SUBJECTS SUBJECTS YEAR 11 & 12

2021



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LCS MISSION AND CORE VALUES

Vision Statement:

To glorify and honour God through Christ-centred education

Our Core Values:

To live in obedience to God

To act with humility, integrity and fairness

To work with creativity and diligence

To encourage participation and teamwork

To be trustworthy and accountable to one another

School Motto:

In Christ Wisdom and Knowledge

OUR SCHOOL



Launceston Christian School is one of many schools throughout Australia that belong to a wider association of Christian schools that are unified around the common goal of authentic, Bible-based, Christ—centred education. This network is known as Christian Education National (CEN). The school was established in 1976 and has enjoyed steady growth over many years resulting in over 670 students currently enrolled. Set on 12 hectares just ten minutes from Launceston City centre, the school is positioned in the beautiful Tamar Valley with the Tamar River forming a scenic backdrop.

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

FROM THE PRINCIPAL



This informative Senior School Handbook outlines the important years of Senior Secondary education at Launceston Christian School.

We have a beautifully equipped campus, with excellent facilities and space to grow which is a wonderful setting for our Senior School students to thrive in.

LCS values our strong partnership with parents. This partnership assists us to work together to provide students with an excellent 21st century Christian

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

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

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

Mr Adrian Bosker

FROM THE HEAD OF SENIOR SCHOOL

The Senior School years are an exciting time of transition from adolescence to adulthood. At LCS we aim to encourage all of our students to develop a close relationship with our Lord Jesus Christ and to prepare them for life when they leave here. Various activities focus on growing their Christian life; these include a four day Christian retreat in April and a 1 day seminar later in the year.

Our Senior School has a unique pastoral care structure of years 10 - 12 combined, which encourages



friendships and mentoring across the 3 years. As you read this handbook I hope that you will be inspired to spend the next 3 years learning about God and His story.

I look forward to getting to know each one of you and I am certain that our educational offerings will encourage, teach and inspire you.

Mrs Michelle Fitzallen

YEAR 11 & 12 COURSES

COURSE ADVISORS FOR YEAR 11/12

Mrs Michelle Fitzallen Head of Senior School, Health Studies

Mr Robert Morgan Director of Studies, Maths Methods 4

Mr Josh Armstrong Computer Graphics & Design, Housing and Design

Mr Darryl Bain Physics, Chemistry

Mr David Barber Modern History, Australia in Asia & the Pacific

Mrs Alison Blackberry Workplace Maths

Mrs Janette Boyle Physical Science

Mr Ryan Bosker Sport & Recreation Experiences

Mrs Cathy Burk Working with Children

Mrs Marjorie Cardwell English Writing

Mr John Farrow Business Studies

Mrs Lauren Fry Sociology

Mrs Miranda Gracie Drama, Musical Theatre

Mr Rob Gracie Design and Production (Wood)

Mr Nathan Hill Certificate in Theology, Psychology, Introduction to Sociology &

Psychology

Mr Carey James Computing, Computer Science, Information Systems

Mr Kim Jansen English Foundations

Mrs Bronwyn Johns Design and Production (Textiles)

Mr Brent Jose Biology

Mrs Aileen Lake Maths Methods Foundation, Mathematics Specialised

Mr David Lichtendonk Design and Production (Wood)

Mr Kevin Lund Art courses

Mr Tommy Macqueen Sport Science

Mr James McGeachy English

Mr Bruce McIntosh Electronics, General Mathematics - Foundation

Mrs Alison Morgan English Applied

Mr Gerry Narkowicz Outdoor Education

Mrs Michelle Reid Food & Nutrition

Mr Cameron Spaulding General Mathematics

Mr Peter Stewart Music courses, Audio Design courses

Mrs Lyndle van Zetten Music courses

COURSES

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

The TASC assigns a complexity level to courses accredited by them. Levels of complexity in senior secondary education range from level 1 to level 4 (4 being the highest level of complexity). TASC accredited level 3 and 4 courses contribute to the calculation of Tertiary Entrance Ranks.

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

Courses also have an allocated 'design time'. Most courses described in this Handbook have a design time of 150 hours. Courses with a <u>design time</u> of 150 hours have a <u>course size</u> of 15. Some courses are of a smaller size or design time. One hundred hour courses have a course size of 10 and 50 hour course have a course size of 5. Level 3 courses have a course size of 15. A course with a course size of 15 takes up one complete line of study on the timetable which means 14 periods of study per fortnight. Design time and course size is not indicated in this handbook. Any variation from the design time of 150 hours will be taken into account during course planning interviews.

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

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

Please note that, in this handbook, detailed course descriptions have only been given for subjects which have previously been taught at Launceston Christian School. There are other subjects listed in the pathway flow charts for which classes will be run if there is enough student interest to make classes viable. Other arrangements can be made to enable students to study subjects for which formal classes are not scheduled at Launceston Christian School.

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

CHOOSING A SUBJECT

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

The following points may help you in deciding which subject you study during Year 11/12.

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

TCE Standards Checklist

Tick	Course (Level)	TCE Points
Literacy		
ENA215114	English Applied (2)	15
ENG215117	English Foundations (2)	15
ENG315117	English (3)	15
ENW315114	English Writing (3)	15
HLT315118	Health Studies (3)	15
BH215118	Intro to Sociology and Psychology (2)	15
AAP315116	Australia in Asia and the Pacific (3)	15
BHP315116	Psychology (3)	15
BHS315116	Sociology (3)	15
HSM315117	Modern History (3)	15
REL315116	Studies of Religion (3)	15
SDD315115	Drama (3)	15
SDP315115	Theatre Performance (3)	15

Numeracy		
ACC315116	Accounting (3)	15
MTG215114	General Mathematics - Foundation (2)	15
MTW215114	Workplace Maths (2)	15
MTG315115	General Mathematics (3)	15
MTM315117	Mathematics Methods - Foundation (3)	15
MTM415117	Mathematics Methods (4)	15
MTS415118	Mathematics Specialised (4)	15
PSC315118	Physical Sciences (3)	15
CHM415115	Chemistry (4)	15
PHY415115	Physics (4)	15

ICT		
ENW315114	English Writing (3)	15
CGD215118	Computer Graphics and Design - Foundation (2)	15
ESC205114	Essential Skills - Using Computers and the Internet (2)	5
CGD315118	Computer Graphics and Design (3)	15
HDS315118	Housing and Design (3)	15
ITC315118	Computer Science (3)	15
ITS315118	Information Systems & Digital Technologies (3)	15

None		
HPE110118	Sport and Recreation Experiences (1)	10
OXP215118	Outdoor Education (2)	15
SPT315118	Sport Science (3)	15
BHC215116	Working with Children (2)	15
LSC215115	Life Sciences (2)	15
PSC215118	Physical Sciences - Foundation (2)	15
BIO315116	Biology (3)	15
DAP215116	Design and Production (2)	15
ELT215114	Electronics - Foundation (2)	15
FDN215116	Food, Cooking and Nutrition (2)	15
ART215117	Visual Art (2)	15
ART215217	Art Practice (2)	15
AUD215115	Music Technology Projects - Foundation (2)	15
MSC215117	Contemporary Music (2)	15
MSM205115	Music Ensemble (2)	5
MSS215115	Music Studies (2)	15
MUT215115	Musical Theatre (2)	15
SDS215117	Drama Foundations (2)	15
ART315117	Art Production (3)	15
ART315117	Art Studio Practice (3)	15
MSM315115	Music (3)	15

MINIMUM HOURS

The minimum course hours for a full time student are:

Yr 11 750 hours

Yr 12 600 hours

PREREQUISITES

Previous experience is required in order to be accepted into some subjects. The usually means a specific course or courses need to have been completed first. In some circumstances this may be negotiated so please check with the subject teacher concerned if you are unsure.

HOW MANY PRE-TERTIARY SUBJECTS

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

AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

For all pre-tertiary courses, students applying for university admission who achieve an SA or better will receive a score between 1 and 25, calculated on the basis of the ratings they receive. These scores are subject to a scaling system to take into account the difference in difficulty between the subjects. The scaling system allows students to choose more difficult subjects without being potentially penalised by not being able to get a high tertiary entrance score. Details of the scaling system are available on the TASC website. These scores are then used to determine the students position, or rank, against all students Australia wide, in their year group. The 5 highest scores achieved are considered for this purpose. Three of these must be achieved in Yr 12 or the final year of study. From 2012 onward all students must meet the requirements for the Tasmanian Certificate of Education (TCE) in order to be awarded and ATAR.

UNIVERSITY OF TASMANIA – Entrance Requirements

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

DEGREE AND DIPLOMA COURSES

To be admitted you must satisfy the following four requirements:

- 1. You must spend at least two years in post Year 10 full-time study for the Tasmanian Certificate of Education (TCE) and you must study a combination of subjects designed for Years 11 & 12;
- 2. You must obtain a Satisfactory Achievement (SA) result or better in a minimum of four level 3 (pre-tertiary) subjects chosen from the schedule of subjects approved by the University;
- 3. You must obtain the minimum of four subjects in not more than three sittings;
- **4.** At least three of the TCE subjects must be completed (SA result or better) in Year 12.
- **5.** You must meet the requirements to be awarded the TCE.

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

ASSOCIATE DEGREE COURSES

The University of Tasmania also offers a number of Associated Degrees. The entry requirements for these courses do differ and the University should be contacted for further details.

CONCESSIONAL ENTRY BASED ON AN ADJUSTED SCORE

In order to expedite the entry of students with appropriate capacities and who have just failed to meet the minimum entry requirements, an entry group, based on modified entry requirements, has been introduced. To be eligible for concessional entry, your performance in the TCE and any other supporting evidence of your capacity to undertake university study will be assessed. Supporting evidence may include written advice from the school principal or careers advisor.

SPECIAL ENTRY

You may be eligible for admission under special entry provisions. To be considered in this group you would need to demonstrate education disadvantage owing to illness, misadventure, poor school facilities or lack of TCE subject opportunities.

ABORIGINAL ADMISSION

A number of courses have places reserved for people of Australian Aboriginal or Torres Strait Islander descent. Riawunna, Centre for Aboriginal Education, conducts an orientation and assessment programme for Aboriginal Australians to assist in preparation for study and to make recommendations for admission to the Faculty Admission Committees. People of Australian Aboriginal or Torres Strait Islander decent over the age of 18 may apply to Riawunna for admission to the Riawunna Higher Education Bridging Programme. Successful completion of this programme will assist in gaining admission to degree courses offered by the University.

FACULTY PRE-REQUISITES

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

Information about all courses is on the web at www.utas.edu.au

MAINLAND UNIVERSITIES

As a general rule, mainland Universities use the same entrance requirements as the University of Tasmania with one important difference. Most require a Satisfactory Achievement (SA) in a pre-tertiary level 3 English. If a mainland University is being considered it is essential that the University be contacted to check the entry requirements of that institution.

AUSTRALIAN MARITIME COLLEGE

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

Undergraduate courses

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

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

Information regarding enrolment can be found at: http://www.amc.edu.au/future-students.

Scholarships

Students with an ATAR of 90 or above may be eligible for an AMC Outstanding Achiever Scholarship or an AMC Excellent Achiever Scholarship. Information on these and other scholarships can be obtained from http://www.amc.edu.au/seafaring/grants-scholarships on the AMC web site.

Vocational Training

AMC offers vocational training in areas such as:

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

These courses are conducted at the AMC Beauty Point Campus.

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

CO-OPERATIVE ARRANGEMENT

Launceston Christian School Vocational Educational and Training Information

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

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

VET courses listed in this handbook are offered through St. Patrick's College, and will be deemed viable to run in 2020 if student interest is adequate. VET course delivery is auspiced through Registered Training Organisations (RTOs) and delivered at St. Patrick's College utilising either a "partnership or service" agreement. Contracts with RTOs are subject to change in accordance with regular training package upgrades and logistical arrangements. Students and their families will be notified of changes if/when they present.

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

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

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

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

Students who require transport to the vocational course location are required to make their own way there. Students who have their own car and driver's licence may drive to and from the location once they have completed a permission to drive form.

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

VET Courses

Year 11 and Year 12

- Certificate II in Agriculture
- Certificate II in Animal Studies ACM20110
- Certificate III in Animal Studies ACM30110
- Certificate I in Aquaculture SFI10111
- Certificate II in Aquaculture SFI20111
- Certificate III in Aquaculture SFI30111
- Certificate II in Automotive AUR20712 (Vocational Preparation)
- Certificate II in Building & Construction (Carpentry) 22216VIC
- Certificate III in Early Childhood Education and Care CHC30113
- Certificate II in Electrotechnology UEE22011 Career Start
- Certificate III in Fitness SIS30313
- Discover Hair & Beauty Statement of Attainment
- Horticulture Landscape Design
- Certificate I in Hospitality SIT10213
- Certificate II in Hospitality -SIT20213
- Certificate III in Hospitality -SIT30713
- Certificate II in Tourism SIT20112

Core Units are compulsory and are set within each training package Elective units are negotiated with the Registered Training Provider Students may be enrolled in a Skill Set, Statement of Attainment or Certificate program

Students applying for a VET course must attend a suitability interview accompanied by their Parents/Guardians.

AGRICULTURE

This course is studied over a two year period

The agriculture industry in Tasmania is growing rapidly and Tasmania is well known for its high quality farm produce including products such as dairy, fruit and vegetables, meat and wool. This qualification provides vocational skills for work in the agriculture industry. The agriculture industry is hands-on, practical, and just calling out for enthusiastic, hardworking individuals who want to work in a range of diverse and rapidly changing environments. This course develops basic skills and knowledge for a chosen farming career.

There are various areas within agriculture such as:

- Dairy
- Beef
- Wool
- Sheep
- Cropping
- General Agriculture

Safe and efficient work habits and positive attitude to work are key elements of the course. Careers vary across different industry sectors. Possible careers include:

- Assistant animal attendant/stockperson
- Assistant Farm or Station hand
- Assistant Farm or Station worker
- Assistant Farm or Station labourer

If you are enrolling as a Year 11 student the course is offered over a two year period so that participants have the opportunity to complete the full Certificate II in Agriculture qualification. If you are enrolling as a Year 12 students you will be given the opportunity to complete half of the course and will be able to continue on with your studies as an adult learner (either Apprentice or Non-Apprentice) to complete the full course in the workplace. After completing this course students can enter the agriculture industry through gaining employment in their chosen field.

CERTIFICATE II in ANIMAL STUDIES - ACM20110

Year 11/12 students can access the course of study in animal care auspiced through TasTAFE either as a new student entering the course or as a student who is continuing on with a "skill set" qualification from year 10. Successful completion of a Certificate II in Animal Studies could help students to start a career working in wildlife parks, animal boarding centres, shelters/sanctuaries, veterinary clinics, grooming salons or zoos. In this course, you will learn about the skills and knowledge required for work in the Animal Care and Management industry, including animal control and regulation, animal technology, captive animals, companion animal services and veterinary nursing. This qualification is part of the Animal Care and Management Training Package. Whilst undertaking this qualification the learner will need to access a period of work placement in an animal care environment and/or workplace.

Employment opportunities include an entry point into industry in the following areas:

- Veterinary Nursing
- Zoo or Native Animal Park
- The Companion Animal Service Industry
- Animal Rescue
- Animal Control and Regulation
- Animal Technology
- Captive Animals

The Certificate II in Animal Studies course is auspiced with TasTAFE through a blended delivery mode at St. Patrick's College. The study will include a combination of online projects, practical tutorials, industry visits, work placement and an external workshop at a Zoo.

Students who successfully complete the Certificate II course can apply to enroll to complete the Certificate III in Animal Studies qualification either in or post Year 12.

CERTIFICATE III in ANIMAL STUDIES - ACM 30110

This qualification is part of the Animal Care and Management Training Package and is offered to Year 12 students who have previously completed study. The Certificate III in Animal Studies is a general industry qualification for persons operating at an assistant level and undertaking animal care functions in an animal care workplace. It is highly recommended that whilst undertaking this qualification, the learner should have access to a companion animal workplace through either paid employment or substantial periods of work placement or work experience blocks.

Job role titles covered by this qualification may include:

- · Animal care receptionist and support officer
- Animal control and regulation assistant
- Animal health officer on indigenous communities
- Animal shelter assistant
- Assistant animal welfare officer

The Certificate III in Animal Studies course is auspiced with TasTAFE through a blended delivery mode at St. Patrick's College. The study will include a combination of online projects, practical tutorials, industry visits, work placement and an external workshop at a Zoo.

Students, who successfully complete the Certificate III course can apply to enroll in a Certificate IV program or seek a Certificate IV traineeship within the animal care industry, post Year 12.

CERTIFICATE I AQUACULTURE – SFI10111

Aquaculture is becoming one of Tasmania's largest local industries and it involves a broad range or enterprises ranging from seahorses, shellfish, crustaceans, tropical, cold water, marine and fresh water fish to name a few. Certificate I Aquaculture requires the satisfactory completion of 8 selected units. Employment positions in this industry are increasing for trained applicants as it is the fastest growing primary industry in our nation and Tasmania has the ideal climate and clean water to further develop this industry. This course is delivered in the new St Patrick's College Aquaculture Trade Training Centre that is fully equipped with modern technological equipment that replicates best industry practice.

The level of study for individual students will be negotiated at the suitability interview. This course includes a number of specialised training sessions with external providers in Wader Safety and Fire Suppression training. Year 11 students who satisfactorily complete this course can apply to continue their study in a Certificate II in Aquaculture in Year 12.

Successful Year 12 graduates can continue their training in this qualification as a trainee in the workplace.

CERTIFICATE II AQUACULTURE - SFI20111

Aquaculture is becoming one of Tasmania's largest local industries and it involves a broad range or enterprises ranging from seahorses, shellfish, crustaceans, tropical, cold water, marine and fresh water fish to name a few. Employment positions in this industry are increasing for trained applicants as it is the fastest growing primary industry in our nation and Tasmania has the ideal climate with pristine water to further develop this industry.

This course consists of 15 units and it builds on the units attained in a Certificate I in Aquaculture. The Certificate II qualification provides students with a wider range of underpinning skills and contains units that develop a deeper understanding of water treatment, parameters, fish health and management, elements of Ship Board Safety and sustainable aquaculture practices. The course is ideal for graduates seeking employment as a production hand in the industry. Certificate II students who meet the necessary work readiness requirements will be offered the opportunity to participate in a 4 day Work Placement program with the Strahan Aquaculture companies.

