Create your FUTURE @MKC







2027 COURSE GUIDE | Senior School Year 10,11 and 12

IN FAITH AND HOPE AND LOVE

Mackillop Catholic College



About this Course Guide

This Course Guide serves as a roadmap for students navigating their academic journey for Years 10 - 12. This guide equips students with essential information, enabling them to make informed decisions about their subject choices. From outlining available courses to detailing prerequisites and offering insights into career pathways, the guide empowers students to craft a personalised curriculum that aligns with their interests, aspirations and future goals.

The courses outlined for Year 11/12 represent our best understanding, at this stage, of the courses that will be delivered by the College, or by one of our partner Year 11/12 Colleges in 2027.

MacKillop CATHOLIC COLLEGE

This handbook is accurate at the time of printing – May 2026



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compassion
excellence service

Mission Statement

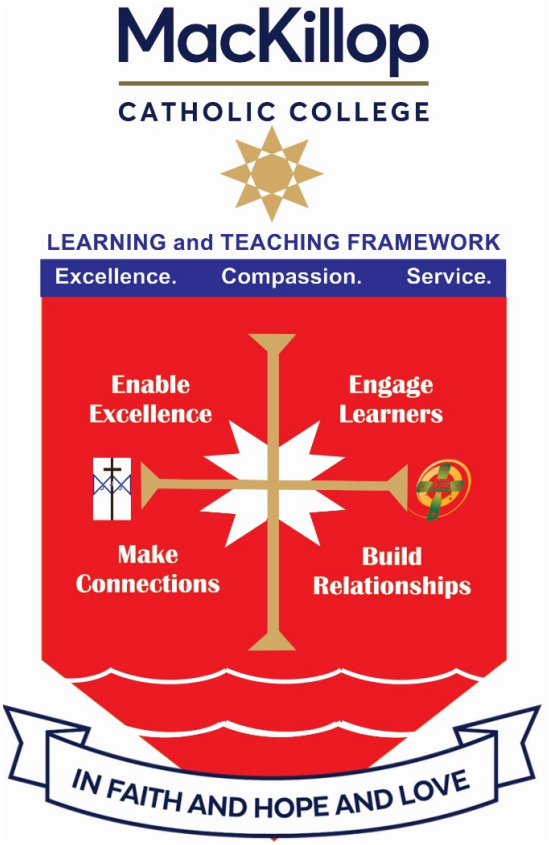
As a Catholic College we provide a vibrant, inclusive learning community.

We inspire:

- Positive relationships that are life giving, collaborative and respectful
- Equity and excellence
- A passion for lifelong learning

Vision Statement

We are a Christ-centred learning community
that fosters excellence, compassion and service.







Welcome to MacKillop Senior School

The MacKillop Catholic College Senior School program strives to prepare students to achieve personal excellence in all areas of school life and to see each student take their place in the wider community in the spirit of Saint Mary of the Cross MacKillop and Blessed Edmund Rice. Building upon the excellent work of the Years 7-9 programs, the MacKillop Catholic College Senior School aims to provide the opportunity for each student to become an independent and active learner, who is ready to confront the challenges of an ever-changing world through a rich and engaging curriculum that has a broad range of subject offerings.

This Course Guide presents and explores study options over Years 10, 11 and 12 to support students and families as they journey together towards gaining the Tasmanian Certificate of Education (TCE). It provides clear learning pathways from Year 10 into Year 11 and Year 12 in specific learning areas. It promotes a broad approach to senior secondary education, keeping options open for future directions beyond Year 12 including transitioning directly into employment, an apprenticeship or further study in the tertiary or TAFE sectors.

The Course Guide plays one part in the process of bringing students to a position in which informed decisions can be made. Students and parents are urged to take full advantage of the opportunities offered for information, career, and subject counselling that will be offered in the coming weeks. It is hoped that by the end of Term 3, students will have selected their course of study for the following year.

MacKillop Catholic College students have an established record of outstanding achievement in their studies, careers, sporting and cultural pursuits and service to the community. It is important for parents and students to understand what the Senior School program at MacKillop Catholic College has to offer – a continued connection and belonging to a community of faith, the opportunity for sustained growth as young people of compassion, hope and empathy through the continuation of religious education studies, opportunities for student leadership and personal development through the College's leadership and vertical pastoral care programs, and the continuation and support of the bonds of friendship that students have developed over recent years. Learning in the senior years is challenging, and the secure, well structured learning environment at MacKillop Catholic College where students are already well known and understood provides a very strong basis for individual success.

