipulating and editing audio elements. It is employed in a variety of disciplines including film-making, television production, theatre, sound recording and reproduction, live performance, sound art, post-production and video game software development.

**Music Technology Projects - Foundation:** is designed to allow learners opportunities to develop foundation skills across a wide range of aspects of audio design. Learners will carry out tasks and activities that involve developing a range of knowledge and skills, including some basic theoretical and/or technical knowledge and skills relevant to the wider audio/music technology industry. This foundation course provides knowledge and skills that prepare learners for the UTAS course *Music Technology*.

Areas covered include:

- a basic understanding of the music technology production processes and post-production skills
- practical skills in music technology
- an understanding of the role audio engineering and music technology has in the contemporary arts.

Comprising 5 (five) key areas of study:

- The Physics of Sound
- Microphone Characteristics and Techniques
- signal Flow and System Use
- Mix Aesthetics
- Professional Practice

**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.

UTAS University Connections Program (UCP)

TCE Points	15
TCEStandards	Computers & Internet– No Mathematics – No Reading & Writing–No

**Pre-requisites:**  
Pre-requisites are set by the University of Tasmania and may vary from course to course. Please refer to the University Connections Program Handbook for details.  
**Requirements:**

All students wishing to study a Utas course must be enrolled with the University of Tasmania.

**MRC Recommendations:** To enrol in any Utas Music course students must complete either TASC Contemporary Music and Song Writing or TASC Music Technology Projects Foundation or identify a history of extensive practical performance or music technology skills.

Courses Available:

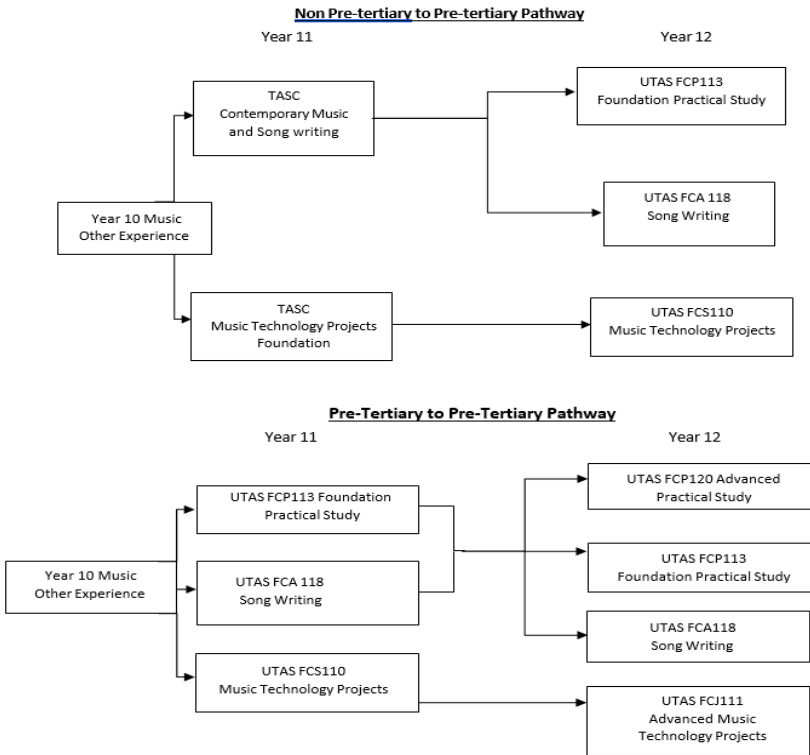
- FCP113 - Foundation Practical Study
- FCA118 - Songwriting
- FCJ110 - Music Technology Projects

- Courses when required:
- FCP120 - Advanced Practical Study
  - FCJ111 - Advanced Music Technology Projects

**Content:**  
Through their Connections Program, the University of Tasmania makes available to Grade 11 and 12 students, a suite of Music courses designed to expand and enhance practical skills and knowledge.

Courses are accessed via enrolment with the University of Tasmania and on completion of an eCAF form (Electronic Commonwealth Assistance Form) courses are provided FREE to college students. Courses are studies at school and are timetabled in the same way as all Senior College courses. All students will be provided with a MYLO account (the Universities online learning system) through which all course information and assessments will be coordinated.

Courses are facilitated by Marist Regional College staff who are accredited Associate Professors with the University of Tasmania. Marist Staff work closely with University Course Coordinators on delivery and assessment with major assessments such as mid-year and end of year performances being jointly assessed. Further information may be obtained from Mr Lamb.



## THE ARTS

MED215117-Media Production Foundations 2		MED315117-Media Productions 3	
Complexity Level	2	Complexity Level	3
TCE Points	15	TCE Points	15
TCE Standards	Computers & nternet– Yes Mathematics – No Reading & Writing–No	TCE Standards	Computers & Internet– Yes Mathematics – No Reading & Writing–Yes
<b>TASC Access</b> There are no access restrictions for entry into this course.		<b>TASC Access</b> There are no access restrictions for entry into this course.	
<b>MRC Recommendations</b> There are no pre-requisites for this course		<b>MRC Recommendations</b> 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.

Students will be eligible to receive their ICT tick at the successful completion of 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. Students will be eligible to receive their ICT and English tick at the successful completion of this course.

## HUMANITIES AND SOCIAL SCIENCES

BHX215118 - Introduction to Sociology & Psychology 2		BHS315116 - Sociology 3	
Complexity Level	2	Complexity Level	3
TCE Points	15	TCE Points	15
TCE Standards	Computers & Internet– No Mathematics – No Reading & Writing–Yes	TCE Standards	Computers & Internet– Yes Mathematics – No Reading & Writing–Yes
<b>TASC Access</b> There are no access restrictions for entry into this course.		<b>TASC Access</b> There are no access restrictions for entry into this course.	
<b>MRC Recommendations</b> There are no pre-requisites for this course		<b>MRC Recommendations</b> A solid result in Year 10 History and/or English would be an advantage to students with the level of essay/response writing and analytical skills required.	
		Introduction to Sociology or Psychology.	

### Content:

This course introduces 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 (compulsory)
2. Psychological Development (compulsory)
3. Sociology Youth Culture and Socialisation (compulsory)
4. Sociology of Gender (elective)
5. Forensic Psychology (elective)

The course introduces students to:

- Sociology and psychology associated sciences and their research methodology.
- Contemporary issues in society including deviance and crime, youth issues, child development and personality.
- Theoretical perspectives in formulate reports and evidence-based essays.

**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 such as human resources, teaching, police force, social work, childcare services, youth and detention centers, mental health services, nursing and government services.

### 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.

- 2-hour external exam
- an externally assessed Independent Research Project;

**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.

## HUMANITIES AND SOCIAL SCIENCES

### BHP315116 - Psychology 3

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

#### TASC Access

There are no pre-requisites for this course

#### MRC Recommendations

A solid result in Year 10 History and/or English would be an advantage to students with the level of essay/ response writing and analytical skills required for this course. Introduction to Sociology and Psychology and/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 inquiry 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
- 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 a career as a psychologist, counsellor, nurse, welfare workers, 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

#### TASC Access

There are no pre-requisites for this course

#### MRC Recommendations

A solid result in Year 10 Mathematics would be an advantage to students with the level of essay/response writing and analytical skills required 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 introduces learners to the environment of accounting and establishes a foundation for tertiary study in accounting and finance and further education, training and employment in finance and management across a wide range of businesses and in their personal lives.

### ECN315116 - Economics 3

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

#### TASC Access

There are no pre-requisites for this course

#### MRC Recommendations

A solid result in Year 10 History and/or English would be an advantage to students with the level of essay/response writing and analytical skills required 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 such as 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
TCEStandards	Computers & Internet– No
	Mathematics – No
	Reading & Writing – Yes

**TASC Access**  
There are no pre-requisites for this course

**MRC Recommendations**  
A 'B' in Year 10 History and/or English would be an advantage to students with the level of essay/response writing and analytical skills required 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:  
**Part1:** 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  
**Part4:** 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.

HIS215124 - History 2

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

**TASC Access**  
There are no pre-requisites for this course

**MRC Recommendations**  
Achieving a ' B' in Year 10 History and/orEnglish would be an advantage to students with the level of essay/response writing and analytical skills required for this course.

**Content:**  
History 2 includes the study of history from ancient times into the modern era. The focus for ancient history is life in early societies. This includes analysing physical and written sources. The course then explores the driving forces that have shaped our modern world into the 20th century.

This course is beneficial for any student with an interest in improving their understanding of current affairs or wishing to engage politically or socially in the world.

The course is made up of three modules and in each module there are two studies to be completed by students:

- 1. Investigating the Ancient World
  - a) Study 1: Preservation/Conservation OR Cultural Heritage and the Role of Museums OR Treatment of human remains.
  - b) Study 2: A focus on an ancient site, event, group or individual. The list is extensive so have a look on the TASC website to see potential topics.
- 2. Into the Modern Era
  - a) Possible topics are:
    - i) The Enlightenment
    - ii) The American, French or Industrial Revolution
    - iii) The Age of Imperialism
- 3. Movements for Change in the 20th Century
  - a) Study 1: A brief introduction to the 20th Century including:
    - i) evolution of transport, geopolitics, growth of middle class, advances in warfare
  - b) Study 2: Movements for Change
    - i) Including: womens movements, rights for indigenous peoples, decolonization, workers' movements

**Assessment:**  
Internal assessment consisting of presentations and reports

**Pathway:**  
Study of History 2 is recommended for students who have an interest in history or wish to study humanities at Level 3. It would also be beneficial to those interested in tourism, journalism, education and government services.



HSM315117 –Modern History 3 - Available in 2024		ANH315117-Ancient History 3 - Available in 2025	
Complexity Level	3	Complexity Level	3
TCE Points	15	TCE Points	15
TCE Standards	Computers & Internet–No Mathematics – No Reading & Writing–Yes	TCE Standards	Computers & Internet– No Mathematics – No Reading & Writing–Yes
<b>TASC Access</b> There are no pre-requisites for this course		<b>TASC Access</b> There are no pre-requisites for this course	
<b>MRC Recommendations</b> A minimum 'B' in Year 10History and/or English would be an advantage to students with the level of essay/response writing and analytical skills required for this course.		<b>MRC Recommendations</b> A minimum 'B' in Year 10History and/or English would be an advantage to students with the level of essay/response writing and analytical skills required for this course.	