This course is delivered in the new St Patrick's College Aquaculture Trade Training Centre that is fully equipped with modern technological equipment that replicates best industry practice. This also course includes a number of specialised training sessions with external providers who deliver units inshipboard safety, fire safety and survival at sea.

Students who satisfactorily complete this course can apply to continue their study in year 12 to undertake Certificate III in Aquaculture.

CERTIFICATE II in AUTOMOTIVE – Vocational Preparation – AUR20712 and TASC WORK READINESS

This course is studied over a period of two years

Certificate II in Automotive Vocational Preparation is part of the Automotive Industry Retail, Service and Repair Training Package (AUR12). It covers the skills and knowledge required to perform a limited range of tasks related to the familiarisation and inspection of mechanical and electrical components and systems of cars, heavy vehicles, outdoor power equipment, bicycles, marine craft and motorcycles. This qualification also covers the skills and knowledge required to perform minor maintenance and repair of an automotive vehicle body.

To enroll in this program students will need:

- An interest in automotive
- Sound basic mathematics, science, computer, literacy and comprehension skills
- A successful completion of Year 11 Certificate I in Automotive –Vocational Preparation-AUR10112.
- A good reference and recommendations from the Certificate I training provider/trainer

This course provides the knowledge and skills enabling graduates to perform routine servicing of cooling systems, diesel or petrol fuel injection systems, exhaust, braking systems, final drive assemblies, steering and suspension systems and transmissions specialising in light vehicles or heavy vehicles and/or motorcycles. As with all VET subjects – success depends on the student's attendance, level of motivation, ability to research and to complete workbooks during their study line and Work Readiness class at St. Patrick's College.

This qualification has two streams: for students interested in mechanical employment or for students interested in vehicle body repairs and vehicle body refinishing employment.

Career outcomes could include:

- Become a fully qualified tradesperson by completing a Certificate III qualification
- Automotive Mechanic
- * Automotive Engineer

Diesel Mechanic

- * Detailer
- Automotive Electrician
- * Engine Re-conditioner
- Vehicle Body Repair Technician
- * Vehicle Refinishing Technician

CERTIFICATE III AQUACULTURE – SF130111 Year 12 Only

Aquaculture is becoming one of Tasmania's largest local industries and it involves a broad range or enterprises ranging from seahorses, shellfish, crustaceans, tropical, cold water, marine and fresh water fish to name a few. Employment positions in this industry are increasing for trained applicants as it is the fastest growing primary industry in our nation and Tasmania has the ideal climate and clean water to further develop this industry.

This course is delivered in the new St. Patrick's College Aquaculture Trade Training Centre that is fully equipped with modern technological equipment that replicates best industry practice. The Certificate III in Aquaculture course is available to Year 12 students who have satisfactorily completed a Certificate II in Aquaculture. This course comprises of 18 units and builds on the prior learning attained in Certificate II in Aquaculture. The course equips a person with the necessary skills to undertake a basic level of responsibility for decision-making and to coordinate some team activities. The course will ideally suit students who would like to enter the industry in the capacity of a skilled worker or leading hand. The Certificate III in Aquaculture course is also ideal for students looking towards a pathway into a tertiary qualification.

Certificate III students who meet the necessary work readiness requirements will be offered the opportunity to participate in a four day Work Placement at Strahan.

CERTIFICATE II in BUILDING AND CONSTRUCTION (Carpentry) - 22216VIC

This course is studied over a two year period

Certificate II in Building and Construction (Carpentry) covers many aspects of the carpentry trade and is a perfect starting point for a career in the building and construction industry.

Certificate II in Building and Construction (Carpentry) is ideal for Year 11/12 students who wish to build upon their practical experience and knowledge to improve their employability as an apprentice carpenter.

Carpenters are the main players in the construction industry and they lead construction work from the front. While carpenters have their particular skills and tasks to perform on the job site, carpenters must have knowledge of all other trades as a carpenters often have to work closely with the other trades and as well as providing them with on-site direction.

This program covers the "hands-on" skills and knowledge required for carpentry at the entry level, including the safe use of a range of tools and equipment used by carpenters. The course will also incorporate a number of units over a duration of two years that will be recognised and assist students in gaining an apprenticeship. The additional units will include skills in: working safely in the construction industry, manual handling, asbestos awareness and working safely at heights.

This program is proudly supported by Master Builders Tasmania.

CERTIFICATE III in EARLY CHILDHOOD EDUCATION and CARE – CHC30113

Certificate III in Early Childhood Education and Care is part of the Community Services Training Package. It reflects the role of workers in a range of early childhood education settings who work within the requirements of the Education and Care Services National Regulations and the National Quality Standard. The training package supports the implementation of an approved learning framework, and supports children's wellbeing, learning and development.

Depending on the setting, educators and their students may work under direct supervision or autonomously. This qualification is for students who generally enjoy working as part of a team to provide care for children 0 – 5 years. Learning in this qualification will allow students to study individual children's profiles to develop appropriate programs that will assist them to achieve their developmental outcomes. Childcare workers and students will collaborate with families and be guided in their work by organisational policies and procedures.

Students will attend classes for this subject one day per week at a local Registered Training Organisation-TasTAFE. Depending on individual student circumstances, it may be recommended that this course be studied over a two-year duration. However, this can be negotiated for Year 12 students entering this course with RPL/credit or a history of excellent study skills.

In this course students will learn about:

- Working as part of a team to provide care for children 0-5 years
- Using individual children's profiles to develop appropriate programs that will assist children to achieve their development outcomes
- · Working with families
- Be guided in work by organisational policies and procedures

To enroll in this program you will need:

- To be involved in a suitability process
- Be able to satisfy a Department of Justice, Work With Children Check
- To participate in work placement in a licensed early learning service

Career Opportunities: Depending on how you completed this training, further study or career options may include:

- Early Childhood Educator
- Family Day Care Worker
- Childhood Educator Assistant
- Mobility Assistant

- * Playgroup Supervisor
- * Childhood Educator
- * Recreation Assistant

CERTIFICATE II in ELECTROTECHNOLOGY – UEE22011–Career Start

This course is studied over a period of two years

Certificate II in Electrotechnology – Career Start is part of the Electrotechnology Training Package. It covers competencies for work entry, providing grounding in safety and basic skills and knowledge for work in any Electrotechnology discipline. To enroll in this program students will need:

- An interest in the electrical trade area
- High achievement/grades in general maths, science, computer, literacy and comprehension skills Those completing this program successfully will be able to seek employment in all Electrotechnology Trades. This program may include work placement in the industry. It aims to provide participants with

skills to assist in gaining an Electrotechnology apprenticeship (Electrical, Refrigeration, Electronics and Telecommunications trades).

This qualification would suit:

- People wanting a pre-apprenticeship pathway into the industry
- Students wishing to enroll in a VET in schools course
- School leavers wishing to gain a career in the industry

Career Opportunities

Depending on how students complete this training, career options may include: Apprenticeship opportunities in Refrigeration and Air Conditioning or associated trade fields.

Career outcomes could include:

- Electrician
- Refrigeration Mechanic
- Communications Technician
- Transmission/Distribution Line Worker
- Fire Servicing Technician
- Security Technician
- Instrument Technician
- Electrical Engineering

Student numbers will determine that days/dates and mode of delivery for this course.

CERTIFICATE III in FITNESS - SIS30313

During one academic school year, students will learn the necessary skills to become a fitness instructor by completing the Certificate III in Fitness. This qualification reflects the role of instructors who perform a range of activities and functions within the fitness industry and provides a pathway to work as a fitness instructor providing exercise instruction for group or gym programs.

Learners will work independently with some level of autonomy in a controlled environment such as fitness, leisure, aquatic and community centre where risks are managed through pre-existing risk assessments and hazard control processes.

The Group Exercise Instruction component teaches students how to deliver exercise sessions designed for participation by a group of clients with a mix of ages/fitness levels. Sessions may be freestyle, prechoreographed or circuit style. These individuals instruct and demonstrate complete exercise sessions to groups with limited individual interaction.

The Gym Instruction component provides the knowledge to create and conduct individually tailored client assessments, provide technique correction as needed, and develop and demonstrate programs. It also provides supervision of a facility or service, keep equipment clean, tidy and well maintained, and handle various customer inquiries. This course is delivered in a blended mode; details will be discussed at the suitability interviews.

Job roles: exercise instructor – gym; exercise instructor - group exercise; exercise instructor – aqua

DISCOVER HAIR & BEAUTY - Statement of Attainment

Discover Hair and Beauty is a pathway in the Hairdressing, Beauty and Nail Industries. Specifically designed for Year 11 and 12, this program offers practical make-up sessions, skin-care, hand and nail care, hair styling, braiding, applying basic colour, participating in a photo shoot and a HairCompetition.

Guest speakers in skin-care, make-up and Hairdressing professionals are integral to the course. Units are alternated each year so the students can participate in the program in year 11 and Year 12 and complete a considerable amount of units over the two years.

Students will attend Alanvale TasTAFE campus every Wednesday throughout the school year and will need to purchase a TasTAFE uniform and custom designed hair and beauty kit for approximately \$250. Students will receive a Statement of Attainment for the units completed and points will be credited towards the TCE. If students also wish to continue to study Certificate II Hairdressing or Cert III Beauty Services they will gain Credit Transfer for the following units from this course.

Units for credit from 2016 include:

- SHBBMUP002 Design & Apply Make-up
- SHBBNLS001 Provide Manicure and Pedicure Services
- SHBBNLS004 Apply Nail Art
- SIHHHDS201A Dry Hair to Shape
- SHBXCCS002 Provide Salon Services to Clients
- SHBBFAS001 Provide Lash and Brow Services

Units for 2020 will not be confirmed until November, however the following units may be considered:

- **Greet and Prepare Clients for Salon Services**
- **Apply Hair Colour products**
- Braid Hair
- Communicate as part of a salon team
- Produce Visual merchandise displays
- Advise on beauty Products and services Apply Makeup

Pending student numbers: this course is delivered every Wednesday at TasTAFE -Alanvale

CERTIFICATE III in HORTICULTURE - LANDSCAPE DESIGN

This course is studied over a period of two years

What is horticulture?

Horticulture is the growing and caring for plants. The plants can be trees, shrubs, lawns, flowers, fruit trees or vegetables. The plants can be growing in the ground or in pots and baskets even hydroponics.

People who know how to grow and care for plants work in places like

- Plant nurseries
- Garden centres
- Parks and gardens
- Sports stadiums, golf courses, race tracks and other sporting facilities
- Orchards
- Flower farms

They also work as

- Landscapers
- Garden designers
- Arborists (tree surgeons)
- Plantscapers (Indoor decorating with plants)

To work with plants requires a variety of skills and knowledge. You need to know how breed and grow plants, how to feed and care for them and how to plant them.

The work with plants often requires the use of machinery such as mowers, tractors, brush cutters, power tools, soil mixers and more.

Landscapers as well as planting, growing and caring for plants often build garden structures. They know how to lay concrete and bricks, make timber structures and install watering systems.

Garden designers plan the new gardens or old garden makeovers. Not only do they know about plants and building but they also know about art and design and apply those principles to their work. They use CAD (computer aided drafting) to draw their detailed plans.

If you are enrolling as a Year 11 student the course is offered over a two year period so that participants have the opportunity to complete the full qualification. If you are enrolling as a Year 12 student you will be given the opportunity to complete half of the course and will be able to continue on with your studies as an adult learner (either Apprentice or Non-Apprentice) to complete the full course. After completing this course students can enter the horticulture industry through an apprenticeship or enrol in Certificate III in Horticulture.

CERTIFICATE I in HOSPITALITY - SIT10213

Certificate I in Hospitality is part of the Tourism, Travel and Hospitality Training Package. This course is available for students in Year 11/12 who are seeking knowledge and practical skills to assist in gaining employment in the Hospitality/Tourism industry.

Students will attend classes (timetabled during the student's usual class times) at St. Patrick's College and TasTAFE, Drysdale Campus. The 6 units delivered in the Certificate I in Hospitality training package offer students the opportunity to gain basic industry skills in Bar, Kitchen and Front of House-restaurant. Successful completion of this certificate will provide credit towards a Certificate II/III in Hospitality, Tourism or a specific qualification as Food and Beverage attendant, Chef or bar attendant.

Hospitality training can lead to multi-tasking career options in kitchen, restaurant, bar, events management, public relations, human resource management, accommodation services, hotel management and front office.

Students will gain an RSA qualification, fire suppression training and attend work placement at AGFEST, The Launceston Racing Carnival, The Senior Ball and Valete Dinner. Industry visits, a tour and lunch at a local industry business, will also be included in this introduction.

CERTIFICATE II in HOSPITALITY - SIT20213

Certificate II in Hospitality is part of the Tourism, Travel and Hospitality Training Package. This hospitality course offers Year 11/12 students the opportunity to gain tertiary qualifications in Bar, Kitchen and Restaurant Service. It provides the skills and knowledge for an individual who uses a defined and limited range of hospitality operational skills. Students are mainly involved in routine and repetitive tasks using practical skills and basic industry knowledge. Work can be undertaken in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops. Individuals may choose to work with some autonomy or in a team, but usually under close supervision.

The hospitality industry is a stimulating and fun work environment. Whether you choose to work in your local hospitality industry or to travel abroad, qualified hospitality workers are in high demand. This qualification could set you on a path to further qualifications or supervisory or management roles in large venues such as hotels or resorts. Students may one day become the owner or manager of their own hospitality business or even a champion barista, waiter or cocktail maker!

A great hospitality employee is somebody who:

- Is friendly and attentive
- Can work in a team environment
- Can pay attention to procedures and detail
- Can record customer orders and calculate money
- Can work under time pressure
- Can get into the 'spirit of the action'
- Can 'pitch-in' to do the routine cleanup work at the end of service periods
- Enjoys talking to and 'reading' other people's needs

Units may be offered to specialise in the following:

- Food and Beverage
- Bar Operations
- Housekeeping
- Accommodation Services
- Gaming

Certificate II is delivered in partnership with TasTAFE at the St. Patrick's College Shamrock Restaurant - commercial kitchen and at local hospitality events (The Launceston Racing Carnival, AGFEST, RACT Strahan, St. Patrick's Day Buffet and Middle School Boy's Breakfast). The Certificate II qualification requires students to attend twelve work placement sessions and these may be completed at St. Patrick's College and in industry. Responsible Service of Alcohol (RSA) qualification, Fire Suppression, Espresso Coffee unit, Gluten Free and Special Dietary workshops are incorporated into this course during usual class times.

CERTIFICATE III in HOSPITALITY - SIT30713

Certificate III in Hospitality is part of the Tourism, Travel and Hospitality Training Package. It reflects the role of skilled operators who use a range of well-developed hospitality skills. They use discretion and judgment and have a sound knowledge of industry operations. They work with some independence and under limited supervision and may provide operational advice and support to team members. This qualification provides a pathway to work in organisations such as restaurants, hotels, motels, clubs, pubs, cafes and coffee shops.

The hospitality industry is a stimulating and fun work environment. Whether you choose to work in your local hospitality industry or to travel abroad, qualified hospitality workers are in high demand.

A great hospitality employee is somebody who:

- Is friendly and attentive
- Can work in a team environment
- Can pay attention to procedures and detail
- Can record customer orders and calculate money
- Can work under time pressure
- 'Can pitch-in' to do the routine cleanup work at the end of service periods
- Enjoys talking to and 'reading' other people's needs
- Can get into the 'spirit of the action'

This qualification provides the skills and knowledge for an individual to be competent in skilled operations with the need to apply discretion and judgment. Work will be undertaken in various hospitality settings, such as restaurants, hotels, motels, clubs, pubs, cafes and coffee shops. Individuals may have some responsibility for others and provide technical advice and support to a team.

Possible job outcomes may include bar attendant, barista, and waiter and wine waiter. Students will gain practical hands on experience in authentic restaurant and cafe settings.

Career Opportunities

Successful completion of the training in these courses provides graduates with the opportunity of employment and further career pathways in the general hospitality industry; including hotels, motels, restaurants, clubs, airlines, shipping and other catering establishments. Students may wish to pursue a Diploma or Degree in management- hospitality/tourism.

Certificate III is delivered in partnership with TasTAFE at the St. Patrick's College Shamrock Restaurant commercial kitchen. Students are exposed to a broad range of work roles at local hospitality events (The Launceston Racing Carnival, AGFEST, RACT Strahan, St. Patrick's Day Buffet and Middle School Boy's Breakfast). Students at this level of training will be required to mentor/coach others in the running of the College café. The Certificate III qualification requires students to attend 36 work placement sessions and these will be completed at St. Patrick's College and in industry. Responsible Service of Alcohol (RSA) qualification, Fire Suppression, Espresso Coffee unit, Gluten Free and Special Dietary workshops are incorporated into this course during usual class times.

CERTIFICATE III IN TECHNICAL PRODUCTION- CUS30209

The Certificate III in Technical Production course aims to provide a broad range of skills for those who wish to work in the Music Industry. Students will learn about audio technology including sound reinforcement and recording techniques.

Career Opportunities

• People who are looking to develop basic knowledge and skills in audio technology. These are applied to the areas of sound reinforcement and recording.

This program leads to a Certificate IV qualifications in Sound Production. Pending student numbers: this course is delivered every Wednesday at TasTAFE -Alanvale Campus.

CERTIFICATE II in TOURISM - SIT20112

This course is studied over a period of two years

Certificate II in Tourism is part of the Tourism, Travel and Hospitality Training Package.

This qualification is delivered by TasTAFE in partnership with St. Patrick's College and provides a pathway to work in many tourism and travel industry sectors. Graduates may be suitable for a diversity of employment settings including; retail travel agencies, tour wholesalers, tour operators, attractions, cultural and heritage sites and any small tourism business requiring multi-skilled employees.

The Certificate II in Tourism course provides students with the skills and knowledge for an individual to be competent in a defined range of basic tourism skills. Work could be undertaken in an office environment where the planning of tourism products and services takes place, in the field where tourism products are delivered or a combination of both. The field includes any destination, local or regional area, tourist precinct, site, attraction or onboard form of transportation. The beauty of Tasmania's landscape, its unique wildlife and the high quality of food and wine has led to a growth in the tourism industry in Tasmania, with visitors coming from throughout Australia and from overseas. Whether you choose to work locally or to travel abroad, qualified tourism workers are in high demand.

Other possible job outcomes could be:

- Customer Service in wineries, tourist attractions, travel industry
- Tourist guide
- Museum attendant
- Front desk in hospitality and accommodation

This is a hands-on program with a number of work placement opportunities and is designed to get candidates started in a tourism industry career.

After achieving SIT20112 Certificate II in Tourism, individuals may progress to the Certificate III qualification.