Mr Brendan Gill
Principal

Staff Available for Subject Advice

The following staff will all be important in assisting you to select the right courses and in helping you to map out your pathway through Years 11 and 12:

Deputy Principal: Learning and Teaching	Mrs Alanna Stretton	astretton@mackillop.tas.edu.au
Director of Curriculum and Pedagogy	Ms Frankie Flanagan	fflanagan@mackillop.tas.edu.au
Program Leader: Careers and Pathways	Ms Sarah Gurney	sgurney@mackillop.tas.edu.au
Head of Learning: VET and Vocational Learning	Mrs Sue Howard	showard@mackillop.tas.edu.au
TASC Liaison Officer	Mr Liam Cooke	lcooke@mackillop.tas.edu.au
Director of Learning Enhancement	Mr Izaac Feery	ifeery@mackillop.tas.edu.au

Heads of Learning

The Arts	Mrs Sally Tew	stew@mackillop.tas.edu.au
English	Mrs Marree Webster	mwebster@mackillop.tas.edu.au
Humanities and Social Sciences	Miss Jacinta Pearce	jpearce@mackillop.tas.edu.au
Health and Physical Education	Ms Sophie Ireland	sireland@mackillop.tas.edu.au
Languages	Ms Catherine Sullivan	csullivan@mackillop.tas.edu.au
Mathematics	Mr Jeremy Scott	jscott@mackillop.tas.edu.au
Outdoor Education	Mr Justin O'Brien	jobrien@mackillop.tas.edu.au
Science	Mr Liam Cooke	lcooke@mackillop.tas.edu.au
Technologies	Mrs Lenna Green	lgreen@mackillop.tas.edu.au
Religious Education	Ms Catherine Sandric	csandric@mackillop.tas.edu.au
VET and Vocational Learning	Mrs Sue Howard	showard@mackillop.tas.edu.au

For other subject-specific advice, please refer to the teacher delivering the subject and attend the Creating Futures Expo Evening

The Language of Senior School

The Office of Tasmanian Assessment, Standards and Certification (TASC)

TASC is responsible for the accreditation of senior secondary subjects, external assessment and quality assurance. TASC issues qualifications, including the Tasmanian Certificate of Education (TCE), to students who meet the required standards. TASC subjects are organised into four levels of difficulty - Levels 1, 2, 3 and 4 (with 4 being the most difficult). Level 3 and 4 subjects, also known as pre-tertiary subjects, can contribute to an Australian Tertiary Admission Ranking (ATAR). Level 1 and 2 subjects are non-pre-tertiary and do not count towards an ATAR but do count towards the TCE. More detail is available at: https:// www.tasc.tas.gov.au.

Tasmanian Certificate of Education TCE

The Tasmanian Certificate of Education is a qualification awarded at the end of Year 12 to students who have satisfied the TCE standards. These standards are as follows:

- Completing courses with a minimum of 120 credit points over two years. 80 of these credit points must be at Level 2 or higher;
- Evidence of participation in pathway planning (developing and reviewing plans for your future);
- Obtaining your 'ticks' for literacy, numeracy and ICT by studying particular courses, or by completing a Safety Net Test.

Tasmanian Certificate of Educational Achievement (TCEA)

A standardised certificate, like the TCE, may not provide suitable evidence of the achievements of some Year 11 and 12 students, including some students with disabilities. The TCEA is quality assured certificate issued by TASC that records the participation and achievement of eligible students.

Tertiary Entrance Score (TE Score)

TASC calculates a score for each pre-tertiary subject studied in Years 11 and 12. Your TE Score is the combined scores of your best five pre-tertiary (Level 3 or 4) subjects over two years.

Australian Tertiary (University) Admission Ranking (ATAR)

Selection for entrance into university courses is usually based on the ATAR (Australian Tertiary Admission Ranking). An ATAR is automatically calculated from your TE Score, based on results from top five Level 3 and 4 subject results.

Students must have achieved their TCE to receive an ATAR. The ATAR is a rank, not a mark, that indicates how your overall academic achievement in senior secondary education compares to other students in your year group. The ATAR ranges between 0 and 99.95, with increments of 0.05, meaning an ATAR of 80.00 indicates you performed better than 80% of Year 12 students in Tasmania.

For more information about TE Score and ATAR visit https://www.tasc.tas.gov.au/students/university/.

Vocational Education and Training (VET)

VET qualifications are recognised nationally and are developed with industry consultation and for industry specific requirements. This gives you real-life, practical and industry-relevant skills. In Years 10, 11 and 12, VET courses ranging from Certificate I to Certificate III are available.