**Content:**  
This course enables learners to study the forces that have shaped today’s world and provides them with a broader and deeper comprehension of the world in which they live. The focus is on the 20th Century and 21st Century from the end of World War I (1917-18) until 2010.

Modern History extends on the course work undertaken in Year 10 History, and explores World War Two in more depth. Learners will also be introduced to Post World War II history with a focus on one area of study from the Cold War; Australia’s engagement with key Asian nations; migration; and issues impacting on global peace and security. Students will understand events that have shaped the contemporary world as well as analysing the change and continuity that is present in our current political systems; belief systems; social and economic lives and global power relationships.

- The course has THREE sections:
- Section A- Modern Western Nations in the 20th Century
  - Section B - Modern Asian Nations in the 20<sup>th</sup> Century
  - Section C- The Changing World Order, 1945 to 2010.

**Assessment:** Includes internal work, internal examination, and a 3 hour external examination.

**Pathway:** For students considering university entry particularly in the Arts/Humanities—History, Politics, Asian Studies, Law, Religion, and Philosophy. Potential career options include: law, history, politics, foreign affairs, journalism, Asian studies, religion, philosophy, and teaching.

**Content:**  
This course enables learners to study life in an early civilisation based on the analysis and interpretation of physical and written remains.

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. It is also concerned with the possible motivations and actions of individuals and groups, and how they shaped the political, social, and cultural landscapes of the ancient world. In this course students will continue to develop the historical skills and understandings delivered in the Foundation to Year 10 History curriculum. Learners develop transferable skills associated with the process of historical inquiry and communication.

- The course has THREE sections:
- Section A – Investigating the Ancient World
  - Section B – Structure of an Ancient Society
  - Section C – The Nature of Power and Authority in an Ancient Society.

Each section must be studied within the context of one of the five prescribed ancient civilisations: Egypt or Greece or Rome or China or Assyria.

**Assessment:** Includes internal work, internal examination, and a 3 hour external examination.

**Pathway:** Successful completion of Ancient History Level 3 prepares learners for tertiary study in a range of areas including: Ancient History; Modern History; Archaeology; Studies of Religion; Philosophy; Politics; Education; and associated fields.

BHC215116 - Working with Children 2	
Complexity Level	2
TCE Points	15
TCE Standards	Computers & Internet – No Mathematics – No Reading & Writing – No
<b>TASC Access</b> There are no pre-requisites for this course	
<b>MRC Recommendations</b> Students have to be willing to apply for a Working with Vulnerable People Card through Service Tasmania.	

**Content:**  
Students will develop skills and knowledge to understand the educational, social and ethical framework of the childcare environment as a workplace. Students will develop the skills to interact with children, plan and organise age-appropriate activities as well as learning about promoting safe environments.

- This course has:
- 4 compulsory theoretical units
    - Safety and Young Children
    - Child Growth and Development
    - Guiding Children's Behaviour
  - 2 theoretical units chosen by the teacher
    - Nutrition and Health
    - Careers with Children
  - 1 practical component (15-20 hours)

**Assessment:** Internal work only. Students must submit a folio of work that includes reflection worksheets on practical activities such as running playgroup sessions; one written report based on observations of a community child care centre or group. Students must complete theoretical work to be able to properly reflect on the practical elements of the subject.

**Pathway:** Students that undertake this course may pursue careers in childcare, education, nursing or social work.

BST215116 - Business Studies Foundations 2		BST315116 - Business Studies 3	
Complexity Level	2	Complexity Level	3
TCE Points	15	TCE Points	15
TCE Standards	Computers & Internet– No Mathematics – No Reading & Writing–No	TCE Standards	Computers & Internet– No Mathematics – No Reading & Writing–No
<b>TASC Access</b> There are no pre-requisities for this course		<b>TASC Access</b> There are no pre-requisities for this course	
<b>MRC Recommendations</b> There are no pre-requisites for this course		<b>MRC Recommendations</b> A solid result in Year 10 History and/orEnglish would be an advantage to students with the level of essay/response writing and analytical skills required for this course. A solid result in Year 10 Maths would be an advantage to students with the level of financial language and problem-solving required for this course.	

**Content:**  
Business Studies - Foundation Level 2 enables learners to gain an understanding of small business and enterprise. The course develops the knowledge, understanding and skills that will inform learners about the small business environment in Australia and encourages them to participate in, and contribute to it.

This course fosters business literacy that will ensure learners are better placed now and in the future to actively participate in small business. This will enable them to contribute to the development of a prosperous and sustainable economy and to secure their own financial wellbeing.

Business Studies - Foundation Level 2 is dived into six (6) compulsory units of study:

- Unit 1: Introduction to the Business Environment (25 hrs)
- Unit 2: Business in the Economy (25 hrs)
- Unit 3: Establishing a Small Business (20 hrs)
- Unit 4: Operating a Small Business - Marketing (30 hrs)
- Unit 5: Operating a Small Business - Accounting and Finance (30 hrs)
- Unit 6: Business Inquiry - Preparing a Business Plan (20 hrs)

**Assessment:** Internal work only, including students writing their own Business Plan as the major assessment for this course.

**Pathway:** A foundation course for Year 11 students to progress to Business Studies 3, Accounting 3 and Economics 3 in Year 12. This course also acts as a pathway to further education, training and employment for careers in which an understanding of the world of business is a key element, such as owning or working in a small-to-medium enterprises in a number of capacities.

**Content:**  
Business Studies Level 3 gives learners the opportunity to understand how vital business is to the wealth and wellbeing of Australian and how it impacts on many aspects of our lives. Learners study the nature of business, key business functions and the importance of business practices and management strategies to the sustainability of businesses. The role of management and entrepreneurship are also recognised as powerful influences in business success. Business Studies develops busiess literacy which enchances a learner's ability to appreciate teh issues that face businesses and stake holders in a rapidly changing world and to make nformed and rational decisions about business matters. Learners will be well equipped to be proactive participants in the world of business, behaving responsibly and demonstrating integrity in business activitis.

This course is made up of six (6) compulsory areas of study:

- Unit 1: The Business Environment (30 hrs)
- Unit 2: Operations Management (20 hrs)
- Unit 3: Human Resource Management (20 hrs)
- Unit 4: Financial Management (30 hrs)
- Unit 5: Marketing Management (30 hrs)
- Unit 6: Business Inquiry: Preparing a Feasibility Study (20 hrs)

**Assessment:** Internal work includes a Business Feasibility Study and an External Exam at the end of the school year.

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

ERW210114 - Essential Skills –Reading and Writing 2		ENT215123 – English Inquiry 2	
Complexity Level	2	Complexity Level	2
TCE Points	10	TCE Points	15
TCE Standards	Computers & Internet– No Mathematics– No Reading & Writing – Yes	TCE Standards	Computers & Internet– No Mathematics– No Reading & Writing–Yes
<b>TASC Access</b> Access to this course is restricted to learners who cannot meet the learning outcomes before entry to the course. Providers of this course will have an assessment process to identify the level of support learners need to attain requisite levels of literacy competence.		<b>TASC Access</b> There are no access requirements for entry into this course.	
<b>MRC Recommendations</b> 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, Director of Student Support and the English Teacher.		<b>MRC Recommendations</b> There are no pre-requisites for this course.	

**Content:**  
This course is designed for students who require a course of English aimed at achieving literacy skills to the standard expected to meet 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 work place. 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.

**Content:**  
This course is recommended for students who do not intend to study 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.

This is a trans disciplinary subject that includes links to other subjects as well as contemporary issues. There are three Modules that allow students to study a range of texts and provide relevant responses. The course focuses on speaking, reading, writing and listening with students given the opportunity to further develop skills in these areas.

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.

ENS215124 - English Studio 2		ENS315124 - English Studio 3	
Complexity Level	2	Complexity Level	3
TCE Points	15	TCE Points	15
TCE Standards	Computers & Internet– No Mathematics– No Reading & Writing– Yes	TCE Standards	Computers & Internet– Yes Mathematics – No Reading & Writing –Yes
<b>TASC Access</b> There are no pre-requisities for this course		<b>TASC Access</b> There are no pre-requisities for this course	
<b>MRC Recommendations</b> There are no pre-requisites for this course		<b>MRC Recommendations</b> This course requires an 'A' (or strong 'B') at Year 10 or 'CA' at English Foundations 2.	

**Content:**  
This course is aimed at preparing Year 11 students for English Studio 3.

In English Studio 2, students will develop skills and techniques to create compelling stories and authentic content for a range of publications. This course will provide students with the opportunities to experience writing in different forms for specific purposes, audiences and contexts. These include writing for young markets, script and screen writing and journalistic and persuasive writing.

Students will focus on the crafting of a range of different text types. Through the writing process they will apply formatting and publishing guidelines to their responses, investigate professional writing, learn to promote their work and develop literacy, reflective, ICT, critical and creative thinking skills. Students learn how to be critical editors and revise their work to meet a high standard.

This course is also a foundation in professional communication skills that are transferable to other forms of learning and workplaces.

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

**Pathway:** Recommended for students preparing for pre-tertiary English 3/Studio 3 or those who prefer a vocational pathway.

**Content:**  
English Studio Level 3 is a course that focuses on the art and industry of writing. This course is suitable for learners who wish to pursue their writing passion and explore their own distinctive talents. The course provides learners with opportunities to further refine their writing skills to craft quality texts to manuscript standard.