Tasmanian Certificate of Education

LEVEL 3	0 TCE CREDIT POINTS
COURSE CODE	TCE000113
COURSE SPAN	2013 — 2019
COURSE STATUS	LIVE
READING AND WRITING STANDARD	NO
MATHEMATICS STANDARD	NO
COMPUTERS AND INTERNET STANDARD	

This course describes the qualification called the Tasmanian Certificate of Education (TCE)

This qualification is available to all Tasmanians who reach the prescribed standards. The TCE is a qualification for those completing the senior secondary phase of education and training – the first phase of life-long learning after school. To gain this qualification a person must meet or do better than requirements for standards in: everyday adult reading, writing and communication, mathematics, and use of computers and the internet; requirements for amount and level of participation and achievement in education and training; and requirements for pathway planning. People can meet these requirements in different ways, in different settings and over different periods of time. The qualification has been developed in consultation with a wide range of stakeholders including employers, industry bodies, education and training providers, parent and community bodies, schools and colleges. In introducing this qualification the Office of Tasmanian Assessment, Standards and Certification recognises that: too many young Tasmanians are participating and achieving much less than they potentially can in senior secondary education and training; much higher levels of development of skills and knowledge at the senior secondary level (and beyond) are important for the social and economic future of Tasmania and these young Tasmanians; and approaches and practices within senior secondary education and training will be a significant factor in achieving major improvements in rates of participation and achievement. The importance of the Tasmanian Certificate of Education lies in its potential to contribute to these improvements. With community backing, especially from business and industry, it can send powerful signals to young persons and to education and training providers that more and better achievement is important for the social and economic future of these young people and of Tasmania.

Introduction

This course describes the qualification called the Tasmanian Certificate of Education (TCE). This qualification is available to all Tasmanians who reach the prescribed standards. The TCE is a qualification for those completing the senior secondary phase of education and training – the first phase of life-long learning after school. To gain this qualification a person must meet or do better than requirements for standards in: everyday adult reading, writing and communication, mathematics, and use of computers and the internet; requirements for amount and level of participation and achievement in education and training; and requirements for pathway planning. People can meet these requirements in different ways, in different settings and over different periods of time.

The qualification has been developed in consultation with a wide range of stakeholders including employers, industry bodies, education and training providers, parent and community bodies, schools and colleges.

In introducing this qualification the Office of Tasmanian Assessment, Standards and Certification recognises that:

- too many young Tasmanians are participating and achieving much less than they potentially can in senior secondary education and training
- much higher levels of development of skills and knowledge at the senior secondary level (and beyond) are important for the social and economic future of Tasmania and these young Tasmanians
- approaches and practices within senior secondary education and training will be a significant factor in achieving major improvements in rates of participation and achievement.

The importance of the Tasmanian Certificate of Education lies in its potential to contribute to these improvements. With community backing, especially from business and industry, it can send powerful signals to young persons and to education and training providers that more and better achievement is important for the social and economic future of these young people and of Tasmania.

Aims And Objectives

The aims/purposes of this qualification are to:

- recognise that a person has achieved or exceeded a set of requirements marking the end of the first phase of postcompulsory education and training
- recognise that these requirements can be achieved or exceeded in different ways, in different settings and over different periods of time whether in full- or part-time programs at school/college or via registered training organisations or through combining work and training
- recognise achievement and participation in both formal and informal learning.

The objectives of introducing and maintaining the qualification are:

- 1. to set and maintain a worthwhile and achievable set of standards for learners to achieve or exceed when completing the initial phase of their post-compulsory education and training
- 2. to build and maintain widespread community confidence in, and understanding of, the credibility and integrity of the formal certification that learners have achieved or exceeded these standards
- 3. to reflect and support increases in the participation and achievement of Tasmanians in this phase of their learning.

Pathways To The Qualification

Pathways to the qualification include:

- learners completing senior secondary education in Tasmania
- individuals seeking the qualification based on other education and training
- individuals seeking the qualification based on non-formal and informal learning.

Relationship With Other Certificates

The former certificate of listed qualifications known until 1 January 2009 as the TCE is now known as 'the Qualifications Certificate (QC)'. Tasmanian Assessment, Standards and Certification (TASC) issues this certificate. It shows all the qualifications (TASC accredited courses, VET competencies and qualifications, and TASC recognised courses) a person has achieved up to the date of issue.

As from 1 January 2009, learners requesting formal certification of all their achievements are issued with the Qualifications Certificate.

The Tasmanian Certificate of Educational Achievement (TCEA) is a quality assured, centrally issued certificate that describes achievement through narrative. Designed for the small number of learners whose learning and achievement is often not adequately recognised by standardised forms of certification, it will provide a fairer and more just account of their senior secondary learning success.

The TCEA is complementary to the Tasmanian Certificate of Education (TCE) and is issued at the same time as the TCE and the Qualifications Certificate (QC) are usually issued.

Course Content

TASC has identified, subject to verification, existing TASC accredited courses, recognised formal learning qualifications and national Training Package qualifications and units of competency that will contribute to demonstrating achievement of the requirements of the qualification.

Assessment

1. Senior secondary processes

The assessment of enrolled senior secondary learners will be based on data collected by TASC in the course of its normal senior secondary assessment processes. TASC will usually complete the assessment and issue the qualification to learners meeting the requirements in December of each year as part of its standard certification procedures at no cost to the person completing the course.

2. Individual assessment

Individual persons (including senior secondary learners) may apply to TASC for recognition that they have met or done better than the requirements. TASC will carry out an assessment using a combination of recognition processes and standardised assessment tools as follows:

- VET qualifications recognition based on TASC evaluation of qualifications
- assessment of the applicant's non-formal and informal learning.

Charges on a partial cost-recovery basis may apply.

Quality Assurance Process

Quality assurance arrangements exist for all the achievement results that can be used to demonstrate meeting the requirement of the TCF.

- TASC accredited courses
- VET nationally recognised qualifications issued by Registered Training Organisations
- TASC recognised formal learning qualifications issued by other institutions/organisations
- TASC issued qualifications such as the Individual Learning Qualification
- Safety-net testing of 'everyday adult' skill sets.

TASC's verification processes will include:

- going to destinations (employment, further education, training, higher education) for feedback about the demonstrated skills of holders of the TCE
- gathering evidence of learner achievement.

Standards

Everyday Adult Reading and Writing in English

The standard is 'everyday adult reading and writing in English' – for example, reading procedures and instructions, interpreting information from diagrams, graphs and charts, writing a brief formal letter, using questions to gather information and provide a verbal report. 'English' means Standard Australian English (SAE). SAE is the variety of spoken and written English language in Australia used in more formal settings such as for official or public purposes, and recorded in dictionaries, style guides and grammars. While it is always dynamic and evolving, it is recognised as the 'common language' of Australians.

Many people will show that they meet or do better than this standard by gaining a 'Satisfactory Achievement/Pass' award (or better) in a number of identified TASC accredited senior secondary courses.

Other learners will gain identified Vocational Education and Training (VET) qualifications or TASC recognised formal learning qualifications to show that they meet or do better than this standard.

A small minority of learners may not have a course pathway or successfully completed a course indicating that they have met the standard. In such cases 'safety-net' testing of the skill set is available. A 'pass' in the relevant TASC 'safety-net' test will show that such a learner has met the standard.

See Appendix 1.

Everyday Adult Mathematics

The standard is 'everyday adult mathematics' – for example, using common maths knowledge and skills to measure, solve basic problems, develop budgets, collect survey information and interpret it, and carry out calculations involving fractions and metric quantities.

Many people will show that they meet or do better than this standard by gaining a 'Satisfactory Achievement/Pass' award (or better) in a number of identified TASC accredited senior secondary courses.

Other learners will gain identified Vocational Education and Training (VET) qualifications or TASC recognised formal learning qualifications to show that they meet or do better than this standard.

A small minority of learners may not have a course pathway or successfully completed a course indicating that they have met the standard. In such cases 'safety-net' testing of the skill set is available. A 'pass' in the relevant TASC 'safety-net' test will show that such a learner has met the standard.

See Appendix 2.

Everyday Adult Use of Computers and the Internet

The standard is 'everyday adult use of computers and the internet' – for example, using a computer, using common applications such as a word processor or spreadsheet, sending and receiving information by e-mail, and searching the internet.

Many people will show that they meet or do better than this standard by gaining a 'Satisfactory Achievement/Pass' award (or better) in a number of identified TASC accredited senior secondary courses.

Other learners will gain identified Vocational Education and Training (VET) qualifications or TASC recognised formal learning qualifications to show that they meet or do better than this standard.

A small minority of learners may not have a course pathway or successfully completed a course indicating that they have met the standard. In such cases 'safety-net' testing of the skill set is available. A 'pass' in the relevant 'safety-net' test will show that such a learner has met the standard.

See Appendix 3.

Participation and Achievement Standard

The standard is 'a significant amount of learning at a set standard'. It recognises a very broad range of learning, and is flexible about where, when and how that learning happens.

To do this, each type of learning at TASC complexity level 1 or higher is given a size value. If a learner gains a qualification/is issued with a unit of competency the learning's size value counts as credit points, at the specified complexity level, towards meeting the TCE's participation and achievement standard. To meet the participation and achievement standard a person needs to have 120 credit points, with at least 80 credit points in studies rated at TASC complexity Level 2 or higher.

Many learners will show that they meet or do better than this standard with a reasonably challenging two-year program of post-Year 10 learning of at least 1,200 hours of study in senior secondary courses. Others will show that they meet or do better than this standard with a full program of VET. Some will use combinations of senior secondary studies, VET and other qualifications recognised by TASC. Some people will complete an apprenticeship to show that they meet or do better than this standard.

Detailed information is provided by TASC on credit points for various TASC accredited and TASC recognised qualifications, and VET qualifications and units of competency.

At least 80 of the credit points must come from learning that have a complexity rating of Level 2 or above. A TASC complexity rating of 2 means that typically knowledge and skills are concrete and factual with some theoretical and/or technical elements, applied in familiar and predictable contexts, involve routine issues, in conditions where there is substantial support and supervision and limited judgement and discretion is needed. See **Appendix 4**.

The 120 credit points must come from courses/qualifications/units of competency (or their equivalent) that have been assigned at least a level 2 robustness rating. Level 2 robustness means that the evidence on which assessment judgements are made, though it may be largely inferential and only indirectly related to the achievement, is available and sufficient for making the assessment decision. See **Appendix 5**.

Pathway Planning Standard

The standard is 'to have developed and reviewed plans for education and training'. Most learners will meet this standard by developing a plan during Year 10 and reviewing their progress at some time before they finish their senior secondary education and training. From 2007, all Tasmanian schools have to make sure that Year 10 learners develop a pathway plan and register it with us by the end of the year. A learner's plan will include their career goals and the education and training they need to reach these goals.

TASC will make special arrangements so that people completing their senior secondary education and training outside the school system can meet this standard. Special provisions will be made for adults applying for the TCE.

See Appendix 6.

Qualification To Be Awarded On Successful Completion Of This Course

A person will be awarded the Tasmanian Certificate of Education by TASC on successful completion of this course.

Requirements To Receive The Qualification

A person will be awarded the Tasmanian Certificate of Education by TASC if they are assessed by TASC as meeting or doing better than the following requirements:

- everyday adult reading and writing in English
- everyday adult mathematics
- everyday adult use of computers and the internet
- completion of a full program of senior secondary education and training
- development and review of plans for the future.

Course Evaluation

Courses are accredited for a specific period of time (up to five years) and they are evaluated in the year prior to the expiry of accreditation.

As well, anyone may request a review of a particular aspect of an accredited course throughout the period of accreditation. Such requests for amendment will be considered in terms of the likely improvements to the outcomes for learners and the possible consequences for delivery of the course.

TASC can evaluate the need and appropriateness of an accredited course at any point throughout the period of accreditation.

Accreditation

The accreditation period for this course is operable from 1 January 2013 until 31 December 2019.

Version History

Version 1 – accredited on 10 December 2013 by the Tasmanian Qualifications Authority.

Course accreditation renewed for the period 1 January 2017 until 31 December 2018.

Course accreditation renewed for the period 1 January 2019 until 31 December 2019 (renewed on 25 June 2018).

Appendix 1

Everyday Adult Reading and Writing in English

Examples of tasks at this standard include:

- writes short formal letters outlining instructions for a particular purpose (e.g. closure of bank account)
- reads procedural texts, where the information is supported by diagrams, to remedy a known problem (e.g. locates problem with a machine and carries out repairs using a repair manual for guidance)
- interprets information gained from tables, charts and other graphic information (e.g. plans travel arrangements for a meeting using a flight schedule)
- follows existing guidelines for the collection, analysis and organisation of information, e.g. takes detailed notes of an enquiry requesting information about services
- completes a range of formatted texts (e.g. selects and integrates information relevant to completed job on job report form, records information on an automobile maintenance record form)
- writes simple instructions for a particular routine task.

The standard is illustrated and exemplified by the Australian Core Skills Framework (ACSF) performance Level 3 (reading, writing and oral communications) descriptors available at: https://www.education.gov.au/australian-core-skills-framework.

Appendix 2

Everyday Adult Mathematics

Examples of tasks at this standard include:

- uses a distance scale to find the shortest route between two locations on a map and considers road and terrain conditions in deciding preferred route
- selects totals and orders items in bulk from a catalogue within budgetary constraints (e.g. stationery catalogue)
- collects information by survey and represents information in appropriate tabular and graphic form (e.g. surveys fellow learner on travel to college, and comments on adequacy of public transport available)
- expresses and calculates with metric quantities (e.g. interprets and costs quantities of cheese given in different forms such as 350g, 0.35kg)
- measures common three dimensional shapes (e.g. a room, and represents the information on an appropriate diagram drawn to scale)
- calculates with common fractions and metric measurements (e.g. adjusts the quantities in a recipe by halving or doubling to obtain the required amount)
- uses a variety of methods to analyse sales advertising by comparing savings on a number of different items (e.g. at 12% off, 15% off, 1/3 off, price reduced by \$10)
- compares casual and permanent rates of pay over a given time span for work of the same nature
- compares and contrasts costs of alternative types of travel, e.g. travel options for three people using plane, bus, train, taxi and
 hire car for a journey between two large cities. Presents options in an oral report which supports choice of most economical
 mode of transport.

The standard is illustrated and exemplified by the Australian Core Skills Framework (ACSF) performance level 3 (numeracy) descriptors available at: https://www.education.gov.au/australian-core-skills-framework.

Appendix 3

Everyday Adult Use of Computers and the Internet

The core components of the standard requires appropriate for marking the end of a person's first stage of life-long learning after school:

- using a computer and common software (e.g. word processing, spreadsheet) effectively, safely and productively
- using the internet and email effectively, safely and productively.

A more detailed and technical account illustrating the meaning of the standard follows. This has been organised around the six components of the MCEETYA PMRT Taskforce definition of 'ICT literacy'. The details that follow are there to illuminate the standard, to flesh out the understanding of 'everyday adult use of computers and the internet in today's world', not to provide a checklist of features that must be individually assessed.

1. ACCESSING INFORMATION

Identifying the information needed and knowing how to find and retrieve information

Operate computer equipment, for example:

• seek the necessary information to log on.

Open files, for example:

- select software appropriate to the task
- find a file when pointed to its location
- carry out basic file search functions
- identify and open file.

Close file, for example:

- save and close file
- store data in accordance with designated procedures
- exit program in accordance with designated procedures.

Use common software (such as office applications), for example:

- retrieve the required data from the file<
- edit the file
- save, name/rename and close the file.

2. MANAGING INFORMATION

Organising and storing information for retrieval and reuse

Retrieve data, for example:

• locate data to be retrieved.

Carry out file maintenance, for example:

- copy, delete and rename files as required
- create folders and directories as needed.

Demonstrate understanding of storage and backup requirements in the particular place in which a computer is being used, for example:

• adapt to the storage and backup protocols of the particular place (e.g. workplace, library, college) in which the person is using a computer.

Comply with virus protection practices as required, for example:

• show care in opening email attachments, paying attention to warnings provided by virus software.

3. EVALUATING

Reflecting on the processes used to design and construct ICT solutions and about making judgements regarding the integrity, relevance and usefulness of information.

Use manuals and online help to solve problems, for example:

- use help options within programs
- use online help for software programs to solve problems
- use manuals and training notes to solve problems
- access user documentation where provided.

Use internet to source information, for example:

- demonstrate internet search engine skills
- confidently navigate and use web-based applications.

4. DEVELOPING NEW UNDERSTANDINGS

Creating information and knowledge by synthesising, adapting, applying, designing, inventing or authoring

Demonstrate flexibility needed to work efficiently in an ICT environment, for example:

- show ability to use a range of software to complete tasks
- demonstrate adaptability to new ICT developments.

5. COMMUNICATING WITH OTHERS

Exchanging information by sharing knowledge and creating information products to suit the audience, the context and the medium

Produce simple documents on computer, for example Using common software (such as office applications) and:

- produce document with the required information
- produce document in the required style and format
- save document regularly to avoid loss of data.

Use email software, for example

Using common software (such as office applications) and:

- create emails
- send emails
- open emails
- delete or move emails from the inbox as needed to maintain efficient and effective usage.

Print document, for example:

- select appropriate printer from software's print menu
- use print preview to check format and layout
- make adjustments as necessary
- ensure that correct stationery is loaded into the printer
- print document.

6. USING ICT APPROPRIATELY

Making critical, reflective and strategic ICT decisions and using ICT responsibly by considering social, legal and ethical issues

Awareness of health/safety guidelines, for example:

• observe guidelines relating to healthy and safe use of screen-based equipment and ergonomic workstations.

Apply ethical standards, for example:

• demonstrate in practice an understanding of the difference between personal and business/organisational use of technology and software.

Email and internet etiquette:

• comply with business/organisational principles and practices regarding internet and email usage.

Appropriate use of equipment provided in the workplace or public place, for example:

- demonstrate an understanding of the protocols of using equipment provided in a particular environment
- be aware of personal use policies.

Additional indicators of the standard are contained with the 'Technical' aspects of the Australian Core Skills Framework (ACSF) performance Level 3 (reading, writing, oral communications and numeracy) descriptors available at: https://www.education.gov.au/australian-core-skills-framework.

Appendix 4

Complexity

At senior secondary level, courses are given a rating in terms of one of three levels of complexity as defined below.