Entry into VET courses will include an interview to determine whether the course is suitable for you based on your pathway and motivation.

Cross Campus Study

Students in Years 11 and 12 studying pre-tertiary subjects (Level 3 and 4) may be able to access additional subjects through our cross campus arrangement with other Catholic Colleges. This arrangement endeavours to maximise subject availability by enabling students to study a subject offered at one of the other schools. Enrolment into a cross campus subject is subject to availability and will be discussed with students if this option is relevant for their chosen study program.

YEAR 10

Information



General information about Year 10 subject offerings

MacKillop Catholic College aims to provide quality educational opportunities for all students in Year 10 to ensure they have the best opportunities to acquire the knowledge, skills and personal qualities essential for success in further education, employment and as future citizens.

Studying Theology and Spirituality, English, Mathematics, HPE, History and Science subjects are mandated by the Australian Curriculum and supported at MacKillop Catholic College in Year 10.

The elective subjects should be selected according to each student's possible career pathway, interests and ability.

It is important students reflect on their academic achievements to date to inform their subject choices. This Course Guide is designed to assist students and parents in making informed decisions about subject selection preparation for Years 10, 11 and 12. With a comprehensive overview of the courses available to study in Year 10.





Choosing a personally relevant study program

MacKillop Catholic College acknowledges that all students have individual gifts and talents and therefore are on an individual pathway to post-school options. During Year 10 you will work with the Senior School staff and Future Pathways team to gather information about possible careers, explore options relevant to your interests and ability, and plan how you might achieve your personal and career goals.

Before deciding on the subjects that you would like to study for Senior Schooling, you should:

- Obtain advice from your current teachers;
- Plan a three-year program relevant to your goals and interests (keep in mind that some subjects have pre-requisite subjects that you need to have studied before you attempt the subject) and one that will enable you to obtain the TCE;
- Consider any pre-requisite subjects that are required for study at either university or TasTAFE after you complete Year 12;
- Read the subject or course details carefully, and;
- Ask Senior School teachers for more information about subjects and their recommendations.

Once entry factors are considered, subject choices are best made based on interest, enjoyment and achievement.

Subject Availability

This Guide contains descriptions of all elective subjects that may be offered at MacKillop.

The majority of subjects in this Guide are offered on a regular basis. However, if there are insufficient numbers of students interested in studying a particular course it may not be offered.



Career Pathways

It is helpful if you have a few career ideas in mind before choosing subjects. If you are uncertain, try to select subjects which will keep several career options open to you and allow you to explore areas that interest you. There are many people at MacKillop Catholic College you can discuss this with.

As students enter their senior years at the College, they are opened up to several opportunities to help them make decisions about career pathways, including work experience, transition week, career expos, taster days, pathways planning sessions and more.

MacKillop Catholic College offers a variety of courses that help students achieve the skills, knowledge and qualifications needed for their pathway goals. Through the information in this course guide and pathways planning sessions, students will become familiar with which courses they need to choose to assist with their career goals beyond the College.

The following career resources are available and should be consulted when looking at career planning:

- Utilising staff at the College who have specific pathway and industry knowledge.
- Career information, such as brochres, flyers and booklets about particular careers pathways which can be found throughout the College.
- My Future Website: www.myfuture.edu.au - provides a wealth of information about career planning, education and training and employment in Australia.