English Studio Level 3 provides a structured environment for learners to enhance language, literary and literacy skills. They will do this by:

- exploring the art of storytelling, emerging forms of creative nonfiction and experimenting with genre tropes and conventions
- promoting their own compositions
- participating in practical studio-based learning
- creating a range of original pieces
- exploring a range of contemporary writing industries
- investigating and applying relevant writing industry knowledge and professional practice
- consolidating and refining their literacy, reflective, critical and creative thinking, ICT and personal and social capabilities

**Assessment:** The course culminates in an independent writing project where learners craft an original piece and write a pitch to market their work. They also produce a folio of original works that will be externally assessed.

**Pathways:** English Studio Level 3 prepares learners for a career in the creative writing industry and supports those on a tertiary English pathway. Further pathways out include the VET Certificate II and III Creative Industries and degree courses at tertiary level such as creative writing and media and communications.

ENG215117 - English Foundations 2		ENG315117 - English 3	
Complexity Level	2	Complexity Level	3
TCE Points	15	TCE Points	15
TCE Standards	Computers & Internet– No Mathematics – No Reading & Writing–Yes	TCE Standards	Computers & Internet– No Mathematics – No Reading & Writing–Yes
<b>TASC Access</b> There are no access requirements for entry into this course.		<b>TASC Access</b> English Level 3 builds on English foundations Level 2 which contains all elements of senior secondary Australian Curriculum: English Units 1 and 2. An understanding of the English Foundations Level 2 content is assumed knowledge for learners undertaking this course. The cognitive complexity of English Level 3 content increases from English Foundations Level 2.  It is highly recommended that learners study English Level 3 have either successfully completed English Foundations Level 2 , attaining an award of CA or above, or successfully completed Year 10 Australian Curriculum English attaining an award of 'A' ( or strong B, or have attained its equivalent knowledge, skills and understanding.	
<b>MRC Recommendations</b> There are no pre-requisites for this course		<b>MRC Recommendations</b> 'A' (or strong 'B')at Year 10 or 'CA' or above at English Foundations 2	

**Content:**  
This course is aimed at preparing Year 11 students for English 3, English Literature 3, and English Studio 3.

In English Foundations 2 students work with a range of texts such as novels, films, and news articles, 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. They will learn about concepts, ideas and language that will provide greater understanding of the construction of texts in order to prepare them for Level 3 subjects.

**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.

**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 reflection 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 workload 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

**TASC Access**  
There are no access requirements for entry into this course.

**MRC Recommendations**  
'A' (or strong 'B') or higher at Year 10 or 'CA' at English Foundations 2. This course is recommended for students 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.

HPE105118 & HPE110118 - Fitness, Sport & Recreation Experiences

Complexity Level	1
TCE Points	15
TCE Standards	Computers & Internet – No Mathematics – No Reading & Writing – No

**TASC Access**  
There are no pre-requisites for this course

**MRC Recommendations**  
There are no pre-requisites for this course

**Content:**  
This subject is comprised of two Level 1 Courses that makeup 150 hours of course work.

**Fitness Experiences:** Through Fitness Experiences the learner will develop a variety of skills and knowledge through practical involvement in selected fitness activities.

Elements which are central to this course include:

- Discussion and adhering to a structured personal fitness program
- Developing general and exercise specific skills and techniques
- Describing and using basic personal organizational skills
- Communication and actions that contribute to building a fitness environment that is positive, inclusive, and supportive.
- Exploring a range of motivating factors and opportunities for lifelong fitness
- Setting and reflecting on personal goals related to fitness

Learners will develop and apply their learning through experiences in two or more fitness activities. Within each fitness activity, learners will undertake learning in the:

- Basic skills and techniques associated with the activity
- Appropriate use of resources, equipment, and procedures
- Application of appropriate safety processes

Learners must undertake at least 50 hours of fitness activity utilizing at least two (2) fitness activities from at least two categories.

**Sport and Recreational Experiences:**  
Through Sport and Recreational Experiences and practical involvement in selected sport and recreation activities (including preparation and competition in rosters or events at a suitable level) the learner will develop a variety of skills and knowledge.

Elements which are central to this course include:

- Developing general and specific sport and recreation activity skills and techniques
- Describing and using basic personal organizational skills
- Communication and actions that contribute to building a culture and environment that is positive, inclusive, and supportive
- Exploring a range of motivating factors and opportunities for lifelong involvement in sport and recreation activities.
- Setting and reflecting on personal goals related to sport and recreation activities.

Learners will undertake study in two (2) Units:

**Unit A:** Sport Experiences  
**Unit B:** Recreation Experiences

For more information, please visit TASC website:  
[www.tasc.tas.gov.au/students/courses/health-and-physical-education/hpe105118-2](http://www.tasc.tas.gov.au/students/courses/health-and-physical-education/hpe105118-2)  
[www.tasc.tas.gov.au/students/courses/health-and-physical-education/hpe110118-2](http://www.tasc.tas.gov.au/students/courses/health-and-physical-education/hpe110118-2)



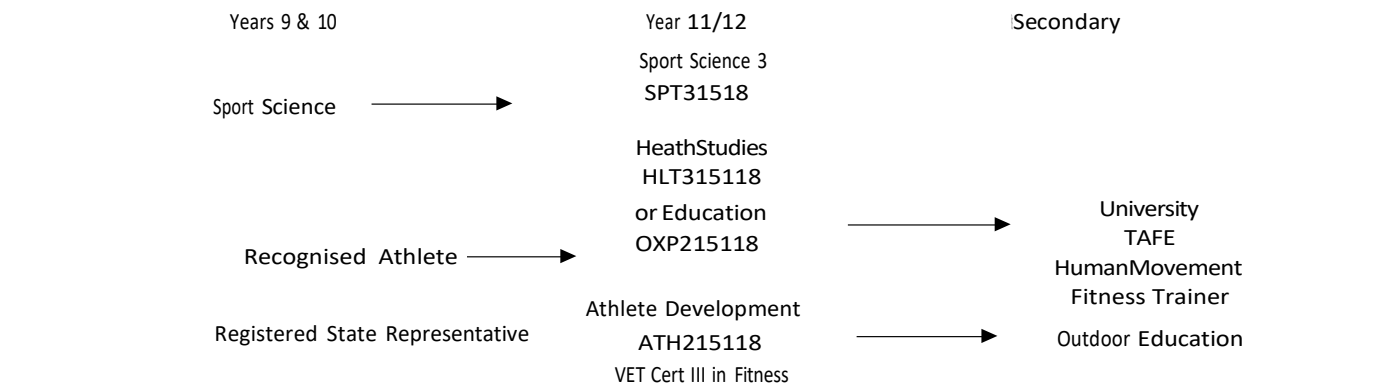
OXP215118 - Outdoor Education 2		ATH215118 - Athlete Development 2	
Complexity Level	2	Complexity Level	2
TCE Points	15	TCE Points	15
TCE Standards	Computers & Internet– No Mathematics – No Reading & Writing–No	TCE Standards	Computers & Internet– No Mathematics – No Reading & Writing–No
<b>TASC Access</b> Learners must have the capacity to demonstrate fundamental technical skills applicable to selected outdoor activities to ensure that safety elements and education challenges are aligned at an appropriate level. The capacity to work in teams and interact with others are fundamental aspects of this course. Learners with physical disabilities can access this course and receive an award commensurate with their demonstrated ability to successfully meet the criteria and standards.		<b>TASC Access</b> Learners must: <ul style="list-style-type: none"><li>Have a supporting reference from a sporting body, coach and/ or other qualified individual (eg: a past coach, club official, past or current HPE teacher) who is prepared to endorse the enrolment and verify the athlete’s capacity to successfully complete the course.</li></ul> Compete in a recognised sporting competition in the year they undertake the course.	
<b>MRC Recommendations</b> Students must be able to complete: <ul style="list-style-type: none"><li>10 minute pool survival swim</li><li>200 metre pool swim in 8 minutes without assistance</li></ul>		<ul style="list-style-type: none"><li>Be involved in a physical preparation, sport- specific coachingand technical trainingprogram.</li><li>Be aware that while inclusive of learners with varying levels of talent and athletic development of learners in competitive (not recreational)sport context.</li></ul> <b>MRCRecommendations</b> Students must: <ul style="list-style-type: none"><li>Be a motivated learner</li><li>Be an independent learners</li><li>Show initiative to improve</li></ul>	

**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.



SPT315118 - Sports Science 3		HLT315118 - Health Studies 3	
Complexity Level	3	Complexity Level	3
TCE Points	15	TCE Points	15
TCE Standards	Computers & Internet– No Mathematics– No Reading & Writing– No	TCE Standards	Computers & Internet– No Mathematics– No Reading & Writing– Yes
<b>TASC Access</b> Learners must have basic knowledge and understanding of body’s respiratory, circulatory and muscular systems.		<b>TASC Access</b> There are no pre-requisites for this course	
<b>MRC Recommendations</b> Year 9 and/or 10 Sports Science is recommended but not essential.		<b>MRC Recommendations</b> Health Studies follows on from experience in ACARA Health and Physical Education. Completing work to a consolidating in the Personal, Social and Community Health strand in Year 10 is a must.	

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

**Areasof 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 process 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.

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

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

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.

**Assessment:**

- Internal and external examinations.
- Assignments
- Investigations

**Pathways:** 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.

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

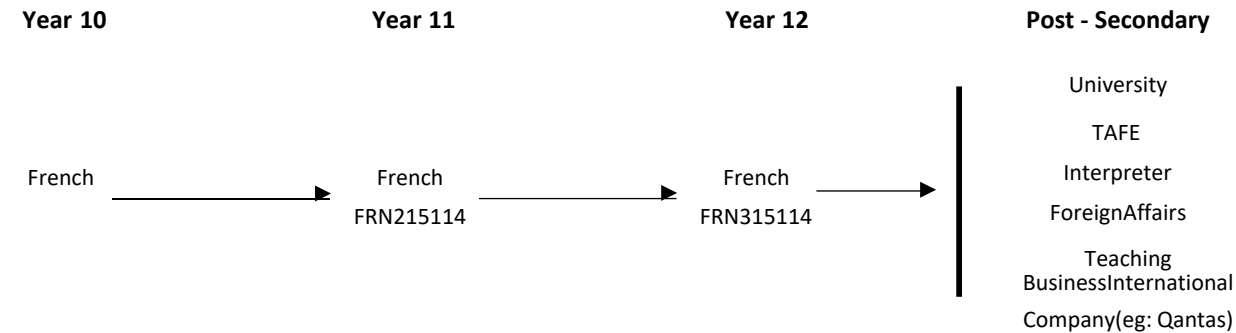


LANGUAGES

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 languages 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.