	Broad Description	Illustrative Application	VET competencies at this level are often those characteristic of those found in AQF:
LEVEL 3	Successful completion of a qualification at this level would mean that the learner would be able to carry out tasks and activities that involve a combination of theoretical and/or technical and factual knowledge and skills. Judgement is required in varying guidelines or procedures to deal effectively with any unusual or unexpected aspects that may arise. Some skills in organising self and/or others are also needed.	This level is comparable with that considered suitable for courses contributing to the Australian Tertiary Admission Rank (ATAR).	III
LEVEL 2	Successful completion of a qualification at this level would mean that a learner would be able to carry out tasks and activities that involve a range of knowledge and skills. These will include some basic theoretical and/or technical knowledge and skills. Limited judgement is required, such as making an appropriate selection from a range of given rules, guidelines or procedures.	The TCE requires learners to have at least 80 credit points at this level of complexity or higher.	II
LEVEL 1	Successful completion of a qualification at this level would mean that a learner would be able to carry out tasks and activities that draw on a limited range of basic knowledge and skills. They generally have a substantial repetitive aspect to them. Minimum judgement is needed as there are usually very clear rules, guidelines or procedures to be followed.	Courses at this level meet the minimum complexity set by TASC for a senior secondary course.	I

Appendix 5

ROBUSTNESS

Criteria for robustness ratings

Robustness Level	Nature of Evidence of Achievement	Reliability/Precision of the Evidence	Validity/Truth of the Evidence
5	The evidence is plentiful and varied, tangible, directly related to the achievement, readily open to scrutiny.	It can be shown that the result would not change much with a different assessor or with assessment on another occasion or context and there are monitored procedures/processes that ensure the comparability of results from different providers.	The match of the evidence and the level of performance implied by the result is clear and evident to all reasonable inquirers.
4	The evidence is ample and directly related to the achievement and much of it is open to scrutiny.		
3	The evidence is ample and mostly directly related to the achievement but although tangible evidence is not available for scrutiny there are clear reasons to trust the sources from which it came.	It is not likely that the result would change significantly with a different assessor or with assessment on another occasion or context and there are processes for comparability of results from different providers.	There is a relationship between the evidence and some aspects of the level of performance implied by the result.
2	The evidence is sufficient and available, but at best mostly indirectly related to the achievement and largely inferential.		
1	The evidence is slight, indirectly related to the achievement, tenuously inferential, not open to view.	It is likely that the result could change significantly with a different assessor or with the assessment on another occasion and there is no process for comparability of results from different providers.	The evidence is at best tenuously related to the level of performance implied by the result.

Appendix 6

Pathway Planning Standard

Definition – Can demonstrate skills in personal planning that show the person:

- has developed a personal pathway plan
- has lodged a personal pathway plan with TASC
- has reviewed personal pathway plan against progress to date.

Examples of ways in which people show that they meet or exceed this requirement:

- 1. A person who has:
 - a. developed a Personal Pathway Plan following appropriate guidelines and specifications
 - b. maintained a diary of ways in which elements of the "participation record" are achieved
 - $\hbox{c. recorded negotiations with a Pathway Planning Officer, group adviser or adult mentor.}\\$
- 2. An adult seeking recognition of prior learning identifying their education/training plans using a standardised template provided by TASC.



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TASC & OTHER
11/12 COURSES
OFFERED AT
LAUNCESTON
CHRISTIAN SCHOOL

ART

Prior Learning	Year 11/12 Courses	Future Pathways
No previous experience	Art Making 1	Art Practice 2 Visual Art 2
An interest in Art	Art Practice 2	Art Production 3
	Visual Art 2	
Art Practice 2 Visual Art 2 Similar experience	Art Production 3	Art Studio Practice 3 University study
Art Production 3	Art Studio Practice 3	University study

Visual Art Level 2

Understanding Goals:

- How do artists acquire and master technical skills, apply an understanding of good design and make choices so that they impact their audience by developing their own individual visual expression through works of art?
- Who are significant contemporary artists? And what is the scope of contemporary art practice?
- How does someone look at and think about Art?
- What is role and purpose of art in different times and places?
- In what ways have artists used methods and processes for completing, arranging, displaying and presenting artworks in specific forms?

Scope of course:

The overarching aim of the course is for students to work interdependently to express themselves as individuals with skill and clarity. Students taking Visual Art 2 are working in a studio setting. This course is designed to cater to a variety of skill levels, but ultimately gives students experience which can equip them to possibly undertake Art Production 3. The course is aimed at cultivating understandings in students which allow them to function as artists. Students are encouraged to deeply explore a single artistic studio area (i.e. painting, photography, drawing, sculpture...) with the idea that they are aiming to produce a cohesive body of work by the end of the year. They will be given opportunities to explore the ways contemporary artists are working. They will also critically analyse artwork, develop a vocabulary to discuss Art and artwork, and reflect in a journal.

Performances:

- Structured and independent tasks to explore the potential of <u>only one</u>
 of the following studio areas. According to TASC course document, studio areas may
 include (but are not limited to):
 - assemblage, ceramics, collage, craft and design, digital art and media, documented forms, drawing, environmental art, fabrication/fibre art, graphic design, installation, life drawing, mixed media, painting, photography, printmaking, sculpture, street art, time based forms, wearable art
- Exploration of new modes of visual expression while working in one artistic medium.
- Development of a cohesive body of work in the chosen studio area commensurate with designated studio time.

- Development of a journal for reflection, collection of information, and the generation of ideas.
- Personal responses to key artistic concepts explored throughout the course.

Future:

This course provides a good foundation for students wishing to study Art Production 3 in Year 12. Art Practice would suit students interested in a career in the art industry or continuation at Trade Training.

Art Production Level 3

Understanding Goals:

- How does an artist acquire and master technical skills, apply an understanding of good design and make choices so that they impact their audience in developing their own individual visual expression in works of art?
- Who are significant contemporary artists? And what is the scope of contemporary art practice?
- How does someone look at and thing about Art?

Scope of Course:

The overarching aim of the course is for students to work interdependently to express themselves as individuals with skill and clarity. Students will be working in a studio setting. The aim is to cultivate understandings in students which allow them to function as artists. Students are required to produce a sophisticated, cohesive body of work. They will be given opportunities to explore the ways contemporary artists are working. They will also critically analyse artwork, develop a vocabulary to discuss art and artwork, and reflect in a journal.

Performances:

- Structured and independent tasks to explore the potential of various artistic media.
- Exploration of new modes of visual expression working in one or more artistic media.
- Development of a portfolio of work commensurate with designated studio time.
- Development of a journal for reflection, collection of information, and the generation of ideas.
- 4 x 500-1000 word written assignments.
- A research assignment relating to students own practical work. (This should be a minimum of 1,500 words or the equivalent in another negotiated format).

Students in Art Production must prepare a display of work that will be viewed by an assessment panel. The display should include all work necessary for the assessment of all externally assessed criteria: major works; support material - including a journal and preliminary drawings/works; and research project and assignments.

Works may be in any media, style or technique. The display should give evidence of the year's involvement in the course.

Future:

A good foundation for Art Schools, University, Trade Training or employment in related industries.

Art Studio Practice Level 3

Understanding Goals:

- How does an artist acquire and master technical skills, apply an understanding of good design and make choices so that they impact their audience in developing his or her own individual visual expression in works of art?
- Who are significant Contemporary artists? And what is the scope of Contemporary Art practice?
- How does someone look at and think about Art?
- How can I become a more reflective artist and pursue the conceptual aspects of art practice?
- In what ways can I actively engage with local, national and international artists?

Scope of Course:

Art Studio Practice has been designed to enable students to develop meaningful conceptual knowledge through research and studio practice. It will challenge students to engage in reflective and critical analysis to refine, evaluate and articulate their ideas in the consolidation of their artistic practice. The course integrates knowledge and practice through active art investigation and participation in specialised and authentic learning experiences. It provides a framework for students to establish links and actively engage with local, national and international art communities. Students will negotiate a proposal for self-directed learning. Their sustained investigation will culminate in an interview and exhibition.

Performances:

Research will be undertaken within the local, national and international art community through exhibitions, events, reviews and interviews with artists, curators, gallery directors, Arts administrators. Students will engage in a minimum of 3 investigations per year resulting in a range of evidence. Students will develop their concepts and establish a context for their work. This evidence may be in the form of a presentation and will additionally be submitted as a hard copy. Students will produce one major research paper with a minimum of 3,500 words. Students will use the paper to demonstrate the depth and complexity of their conceptual knowledge.

The student will accumulate information in support of a sustained practice that reflects the aim of the research proposal. A negotiated project will be articulated through the production of a Visual Schematic Overview; and student's artist statement consisting of 150 - 300 words. The scope of the Visual Schematic Overview will represent the student's sustained practice reflecting their conceptual development over the period of a year's study.

Reflection will also involve a formalised critical appraisal and evaluation of work in groups of two or more and will occur at least twice per term. The student will develop a research proposal for studio practice in negotiation with their facilitator. The proposal will culminate in an exhibition. It is desirable that students establish the aim and proposal as early as possible.

Process documentation will be sustained through reflective commentary and the experimentation and exploration of media and techniques. Studio specialisation will occur that demonstrates the student's depth and complexity of conceptual understanding. It will reflect sustained practical rigor and engagement based upon the aims of the research proposal. The student will present a body of work representing a minimum of (or equal to) 8 resolved pieces for exhibition.

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

The exhibition of work will include:

- preparation incorporated into the negotiated proposal
- planning for allocation of appropriate time and resources
- the design and hanging of the exhibition
- presentation of process documentation
- display of student's artist statement

Future:

A good foundation for Art Schools, University, Trade Training or employment in related industries.

BEHAVIOURAL SCIENCE

Prior Learning	Year 11/12 Courses	Future Pathways
No prior learning requirements	Working with Children 2	Further study or career in a range of service industries
'C' in Year 10 AC English is recommended	Introduction to Sociology and Psychology 2	Further study or careers in a range of service industries Sociology 3 Psychology 3
B/A' in Year 10 AC English 'CA' in English Foundations 'CA' in Introduction to Sociology and Psychology 2	Sociology 3 Psychology 3	University study
'B/A' in Year 10 AC English or History 'CA' in English Foundations	Modern History 3 Australia in Asia and the Pacific 3 Studies of Religion 3	University study
'B/A' in Year 10 AC English and Mathematics 'CA' in English Foundations and Mathematics General - Foundations	Business Studies 3	Further study Employment

Introduction to Sociology and Psychology Level 2

Understanding Goals:

How can I use both Sociology and Psychology to understand human behavior?

Scope of course:

Introduction to Sociology and Psychology, Level 2, uses an interdisciplinary approach through which learners develop an understanding of themselves and other individuals, groups and institutions within society and across cultures. It explores common human experiences and the interaction between motivation and behaviour. Through evidence based research and using the lenses of sociology and psychology, learners are encouraged to ask critical questions about social phenomena.

Through this course, learners gain valuable insights and understandings of both themselves and their worlds. They develop social and cultural literacy i.e. the essential skills, understandings and capabilities, to understand themselves and influence their own future and to participate with greater tolerance and respect in contemporary society, locally, nationally and globally. The course is arranged around five modules:

<u>Module 1</u>: An Introduction to Sociology and Psychology (Part A – What is Sociology and Psychology? Part B – Research Methodology)

Module 2: Psychological Development

Module 3: Youth Culture

Module 4: Sociology (Social Stratification or Sociology of Gender or Cross-Cultural Differences)

<u>Module 5</u>: Psychology (Non-Verbal Communication or Forensic Psychology or Prosocial and Antisocial Behaviour

Performances:

- Identify sociological terms, concepts, ideas and theories, relating them to social change over time and an individual's attachment to social structures within society
- identify psychological terms, concepts, ideas and theories, relating them to human behaviour and individual experiences
- apply basic sociological and psychological ideas, practices, processes and concepts and inquiry skills to investigate contemporary social phenomena
- use scientific research methods applicable to sociology and psychology to ethically collect and interpret empirical evidence (research data)
- use quantitative data, information, ideas, theories and the relationships between them to support points of view and inform evidence-based conclusions
- work as a part of a team when using scientific research methods applicable to sociology and psychology
- communicate basic sociological and psychological ideas, information, opinions, arguments and conclusions.

Future:

The course benefits learners when they pursue further education in the disciplines of Sociology and Psychology and training and employment in a range of community and social services.

Psychology Level 3

Understanding Goals:

How can I use the understanding and methods of psychology to analyse and make sense of the way people think and behave?

Scope of Course:

<u>Module 1</u>: Research and Inquiry: Students are introduced to research methods, collecting data, interpreting data and presenting data. They also look at ethical considerations when conducting research.

<u>Module 2</u>: Individual Differences – what makes a person an individual? What makes a person unique? What is gender and gender identity? This unit explores gender as a focus area.

<u>Module 3</u>: Psychobiological Processes – Focusing on visual perception, this unit explores how individuals make sense of the world and how we can organise and interpret sensations into meaningful patterns.

<u>Module 4</u>: Human Learning – How do we learn? How important are role models in shaping behaviour? How can humans' behaviour be modified? This unit explores the process of learning and how behaviours are developed.

<u>Module 5</u>: Remembering – Why do we remember some things and forget others? How are memories formed? Can memory be improved? Memory as a cognitive process with be studied in this unit.

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- Set tests
- Experimental research and independent projects (externally assessed folio)
- Empirical evidence
- Research assignments
- Practical investigations
- Group discussions and activities
- Examinations Midyear and end of year

Future:

Useful preparation for everyday life and work (i.e. Education, business and administration, medicine, police force, nursing, social work) or further study in psychology and/or sociology at University or Trade Certificate Training.

Sociology Level 3

Understanding Goals:

How can I use the understanding and methods of the sociologist to analyse and make sense of the way people behave in society?

Scope of Course:

Sociology begins with organizing ideas that help us make sense of all the information we have about patterns of behaviour in contemporary Australian society. It is theories that enable us to understand and explain the nature of the social world. Doing Sociology involves critically analysing the various aspects and dynamics of society by drawing on the wealth of classical and contemporary sociological thinking. The Sociology course is arranged around four modules:

Module 1: Socialisation: Conformity and Deviance;

Module 2: Institutions: Power and Politics;

Module 3: Equality and Inequality;

Module 4: Sociological Research Methods;

Performances:

- Tests and assignments
- Social research experiments
- Surveys, questionnaires, interviews, case studies
- Essays
- Textbook questions
- Group work and presentations
- Major Investigation Project (externally assessed)
- 2 hour mid-year exam
- 2 hour end of year exam (externally assessed)

Future:

This subject is useful for careers dealing with people, organising society, decision-making and understanding how groups and individuals behave. For example: teaching, nursing, law, journalism, politics, business, allied health (Occupational Therapy, Physiotherapy, Speech Therapy, etc.), psychology and journalism. It is also compulsory for further study in social work.

Working With Children Level 2

Understanding Goals:

- How can I care for children in a wide range of situations?
- How can I use the knowledge and practical skills to enable me to follow a chosen pathway in a child related industry?
- How can I communicate and engage effectively with children?

Scope of Course:

This course is designed to equip students with a broad set of practical skills, attitudes and essential knowledge centered on caring for children in a wide range of situations. It focuses on developing a constructive framework through which to understand young children from an informed knowledge base. Students are encouraged to be proactive, responsive and sensitive to the needs of others; to effectively engage with children, based on acquired skills, values and knowledge.

The course involves 7 units of study and learning is both inside and outside the classroom, enabling real-world education to take place.

The course includes the following units –with the first 5 being compulsory and 2 units electives.

- Practical component
- Safety and Young Children
- Child Growth and Development
- Guiding Children's Behavior
- Play and Learning
- Careers with Children
- Nutrition and Health
- Children and Technology
- Sustainable Practices

Performances:

- Practical placement in childcare centre, kindergarten or early childhood classrooms
- Devise and undertake child related activities
- Create a folio of resources
- Journal about placement
- Textbook questions and activities
- Group work and presentations
- Unit related assignments and activities

Future:

This course is designed for students wishing to gain employment in the child care or education sector.

COMPUTER AND IT

Prior Learning	Year 11/12 Courses	Future Pathways
No previous experience	Basic Computing 1	Employment and further study
	Computer Applications 2	
	Essential Skills - Using Computers and the Internet 2	
'B' (or 'C' in consultation with teachers) in Year 10 AC Mathematics and computer skills	Computer Science 3	University study Employment
'B' (or 'C' in consultation with teachers) in Year 10 AC English	Information Systems and Digital Technologies 3	University study Employment

Essential Skills — Using Computers; Computer Applications; Project Implementation — ICT Level 1 & 2

Understanding Goals:

- What computing terms and concepts do I need to understand to work effectively with information & communications technology (ICT)?
- What are the social, legal, health and safety and ethical issues related to use of information technology?
- How can I work proficiently and independently with a variety of computer hardware and software?
- What skills do I need to find and refine information from a variety of sources?
- How can I solve problems that arise from the use of computers?
- How can I use a computer to effectively communicate information to a range of audiences?
- How can I solve problems using computers?

Scope of Course:

- The *Essential Skills Using Computers* (size value 5) course focuses on creating documents, using computer based information sources, managing files and resources, social issues, and an investigation of the computer system.
- Students choosing to continue on with the Computer Applications (size value 5) course will then
 focus on one of the following areas: information processing; business; information management;
 enterprise; publishing; multimedia; system management and control; or programming and
 control. They will investigate the relevant skills and concepts relating to the area of study as well
 as the social and ethical issues that surround it.
- Students then have the choice of completing the *Project Implementation* (size value 5) course where they will then complete a major project based on the area they have previously studied.
- A TQA 1 course *Basic Computing* (size value 10) course also exists for students who have little or no background in computing and who need to gain basic practical skills in computing.

Performances:

- Practical assignments;
- Individual and group investigations;
- Class discussions;
- Groups tasks;
- Projects;

Future:

This course equips students with a variety of skills useful for education, work and life. It also provides a foundation for Information Systems and Digital Technologies TQA3.

Information Systems & Digital Technology Level 3

Understanding Goals:

- How are real world information problems analysed and solved?
- What are the components of an information system, and what are their inter-relationships?
- What are the social issues associated with information technology and systems?

Scope of Course:

- Problem solving & project management including: problem solving methodologies; and project management skills.
- Components of Information Systems including: people (users and ICT professionals); hardware; software; procedures; and data resources.
- Social issues associated with Information Systems including: intellectual property; privacy; computer crime; benefits and costs of information systems; and occupational health & safety.
- Students will have the opportunity to undertake a range of applied tasks, from guided tutorials through to short challenge-based activities. Some applied tasks may provide opportunities for students to develop skills necessary for the major project.
- This will include a practical investigation of data management systems which focuses on the use of relational databases and spreadsheet software to collect, manage and control information to solve problems in business and society.
- Students will also complete another applied task that will depend on the interests and background of the teacher and the students, but may include opportunities to develop skills in one or more of the following areas: advanced spreadsheet features; application programming; multimedia programming; website design and development; or dynamic websites.