Planning a Course of Study

Students at MacKillop Catholic College study 9 subjects in Year 10

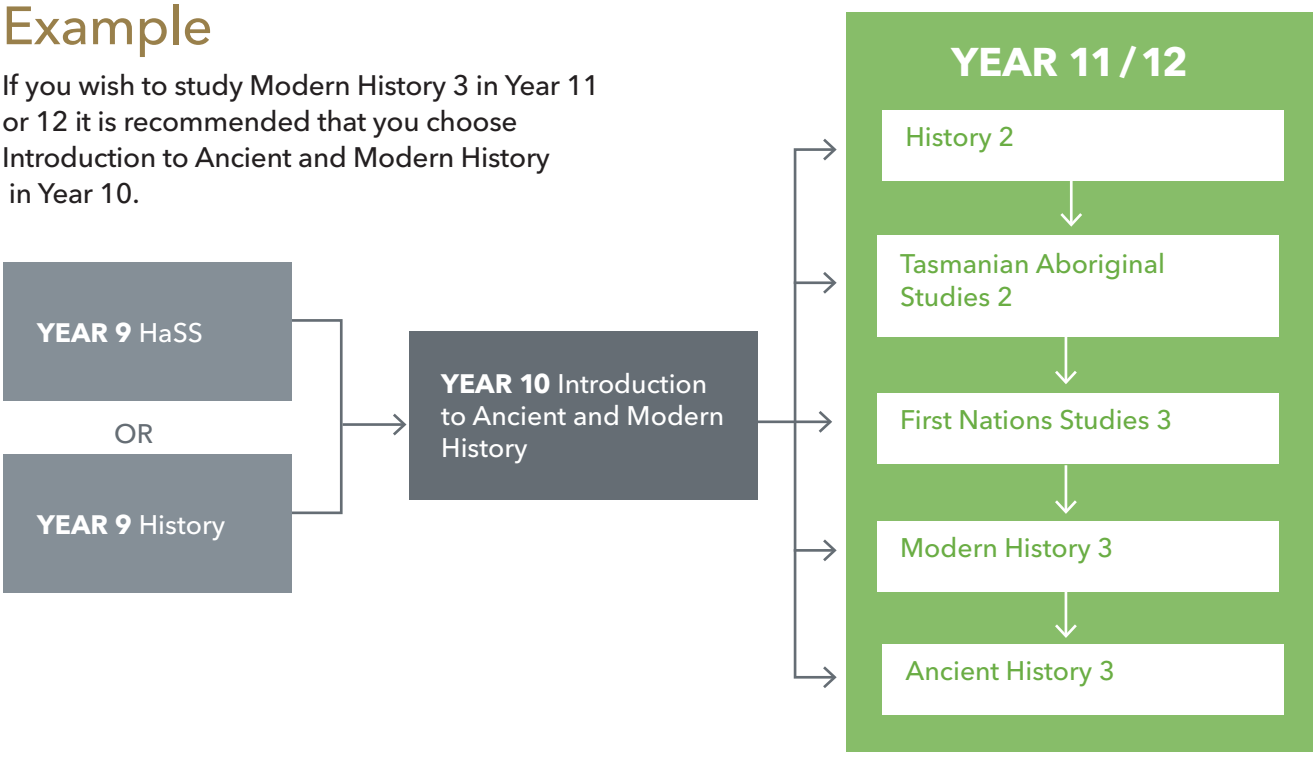
You will study
Theology and Spirituality [CORE]
English [CORE]
Science [CORE]
History [CORE]
Health and Physical Education [CORE]
Mathematics [CORE}

You MUST select three (3) **elective subjects** for the whole year of study.

Elective subject choices are best made based on interest, enjoyment and achievement. It is recommended to select subjects that support the possible pathway you intend to study in Year 11 and 12.

Example

If you wish to study Modern History 3 in Year 11 or 12 it is recommended that you choose Introduction to Ancient and Modern History in Year 10.





YEAR 10

Trade Readiness Program

MacKillop Catholic College is proud to offer an alternative curriculum option for Year 10 students – the **Trade Readiness Program**, is designed for young people who are eager to explore hands on learning, develop valuable industry skills, and strengthen the literacy and numeracy foundations needed for future vocational pathways.

The Trade Readiness Program provides an engaging and integrated approach to the Australian curriculum core subjects (English, History, Maths and Science) with a trade-based focus.

This program provides a **supportive, engaging, and practical learning environment** for students who are considering careers in the trades or who are beginning to think about apprenticeships and VET pathways in Years 11 and 12.



A Welcoming and Integrated Learning Experience

The Trade Readiness Program delivers a unique approach where students learn English, Mathematics, Science, and History together in one class group, rather than across separate subjects. This integrated model helps students see the real world connections between their learning and the workplace, with a strong focus on the literacy and numeracy skills required to succeed in industry.

Students also study Pathways to Trade as one of their three electives, giving them further opportunity to explore the trades, understand workplace expectations, and develop the confidence needed for future study or employment.

Setting Students Up for Their Future

The program is intentionally designed for students who are:

- Interested in apprenticeships or training in the **Building and Construction** industries.
- Keen to connect learning with **real-world, practical applications.**
- Motivated by hands on tasks and team based projects.
- Looking to strengthen their **literacy, numeracy, and workplace communication** skills.
- Wanting a structured introduction to VET pathways leading into Years 11 and 12.

Students in the Trade Readiness Program can achieve up to a **satisfactory (C) rating in** English, Maths, Science, and History through this integrated curriculum model. This allows them to successfully transition into **Year 11 and 12 VET subjects**, supporting subjects, or – for some – **an early apprenticeship opportunity** where appropriate.