<b>FRN215123 - French 2</b>	<b>FRN315114 - French 3</b>
Complexity Level 2	Complexity Level 3
TCE Points 15	TCEPoints 15
TCE Standards Computers & Internet– No Mathematics – No Reading & Writing– No	TCEStandards Computers & Internet– No Mathematics – No Reading & Writing–No
<b>TASC Access</b> There are no pre-requisites for this course	<b>TASC Access</b> There are no pre-requisites for this course
<b>MRC Recommendations</b> This course can be a continuation of French from earlier years. However, students with no language background are also welcome to enrol. Studying French will provide the opportunity to develop skills of listening, speaking, reading and writing at an advanced level.	<b>MRC Recommendations</b> It is recommended that students will have completed French 2 before undertaking French 3. However, if students are wishing to enter straight into French 3 they need to consult with the Department Head of Languages (Mrs Farrow), their current French teacher and the Deputy Principal, Learning and Teaching.

- 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.



There are options for students to study the other TASC language courses if they would like to discuss it further with the Head of Languages, and the Deputy Principal, Learning and Teaching.

LANGUAGES

<b>JPN215123 - Japanese 2</b>	<b>JPN315114 - Japanese 3</b>
Complexity Level 2	Complexity Level 3
TCE Points 15	TCE Points 15
TCE Standards Computer & Internet - No Mathematics - No Reading & Writing - No	TCE Standards Computer & Internet - No Mathematics - No Reading & Writing - No
<b>TASC Access</b> There are no pre-requisites for this course	<b>TASC Access</b> This Level 3 course is designed for learners who have successfully completed Japanese - Foundation Level 2 or its equivalent.
<b>MRC Recommendations</b>	<b>MRC Recommendations</b> Previous experience in studying Japanese.

Japanese will provide the opportunity to develop skills of listening, speaking, reading and writing at a more advanced level. Students will also advance their knowledge of Japanese culture and further explore the comparison of Japanese and Australian ways of life with an increased emphasis on geography, economy, history, sports and leisure, transport, traditions, art and crafts.

- Content:**  
Study of Japanese in Year 11 will enable students to:
- Understand longer statements, questions, and passages spoken in Japanese
  - Initiate and respond to questions on familiar topics in Japanese, in both one to one and group situations
  - Decipher, deduce meaning and extract relevant information from passages written in Japanese, using Hiragana, Katakana and Kanji
  - Convey information in the three scripts
  - Demonstrate an awareness of Japanese culture and attitudes

**Assessment:** Level 2 by internal exam

**Pathway:** The opportunities for a career using Japanese are boundless. Students can combine Japanese with international relations, economics, business and teaching related subjects in order to develop global skills and relevant knowledge for the 21st Century. Students study at a non pre-tertiary level in Year 11 and can continue onto the pre-tertiary level in Year 12.

**Content:**  
Through studying Japanese, learners gain access to Japanese-speaking communities in Japan and in many other countries, including Australia. The ability to communicate in Japanese will (in conjunction with other skills acquired in the study of this course) provide learners with enhanced vocational opportunities and the possibility to apply Japanese culture and language skills to work, further study, training or personal interests. This course builds on Japanese - Foundation and provides a pathway to the study of Japanese at university level.

**Assessment:** Internal assessments and an external assessment of designated criteria. The ratings obtained from the external assessments will be used in addition to internal ratings from the provider to determine the final award.

**Pathway:** This course provides a pathway to the study of Japanese at tertiary level, and to various vocational education and training (VET) packages that include Japanese components/units of competency.

Nationally or Interstate Assessed Languages (NIAL)

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

**TASC Access**  
The nationally or interstate assessed languages (NIAL) are Level 3 courses and are best suited to learners who already have strong skills in reading, writing and speaking a language, either as a background speaker or having extensively studied the language as a second language.

**MRC Recommendations** As above

**Content:**  
These courses require that a learner have at least 200 hours of instruction in the language.

Year 11 and 12 students can apply to study nationally or interstate assessed language courses, as well as the locally assessed TASC language courses being provided by Tasmanian schools.

The nationally assessed courses are developed on the Collaborative Curriculum and Assessment Framework for Languages (CCAFL).

**Learning and Assessment:** The learning is self-directed and students may receive support through their school. Course documents are sourced from other Australian assessment agencies and administered according to their specifications.

There are no internal assessments for these courses during the year with the course results based on external assessment. Depending on the language chosen, learners may complete an oral exam as well as a written exam. These exams are held in October-November. Learners who are not present for the external assessment will not receive an award as there are no derived ratings available.

Students can do this as one of their subjects, or an additional subject. Interested students should consult with Mrs Farrow and Mrs Sass.

MTN210114 - Essential Skills – Mathematics 2

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

**TASC Access**  
Access to this course is restricted to learners who cannot meet the learning outcomes before entry to the course.

**MRC Recommendations**  
Enrolment in this course is restricted to students who struggled to meet the Year 10 standard in Mathematics. Eligibility is determined by the the Deputy Principal Learning and Teaching, Director of Student Support 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.

MEW215123 - Essential Mathematics –Workplace Level 2

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

**TASC Access**  
This course enables learning continuity from Year 10 Australian Curriculum: Mathematics, for learners who have achieved an 'approaching the Standard' rating or higher.

**MRC Recommendations**  
Recommended for students who have achieved a Grade 'D' or above in Year 10 Mathematics.

**Content:**  
  
Essential Mathematics – Workplace Level 2 enables students to develop essential mathematical skills and understanding.  
  
They will study:

- finance and money management
- probability and statistics
- measurement, scales, plans and models.

Students will solve problems, explain their reasoning and investigate, explore and model situations.

By discussing ideas with others, students will reflect and extend their own thinking. They will apply their learning to make informed decisions and take on further mathematical challenges.

**Assessment:**By internal assessment.

**Pathway:**Essential Mathematics –Workplace Level 2 will provide the foundational technical knowledge that may be sufficient for further vocational education and training courses. It is suited to pathways where mathematics is not a requirement beyond achieving the numeracy tick (adult entry level mathematics).

MATHEMATICS

MTG215123 - General Mathematics Level 2		MTG315123 - General Mathematics Level 3	
Complexity Level	2	Complexity Level	3
TCE Points	15	TCE Points	15
TCE Standards	Computers & Internet– No Mathematics – Yes Reading & Writing – No	TCE Standards	Computers & Internet– No Mathematics – Yes Reading & Writing–No
<b>TASC Access</b> There are no pre-requisites for this course		<b>TASC Access</b> General Mathematics Level 3 has a clear pathway from Australian Curriculum Mathematics F-10 and General Mathematics Level 2.	
<b>MRC Recommendations</b> Recommended for students who have achieved a Grade 'C' or above in Year 10 Mathematics.		<b>MRC Recommendations</b> Recommended for students who achieved a 'CA' in General Mathematics 2 or achieved a Grade 'B' or above in Year 10 Mathematics.	

**Content:**  
General Mathematics Level 2 enables students to broaden their mathematical experience beyond Year 10. It provides different scenarios for incorporating mathematical arguments and problem solving. They will study:

- Mathematical modelling, problem solving and reasoning
- Algebra, matrices and finance
- Univariate data analysis, right-angled trigonometry, shape and measurement.

Students will apply mathematical concepts and techniques to communicate arguments, solve problems and explain reasonableness of solutions. In this course, students will model and investigate situations with and without the use of technology. By working collaboratively, they will reflect upon and broaden their own thinking.

**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).

**Content:**  
General Mathematics Level 3 enables students to extend their mathematical experience beyond Year 10 with increasing sophistication. It provides increasingly abstract scenarios for incorporating mathematical arguments and problem solving in situations involving growth and decay, standard financial models, bivariate data analysis, time series analysis, trigonometry, geometry, networks and decision mathematics.

Students will apply mathematical concepts and techniques to communicate reasoned arguments, solve problems and explain reasonableness of solutions.

In this course, students will model and investigate situations with and without the use of technology. By working collaboratively, they will reflect upon and extend their own thinking.

**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.

MATHEMATICS

MTM315117 - Mathematics Methods – Foundation 3		MTM415117- Mathematics Methods 4	
Complexity Level	3	Complexity Level	4
TCE Points	15	TCE Points	15
TCE Standards	Computers & Internet– No Mathematics – Yes Reading & Writing–No	TCE Standards	Computers & Internet– No Mathematics – Yes Reading & Writing–No
<b>TASC Access</b> It is recommended that learners attempting this course will be concurrently studying Grade 10 Australian Curriculum: Mathematics or have previously achieved at least a 'B' grade in that subject.		<b>TASC Access</b> It is highly recommended that learners attempting this course will have successfully completed either of the courses Mathematics Methods Foundation Level 3 or the AC Mathematics 10A subject with some additional studies introductory calculus.	
<b>MRC Recommendations</b> Recommended for students who have achieved a Grade 'B' or above in Year 10 Mathematics, with strong algebra skills (Extending in the Number and Algebra Strand in Year 10).		<b>MRC Recommendations</b> Recommended for students who have achieved a 'CA' or above in Mathematics Methods 3.	

**Content:**  
The Mathematics Methods Level 3 course is designed to develop learners' understanding of concepts and techniques drawn from algebra, functions and their graphs, calculus, probability, and sequences. The breadth of mathematical experience will enable learners to apply mathematical concepts and perform techniques to solve applied problems, synthesise mathematical information, and design and conduct mathematical investigations to calculate and communicate possible solutions.