Performances:

- Written assignments and essays;
- Pencil and paper tests;
- Midyear (internal) examination;
- Groups tasks;
- Projects;
- External examination.

Future:

A useful course for those people entering Trade Training, University or employment.

Computer Science Level 3

Understanding Goals:

- What is important about hardware and software and what mathematical and scientific understanding do I need to understand computers?
- What skills do I need to effectively use the tools required for the construction and documentation of software?
- How can I identify and solve problems that are best solved using a computer?

- What are consequences for society of poor technological solutions?
- What are the responsibilities of computing professionals?
- What is the discipline of computer science?
- How can I communicate effectively to a range of stakeholders a technological problem and its solutions?
- What pathways are available in the area of Information Technology?

Scope of Course:

- **Problem Solving & Programming**: Students will develop skills in understanding the problem, exploring problem solving strategies, design and creation of a solution.
 - A fundamental understanding of the software development cycle (design, code, test, evaluate and refine) is required. Programs should adhere to established programming styles and be fully documented.
- Computer Fundamentals & Computer Limitations: In order to come to an understanding of the limitations and possibilities for the use of computer technology into the future, students need to understand computer architectures, and the role of the operating system.
- Social/Ethical Issues & Professional Responsibility: Computer professionals have specialised knowledge and often have positions with authority. For this reason, they may have a significant impact on society, including many of the things that people value. Along with such power comes the duty to exercise that power responsibly.

Performances:

- Written assignments;
- Practical programming tasks;
- Pencil and paper tests;
- Midyear (internal) examination;
- Groups tasks;
- Projects;
- External examination.

Future:

Apart from the wide range of jobs already in the computing industry, the demand for skilled and knowledgeable computer users is also increasing. This subject forms an introduction to tertiary computing courses.

DRAMA

Prior Learning	Year 11/12 Courses	Future Pathways
No previous experience	Drama Foundations 2	Drama 3
'CA' in Drama Foundations 2 'B/A' in Year 10 AC English	Drama 3	Theatre Performance 3
'CA' in Drama 3 'A' in Year 10 AC English	Theatre Performance 3	University study

Drama Level 3

Understanding Goals:

- How do I use vocal techniques to communicate meaning?
- How do I create and sustain believable characters?
- How do I communicate ideas and intentions using elements of Drama?
- How do I work collaboratively to create scripted and devised Drama?
- What is genre and style in dramatic contexts?
- How do I apply reflective practices and identify processes for further development?
- How do I review the effectiveness of a wide range of elements in live theatre performances?
- What is the role of research in understanding dramatic context and how do I research contextual information about a character or play?
- How do I abide by the principles of academic integrity and use appropriate referencing (citation) when presenting findings?
- What is the appropriate way to identity and react to potential hazards in a drama-space environment and apply work-safe principles and practices?

Scope of Course:

Learning experiences will focus on the specific skills of voice, physicalisation, interpreting text, applying context (dialect and time and era specific characterisation) and communicating meaning. Students will engage with a variety of solo and group texts. Opportunities to perform will be provided and will include Launceston Competitions, a performance season and an externally assessed practical exam. A minimum of two live shows will be viewed as part of the course - and the skills of critical analysis explored in a written exam context. There will also be opportunity for students' reflection and journaling.

Performances:

- Performance of season one play to a live audience
- Performance of a solo monologue or prose/poetry recital
- Viewing and critiquing of two live theatre shows
- 2 hour mid year mock exam comprising of one personal reflection essay and one live theatre analysis essay
- End of year practical exam including both a solo and ensemble focus, externally assessed
- 2 hour end of year written exam, externally assessed

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The course is suitable for students who plan to continue their studies in Drama at tertiary level or pursue a career in the entertainment industry, or for those who plan to study for further areas that require high levels of skill in personal presentation, communication and public relations.

Drama Foundation Level 2

Understanding Goals:

- How do I make and present own Drama works?
- How do I apply reflective practice to form and express considered opinions on the Drama works of self and others?
- How do I interpret and communicate dramatic intention and purpose?
- How do I create and perform characters and roles?
- How do I I perform Drama works?
- How do I work individually and as a member of a team?

Scope of Course:

Learning experiences will focus on the specific skills of voice, characterisation, movement, interpreting text and communicating meaning. Students will engage with a variety of solo and group texts. Opportunities to perform will be included throughout the year. There will also be opportunity for students' reflection and journaling.

Performances:

- Performance of minor solo work
- Performance of a scripted text
- Performance of a devised work
- Performance of a naturalistic/non-naturalistic piece
- A live theatre critique essay
- A personal reflection essay
- An oral response to own Drama work and the work of others

Future:

This course is suitable for any student wishing to develop their public performance skills before attempting a pre-tertiary course. It is also suitable for those simply seeking to develop their public speaking and personal development and presentation skills.

Theatre Performance Level 3

Understanding Goals:

- How do I use a range of vocal skills and techniques to create, perform and sustain a range of credible characters?
- How do I use stagecraft and theatrical production elements (such as lighting and sound) to achieve polished performances?
- How do I identify and appropriately react to potential hazards in a theatre environment, and appropriately apply work-safe principles and practices?
- What is involved in actively contributing to a theatrical ensemble to achieve performance outcomes?

- How do I apply skills of theatrical analysis and evaluation to my own acting work, and that of other actors?
- How do I appropriately discuss the craft of acting and theatrical practices?
- How do I identify theatrical styles and genres, and their historical and cultural context?
- How do I research stage- and theatre-related issues, abide by the principles of academic integrity and use appropriate referencing (citation) when presenting my findings?

Scope of course:

This year 12 course is for those students wishing to continue their pre-tertiary study of Drama with TASC beyond year 11. (TASC Drama 3 is a prerequisite course). The nature of this course reflects the same rigour of being a part of a theatre company. Learning experiences are inherent to the demands of the texts undertaken with the teacher assuming a directorial role. Acting opportunities continue to extend students in the specific skills of voice, physicalisation, interpreting text, applying context (dialect, status and era specific characterisation) and communicating meaning. Students will also have opportunity to conceptualise and apply technical production elements of lights, sound, set, costume and properties. All written work is in assignment form (self-reflective and theatre analysis). No externally assessed written examination applies.

Performances:

- Performance of three monologues throughout the year and a written Individual Reflective Study based on each monologue
- Performance of Season One play to a public audience
- Performance of Season Two play to a public audience
- Practical exam consisting of one monologue (chosen from those prepared in term 1) and the Season Two play, externally assessed
- A major individual reflective study based on the Season Two play, externally assessed

Future:

This course is suitable for students aiming to pursue a career in the entertainment industry or a field of work involving managerial/communication skills.

ENGLISH



English Applied Level 2

Understanding Goals:

- How might I comprehend information, ideas and language in texts selected from a range of contexts?
- How can I understand language choices in a range of texts and the likely or intended effect of these choices?
- How can I understand how the structures and language of texts varies in different modes, mediums and contexts?
- How can I understand reasons for language choices in a variety of texts and their effects on intended audiences?
- How do I create oral, written and multimodal texts for different purposes using appropriate communication?
- How do I use communication strategies to interact with others in real and/or simulated settings?
- How do I select, collect, organise and manage information from a variety of sources?
- How do I apply time management and negotiation skills?

Scope of Course:

This course may be run separately or combined with English Foundations Level 2 depending on student enrolment.

Term 1-3: The compulsory strands:

The three strands are designed to be delivered concurrently with one another. All required texts for this course will be sourced from the school library.

Strand One – The construction and use of the spoken word

Strand One focusses on the construction of authentic, real-world spoken texts and communication activities for use in a wide range of everyday situations including individual, community and workplace settings.

Strand Two: Read and view for meaning and purpose

Strand Two's focus is on engagement with a wide variety of written and visual texts with an individual, community and workplace focus. A range of written texts will be read, and visual texts will be viewed, for purpose and enjoyment. In their reading, learners will recognise the role of audience and how the writer expresses ideas, attitudes and values.

Strand Three: Creating texts for individual, community and workplace audiences

The focus of Strand Three is on creating a wide range of texts for different purposes using text structures and language features to communicate ideas and information in a range of modes and mediums.

Term 3 and 4: Negotiated Learning Unit

This is a discrete, negotiated learning unit. It is recommended that it be undertaken and assessed after the course strands. It involves the creation of one significant project negotiated between learner and teacher from an area of interest in either an individual, community or workplace context. Learners will demonstrate the ability to select, collect and manage the use of information for specific contexts and purposes, and work within a given time frame.

Performances:

- Reading and viewing of texts, at school and at home.
- Group discussions and group activities.
- Oral presentations.
- Writing for a range of purposes and contexts.
- Creative texts
- Multimodal texts
- Negotiated Learning Unit

Future:

This course will develop learners' language and literacy skills to enable them to communicate successfully, both orally and in writing. These skills will also allow them to enjoy and use language for practical purposes, and for leisure and pleasure. This course can lead to a variety of senior secondary courses and vocational education and training qualifications.

English Foundation Level 2

Understanding Goals:

- How might I describe the relationships between purpose, context and audience and how these relationships influence texts and their meaning?
- How might I investigate how text structures and language features are used to convey ideas and represent people and events in a range of texts?
- How describe the ways in which ideas and attitudes are represented in texts?
- How do I create, oral, written and multimodal texts that experiment with text structures and language features for particular audiences, purposes and contexts?
- How do I apply clear and accurate communication and literacy skills?
- How do I apply the principles of academic integrity and use appropriate referencing (APA)?

Scope of Course:

The course is made up of the Australian Curriculum units 1 and 2.

Term 1: Module 4 - Persuasion - Truth and Documentary

How do composers persuade us through texts?

Learners examine the effect of documentary language and stylistic choices and the ways in which these choices invite audiences to take positions for particular purposes, revealing attitudes, values and perspectives. Learners engage with a range of documentary modes exploring how representations of truth are constructed through this process of positioning.

Term 2: Module 3 - Cultural Representation - Get Animated: The Power of Moving Image

Learners consider the representation of ideas, attitudes and voices in texts to consider how texts represent the world and human experience. They do this by analysing how language and structural choices shape cultural perspectives.

Term 2/3: Module 1 - Ideas and Issues - Belonging

Learners explore the theme of belonging across a range of imaginative, interpretive and persuasive texts. Learners examine how meaning is shaped by purpose, audience, contexts, language and text and they investigate how text structures and language features are used to convey ideas and issues.

Term 3/4: Module 2 - Negotiated Study

Learners explore how meaning is communicated in a particular text of their own selection*. Students investigate how the language and elements of the text are shaped by their purpose, the audience for whom they are intended, and the context in which they are created and received. A folio of work is compiled which demonstrates understanding.

*Suggested text types: song, poem, music video, short fiction, short film, political cartoons, TED Talks, essay, editorial.

Performances:

Module 4 - Persuasion - Truth and Documentary

- one major persuasive response
- one analytical response.

Module 3 - Cultural Representation - Get Animated: The Power of Moving Image

- one comparative essay
- one shorter interpretive response
- one imaginative response.

Module 1 - Ideas and Issues - Belonging

- one Multimodal presentation
- one analytical/interpretive essay
- one imaginative response.

Module 2 - Negotiated Study

Folio of work including:

- an imaginative response equivalent
- an oral multimodal presentation

Future:

English Foundations Level 2 focuses on developing learners' analytical, creative and critical thinking and communication skills in all language modes. It encourages learners to engage with texts from their contemporary world and with texts from Australian and other cultures. Such engagement helps learners develop a sense of themselves, their world and their place in it.

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

English Level 3

Understanding Goals:

- How might I explain relationships between texts, genres and contexts?
- How can I investigate the effects of different conventions and mediums on responses?
- How might I explain how content, structure, voice and perspective in texts shape responses and interpretations?
- How might I examine different interpretations of texts and how these resonate with, or challenge, their own responses?
- How do I create, transform and adapt cohesive oral, written and multimodal texts in a range of mediums and styles?
- How do I apply clear and accurate communication and literacy skills?
- How do I apply the principles of academic integrity and use appropriate referencing (APA)?

Scope of Course:

Term 1:

Module 2: Adaptation Study

Learners examine differences in meaning that may be created when a text is adapted or transformed into a different genre or form. They consider how language, stylistic devices, text conventions used in different genres, forms, mediums and modes assist interpretation and how they may be manipulated and challenged.

Term 2:

Module 1: Genre Studies - Thriller

Learners explore representations of themes, ideas and concepts through a comparison of texts analysing connections between language, texts, genres and contexts. Learners recognise and analyse the conventions of genre in literary and non-literary texts and consider how those conventions may assist interpretation and how they may be challenged. They examine the effect of different mediums on the structure of texts and how audiences respond to them. In particular, students will explore the Thriller genre through various prescribed texts.

Term 3:

Module 3: Close Text Study

Learners focus on detailed analysis of the purpose language, style and construction of the prescribed study text. They focus closely on textual details to examine different interpretations and perspectives.

Module 4: Negotiated Study

Learners examine how content, structure, voice and perspective in various media texts shape response and interpretation. Learners select three shorter media texts related to one of four themes: power, justice, gender, or sustainability. They must provide two responses to these texts,

analytically and imaginatively, demonstrating their understanding of the ways that points of view and values are represented. The three selected texts must be different in forms/media. Some examples of acceptable text choices may include the following: an editorial, a news report, a feature article, a website (or section therein), a picture book, a political cartoon, or a multimodal text. These texts are to be supplied as appendices and fully referenced with the study.

Term 4

Exam Revision

Learners will engage with the exam requirements, practising and deepening understanding of the task. All texts from the course will be revised and writing skills will be consolidated. A major form of exam preparation will be the mid-year exam to be held at the end of term 2.

Performances:

Criterion 6 is a <u>Key Criterion</u>: learners must achieve a minimum C rating on this criterion in the external assessment of this course in order to gain an SA award (or higher).

Module 1: Genre Studies - Thriller

- Oral Presentation 1,4,6,7
- Analytical Essay 1,2,4,6,7
- Imaginative Response 1,5,6,7

Module 2: Adaptation Study

- Comparative Response 1,2,4,6,7
- Imaginative Multi-modal Response 1,2,5,6,7

Module 3: Close Text Study

- Seminar Presentation 2,3,4,5,6,7
- Written interpretive essay 3,4,6,7

Module 4: Negotiated Study

- Analytical Essay -2,3,4,6,7
- Imaginative, Persuasive Response 3,5,6,7

3 Hour Examination

- Mid-year internally assessed 1,2,3,4,6
- End of year externally assessed 1,2,3,4,6

Future:

English develops learners as proficient, articulate communicators of English by extending and refining their language, literacy and literature skills.

It encourages learners to critically engage with a range of texts and genres from their contemporary world, including those from Australia and other cultures. Such engagement helps learners develop a sense of themselves, their local and wider world and their place in it, as well as an understanding of how that world is represented.

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

English Writing Level 3

Understanding Goals:

- How do I compose and craft a range of texts, including spoken, written and visual texts, that respond to other texts in imaginative and critical ways?
- How do I negotiate, plan, monitor, seek feedback and reflect on my work?
- How do I use a range of crafting, drafting and revision techniques to create texts of publication quality?
- How do I develop understanding of myself as a creator of a text within a community of writers?
- How do I use texts and writing to develop and communicate understandings of myself and the world?
- How do I engage with, analyse and respond to a diverse range of texts?
- How do I gain increasing awareness of the cultural, social and technical dimensions of texts and audiences to inform my writing?
- How do I explore the opportunities technology and the internet offer for innovative writing?

Scope of Course:

Module A – The craft of writing

• This module explicitly develops the technical skills that underpin the course by focusing on the tools of writing and the process of developing an idea into a crafted piece. Students will explore and experiment with voice, tone, point of view, dialogue, sentence structure, syntax, imagery, use of detail, characterisation, opening, closing and the purpose of titles. Examples from modern and traditional texts will be shared to illustrate their use, and encourage trialling of techniques. Revision strategies will also be covered, including workshopping and taking different points of entry.

Module B – Writers and their writing

The aim of this module is for students to become familiar with the ways writers develop their
ideas into texts and to practise some of these techniques. They will consider how authors,
essayists, poets, playwrights, journalists, social commentators and biographers create work
within their social contexts, and use specific structures and techniques to express their ideas.

Module C – Ideas, issues and texts

 This module develops students' understanding of how ideas are communicated through exploring forms and genres.

Module D – Writing and technology

Students explore the opportunities technology and the internet offer for innovative writing.
Technologies and the internet have developed diverse opportunities for writing and sharing
texts. In this study students investigate the impact 21st Century technology is having on
reading and writing.

Module E – The writing project

Students negotiate, plan and complete a writing project of between 2500 – 4000 words for external assessment. The Writing Project must be included in the Writing folio. The Module provides students with the opportunity to create a lengthy single piece or a collection of unified pieces.

Performances:

- A writing folio of original crafted writing.
- Analysis of different forms of writing.
- Investigation of other writers' approaches.
- Response to different forms of writing, personally, creatively and critically.
- Writer's notebook.

Participation in class and group work.

External assessment

Folio of 5000 to 8000 words of manuscript standard comprising four pieces of writing:

- a reflective statement
- the Writing Project
- two pieces from other course modules.

Details and work requirements for the external assessment are given in the TQA-published *Writing Folio Guidelines* for the year in which study is undertaken.

There is no external exam.

Future:

English Writing provides students with the opportunity to develop a wide range of writing skills. It will prepare students for further studies in the humanities, or a career in writing or journalism, but will also be valuable in any course or career which involves writing and therefore provides a useful background for future studies in a range of areas.

HEALTH

Prior Learning	Year 11/12 Courses	Future Pathways
'B' (or a 'C' in consultation with your teachers) in Year 10 AC Science and English	Physical Sciences 3	Physics 4 Chemistry 4 Further study
'B' in Year 10 AC English	Health 3	University study
'B' in Year 10 AC Science and English	Biology 3	University study
'SA' in Physical Sciences 3 and a Level 3 Mathematics Course	Chemistry 4	University study
	Physics 4	

Health Studies Level 3

Understanding Goals:

- Why is Health increasing in importance, both nationally and internationally?
- How do we as individuals and members of the community have responsibility for the promotion of health and prevention of diseases?
- How do the different components of Health influence an individuals' and a society's health?
- What are some current health issues in our society today?
- How can better health outcomes be achieved?