(Note: This program is not designed as a pathway into Level 3 pre tertiary subjects. Students aiming for these subjects should remain in the standard curriculum.)

Industry Experiences and Real Opportunities

Students in the Trade Readiness Program benefit from genuine industry exposure and practical training, including:

- Participation in the College's **Vocational Education and Training (VET)** workshops.
- Completing their White Card through Master Builders Tasmania.
- Hands on **industry tasters** with leading training providers.
- Guidance in preparing for future training, apprenticeships, and workplace expectations.

This program not only builds skills – it builds confidence, capability, and clarity about future pathways.

Application and Interview Process

Students who are interested in joining the Trade Readiness Program will need to:

1. Submit an application.
2. Attend an interview to discuss their interests, strengths, and suitability for the program.

We welcome students who are ready to challenge themselves, work positively in a team, and take **the first steps toward a successful future in the trades.**



CREATE

future

YOUR



your way!



Year 10 Courses and Colour Key

RELIGIOUS EDUCATION

- Theology and Spirituality

ENGLISH

- English
- Creative Writing

HUMANITIES AND SOCIAL SCIENCES

- History
- Introduction to Ancient and Modern History
- Geography
- Asian Studies
- Economics and Business Enterprise
- Sociology and Psychology Foundation
- Legal Studies
- Child Studies Foundation

HEALTH AND PHYSICAL EDUCATION

- Health and Physical Education
- Sport Science
- Athlete Development
- Community Sport and Recreation
- Health Studies
- Duke of Edinburgh

OUTDOOR EDUCATION

- Outdoor Education

LANGUAGES

- Japanese

MATHEMATICS

- Essential Mathematics
- Mathematics
- Introduction to Mathematics Methods
- TASC Mathematics Methods Foundation 3

THE ARTS

- Dance Foundation
- Drama Foundation
- Media Arts Foundation
- Music Studies Foundation
- Visual Arts Foundation

SCIENCE

- Science
- Science and Engineering
- Biology
- Physical Science

TECHNOLOGIES

- Digital Technologies
- Food Technology
- Design and Technology, Wood
- Introduction to Housing, Technical Design and Modelling
- Pathways in Trade

VET

- Hospitality Skill Set

YEAR 10

RELIGIOUS EDUCATION

HEAD OF LEARNING
Mrs Catherine Sandric



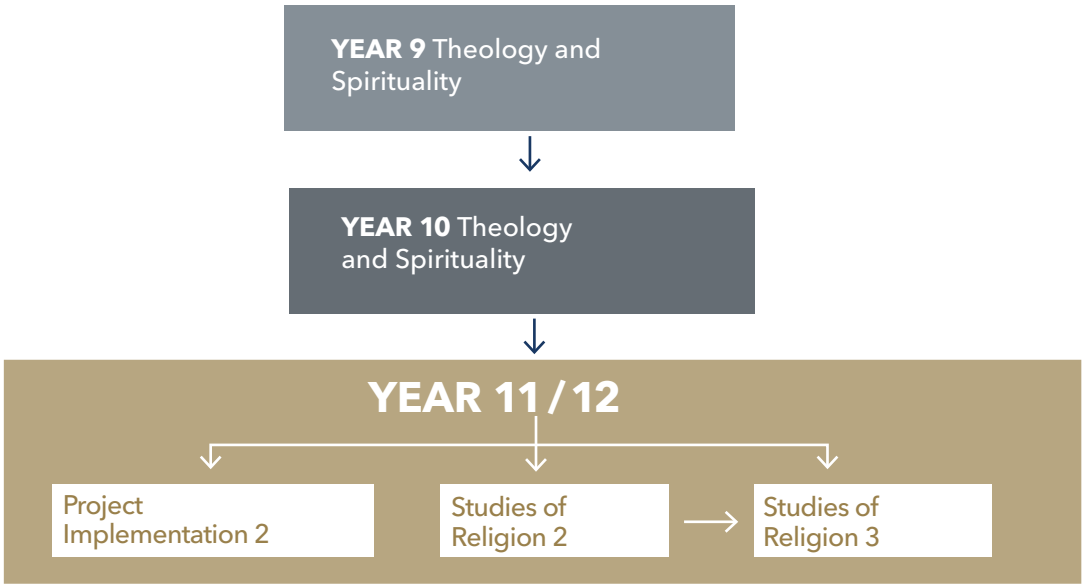
THEOLOGY AND SPIRITUALITY [CORE]

The Year 10 course builds on the course in Year 9 where students have begun to develop more complex understandings of theological and doctrinal concepts covered in the Good News for Living Curriculum. Students in Year 10 study four units over the course of the year - Social Justice, Interfaith Dialogue, Ethics and Spirituality. By the end of Year 10 students have developed skills in Biblical criticism sharing personal interpretation supported by evidence, drawing on research of the biblical writers and commentaries.