**Assessment:** By internal assessment and an external exam.

**Pathway:** Mathematics Methods Level 3 provides a pathway into a wide range of educational and employment opportunities:

- Learners who choose to, could follow a vocational Engineering or Science pathway
- A satisfactory achievement (SA) and above in this course meets the entry level mathematics standard sufficient for many career pathways. Some pathways, such as Engineering, and Physics courses will require the successful completion of Mathematics Methods Level 4.
- Mathematics Methods Level 3 can lead to Mathematics Methods Level 4.

**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

**TASC Access**  
It is recommended that learners attempting this course will have successfully completed the Mathematics Methods Level 4 course.

**MRC Recommendations**  
Recommended for students who have achieved a 'CA' or above in Mathematics Methods 4.

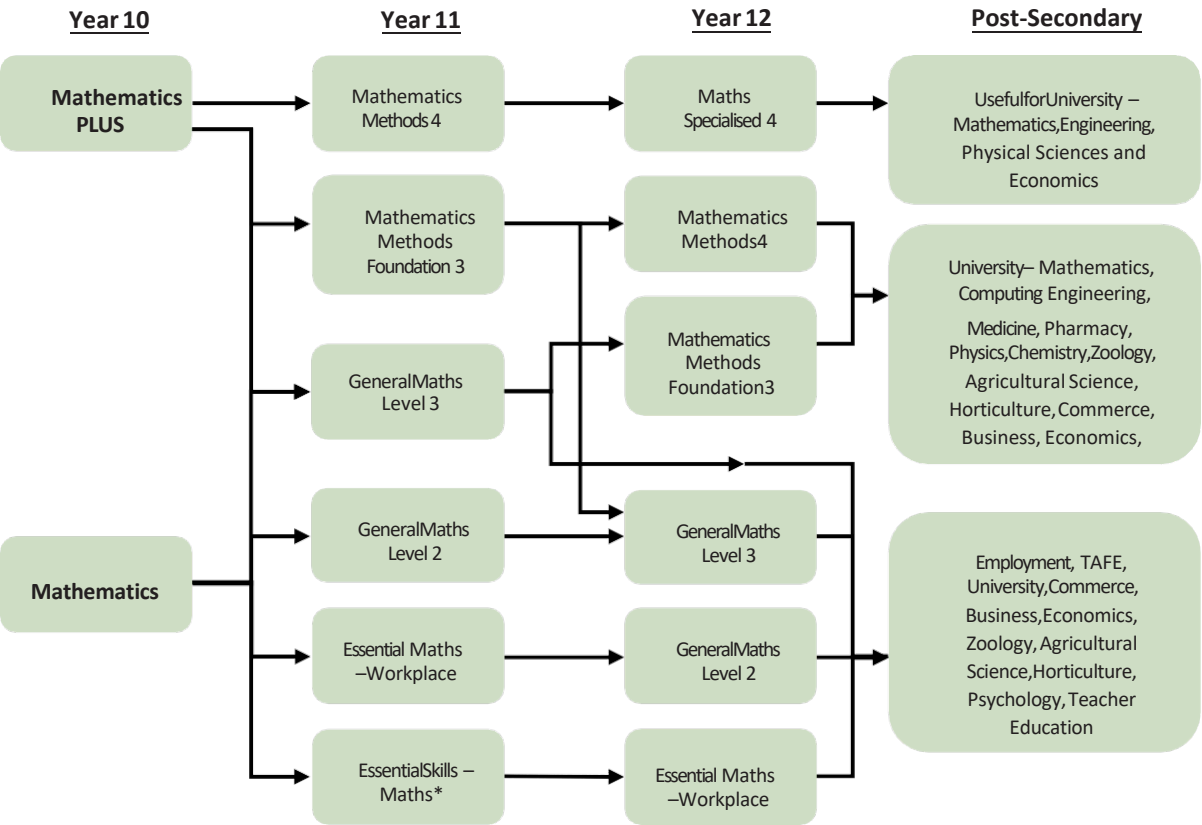
**Content:**  
This course has an academic mathematical focus. Topics studied are Complex Numbers, Sequences and Series, Calculus and Matrices. It is usually studied by Year 12 students. The topics are based on their intrinsic mathematical worth and their role in a sequence of ideas which will be further 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.



BIO215123 - Biology 2

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

**TASC Access**  
No access requirements for this course.

**MRC Requirements**  
A, C or Above in Year 10 Science, English and Maths.

BIO315116 - Biology 3

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

**TASC Access**  
Learners enrolled in this course are required to be able to work responsibly and safely in practical situations

**MRC Requirements** A, CA in Biology 2 or A, B or above in Year 10 Science, English and Mathematics.

**Content:**  
As a Discipline-based Study course it engages learners with the biological understanding to prepare them for any pathway that requires a biological background. It is encouraged that there is a focus on one or more themes such as human biology, agriculture, environmental biology, biochemistry or marine studies. This course consists of three 50-hour modules.

Core Module 1: Science as a Human Endeavour and Science Inquiry

Core Module 2: Cell biology: Structure, Function and Biochemical Pathways

Core Module 3: Multicellular organisms and Environmental interactions

**Assessment:** Internal: Practical Investigation, Written and Verbal Responses. No External Examination.

**Pathway:** As the study of all life Biology Level 2 has a clear pathway to a range of TASC accredited Science, and other learning area courses, such as Biology Level 3, Environmental Science Level 3, Foods and Nutrition Level 3, Sport Science Level 3, Health Level 3 and Geography Level 3. It also provides a pathway to vocational opportunities including in agriculture, food and natural resources, and health and community services.

**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 and Organisms
- Continuity of organisms and survival of changes
- Immunology
- Genetics

**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.



PSC215118 - Physical Sciences – Foundation 2		PSC315118 - Physical Sciences 3	
Complexity Level	2	Complexity Level	3
TCE Points	15	TCE Points	15
TCE Standards	Computer & Internet - No Mathematics - No Reading & Writing - No	TCE Standards	Computers & Internet– No Mathematics– Yes Reading & Writing–No
<b>TASC Access</b> No access requirements for this course.		<b>TASC Access</b> No access requirements for this course.	
<b>MRC Requirements</b> A, C or Above in Year 10 Science and Mathematics		<b>MRC Requirements</b> A, CA or Above in Physical Science 2 or A, B or above in Year 10 Science and Mathematics.	

**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.

**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 the oretical 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, sportsscience, teaching, viticulture, wine making and zoology.

TDS215122 - Transdisciplinary Science 2		TDS315123 - Transdisciplinary Science 3	
Complexity Level	2	Complexity Level	3
TCE Points	15	TCE Points	15
TCE Standards	Computers & Internet– No Mathematics– No Reading & Writing– No	TCE Standards	Computers & Internet– No Mathematics– No Reading & Writing– No
<b>TASC Access</b> Learners are required to work as directed in practical situations as potentially dangerous materials and equipment may be used in this course. This course requires learners to collaborate with others.		<b>TASC Access</b> There are no access requirements for this course.	
<b>MRC Requirements</b> A, C or Above in Year 10 Science, English and Mathematics		<b>MRC Requirements</b> A, B or Above in Year 10 Science or CA in a Level 2 Science.	

**Content:**  
Learners will apply inquiry-based approaches to design, plan and undertake investigations in scientific disciplines, themed around local or global issues. Learners will gain expertise in scientific inquiry processes while they undertake practical investigations that rely on competent use of scientific equipment, data collection and on data analysis. Learners will aim to become self managing, reflective and collaborative as they plan, collect, analyse and report on findings. They will apply concepts from scientific theories and models to their inquiries and learn to communicate findings using scientific conventions. They will learn to recognise relationships between their investigations and the broader community and to propose practical applications and recommendations, based on their findings. They will propose avenues for further study into the issues explored.

**Assessment:** On-going practical and theoretical internal assessment and an internally assessed folio.

**Pathway:** Transdisciplinary Science Level 2 has a clear pathway from Australian Curriculum Science F-10 and other TASC Science courses as well as some TASC, HASS, HPE, Technologies and Mathematics courses. It has a clear pathway to a range of TASC and vocational pathways including all Level 3 TASC Science courses and some TASC, HASS, HPE, Technologies and Mathematics courses, Allied Health, Electrotechnology and Recreation pathways to internal ratings to determine the final award.

**Content:**  
Learners will apply scientific skills and knowledge to independently investigate an individual inquiry question of personal interest, guided by the provider, in response to the world around them. Learners design, plan and conduct scientific investigations drawing on multiple scientific disciplines. They use accepted scientific processes and practices to communicate their findings, including a scientific paper and poster presentation. Learners develop skills in collaboration, critical thinking, observation and synthesis relevant to both technical and academic careers and further study. Through this process they will be prepared for an increasingly broad range of contemporary tertiary pathways.

**Assessment:** Internal assessment includes logbook investigations and research and plan investigations. External folio and an external oral examination.

**Pathway:** Transdisciplinary Science Level 3 may be undertaken the year after completing Transdisciplinary Science Level 2 or through another pathway.

Transdisciplinary Science Level 3 provides a clear pathway to other science courses at levels 3 & 4, in addition to a range of other senior secondary courses and a wide range of tertiary and vocational learning.



ESS315118 - Environmental Science 3

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

**TASC Access**  
No access requirements for this course.

**MRC Requirements**  
A, CA in a level 2 Science course or A, B or above in Year 10 Science, English and Mathematics.

**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 eco systems, locally and globally
  - How humans depend and impact one co systems
  - 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.

CHM415115 - Chemistry 4

Complexity Level	4
TCE Points	15
TCE Standards	Computers & Internet– No Mathematics – No Reading and Writing – No

**TASC Access**  
It is highly recommended that learners studying Chemistry have successfully completed Physical Sciences Level 3, and, as a minimum, have studies or are currently studying General Mathematics Level 3 or equivalent.