Scope of Course:

Introduction to Health

- What is Health?
- Indicators and Components of Health.
- Health Promotion.

Personal Health

- Emotional, social and physical risk taking behaviour.
- Adolescence and risk taking What are the issues?
- Factors which support or detract from health.
- Personal skills and equipping students to advocate for their own health needs.
- Investigate a range of health issues eg Eating Disorders, Drugs, Sexual Health, Depression and Motor Vehicle Safety.

Australia's Health

- National Health Priority Areas.
- Our current Health Care System.
- People with specific health concerns, eg rural, indigenous and socio-economic status.
- Promoting Public Health in Australia.
- Environmental factors physical, political, cultural.

Worldwide Health

- Investigation of the state of health around the world.
- Comparison of Health Indicators in less developed countries to more developed countries.
- Millennium Development Goals
- Primary Health Care

Foreign Aid

Performances:

- Pencil and paper Tests;
- Group discussions;
- Group problem solving activities;
- Media review and sharing
- Research assignments varying between 300 words to 2000 words.
- Practical investigations;
- Oral Presentations
- Mathematical Data assignments
- Referencing

Future:

The subject provides students with the opportunity to develop skills, knowledge and values, which help to develop a healthy lifestyle. It is valuable for careers involving personal and community health such as nursing, teaching, human movement studies, health sciences, vocations such as physiotherapy and a range of other health management services. Health Studies provides a useful background for studying some other pre-tertiary or tertiary subject

HISTORY

Prior Learning	Year 11/12 Courses	Future Pathways
No prior learning requirements	Working with Children 2	Further study or career in a range of service industries
'C' in Year 10 AC English is recommended	Introduction to Sociology and Psychology 2	Further study or careers in a range of service industries Sociology 3 Psychology 3
B/A' in Year 10 AC English 'CA' in English Foundations 'CA' in Introduction to Sociology and Psychology 2	Sociology 3 Psychology 3	University study
'B/A' in Year 10 AC English or History 'CA' in English Foundations	Modern History 3 Australia in Asia and the Pacific 3 Studies of Religion 3	University study
'B/A' in Year 10 AC English and Mathematics 'CA' in English Foundations and Mathematics General - Foundations	Business Studies 3	Further study Employment

Modern World History Level 3

Understanding Goals:

- How do I place historical information within a Christian context?
- What tools do I need and how can I make sense of the world, in my role as an historian? The *Modern History* course aims to develop learners':
 - knowledge and understanding of particular events, ideas, movements and developments that have shaped the modern world
 - capacity to undertake historical inquiry, including skills in research, evaluation of sources, synthesis of evidence, analysis of interpretations and representations, and communication of findings
 - application of historical concepts, including evidence, continuity and change, cause and effect, significance, empathy, perspectives and contestability
 - capacity to be informed citizens with the skills, including analytical and critical thinking, to participate in contemporary debates.

Scope of Course:

Students will acquire historical knowledge, skills and understanding, through the study of various aspects of modern world history. This course emphasizes an analysis of war and peace and of the political and social forces that have helped shape recent times. Through the examination of historical forces, students will develop skills and understandings; such as recognising bias, that will equip them to be informed citizens and life-long learners. They will do this through the investigation of historical events and issues, using:

- primary documents
- analytical skills
- relevant information from a variety of sources
- informed opinions on various historical issues

This subject is studied with the overall understanding of God as creator and author of life. Students will view the circumstances of history by examining different worldview perspectives and consider a particular understanding of this through the Grand Narrative.

The course has **THREE** sections.

- Section A Modern Western Nations in the 20th Century
- Section B Modern Asian Nations in the 20th Century
- Section C The Changing World Order, 1945-2010

Performances:

- Essays
- Textbook questions
- Pencil and paper Tests
- Group discussions
- Research assignments
- Midyear exam
- End of year exam

Future:

A valuable foundation subject for tertiary study because it develops research and communication skills and analytical ability. Particularly useful in providing skills and understanding for careers in journalism, teaching, law, diplomacy, film and television, librarianship, politics, trade unionism and the public service.

Australia in Asia and the Pacific Level 3

Understanding Goals:

Australia in Asia and the Pacific provides an overview of key environmental, human, economic, cultural, sociological and historical features of Australia and its neighbours. There is an emphasis on contemporary issues, perspectives and events as they affect the region. The need to become 'Asia literate' is vital as the influence of Asian nations on the world is increasing. Australia in Asia and the Pacific focuses on developing skills in analysis and problem solving, communicating ideas and information, planning and organising activities, and collaborating with others.

Scope of Course:

Learners are introduced to a range of study methodologies that call for informed appraisals based on research that has rigour and integrity, and involves thorough, objective and sensitive investigation of human heritage and beliefs in an authentic learning environment. Disciplines developed within the course contribute to a lifelong capacity for rational understanding and tolerant viewpoints to be developed in the context of the present day, or in other environments and times.

Learners will apply knowledge, skills and values they acquire to make sound judgements in their role as active and informed citizens in the workplace and within a global society.

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

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

The course has **FOUR** sections. All sections are compulsory.

 Section A - Diversity of the physical and human geography in the Australia, Asia and Pacific Region

- Section B Australia's changing roles in the region: partnerships or immigration
- Section C Tourism in the Australia, Asia and Pacific Region
- Section D National responses to crises

Performances:

- Essays
- Textbook questions
- Pencil and paper Tests
- Group discussions
- Research assignments

Future:

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

Studies of Religion Level 3

Understanding Goals:

- What is religion?
- What do different cultures believe concerning God, reality and existence?
- How do adherents to the different religions express their beliefs?
- How does religion impact on the culture in which it is embedded?
- What are the concepts and elements that are common to the major religious belief systems?
- How are they different?
- What are the various methods of philosophical inquiry and how are they used to discuss truth and how can we know it?

Scope of Course:

Study 1: Religious Traditions and Beliefs

This unit explores the core beliefs and values of one religious tradition. Aboriginal Spirituality, Judaism, Christianity, Islam, Hinduism or Buddhism may be studied.

Study 2: Significant Challenge and Change

This unit looks at how a particular religious tradition responded to a significant historical or contemporary challenge faced in a key period of change.

Study 3: Ethics and Morality

This unit explores ethics as a discipline that helps an individual develop a moral stance. Our response to contemporary issues is a focus in this unit.

Study 4: Extended Depth Study

A choice between the following issues:

- 1. Finding meaning in Foundational Texts
- 2. Religion and Worldview
- 3. Science and the Bible: the origin of the world as we know it
- 4. Evil and Suffering

Performances:

- Tests and assignments.
- Social research experiments.
- Surveys, questionnaires, interviews, case studies.

- Essays.
- Textbook questions.
- Group work and presentations.
- Mid-year exam.
- End of year exam (externally assessed).

Future:

Studies of Religion is useful for students wishing to enter an occupation that deals with cultural, ethical and moral issues such as medicine, politics, law, research, media, social work, Christian ministry and missionary work and any type of global work where knowledge of other cultures and beliefs will be crucial when dealing with people from other countries. Studies of Religion provides students with the critical thinking skills that are invaluable in any workplace.

Business Studies Level 3

This course gives learners opportunities to understand how vital business is to the wealth and well-being of Australians and how it impacts on many aspects of our lives

Understanding Goals

- Why is it necessary to study the nature of business, key business functions and the importance of business practices and management strategies to the sustainability of businesses?
- Why is it important to think critically in considering the role of management and entrepreneurship as powerful influences in business success?
- Why is it important to develop business literacy which enhances a learner's ability to appreciate the issues that face businesses and stakeholders in a rapidly changing world and to make informed and rational decisions about business matters?

Scope of Course

This course investigates the following principal areas of business:

- The Business Environment how the business 'sits' in relation to other businesses and consumers in an expanding global economy
- Human Resource Management ensuring the right people are in the right position in order to achieve the greatest efficiencies in the business
- Operations Management –all operational elements of the business which help to transform inputs into outputs in terms of required goods and services
- Financial Management applying recording and reporting efficiencies to control and monitor cash flow and debt management within the business
- Marketing Management getting the product or service to consumers using a range of marketing strategies to achieve what consumers want
- Business Investigation researching and publishing a report on the operations of an existing business

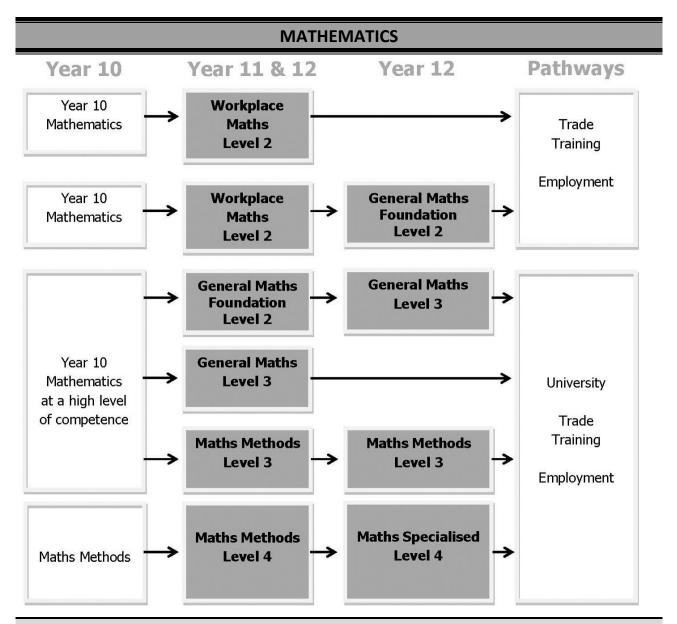
Performances

- formal and regular assessments aligned with TASC criteria
- in-class discussion
- · group and individual problem-solving activities
- oral and multi-media presentations
- mid-year and final examination

Pathways

University graduate courses

 Employment and further training opportunities in the finance, marketing, human resources or management sectors



General Mathematics - Foundation Level 2

Understanding Goals:

- How does Mathematics help us make sense of our world?
- How do I use my understanding of Number, Linear Modelling (including basic Algebra),
 Consumer Maths, Measurement, Data Analysis and Matrices and Networks to describe situations and solve problems?

Scope of course:

- Basic algebra: solving equations, manipulating expressions.
- Linear modelling: linear equations, graphing skills, cost and revenue applications, lines of best fit and travel graphs.
- Consumer Maths: simple and compounding interest, depreciation, basic taxation, budgets and exchange rates.

- Measurement: right angle trigonometry in 2D, Pythagoras' Theorem, angles of elevation and depression, bearings, perimeter, area, volume and arc length.
- Data Analysis: collecting, organizing, analysing and graphing data including types of data, statistics, frequency tables, histograms, stem and leaf plots, ogives and extreme values.
- Matrices and Networks: including definitions, addition and subtraction, scalar multiplication, Euler's formula and Hamiltonian circuits and paths

Performances:

- Tests
- Assignments
- Investigations
- Class discussions
- Group/Individual problem solving activities;

Future:

This subject would be suitable for students who wish to improve their general mathematical skills. Students who successfully complete this course may consider General Maths TQA 3 in Year 12.

General Mathematics Level 3

Understanding Goals:

- How does Mathematics help us make sense of our world?
- How do I use my understanding of Number, Algebra, Measurement, Space and Data Analysis to describe situations and solve problems?
- How can I best convey solutions to mathematical problems?

Scope of Course:

- Trigonometry: Right angle and non-right angle trigonometry and Earth Geometry.
- Bivariate Data Analysis: Two way frequency tables, linear modelling and time series analysis.
- Growth and Decay in Sequences: Arithmetic and geometric sequences and series, first order difference equations.
- Graphs and Networks: Planar graphs, paths and cycles, tree and minimum connector problems, project planning and CPA, assignment problems.
- Applications with standard financial models: Simple interest, compound interest, reducing balance loans, annuities in advance and perpetuities.

Performances:

- Tests.
- Assignments.
- Midyear (internal) and final (external) examination.
- Investigations.
- Class discussions.
- Group/Individual problem solving activities

Future:

This subject is suitable for students seeking a pre-tertiary mathematics award for employment or for further study in the fields of science or finance. It allows enrolment in a number of courses at University level.

Mathematics Methods Level 3

Understanding Goals:

- How does Mathematics help us make sense of our world?
- How do I use my understanding of Number, Algebra, Measurement, Space and Data Analysis to describe situations and solve problems?

Scope of Course:

- algebra manipulation and solving equations
- linear, quadratic and cubic functions
- logarithmic, exponential and trigonometric functions
- differential calculus
- experimental and theoretical probability, permutations and combinations.

Performances:

- Tests
- Assignments
- Investigations
- Class discussions
- Group/Individual problem solving activities;

Future:

This subject is the pre-requisite for Mathematics Methods TASC 4

Mathematics Methods Level 4

Understanding Goals:

- How can I apply my understanding of mathematical methods to the solution of problems involving functions and graphs, trigonometry, calculus and probability and statistics?
- How can I best convey solutions to mathematical problems?

Scope of Course:

- **Functions & graphs:** will look at: the binomial theorem; factorising polynomial functions; solving logarithmic and exponential functions; inverse functions; as well as reading, interpreting and sketching graphs of polynomial, hyperbolic, exponential and logarithmic functions.
- Circular (trigonometric) functions: the unit circle; radians; solving and graphing functions
 involving sine, cosine and tangent; and solving simple illustrations of the application of circular
 functions.
- **Calculus:** gradients; differentiation from first principles; rules for differentiation; applications of differentiation; finding indefinite integrals; properties of integrals; integration by recognition; and the application of integration.
- **Probability and statistics:** deals with discrete random variables and binomial, hypergeometric and normal probability distributions.

Performances:

- Written assignments;
- Pencil and paper tests;

- Midyear (internal) examination;
- External examination.

Future:

Successful completion of this course is a pre-requisite for a number of first year University subjects and courses. This subject-allows enrolment in any first year Mathematics course offered at the University of Tasmania. It is required for enrolment in Engineering, Surveying, Medicine, Surgery, Pharmacy, Computer Science or Business degrees and for the subjects Physics 1 and Chemistry 1A. **NOTE:** Maths Methods TASC 4 is usually required and recommended for entrance into some mainland University courses.

Mathematics Specialised Level 4

Understanding Goals:

- How does Mathematics help us make sense of our world?
- How do I use my understanding of Complex Number, Sequences and Series, Matrices and Linear Transformations, Differential Calculus, Areas and Volumes, Integration Techniques and differential Equations to describe situations and solve problems?

Scope of Course:

- Complex Numbers
- Sequences and Series
- Matrices and Linear Transformations
- Differential Calculus, Areas and Volumes
- Integration Techniques and Differential Equations

Performances:

- Tests.
- Assignments.
- Investigations.
- Class discussions.
- Group/Individual problem solving activities.
- Exams Midyear and end of year

Future:

This subject is recommended for students, especially those with a major interest in Engineering, Mathematics or Science.

Note: Specialised Maths is usually required and recommended for entrance into some mainland University courses.

Workplace Mathematics Level 2

Understanding Goals:

- How does Mathematics help us to make sense of our world?
- How do I use my understanding of basic number operations, problem solving strategies, formula, measurement, scale, ratio, finance, and information communication technology and relate these skills to the workplace situation?

Scope of Course:

1. Calculations, use of algebra, percentages and ratios

- Calculation with whole numbers, decimals, fractions and percentages including accurate and appropriate use of a basic calculator.
- Recognition and use of equivalent fractions, decimals and percentages
- Calculation and interpretation of averages and solving problems involving ratios.
- Understanding the notion of directed numbers.
- Substitute numerical values into algebraic expressions, to find the value of an unknown.

2. Measurement

- Conversions between metric units and comparison between metric units.
- Making sensible estimates and using measuring instruments.
- Calculation involving length, perimeter and area and volume, time, distance, speed and rates.
- Use of Pythagoras' Theorem.

3. Tables, graphs, diagrams and data

- Interpret information presented in graphs.
- Interpret and use two-way tables in real-life situations.
- Read and interpret a map, use of scale in maps and plans.
- Sketch plan and elevations views of a 3D solid.
- Use spreadsheets to tabulate and graph data.

4. Money

• Calculation and management of money in real-life situations

5. Time and motion

- Use of units of time, conversions between units, fractional, digital, and decimal representations.
- Calculate time intervals.
- Interpret rosters, schedules, timetables and charts.

Performances:

- Pencil and paper Tests;
- Group discussions;
- Group problem solving activities;
- Model construction;
- Research assignments;
- Practical investigations;
- Experimental design;

MUSIC

Prior Learning	Year 11/12 Courses	Future Pathways
Instrumental or Vocal Experience	Contemporary Music 2	Music 3 University Connections Program
	Music Studies 2	
Some music technology experience is desirable	Music Technology Projects - Foundation Level 2	University study Music production career
	Music Technology Projects 1 (UCP)	
	Music Technology Projects 2 (UCP)	
'CA' or above in a Level 2 Music Course	Music 3	University study
'CA' or above in Music 3	Foundation Practical Study (UCP)	University study
	Advanced Practical Study (UCP)	

Contemporary Music Level 2

Understanding Goals:

How do I develop skills needed to operate as a musician in the contemporary music industry including learning;

- Instrumental skills relevant for this area;
- How to perform;
- Relevant knowledge of work place safety, legal issues and commercial and copyright issues;
- How to compose and arrange contemporary music;
- How to care for and operate musical and audio equipment;
- Knowledge about how contemporary music is put together, different styles and historical and current social issues.

Scope of Course:

Contemporary Music allows students to develop the skills to work in the music industry, with an emphasis on performing, creating and listening to rock, jazz, electronic music, and other popular styles. The course has 6 areas of study;

- 1. Contemporary Music Performance (includes technical proficiency on instrument and group skills)
- 2. Ensemble Performance (includes in-class and outside of class live performances)
- 3. Compose Original Music (includes recording skills)
- 4. Applying Aural and Theoretical Skills
- 5. Promotion, Marketing, Workplace Safety and Legal Issues
- 6. Operation and Maintenance of Instruments. (includes setting up PA sound system)

Performances:

- Pencil and paper activities and tests.
- Practical ongoing assessment through the year.
- Performance in school and based and other concerts, assemblies etc.

- Experiencing and responding in discussion to a variety of musical styles.
- Assignments on musical design in both written and computer form.
- Demonstration of music literacy skills, such as chart reading.
- Composing and arranging contemporary music.
- Completing assignments on relevant work place safety and legal areas of contemporary music industry.
- Demonstrating ability to set up and operate music and audio equipment.

Future:

This course may prepare students for Music Level 3.