Through these units they explore the mystery of God and the teachings of Jesus Christ through a study of Social Justice gaining a comprehensive understanding of Catholic Social Teaching demonstrating and understanding of the Christian commitment to protect and advocate for the dignity of the vulnerable in our world. Students reflect on the paschal mystery, the resurrection and the importance of the Word of God as a guide for the Christian Life. By the end of Year 10 students have developed skills in Biblical criticism sharing personal interpretation supported by evidence, drawing on research of the biblical writers and commentaries. Students complete a study of interfaith dialogue, in the light of the work of Pope Francis and other religious world leaders as a lens to explore a comparative study of religious traditions working together for justice and peace. Students study philosophical/ethical approaches to decision making in a complex modern world. They construct and communicate informed arguments involving ethical choices. The final unit of the year supports students to consider the spiritual dimension of their lives through reflective journaling, meditation, and a variety of prayer forms students explore how prayer draws us into an encounter with God throughout our lives and through creation.

Pathways

Students completing Year 10 Theology and Spirituality at an A/B achievement level will be prepared to access Studies of Religion 3 in Year 11. Alternatively, a C achievement will prepare students to access Project Implementation 2 and Studies of Religion 2 in Year 11 and pathway to Studies of Religion 3 in Year 12.





ENGLISH [CORE]

Year 10 English is built around the three key strands of Language, Literature and Literacy. Students will experience a balanced approach to these strands, focusing on developing their knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

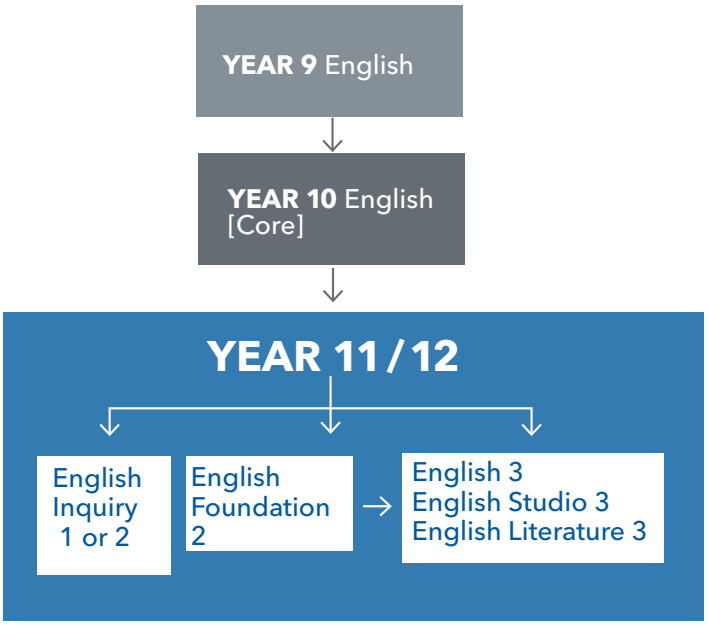
Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, novels, poetry, plays and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references.

Students create a range of imaginative, informative and persuasive texts, including narratives, procedures, performances, reports, discussions, analytical essays and creative responses.

HEAD OF LEARNING
Mrs Marree Webster

Pathways

Students completing Year 10 English [Core] at an A or B achievement level will be prepared to access English 3 in Year 11. Alternatively, a C achievement will prepare students to access English Foundations 2 or English Inquiry 2 in Year 11 and pathway to English 3 in Year 12. If students achieve a D or E in Year 10 English [Core] then their pathway would be to English Inquiry 1 or 2.