**MRC Requirements**  
A, CA in Physical Sciences 3

**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

**TASC Access**  
No access requirements for this course.

**MRC Requirements**  
Physical Science 3 and at least General Mathematics 3.

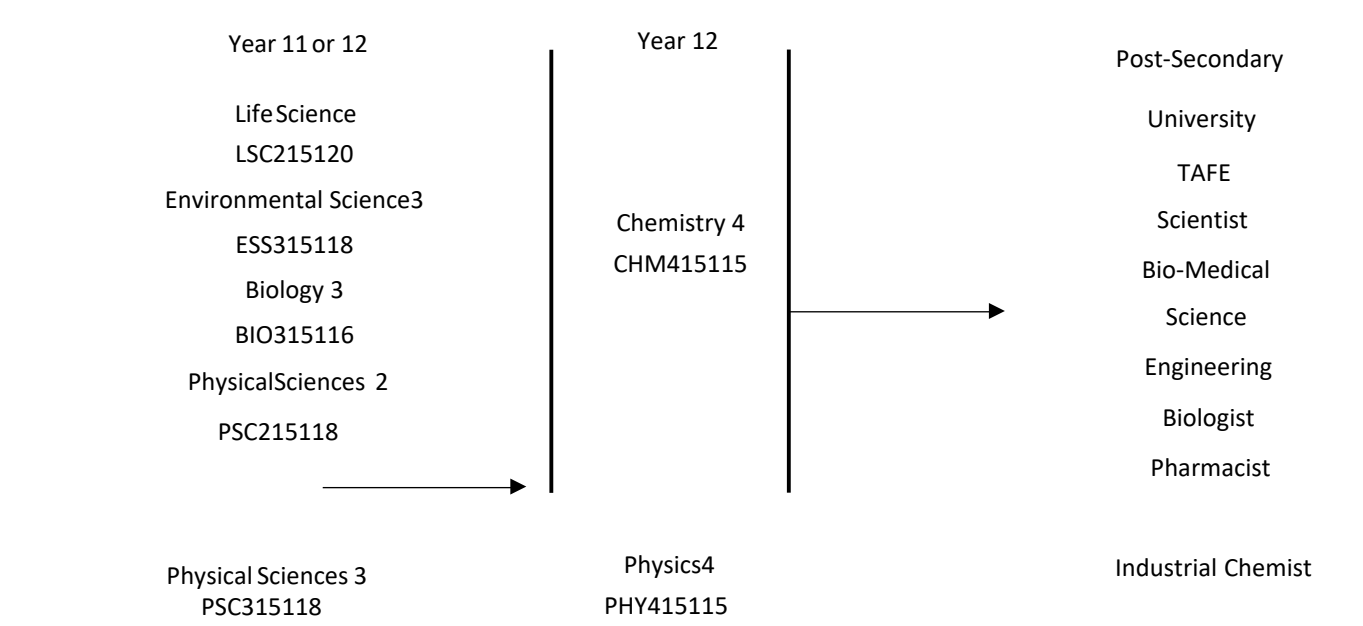
**Content:**  
This course is designed to increase students’ understanding of Physics as an ever- developing body of knowledge, of the provisional nature of scientific explanation and of the impact of Physics on society. It encourages students to use inference, deductive-reasoning, and creativity. Students 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
  - Electro magnetism
  - 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.



## TECHNOLOGIES

### CGD215118 - Computer Graphics & Design Foundation 2

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

**TASC Access**

No access requirements for this course.

**MRC Requirements**

There are no requirements 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 – Yes Reading & Writing– No

**TASC Access**

No access requirements for this course.

**MRC Requirements**

Highly recommended successfully completed Physical Sciences 3 and at least General Mathematics 3.

**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.

## TECHNOLOGIES

### DGT215124 - Digital Technologies 2

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

**TASC Access**

No access requirements for this course.

**MRC Requirements**

Good English and Maths skills and some experience in Digital Technologies are recommended.

**Content:**

The Digital Technologies Level 2 course provides a comprehensive learning experience in digital systems, security, user design, and programming. Students will develop programming skills, undertake user design projects, and enhance critical thinking. They will also gain real-world project management and problem-solving skills, while exploring the ethical issues in the digital world.

This course is a solid foundation suitable for technology enthusiasts, offering valuable digital skills applicable in various career opportunities across industries. It fosters adaptability and creativity, benefiting fields like business, marketing, healthcare and finance. Additionally, the skills acquired complement other subjects, enabling students to analyse and solve complex problems across disciplines and empowers students to thrive in the digital age.

This course consists of three 50-hour modules:

1. Digital Systems and security
2. User design and programming
3. Interactions and impacts

**Work requirements include:**

- Multimodal short responses
- Data Project
- Algorithms and programming solutions
- Digital product and presentation

These work requirements involve a range of formats, including multimodal responses, extended written responses, project, short responses, and folios.

## TECHNOLOGIES

### DAP215116 - Design & Production - Textiles 2

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

#### TASC Access

No access requirements for this course.

#### MRC Requirements

There are no requirements for this course.

### FDN315118 - Food and Nutrition 3

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

#### TASC Access

No access requirements for this course.

#### MRC Requirements

A good standard in Mathematics is strongly recommended.

#### 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.

#### 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, such as 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.

## TECHNOLOGIES

### DAP215116 - Design & Production – Metal or Wood 2

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

#### TASC Access

No access requirements for this course.

#### MRC Requirements

There are no requirements for this course.

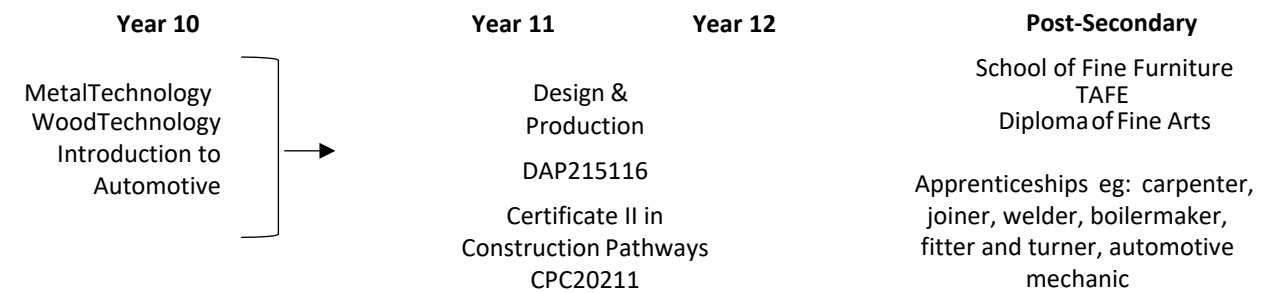
#### Content:

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.



FSF104 - Object Design 3

UTAS - University Connections Program

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

Prerequisites

Recommended students have completed a design-based course such as Design and Production (TASC level 2), Housing and Design (TASC level 3), Computer Graphics and Design (TASC level 2), or an equivalent unit, however there are no mandatory entry requirements to this course.

Content:

Object Design is about making functional items with a strong design emphasis. You'll attend a symposium that includes designer talks, technical demonstrations, and an introduction to a project brief. Access to University of Tasmania workshops can be organised through each college, with student and staff able to use specialist facilities. Students need to produce a major design piece for assessment, backed up by a project journal and drawing, model, or project plans. Completed student works will be presented at a group exhibition, which will also form the basis of your assessment process.

Learning outcomes

On completion of this unit, you'll individually, and in collaboration with others:

- Apply project management skills to produce and realise works, artifacts, and forms of creative expression.
- Demonstrate knowledge of materials, technologies and techniques used in creating an original designed object.
- Apply the technical skills required to create the object that has been designed.
- Demonstrate knowledge of a design icon, designer, design style, or design movement relevant to the project.
- Locate, analyse, and apply information about user needs and design-related influences.
- Develop and evaluate ideas, concepts and processes by thinking creatively, critically and reflectively.
- Communicate ideas and information using a range of techniques.

Teaching format

- One-day symposium (5 hours)
- Project development in class under supervision of class teacher
- Regular tutor visits from the University
- Online learning platform

Assessment

- Project Proposal
- Project Journal
- Designed Object
- Reflection

Other information

Successful students can count the unit towards their TCE and ATAR score.

Successful completion of this unit will gain 25 credit points towards a range of degrees at the University of Tasmania.

HDS315118 - Housing and Design 3

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

TASC Access

No access requirements for this course.

MRC Requirements

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
5. Design and Sustainability
6. Project Management.

Design Communication will be covered first. Project Management and application of processes, methods, knowledge, skills, 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

- 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.



CORE SKILLS SUBJECTS

WRK115117 - Pathways to Work 1

Complexity Level

TCE Points

TCE Standards

Computer & Internet - No

Mathematics - No

Reading & Writing - No

TASC Access

This course requires learners to work as a member of a group or team for some aspects of the course.

MRC Recommendations

For students who are not aiming for an ATAR Pathway, Eligibility and enrolment is determined in consultation with Student Support and the Deputy Principal - Learning and Teaching.

**Content:**  
Pathways to Work Level 1 is designed to prepare learners for their career and the world of work and can compliment Career and Life Planning Level 2.

Pathways to Work Level 1 has been developed using the Core Skills for Work Developments Framework and Australian Core skills Framework. These frameworks provide a common reference point and language to develop the criteria, content, assessment and relationship to other courses. The Core Skills for Work are relevant across all industry sectors and ar identified by employers as important for successful participation in the workforce at all levels at expertise.

**Relationship to Vocational Education and Training (VET)**  
Pathways to Work Level 1 is a foundation course which may prepare learners for a VET program. VET focuses on the technical, discipline-specific skills at various stages of development (AQF) and Pathways to Work Level 1 develops the core skills for work (foundation skills) that are transferable across contexts, sectors and occupations. Together they build the capacity of a learner to perform competently in the workplace context. At Level 1 this course is designed to be a precursor to entry level VET programs.

CORE SKILLS SUBJECTS

WRK215117 - Work Readiness 2

Complexity Level

TCE Points

TCE Standards

Computer & Internet - Yes

Mathematics - Yes

Reading & Writing - Yes

TASC Access

There are no access requirements for this course.

MRC Recommendations

Enrolled in a VET subject.