Music Studies Level 2

Understanding Goals:

- What do I need to be aware of when performing music so I can present technically proficient music?
- How do I use the skills, knowledge and understanding of musical elements when playing my
 instrument to perform with musicianship? (Students need to be working with a private tutor
 on their chosen instrument for study)
- Have I completed equivalent to AMEB grade 3 on my instrument before undertaking this
 course.
- Will I be able to perform on my instrument at the equivalent to AMEB grade 4 or above by the end of the year?
- How do I create music that is coherent and using a variety of musical elements when composing, improvising and/or arranging?
- How do I listen critically to music so that I am able to describe the use of music elements and their effects?
- How do I recognise and use music elements in aural and written contexts?
- What are the best ways to research and communicate musical ideas/topics/information and which technologies will help me do that most efficiently?
- How do I apply time management, planning and negotiation skills to complete music activities?

Scope of Course:

- Music Studies is designed to provide opportunities for students to gain skills, knowledge and understanding by experiencing, creating, performing and responding to music.
- Students undertaking this course require prior learning in music skills playing and theory for their selected instrument.
- This course is for students, playing any instrument, including voice, who wish to further their knowledge of music both practically and in written areas.
- Music Studies gives a good grounding in knowledge and skills required for TASC Music 3 or can be studied before or after a contemporary music course.

Performances:

- Practical ongoing assessment through the year.
- Pencil and paper activities/tests.
- Computer assignments using music programmes.

- Group and individual performance and written assignments.
- Performance in school based and other concerts, assemblies, etc.
- Experiencing and responding in discussion to a variety of musical styles.
- Composing, improvising and arranging music.
- Demonstrate care and safe use of musical instruments and technology.

Music Level 3

Understanding Goals:

- How do I develop comprehensive skills to enable me to present polished music performances? (Learners must be working with a private tutor on their chosen instrument for study.)
- How do I develop comprehensive skills to create original music?
- What skills and technologies do I need to use to enable me to present original music ideas through notation and performance?
- How do I apply the understanding and knowledge learned about a range of music styles and genres to my own playing?
- Do I understand and refer to music elements when appraising music works and performances?
- Do I regularly reflect upon my playing, composing and listening and how do I demonstrate my growing understanding in future performances, compositions and analytical listening?
- Can I read and write music statements and identify the use and effect on music elements, both in written and aural formats?
- Do I plan for and organise performances and assignments efficiently?
- Do I complete all music activities and tasks on time?
- Do I have an entry level competence on my instrument at the equivalent to AMEB grade 4?
- Will I be able to perform on my instrument at the equivalent to AMEB grade 5 or above by the end of the year?
- If wanting to study Music 3 in year 11, have I achieved an A in year 10 music? Have I talked to a music teacher to see if I have the appropriate musical skill level before committing to this course?

Scope of Course:

- This course follows on from Contemporary Music or Music Studies. Music 3 will enable learners to develop as musicians through an experience-based program that provides opportunities to investigate the relationship between creating, listening to, analysing and performing music.
- Learners will engage in reflective and critical analysis in order to refine, evaluate and articulate their ideas and to consolidate their musical practice.
- Music 3 involves an in depth study of music, covering performance, listening, analytical and creative skills.
- Learners will experience a broad range of musical styles and ideas from Renaissance to present day music and analyse compositional devices and structures used in music from a variety of eras. Study of rhythmic and melodic structure of music will enable students to write, arrange and improvise a variety of musical phrases/compositions.
- Students will undertake a core module of Theory/Aural and Musicianship, plus one of the following optional units: Performance or Composition/Arrangement.
- Though not a requirement, attendance at relevant music performances and events is

encouraged wherever possible and practical.

• Learners are encouraged to participate in extra-curricular music activities.

Performances:

- Pencil and paper activities/tests.
- Computer assignments using music programmes.
- Group and individual performance and written assignments.
- Research assignments on composers and/or music genres from a variety of eras.
- Practical ongoing assessment through the year.
- Performance in school based and other concerts, assemblies, competitions etc.
- Experiencing and responding in discussion or in writing to a variety of musical styles.
- Examinations theory/aural and practical both at Mid-year and (external) end of year examination
- Analysing the performances of others
- Composing, improvising and arranging music.
- Learning about how to improvise and using these skills in class and in performances.
- Demonstrate care and safe use of musical instruments and technology.

Future:

This course may prepare students for UTAS Music - Foundation Practical Study 3+.

PHYSICAL EDUCATION & RECREATION

Prior Learning	Year 11/12 Courses	Future Pathways	
No previous experience	Sport and Recreational Experiences 1	Outdoor Education 2	
	Outdoor Education 2	Outdoor Leadership 3	
B/A' (or 'C' in consultation with your teachers) in Year 10 AC English.	Sport Science 3	Further study	
Outdoor Education 2	Outdoor Leadership 3	Further study	

Sport & Recreation Experiences Level 1

Understanding Goals:

- How do I develop and apply physical skills in sporting and recreational activities?
- What are the basic rules and terms associated with different sporting activities and recreational pursuits?
- What are the different recreational activities available in the Launceston area?

Scope of Course:

- This course is designed for students keen to be actively involved in regular physical activity. We
 encourage students to be active and promote an attitude of lifelong participation in physical
 activity.
- This subject is a good chance to take a break from the rigors of pre-tertiary study and be actively involved in different sporting and recreational pursuits.

Performances:

Full participation in the range of activities conducted during course time

Sport Science Level 3

Understanding Goals:

- How do I understand the structure and functioning of the human body in a sporting context?
- How can I apply my understanding of the changes which take place in the human body as a result
 of training to devise and administer effective training programs?
- How do I effectively administer a training program and what are the different methods and principles of training?
- How can I apply knowledge of skill development in sport to effecting learning and teaching of skills?
- What psychological factors affect sporting performances?
- How do the physiological, skill acquisition and psychological factors interrelate and have an effect on sporting performance.
- How do I make sense of and interpret sport science related data?

Scope of Course:

The year is broken into 3 core units.

• **Exercise Physiology**: In this unit, we look at the physiological structure and function of an athlete's body; the different energy systems which supply the body; how to best assist in the

- recovery after an exercise session; the different principles and methods of training; designing a training year and understanding the chronic and acute responses to training.
- <u>Skill Acquisition</u>: In this unit we look at what is a motor skill? How to classify motor skills, factors which affect skill acquisition; the information processing model; receiving information from the environment; reaction time; memory, feedback, practice and biomechanics.
- **Sport Psychology**: We look at the factors of self-image, positive reinforcement, goal setting; strategy planning; motivation; arousal/stress and anxiety; relaxation; mental preparation and attention control.

Other important aspects of the course are:

- **Data Analysis:** Analysing tables and graphs of sports related data.
- <u>Interrelationships:</u> Developing a deeper understanding of Sport Science related concepts and relating the commonalities between the core modules of exercise physiology, skill acquisition and sport psychology.
- <u>Investigative Research Project:</u> This Module develops students understanding of scientific investigative methodologies and skills within the context of a detailed study

Performances:

- Pencil and paper tests
- Research assignments
- Practical investigations
- Laboratory reports

Future:

The level 3 syllabus is designed as a pre-tertiary course for university entrance purposes. Students interested in studying Human Movement, Exercise Science or Physiotherapy may choose this subject.

Outdoor Education Level 2

Understanding Goals:

- What am I able to achieve and learn about myself through involvement in outdoor adventure activities?
- How can I contribute effectively to achieve team goals and solve problems in the outdoors?
- How can I develop positive and caring relationships with others through participation in adventure activities?
- What steps must I take to effectively plan, organise and participate with safety in a range of outdoor adventure activities?
- How do we minimise impact on the environment when undertaking outdoor adventure activities?

Scope of Course:

The course consists of 150 hours of contact time, divided into 100 hours of practical and 50 hours of theory. Practical sessions are held on midweek afternoons, the occasional full day trip and weekend trip. Activities may include rock climbing, abseiling, surfing, caving, sea kayaking, mountain biking, scuba diving, bush walking, kayaking, and white water rafting. Theory lessons cover such things as planning, risk assessment, safety, minimal impact on the environment, goal setting and self-reflection, navigation, use of equipment, skill development, ethics in the outdoors, weather interpretation, outdoor cooking.

Performances:

- Activity logbooks reporting on involvement in activities.
- Group discussions.
- Planning.
- Self-reflection.
- Risk assessment.
- Competency, attitude and level of participation in the outdoors assessment.

Outdoor Leadership Level 3

Understanding Goals:

- organising and leading group activities in the natural environment
- recognising and dealing with a range of challenging and often complex situations
- decision-making processes, time and risk management
- group welfare, understanding group dynamics, people management and delegation
- · handling responsibility and adapting to change
- establishing, communicating and consistently following a personal values framework
- empowering learners to contribute to achieving an ecologically sustainable world.

Scope of Course:

Central to this course are the following elements:

- leadership
- personal development
- social and interpersonal development
- skills and technical knowledge
- the environment.

These elements shape the way in which learners will:

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

Performances:

- Oral & digital presentations
- Reflective Essays
- Examination Midyear and end of year.

Future

Through undertaking this course learners will develop an understanding of leadership theories, qualities and skill sets of a leader, and observe and practice choosing and applying various approaches in outdoor activities. Learners will develop an awareness and knowledge of the requirements and procedures for planning activities, and managing groups in outdoor activities. Learners will be provided with opportunities to connect with, and reflect on, their own and others' relationships within a range of outdoor recreation activities (typically containing an element of adventure) including their connection with the natural environment.

SCIENCE

Prior Learning	Year 11/12 Courses	Future Pathways	
'B' (or a 'C' in consultation with your teachers) in Year 10 AC Science and English	Physical Sciences 3	Physics 4 Chemistry 4 Further study	
'B' in Year 10 AC English	Health 3	University study	
'B' in Year 10 AC Science and English	Biology 3	University study	
'SA' in Physical Sciences 3 and a Level 3 Mathematics Course	Chemistry 4	University study	
	Physics 4		

Biology Level 3

Understanding Goals:

- How can I use knowledge of the chemical basis for life, cells, organisms and the survival and continuity of organisms to explain how:
 - o Structure suits function?
 - Life is dependant on inputs and outputs of energy and materials?
 - o Equilibrium is maintained within the living world?
 - O DNA is the code of life?
 - o Challenges are managed?
- How can I use my understanding of biology to contribute to my understanding of important social, economic and ethical issues?
- How can I use and apply my understanding of experimental design?

Scope of Course:

Understanding developed in this course will enable students to;

- Develop an understanding of scientific method enabling them to develop, interpret and evaluate experiments.
- Communicate biological information following accepted conventions.
- Develop discriminating research skills.
- Develop an understanding of the role and impact of Biology on society.
- Develop an understanding of the important basic biological concepts and processes at all levels of biological organisation.
- Apply their understanding to problem-solving.
- Analyse and interpret data to draw conclusions.

Performances:

- Written Tests.
- Written Assignments.
- Research assignments.
- Examination Midyear and end of year.
- Group discussions.
- Practical investigations.
- Experimental design

Future:

This course is designed for students who are interested in, and curious about, the science of the living world. It may be studied as part of a pathway to tertiary study and careers in areas such as Agriculture, Botany, Zoology, Marine Science, Biotechnology, Health Science, Medicine, Nursing or Veterinary Science. It is also suitable for students wishing to study a science as part of a general education.

Chemistry Level 4

Understanding Goals:

- How can chemical and physical phenomena be explained using atomic and molecular models?
- Does matter interact in a predictable way?
- What impact do inorganic and organic reactions have on our lives?
- How can industrial chemists predict and control the amount of reactants and products involved in a chemical process?
- How is energy transformed and transferred between chemical, thermal and electrical energy?

Scope of Course:

- Chemistry is about materials, their uses, their structures and properties and how these can be modified by chemical reactions.
- The study of chemistry enables students to enquire about the use that society makes of its resources, and of the impact of that use on the planet.
- Chemistry is a central science drawing on the principles of Physics and Mathematics and forms the basis for Agriculture, Biology, Chemical Engineering, Environmental Science, Forestry, Medicine and Pharmacy.
- Chemistry is used to varying extents in all other scientific disciplines.

Performances:

- Written Tests;
- Written Assignments;
- Research assignments;
- Mid-Year Examination
- Group discussions;
- Practical investigations;
- Experimental design;
- Exams midyear and end of year

Future:

An understanding of chemistry is important for further University or Trade Training study towards careers in any field of science, including agriculture, pharmacy, environmental science, engineering and the medical sciences. Chemistry is a pre-requisite for many of these courses. Students should note that Mathematics is also required for many of these careers.

Physical Sciences Level 3

Understanding Goals:

- How do the fundamental concepts of physics and chemistry apply to all science disciplines?
- How can physical and chemical phenomena, ranging in scale from sub-atomic particles to the universe itself be explained?

Examples;

- o How do seatbelts save lives?
- O Why do all objects fall at the same rate?
- O What is so special about water?
- o How do chemists ensure food labels are accurate?
- O How can carbon in the form of diamond, graphite and soot be so different?
- O What are radioactive substances and why are they dangerous?

Scope of Course:

- Physical Sciences is an integrated course providing students with a rigorous introduction to the
 disciplines of physics and chemistry in the one course, whilst keeping all future options open
 with regard to further study in any area of science and technology.
- It builds on the traditions of enquiry that are central to the study of science and how an understanding of the world and the universe can be explained or predicted by the development of theories and models. These theories and models can be tested objectively against gathered evidence and need to be constantly re-evaluated and modified in the light of new evidence.
- The Physical Sciences course requires students to work in practical ways to gain knowledge of the theoretical concepts of the course. It provides a framework for the understanding of physical and chemical phenomena ranging in scale from sub-atomic particles to the universe itself.

Performances:

- Written Tests;
- Written Assignments;
- Research assignments;
- Mid-Year Examination
- Group discussions;
- Practical investigations;
- Experimental design;

Future:

This subject is important for all careers in science, the medical sciences, engineering or aquaculture. The Physical Sciences are fundamental to a career in any science field. Students should note that Mathematics is also required for these careers.

Physics Level 4

Understanding Goals:

- What are the laws of nature and how do physicists describe them?
- How are mass and energy related?
- How is energy transformed and transferred around the universe?
- What is 'classical' physics and what is 'quantum' physics?
- What impact on society has the study of physical phenomena had?

Example Questions:

- O What is light? Is it a wave or a stream of particles? Can it be both?
- O How could you determine the mass of the sun?
- o How do microwave ovens work?

Scope of Course:

- Physics (TQA Level 3) primarily considers matter and energy and their relationship to each other.
- Students will begin to develop an understanding of the composition of matter and why it behaves the way it does in different situations ranging from the sub-atomic to the solar system.
- They will learn how energy is produced and how it is moved from one site to another and how it can be used and controlled. Students will learn that science is an evolutionary process and that it moves forward by either developing theories and models to explain agreed observable experimental results or, conversely, by devising experiments to test predictions and hypotheses.

Performances:

- Written Tests;
- Written Assignments;
- Research assignments;
- Examinations midyear and end of year
- Group discussions;
- Practical investigations;
- Experimental design;

Future:

This subject is a pre-requisite for many careers in science, the medical sciences, engineering or technology. Students should note Mathematics is also required for many of these careers.

TECHNOLOGY

Prior Learning	Year 11/12 Courses	Future Pathways		
No previous experience	Workshop Techniques 1 Design and Production 2			
Basic computer skills	Computer Graphics and Design - Foundation 2	Computer Graphics and Design 3		
No previous experience	Design and Production 2 (Wood)	Object Design		
	Design and Production 2 (Textiles)	Object Design		
	Electronics - Foundation 2	Further study or employment		
Computer Graphics and Design - Foundation 2 or similar experience	Computer Graphics and Design 3	University study Employment		
'B' (or 'C' in consultation with teachers) in Year 10 AC English	Housing and Design 3	University study Employment		
Design and Production 2	Object Design (Wood) (UCP)	University study Employment		
	Object Design (Textiles) (UCP)			

Design and Production (Wood) Level 2

Understanding Goals:

- Why is it necessary to develop a range of skills, processes and techniques in working with wood?
- How do I use the designing, making and appraising process to develop and safely execute a project in wood?
- Do machines eliminate all hand work in the construction of fine wood projects and furniture?
- What timber products, including timber products unique to Tasmania are available and appropriate for my project?
- What is my duty of care in a workshop environment and how can I work to ensure the safety of myself and those around me?

Scope of Course:

- Develop and demonstrate an understanding of the design process
- Design folios and design briefs
- Problem solving skills.
- Choose suitable resources and equipment considering cost aesthetics and difficulty and practicality
- Native and non-native timber identification and application study
- Evaluate the suitability and effectiveness of techniques and processes in the making of projects
- Students may work independently or collaboratively to complete appropriate solutions for minor design briefs
- Excursions furniture workshops, design and sales centers, craft shops, sawmills and veneer mills, forestry coupe visits.

Performances:

- A Design Folio including: research, sketches, ideas, journal entries, materials lists, orthographic projections and final dimensioned designs.
- Design and complete at least one major wood project and one minor wood project
- Group discussions;
- Group problem solving activities;
- Practical investigations;
- Oral Presentations

Future:

Applied Technology leads to various career and educational opportunities in a range of related fields.

Design and Production (Textiles) Level 2

Understanding Goals:

- What skills and understanding are required for the design and construction of textiles products?
- How can I use the required skills and understanding of textiles, design, construction and fashion to design and safely produce quality products in textiles?

Scope of Course:

- Develop and demonstrate an understanding of the design process
- Complete at least one major textiles project and two minor textiles projects
- Complete a design folio that clearly satisfies the requirements of the design brief.
- Demonstrate problem solving skills
- Choose suitable resources and equipment
- Fibre, fabric and clothing study
- Evaluate the suitability and effectiveness of techniques and processes in the making of projects.
- Students may work independently or collaboratively to complete appropriate solutions for design briefs.
- Excursions textiles displays, boutiques, craft shops and retailers.

Performances:

- Design Folio.
- Group discussions.
- Group problem solving activities.
- Producing Textiles products
- Research assignments.
- Practical investigations.
- Oral Presentations.

Future:

This would be a useful background for gaining self-employment skills, and leisure activities.

Food, Cooking and Nutrition Level 2

Understanding Goals:

- What are the relationships between food, nutrition and health?
- How can I use the Australian Guide to Healthy Eating and other nutritional aides to plan healthy meals?
- Can I modify recipes to reflect trends in nutrition?
- Can I prepare key foods to demonstrate cooking methods and functional properties?
- What are social, cultural and resource factors that impact on planning recipes, menus and food events?