Year 10
ENGLISH

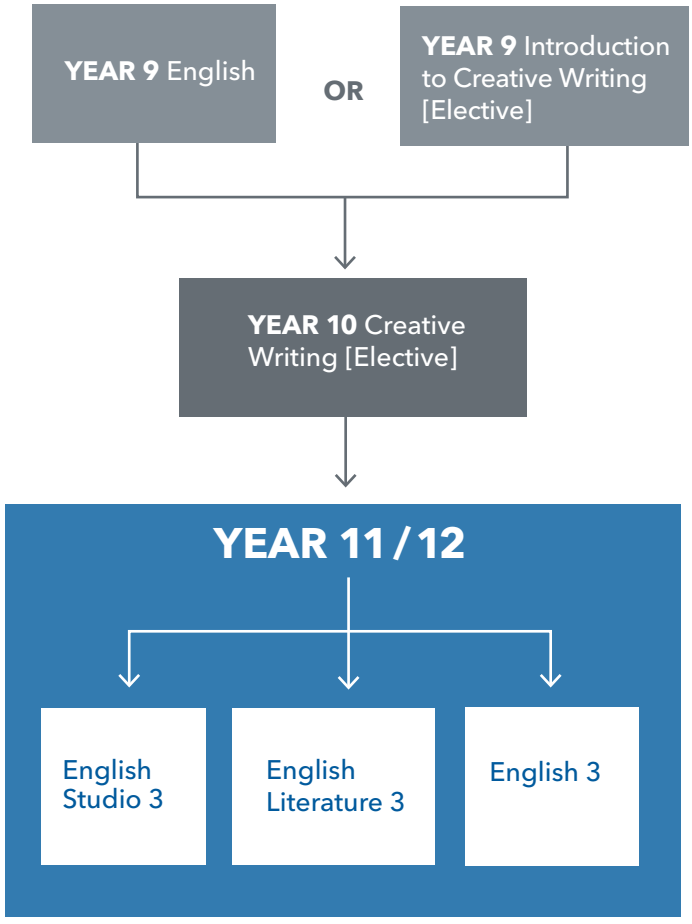


CREATIVE WRITING

[ELECTIVE]

Students will explore the craft of writing and learn to evaluate what makes a successful and engaging text. They develop skills to workshop their writing, undertaking an authoring process of drafting, editing, and reviewing their work and the work of other writers. Students will explore a variety of text types, such as poetry, editorials, film scripts, plays, reviews and narratives. They will respond to these in analytical and creative ways.

Students who enjoy writing and are motivated to improve their creative expression should join this course. It will give a strong grounding for the study of pre-tertiary English courses. The course will be useful for any student interested in being a writer in any field, such as the arts, public service, journalism, education, communication, politics, or the law.



What do you need for this subject?

Students will need a strong interest in words and ideas and the willingness to learn how to use them most effectively. They should be interested in writing in their own time and enjoy analysing a diverse range of texts. This specialised English elective is recommended for students who have an interest in and the ability to analyse texts and craft extended pieces of work.

CREATE IT YOUR WAY!



HISTORY [CORE]

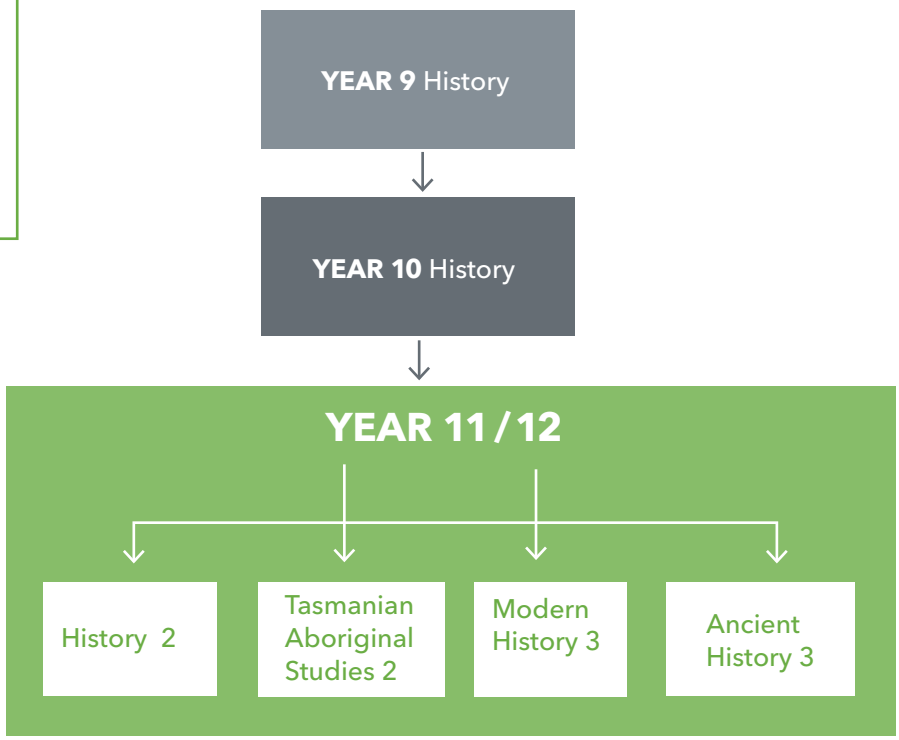
In History students will use inquiry, source analysis, research and communication skills to discover the past. The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The 20th century became a critical period in Australia's social, economic, cultural, environmental and political development.