CLP205118 - Career and Life Planning 2

Complexity Level

TCE Points

TCE Standards

Computer & Internet - No

Mathematics - No

Reading & Writing - No

TASC Access

There are no access requirements for this course.

MRC Recommendations

Enrolled in a VET subject and/or in conjunction with Work Readiness.

**Content:**  
Work Readiness prepares learners for their career and work. This course is undertaken alongside Career and Life Planning. This Work Readiness Level 2 course has been developed using the Core Skills for Work Developmental Framework and Australian Core skills Framework. The Core Skills for Work are relevant across all industry sectors and are identified by employers as important for successful participation in the workforce at all levels.

**Relationship with Senior Secondary Vocational Education and Training (VET) Programs**  
Work Readiness Level 2 complements VET programs and can be delivered concurrently with VET studies. VET focuses on the technical, discipline-specific skills and Work Readiness Level 2 examines the core skills for work (foundation skills) that are transferable across contexts, sectors and occupations. Together they build the capacity of a learner to perform competently in the workplace context.

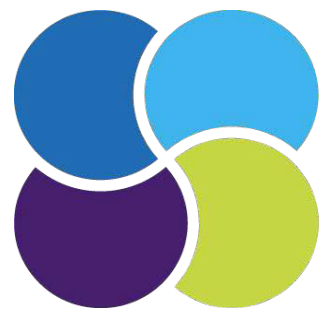
Work Readiness Level 2 provides a foundation for young people entering the workforce and further education, particularly in vocational education and training (VET) programs.

- Criteria:**  
The assessment for Work Readiness Level 2 will be based on the de4gree to which the learner can:
- 1. identify and describe career and work options
  - 2. identify responsibilities, expectations and accepted practices in a work-related context
  - 3. use and apply literacy skills and knowledge in a work-related context
  - 4. uses entrepreneurial thinking and problem solving strategies
  - 5. work collaboratively and cooperatively to achieve team goals
  - 6. identify and respond to diverse perspectives
  - 7. plan, organise and implement tasks
  - 8. use digital systems and technologies in a work-related context

**Content:**  
The decisions learners make now will have a significant impact on **their lives, not just their further education and work but also** their health, relationships and financial situation. It is an investment in their future. This course will provide opportunities for learners to develop self-awareness, explore future opportunities and develop the use decision making skills to match their learning to their future needs. These will in turn enable learners to make informed career decisions and respond to changing circumstances now and into the future.

Career and Life Planning Level 2 prepares learners for their career and life. It complements Work Readiness Level 2 and Pathways to Work Level 1. Career and Life Planning aims to develop learners' understanding of self, and the development of goals and plans for the future. Learners become familiar with using a career decision making model, managing change, and the concept of lifelong learning.

- Criteria:**  
The assessment for Career and Life Planning Level 2 will be based on whether the learner can:
- 1. identify and describe own personal and social capabilities
  - 2. link lifelong learning to the career building process
  - 3. locate and use career information
  - 4. describe the impact change has on career planning and work and life roles
  - 5. describe and apply career building skills



# Cradle Coast Trade Training Centre

## Vocational Education and Training

VET forms an integral part of the Australian education system and is designed to deliver workplace specific skills and knowledge-based competencies. Year 11 and 12 students participate in a range of trade qualifications and are designed to promote employability skills and to gain workplace knowledge. At the heart of VET programs is to assist students in becoming work ready.

### TCE

VET programs are offered as part of senior college selection, which enables students to finish their schooling with dual qualifications – their TCE and nationally recognised Vocational Qualifications. Together, these two qualifications equip students with the knowledge, skills, and expertise they need to progress to further learning and work as confident and mature citizens.

### Programs

Students develop key skills in literacy and numeracy, essential and productive thinking, cooperation, communication, flexibility, self-management, and the ability to plan, organise and prioritise work and technical knowledge. Programs are governed by interconnected government and independent bodies functioning within a strict National Skills Framework, defined by industry training packages and explicit quality delivery standards – the VET Quality Framework.

### Competency-Based Training

Each qualification and introductory course comprise of competency standards set by industry. Units of Competencies (UoC's) have points attached to each unit, which if completed successfully, points will go towards the TCE. For example, a Certificate II in Baking contains 13 UoC's that add up to a total of 60 credit points. If a student completes all Units successfully, then the Qualification will be awarded. For any qualification that is not fully completed during senior years, a Statement of Attainment will be issued.

## VOCATIONAL EDUCATION & TRAINING (VET)

### AUSTRALIAN SCHOOL-based APPRENTICESHIP/TRAINEESHIP

An Australian School-based Apprenticeship or Traineeships (ASbA/T) means that students still attend school while working and studying during senior college years. As an ASbA/T, students have an employer who will employ and train them on the job. Students undertake off-the-job training with a Registered Training Organisation.

#### Marist Regional College Policy

The College has supported students completing an ASbA/T for many years and throughout the school calendar year, students spend one day per week at work. This allows students to focus on completing all of their senior college subjects. Outside of school hours, weekend or school holidays, further working hours may be agreed between the employer and employee.

#### Benefits

As an ASbA/T, students have an employer and the College who will support their work path journey over a two-year period. Enrolling in an ASbA/T has a number of benefits including:

- Training will contribute towards the TCE
- Start a chosen career or trade while still at school
- Earn money while learning
- Gain experience in the trade or vocation of choice
- School-based will covert to full-time or part-time post Year 12
- Attend school, go to work, and attend training

#### Endorsement

ASbA/T will only be deemed applicable when all of the following apply:

- The student is enrolled in the TCE
- The College acknowledges and endorses the Training Plan required by the Training Contract and Skills Tasmania
- The ASbA/T is recognised in the TCE

BUILDING BRIGHTER FUTURES

## VOCATIONAL EDUCATION & TRAINING (VET)

### WORK PLACEMENT

Work placement provides an opportunity to segment and add to the knowledge already gained while at college. It gives a realistic insight into an occupation and industry, develops professional and personal skills, and sets students apart from other job candidates.

#### Preparation for the workforce and further learning

Undertaking work placement provides students with both personal insight and a competitive advantage. Networking while undertaking placement builds business contacts and opens opportunities to showcase skills already learned. Making valuable contact with employers prepare students for the world of work and gives them an insight into employer demands. Resumes stand out if they can demonstrate experience in the professional workplace, therefore undertaking work placement means that students can include examples of industry experience in their resume. Employers highly value students out in the real world and strong connections build work ready skills and knowledge, which are transferable to any workplace in the labour market.

#### Qualifications that require work placement include:

- Certificate II in Animal Care
- Certificate I in Automotive Vocational
- Preparation Certificate II in Cookery
- Certificate II in Hospitality
- Certificate II in Sport Coaching
- Certificate II in Electrotechnology (Careers Start)

## MARIST REGIONAL COLLEGE TRADE TRAINING CENTRES

#### AUR10120 - Certificate I in Automotive Vocational Preparation

A purpose-built automotive trade training shed allows students the opportunity to develop core and transferable skills into the Automotive industry and obtain an ASbA in Senior College Years.

#### FBP20221 - Certificate II in Baking

A purpose-built trade training bakery allows students to complete a critical skills shortage trade. No other school along with the Northwest Coast offers this course or training centre. This qualification allows for an ASbA.

#### CPC20120 - Certificate II in Construction Pathways

A purpose-built construction trade training shed offers students the opportunity to build a liveable unit from the foundation level upwards. No other school along the Northwest Coast builds this type of structure. This qualification allows for an ASbA.

#### Cradle Coast Trade Training Centre

This purpose-built Centre delivers both Cookery and Hospitality qualifications in simulated working environments. Both qualifications allow ASbA/T's.

#### UTAS West Park Campus

Students enrolled in the introduction to Nursing and Health Occupation program attend the new state of the art Nursing Simulation Lab to develop skills and knowledge, in addition to learning in a simulated Aged Care environment at the College.

## VOCATIONAL EDUCATION & TRAINING (VET)

### ACM20121 -Certificate II in Animal Care

Credit Point Value 44 (Subject to change)  
Total Course 2 years/ **1 day per week at St Brendan Shaw College**

#### Prerequisites/Recommendations

Students need to enrol in this course in Year 11 to complete this 2-year qualification

#### Pre- requisites/Recommendations

**Interviews will form part of the enrolment and selection process**



### ANIMAL CARE INDUSTRY

Years 11 & 12 Education and Training

This qualification is for entry into the animal care and management industry. Workers provide care for animals in workplaces such as animal shelters, kennels, catteries, sanctuaries, and veterinary clinics.

### Possible Career Pathways

This qualification provides a pathway into animal groomer, animal technician, animal trainer/officer/ranger, animal rescue and care.

### Post Secondary Pathways

Certificate III in Animal Care Services ACM30122

Certificate III in Animal Technology ACM30219

Certificate III in Wildlife and Exhibited Animal Care ACM30321

VET Brochures detail specific requirements for all VET courses.

Compulsory work placement.

School-based Traineeship opportunities.

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

## VOCATIONAL EDUCATION & TRAINING (VET)

### AUR10120 -Certificate I in Automotive Vocational Preparation

Credit Point Value	19 (Subject to change)
Total Course Length	2 years/1 full day per week

**Pre- requisites/Recommendations**  
**Interviews will form part of the enrolment and selection process**



### AUTOMOTIVE INDUSTRY

Years 11 & 12 Education and Training

This qualification provides a skill set for students that are interested in an Automotive career pathway or just to gain skills and knowledge about workplace safety, using tools correctly and fixing machinery.

### Possible Career Pathways

This qualification provides a pathway into automotive mechanic, diesel mechanic, automotive electrician, or vehicle body repair technician.

### Post Secondary Pathways

Certificate II in Automotive Vocational Preparation AUR20720

Certificate II in Automotive Servicing Technology AU20520

Certificate III in Outdoor Power Equipment Technology AUE30720

VET Brochures detail specific requirements for all VET courses.

Compulsory work placement.

School-based Apprenticeship opportunities.

Delivered and assessed at school at the Automotive Training shed in partnership with Guilford Young College (RTO 1129).