Scope of Course:

- Nutrients;
- Keeping food safe
- Nutrients and Energy

- Key foods
- Social, cultural and economic aspects of food
- Contemporary food applications

Performances:

- Practical food preparation and analysis;
- Implement safe and hygienic work practices
- Prepare and taste healthy foods
- Modify recipes, menus and diets to reflect current nutritional principles
- Make informed decisions about healthy food selection
- Design, prepare and evaluate recipes, menus and foods

Course assessment is based on whether a student can:

- Collect and evaluate information
- Communicate ideas and information
- Demonstrate organisational and time management skills
- Apply safe practices and food hygiene procedures
- Demonstrate food preparation skills
- Understand the key properties of foods
- Understand and apply nutrition principles
- Investigate and address food-related issues

Future:

This course is designed for students wishing to gain employment in the nutrition, hospitality and health industry, or continue with full-time study.

Computer Graphics and Design Level 3

Understanding Goals:

- How do I use design principles, processes and practice to explore the diverse range of
 possibilities available for designing and creating visual content such as web pages and video
 animation in the digital world?
- How do I develop and apply my understanding of the way technology and visual images work to communicate, analyse and problem solve?

Scope of Course:

The course has three components:

1) Contemporary Design in Computer Graphics

Design principles and processes.

2) Computer Graphics and Digital Content Areas:

Digital imaging, 3D modelling, 2D and 3D animation, web design, solid modelling, video, motion graphics and post-production editing, game design and making, Architectural drawing.

3) Major Research Project

Using computer generated graphics, or digital content, in a specialised area, each student will undertake a 50 hour major research project. This project will be externally assessed and needs to be presented in a format that suits the requirements of the area of specialisation.

As part of the Major Research Project, students are expected to:

- provide a clear, concise design brief describing the full nature and limitations of the project
- follow a structured design process
- prepare a presentation and written analysis for external assessment
- use contemporary design methods in the presentation of the project.

Performances:

- Design Briefs creation and use of.
- Critiques of contemporary design and designers.
- Video production and post production in all contemporary formats.
- Sketching, drawing and the keeping of a sketchbook.
- Creating 2D vector and raster graphics + 2D animation production.
- Formal written examination.
- Digital photography and image manipulation.
- Research assignments, essays and tests.
- Multimedia tutorial creation and consumption.
- 3D modelling, animation and game engine experiments.
- 2D animation production.

Future:

This course will provide an excellent background for students who wish to study University or Trade Training courses in engineering (drafting and electrical) and architecture.

Housing and Design Level 3

Understanding Goals:

• How do I use skills in applying design principles, processes and practice to explore the diverse range of possibilities available for designing and creating indoor and outdoor living spaces?

Scope of Course:

This course develops students' knowledge, skills and capabilities to respond to design problems relating to indoor and outdoor living spaces at the highest level of complexity offered by TCE courses.

Emphasis is placed on developing the architectural design skills of imagining, representing and testing design ideas, and application of research strategies to support this progress. Students will consider environmental, aesthetic, functional, social, technological and ergonomic influences and impacts within a range of housing and design projects.

Students will develop their capabilities as designers within the area of housing and design. They will do this through the application of design principles and information, including:

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

Students will develop knowledge and skills by undertaking a range of design briefs

Performances:

- Pencil and paper Tests;
- Creating and interpreting client based architectural design briefs;
- Group discussions;
- Problem solving activities;

- Model construction;
- Research assignments;
- Practical investigations;
- Interview and questioning on major project justification;
- Major Project Folio based assessment.

Future:

Design as a lead into further studies in Environmental Design, Interior Design, Urban Planning, Education or Social Work.

Electronics Level 2

Understanding Goals:

- Develop an understanding of some of the fundamental aspects of electronics
- To plan, construct and test some basic electronic circuits and projects
- Use a variety of test equipment to undertake measurements
- Develop problem solving skills
- Communicate ideas, research and recall information
- To become familiar with some electronic circuit simulation software
- Safe work practices

Scope of Course:

Students will undertake a core curriculum covering several areas of electronics with the addition of one option unit of work. Some areas of study in the core include:

UNIT 1 ELECTRONIC FLASHER or OTHER PROJECT:

May include making a basic circuit board, building a simple project and learning the concepts of simple components and electronic concepts.

UNIT 2 TRANSISTORS AS A SWITCH and AMPLIFIER:

During this unit students build some form of electronic project, learn about circuit simulation software, electronic concepts and basic test equipment skills.

UNIT 3 AUDIO AMPLIFIERS:

this unit builds on various concepts and may include a second project if there is time.

Robots and microcontrollers are used to assist with the learning in this course where time permits. Students who complete set work are encouraged to experiment with robotics and microcontrollers, including digital fundamentals, construction techniques and robot challenges. (Arduino, Pic-axe, Tetrix, Matrix and Lego control are used for this)

Students have some choice of associated projects and experiments with safety being a common theme throughout the course.

Performances:

- Component identification and safe handling
- Basic circuit board development
- Construction and testing of simple projects
- Bread boarding with experiments and microcontrollers (if appropriate)
- Use of circuit simulation software and test equipment

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THEOLOGY

Theology-Moore College Preliminary Theological Certificate

Understanding Goals:

- How can we understand the Bible?
- What are the theological methods for interpreting the Bible?
- What does the Bible teach?
- How is the Bible a cohesive whole?
- What is Christian doctrine?
- What is the history of the Christian church?
- What was involved in constructing the canon of Scripture?

Scope of Course:

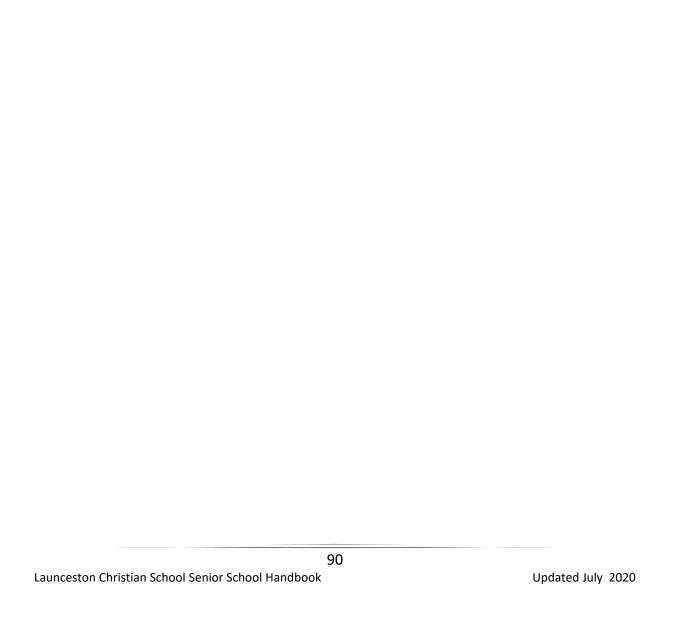
Theology is a unique course to LCS. Students can begin the course in year 11 or 12, studying for 1 or 2 years. There are 6 units to complete over the two years in order to complete the Preliminary Theological Certificate. (NB - Although the course runs over two years, there is no problem for students to start in year 12 and to finish the PTC in their own time after they have finished at LCS). The units studied in the course are as follows:

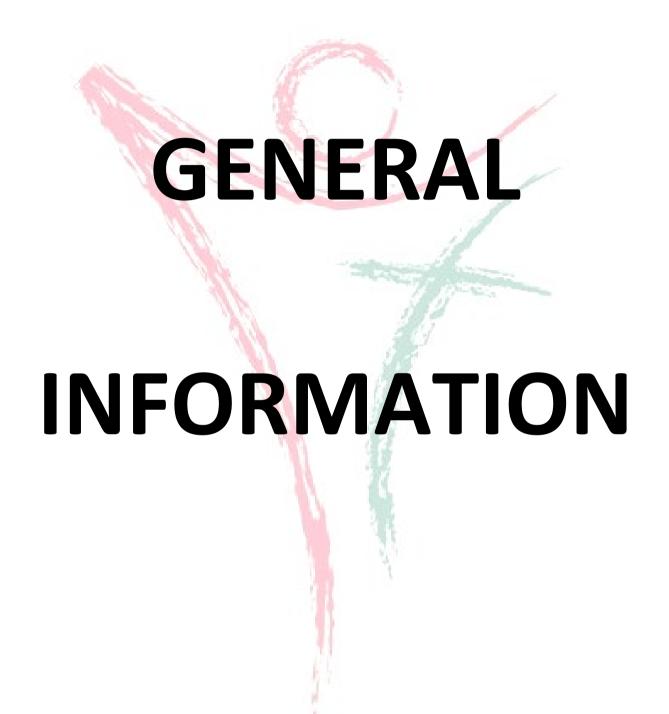
- 1. Introduction to the Bible
- 2. New Testament 1
- 3. Old Testament 1
- 4. Doctrine 1
- 5. Ephesians
- 6. Option subject

Although Theology is not a pre-tertiary subject for university entrance, it is a rigorous and demanding course only for students interested in furthering their biblical knowledge. The course is suited for students considering Bible college and/or missionary work, as well as those who are or want to be involved in church ministry of some sort (youth ministry, Bible teaching, preaching, evangelism, etc). Successful completion of the 2-year Theology course qualifies the student with a Preliminary Theological Certificate from Moore Theological College in NSW.

Performances:

There is a 1 hour externally assessed exam for each of the units.





ACADEMIC INTEGRITY

YR 11-12

All TASC students are referred to the full Authenticity and Academic Integrity Guide at the beginning of the year and are expected to read and adhere to its content. A link to this guide is provided on each subject/class page on The Hub and on the Senior School Page —

https://www.tasc.tas.gov.au/wp-content/uploads/2017/07/Authenticity-and-Academic-Integrity-Guide-1.pdf

This Guide is explained in detail by the Director of Studies each year in a designated TASC meeting for all senior students. The Guide is emailed to each TASC student and each student is required to return an electronic acknowledgement to the school confirming that they have read it.

YEAR 11/12 ASSESSMENT POLICY

The assessment of student work is an essential part of the learning process, providing important feedback for students, parents and teachers. This policy has been prepared to explain our expectations in relation to the submission of assignment and/or project work.

EXTERNAL ASSESSMENT

Generally speaking, the Office of Tasmanian Assessment, Standards and Certification (TASC), will not accept any work that is submitted for assessment later than the due date; (for example, a project or folio of work). While this usually involves students studying particular pre-tertiary subjects, some non-pretertiary subjects do incorporate some form of external assessment. Where students are studying subjects involving external assessment, their subject teacher will inform them well in advance concerning the due date for the submission of work. In the case of exceptional circumstances, an application for extension can be sought.

INTERNAL ASSESSMENT

With respect to internal assessment, the following points should be notes.

- 1. Students will normally be given at least a week's notice of the due date, in relation to assignment and project work.
- 2. Due dates: Assignments and projects are to be submitted on or before the due date. Unless there are established extenuating circumstances, where assignments or other set work is handed in after the due date, no assessment will be recorded for that piece or work.
- **3.** Extensions: Students are encouraged to take some responsibility with the management of their workloads and for this reason they should see their teacher in advance of the due date if an extension is needed. Extensions may be granted at the discretion of the subject teacher and must not be requested on the date a piece or work is due. Extensions are not automatically granted.

- **4.** Missing assignments: Where a student fails to submit an assignment or set work for assessment, parents may be notified.
- **5.** If a student is absent on the day a piece or work is due, the work should be handed in on the next day of attendance. It is expected that a note or medical certificate will accompany the work, giving a legitimate reason for the absence.
- **6.** Students may request a review of assessment on any criteria on any TASC assessed subject. Forms are available on the Senior School Page on The Hub.

THE HUB

The Hub is the LCS branding of Schoolbox which comprises an all-in-one learning management system (LMS), portal and intranet. The Hub is self or cloud hosted, integrated, flexible and secure.

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

Parents can connect with their child's learning journey becoming aware of due dates, curriculum content and school news and events using The Hub. It enhances (rather than replaces) student to teacher communication and helps encourage and further the partnership between home and school. All parents are given login details and may contact the LCS office for help in accessing The Hub if necessary.

Close to 400 schools are currently using The Hub, each creating their own unique system that reflects school culture. At LCS, The Hub content reflects our Biblical worldview and our commitment to Christian education.

LAUNCESTON CHRISTIAN SCHOOL LIBRARY - SENIOR SCHOOL

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

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

The Library is open Monday to Thursday from 8.30 - 3.45, and Fridays from 8.30 - 3.30, and also at lunchtime. Senior School can borrow 7 books for 2 weeks.

A few PCs and laptops are available for Senior School students if they've come without their own device. When using computers students are expected to adhere to the LCS Acceptable Use Agreement. The LCS Library provides a warm, welcoming environment where students can learn, study, enjoy quality literature, and develop reading and research skills.

MOBILE PHONES

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

Mobile phones should not be used in any manner or place that is disruptive to the normal routine of the school.

Using mobile phones to bully and threaten others students in unacceptable and will not be tolerated. In some cases it can constituted criminal behaviour.

Mobile phones are NOT to be used in class.

Students who infringe the rules set out could face having their phone confiscated by teachers.

CARS

Parking is provided at LCS for students who drive their cars to school. At the start of the year, or when a student gets a drivers licence and car, all students must provide the office with the make of car and their registration number.

CLASS ATTENDANCE

Any absence from class can reduce the chance of success and can create an additional workload for the student and teacher on their return to school. In addition to this the overall smooth running of the class may be affected. An attendance check will be performed at the start of each class. Absences from all classes will be recorded. While some absences are unavoidable, generally all students are expected to attend their timetabled classes. With this in mind, it is suggested medical and other appointments are made outside timetabled classes to minimize the disruption to individuals and classes. Absences may have some impact on student allowances such as Austudy.

LATE ARRIVALS

Students who are late must sign in at the school office. On some occasions the late arrival of a student to a class can be quite disruptive. Late students should wait quietly at the classroom door, where they are visible to the teacher, until invited to join the class.

ABSENCES

If you are going to be absent from school, it is important that you contact the office on **63272854** by 9am on the day of the absence. The school will keep a record of your attendance and this information will be passed on to Centrelink, and other agencies, should they wish to check the nature of absences for students receiving benefits.

USE OF STUDY PERIODS/LEAVING THE SCHOOL GROUNDS

While it is recognised that students may have some non-contact time during the day, this should not be viewed as free time. Students should make use of the study periods for revision, homework and assignments. Students may leave the school grounds during study periods, however they are required to sign out and back in at the office. This is important, particularly in the case of an emergency, so students can be accounted for by the staff and emergency services.

UNIFORM POLICY

Rationale

Our policy at Launceston Christian School, in line with parents' express wishes, is that all children wear the School Uniform. This policy is based on the beliefs that:

- 1. School Uniform is the most economical option for parents in the long term.
- 2. Uniformity minimises economic differences and demonstrates a sense of equality.
- 3. Students develop a sense of belonging to the school.
- 4. Uniformity goes hand in hand with discipline accepting the rules and fitting in.
- 5. Children will develop a sense of appropriate personal presentation.

General

- 1. No variation from these provisions is allowed without the Principal's consent and he is the one who has sole discretion, in deciding whether a student's attire meets these requirements.
- 2. If for some reason a student is not able to wear the appropriate uniform on any School day, a covering note is required by way of explanation.
- 3. The Principal may use his discretion in excluding any student from School activities if these uniform requirements are not met to his satisfaction.
- 4. In the event of financial difficulty, parents are invited to discuss with the Principal some mutually satisfactory interim measures concerning their child's School uniform.
- 5. In the event of loss or wearing-out of some part of the uniform, parents are expected to obtain a replacement, more or less immediately and certainly as soon as practicable. Again, the Principal must be consulted.
- 6. A Uniform Committee exists in the School and it is this Committee's task to oversee the provision and supply of uniform as well as recommending uniform policy.
- 7. Should parents wish to suggest changes to the uniform they are welcome to write to the Principal.
- 8. The Uniform Committee usually consists of the Principal or his/her delegate, the Uniform Shop Volunteers, 1 Staff member and 3 parents (1 Senior School Parent, 1 Middle School Parent, 1 Junior School Parent. The principal will select the staff and parent members in consultation with the Uniform Shop Coordinator;
- 9. The Uniform Committee meets at least once every term at school to discuss matters relating to uniform;
- 10. The Uniform Committee can appoint a subcommittee for consultation, advice and recommendation(s).

UNIFORM CODE

BOYS & GIRLS SUMMER & WINTER UNIFORM

Tops

- Strictly enforced: Senior School Polo Top & Senior School Rugby Top only
- o Plain black jacket (Term 2&3 only), LCS jacket, or Senior School jacket if/when available.
- o The approved Year 12 Leavers' Hoodie may also be worn if/when available
- Long/Short sleeve Tops may be worn underneath Polo Tops (strictly plain black or white only)

Trousers

- Students' choice of jeans, skirts or shorts (<u>in good condition</u>).
- Only dark plain colours allowed (black, grey, navy, burgundy, green)
- Plain black/blue denim are the school's preference

No 'baggy' track pants are allowed

Skirt or Shorts (must be in good condition)

- o Girls Skirts and Shorts strictly mid-thigh
- Black tights and/or leggings are allowed to be worn under skirts and shorts but may not be "figure-hugging"
- o No board shorts permitted

• Hair

- Must be neat and tidy, long hair must be tied up in practical subjects
- No punk styles and colours are allowed.
- o Hair accessories if worn must be unobtrusive and in school colours only.
- Senior School students are not allowed to grow moustaches, sides and/or beards and should therefore be clean and neatly shaved.

Accessories

- Senior School students may wear no more than two pairs of gold/silver studs or sleepers in their ears
- Strictly no other body piercings or tattoos allowed

Shoes

- Thongs and open-toe sandals are not allowed as they present a Workplace Health and Safety concern
- No ugg-boots, slippers or moccasins

Caps/Hats

If a student chooses to wear a hat, it needs to be a school hat/cap

Other

- Sports Lessons students are permitted to change into another top for the lesson.
 However it must be appropriate for the activity and the school polo top must be worn again at the end of such a lesson
- o Girls are permitted to wear 'sports tights' for their sport lessons but MUST change before and after class. Sport tights are NOT to be worn for general schoolwear.

Senior School Formal Dress (Must be worn on Celebration Night and other formal events)

- Formal Black Trousers or Black Skirt
- Black enclosed shoes
- Senior School top

Compliance

 Failure to comply with Senior School uniform standards may result in students being refused to attend events, classes or even risk being sent home