## VOCATIONAL EDUCATION & TRAINING (VET)

### FBP20221 -Certificate II in Baking

Credit Point Value	67 (Subject to change)
Total Course Length	2 years/1 full day per week

**Pre- requisites/Recommendations**  
**Interviews will form part of the enrolment and selection process**



### BAKERY INDUSTRY

Years 11 & 12 Education and Training

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 develop wide skills and knowledge, baking an extensive range of sweet and savoury products.

### Possible Career Pathways

This qualification provides a pathway to work in bakeries as an assistant, cafes, coffee shops and restaurants for students who wish to explore different food and hospitality establishments.

### Post Secondary Pathways

Certificate III in Baking FBP30521

Certificate III in Cake and Pastry FBP30321

Certificate III in Bread Baking FBP30421

VET Brochures detail specific requirements for all VET courses.

School-based Apprenticeship opportunities.

Delivered and assessed at school at the Cradle Coast Trade Training Centre in partnership with TasTAFE (RTO 60142).



**CPC20220 -Certificate II in Construction Pathways**

Credit Point Value 27 (Subject to change)  
Total Course Length 2 years/1 full day per week

**Pre- requisites/Recommendations**  
**Interviews will form part of the enrolment and selection process**



**CONSTRUCTION INDUSTRY**

Years 11 & 12 Education and Training

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. This course covers hands on skills and knowledge, which are required for carpentry at 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, interpret plans and specifications, and carry out concreting to simple forms.

**Possible Career Pathways**

This qualification provides a pathway to enter into an apprenticeship, brickie's labourer, trade's assistant, or builder's labourer.

**Post Secondary Pathways**

Certificate III in Carpentry CPC30220  
Certificate IV in Building and Construction CPC40120

VET Brochures detail specific requirements.  
School-based Apprenticeship opportunities.  
Delivered and assessed at school at the Construction Training Shed in partnership with TasTAFE (RTO 60142).

**UEE22020 -Certificate II in Electrotechnology (Career Start) NEW**

Credit Point Value TBC (Subject to change)  
Total Course Length 2 years/1 full day per week - **at St Brendan Shaw College**

**Pre-requisites/Recommendations**  
**Interviews will form part of the enrolment and selection process**  
**Students need to enrol in this course in Year 11 to complete this 2-year qualification**



**ELECTROTECHNOLOGY INDUSTRY**

Years 11 & 12 Education and Training

This two-year qualification is an entry level course for students wishing to pursue becoming an electrician. It will provide opportunities to expand into the Sustainable Energy area, setting you up for work in the future. You will cover competencies for work entry, providing grounding in safety and basic skills and knowledge for work in any electrotechnology discipline. You will learn about workshop practices and develop skills in performing some basic electrical wiring of equipment. Students will also participate in testing instruments.

**Possible Career Pathways**

This qualification provides a pathway to enter into an apprenticeship or further study into multiple different electrotechnology disciplines such as - electronics and communications, electrician (cabling), or electrician (lifts.)

**Post Secondary Pathways**

Certificate III in Electrotechnology Electrician UEE30820  
Certificate III in Air Conditioning and Refrigeration UEE32220

Pre-requisites: Solid math results. Spaces are limited and subject to interest.  
VET Brochures detail specific requirements.  
Compulsory work placement.  
School-based Apprenticeship opportunities.  
**Delivered and assessed off-campus at St Brendan Shaw College** in partnership with Guilford Young College (RTO 1129).

**MEM20413 -Certificate II in Engineering Pathways**

Credit Point Value 42 (Subject to change)  
Total Course Length 2 years/1 full day per week **at TasTAFE Burnie**

**Pre-requisites/Recommendations**  
**Interviews will form part of the enrolment and selection process**  
Students need to enrol in this course in Year 11 to complete this 2-year qualification



**ENGINEERING INDUSTRY**

**Years 11 & 12 Education and Training**

This qualification provides occupational outcomes about a wide range of areas associated with the engineering and manufacturing industries. It is an entry level qualification enabling students to gain a skill set in readiness for an apprenticeship. Students will learn environmentally sustainable work practices, fabrication equipment, identify engineering mechanisms and workplace power tools.

**Possible Career Pathways**

This qualification provides a pathway to enter into an apprenticeship - boilermaker/welder, sheet metal, mechanical fitter, or fitting & machining.

**Post Secondary Pathways**

Certificate II in Engineering (Production Technology) MEM20219

Certificate III in Engineering (Fabrication Trade) MEM31922

Certificate III in Engineering (Mechanical Trade) MEM30219

VET Brochures detail specific requirements.

School-based Apprenticeship opportunities available.

Delivered and assessed off-campus at TasTAFE Burnie in partnership with TasTAFE (RTO 60142).

**SIT20421 - Certificate II in Cookery**

Credit Point Value 38 (Subject to change)  
Total Course Length 2 years/1 full day per week

**Pre-requisites/Recommendations**  
**Interviews will form part of the enrolment and selection process**



**FOOD & HOSPITALITY INDUSTRY**

**Years 11 & 12 Education and Training**

**Certificate II in Cookery**

This Food & Hospitality qualification prepares you for a world of opportunities in the dynamic and fast paced hospitality industry. You will develop strong skills and knowledge in preparing and cooking a wide range of sweet and savoury dishes. You will learn hygiene, basic methods of cookery, appetisers, salads, and sandwiches. Modern food trends will be explored in addition to completing the Responsible Service of Alcohol (RSA) and Provide First Aid certificates. Work Placement is a compulsory requirement of course outcomes and Marist will organise placement of students at a pre-arranged Hospitality establishment.

**Possible Career Pathways**

This qualification provides a pathway to work in kitchens in organisations such as restaurants, hotels, catering operations, clubs, pubs, cafes, and coffee shopss..

**Post Secondary Pathways**

Certificate III in Cookery SIT30821

Certificate III in Hospitality SIT30622

VET Brochures detail specific requirements.

Compulsory work placement.

School-based Apprenticeship opportunities available.

Delivered and assessed at school at the Cradle Coast Trade Training Centre in partnership with Guilford Young College (RTO 1129).

## VOCATIONAL EDUCATION & TRAINING (VET)

### SIT20322 - Certificate II in Hospitality

Credit Point Value 27 (Subject to change)  
Total Course Length 2 years/1fullday per week

**Pre-requisites/Recommendations**  
**Interviews will form part of the enrolment and selection process**



### FOOD & HOSPITALITY INDUSTRY

#### Years 11 & 12 Education and Training

This Food & Hospitality qualification prepares you for a world of opportunities in the dynamic and fast paced hospitality industry. You will develop strong skills and knowledge in customer service, hygiene, barista and non-alcoholic beverages, table settings and ordering techniques. Cultural diversity, sustainability and front of house service will be explored in addition to completing the Responsible Service of Alcohol (RSA) and Provide First Aid certificates. Work Placement is a compulsory requirement of course outcomes and Marist will organise placement of students at a pre-arranged Hospitality establishment.

#### Possible Career Pathways

This qualification provides a pathway to work in restaurants, hotels, catering operations, clubs, pubs, cafes and coffee shops.

#### Post Secondary Pathways

Certificate III in Hospitality SIT30622

Certificate IV in Hospitality SIT40422

VET Brochures detail specific requirements.

Compulsory work placement.

School-based Traineeship opportunities available

Delivered and assessed at school at the Cradle Coast Trade Training Centre in partnership with Guilford Young College (RTO 1129)

## VOCATIONAL EDUCATION & TRAINING (VET)

### Introduction to Nursing and Health Occupations

Credit Point Value 22 (Subject to change)  
Total course Length 1 year/1 full day per week

**Pre-requisites/Recommendations**  
**Interviews will form part of the enrolment and selection process**



### NURSING & HEALTH OCCUPATION INDUSTRIES

#### Years 11 & 12 Education and Training

##### Introduction to Nursing and Health Occupations

This course includes units that are part of the Health & Community Services Training Package. This skill set course will provide you with skills and knowledge that may lead to a career in the health industry or further studies.

Students will utilise the Nursing Simulation Lab at the UTas West Park University Campus throughout the year, in addition to gaining skills and knowledge in our purpose-built Aged Care simulation rooms at the College.

#### Possible Career Pathways

This qualification provides a pathway to work in Aged Care disciplines such as personal carer, support worker, allied health assistant, medical receptionist, or dental assistant.

#### Post Secondary Pathways

Certificate III in Community Services CHC32015

Certificate III in Allied Health Assistance HLT33021

Diploma of Nursing HLT54121

Please note well that this course is not part of the Bachelor of Nursing training, which can only be studied at a university level.

VET Brochures detail specific requirements.

Delivered and assessed at school at the Cradle Coast Trade Training Centre in partnership with Guilford Young College (RTO 1129.)

## VOCATIONAL EDUCATION & TRAINING (VET)

<b>SIS20321 -Certificate II in Sport Coaching</b>	
Credit Point Value	22 (Subject to change)
Total Course Length	1 year/MRC timetabled lessons
<b>Pre-requisites/Recommendations :</b>	
<b>Interviews will form part of the enrolment and selection process</b>	

Credit Point Value	22 (Subject to change)
Total Course Length	1 year/MRC timetabled lessons

**Pre-requisites/Recommendations :**  
Interviews will form part of the enrolment and selection process



## SPORT INDUSTRY

## Years 11 & 12 Education and Training

This qualification reflects the role of individuals who apply the skills and knowledge to conduct pre-planned coaching sessions in a specific sport. It provides a pathway to work in assistance coaching roles and organisations in the Australian Sport industry.

## Possible Career Pathways

This qualification provides a pathway into coaching assistance, junior coach, junior trainer, and sports trainer.

## Post Secondary Pathways

Certificate III in Sport Coaching SIS30521

Certificate IV in Sport Coaching SIS40321

VET Brochures detail specific requirements.

Compulsory work placement.

Delivered and assessed at school at the Harcombe Centre in partnership with Guilford Young College (RTO 1129)

## NOTES

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.





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