The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region and its global standing, and the demands for rights and recognition by First Nations Australians.

HEAD OF LEARNING
Ms Jacinta Pearce

Pathways

Students completing Year 10 History will be prepared to access a whole range of Year 11/12 HaSS courses.





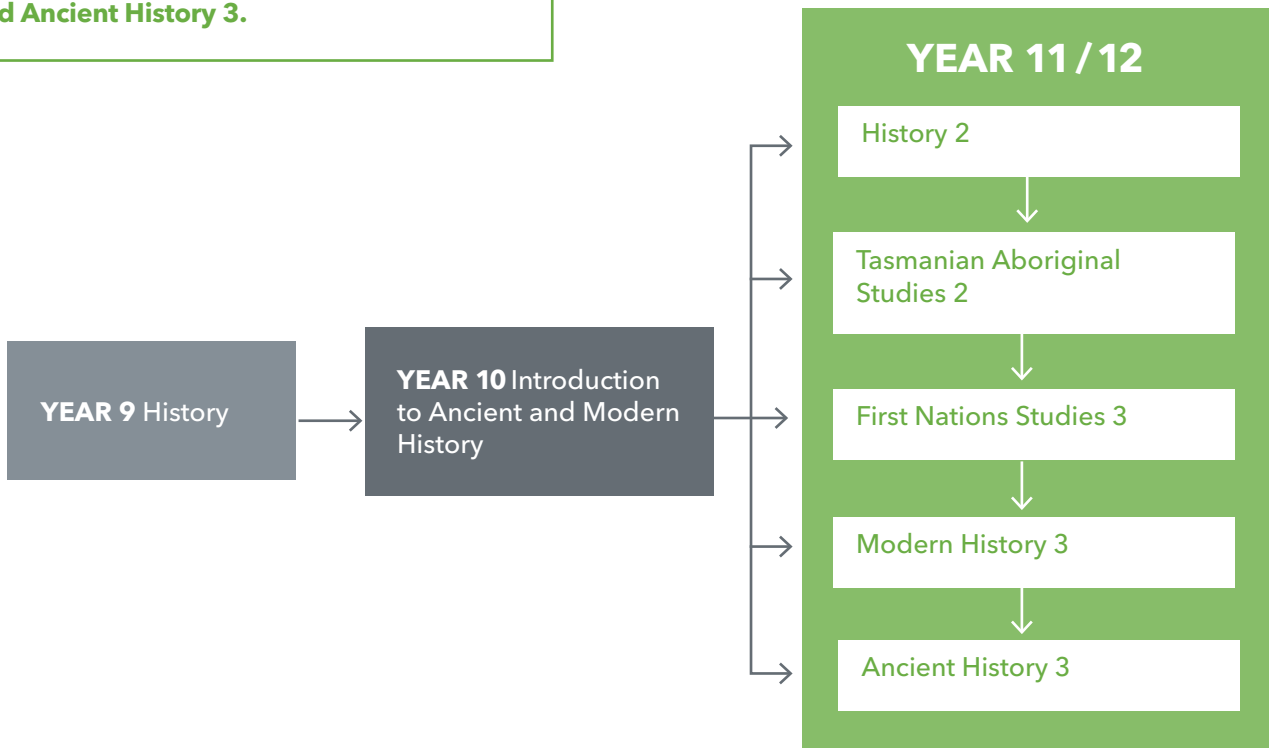
INTRODUCTION TO ANCIENT AND MODERN HISTORY {ELECTIVE}

The Year 10 Introduction to Ancient and Modern History course equips students with valuable skills such as critical thinking, source analysis, research skills and communication skills. Through research and communication students strengthen their literacy skills. They also learn some of the 'story' of humankind, and can question society, people's motives and attitudes and develop empathy.

Through a focus on both the ancient and recent past, the course encourages learners to make connections with the present.
For the ancient history component of this course, students build on their skills from History in Year 9 and undertake an in-depth investigation of the ancient world and ancient societies. As they delve into their modern history studies, students will focus on the history of nations, tensions and conflicts of international significance, and revolutionary change.

Pathways

Introduction to Ancient and Modern History helps students prepare to study History 2, Tasmanian Aboriginal Studies 2, First Nations Studies 3, Modern History 3 and Ancient History 3.



GEOGRAPHY [ELECTIVE]

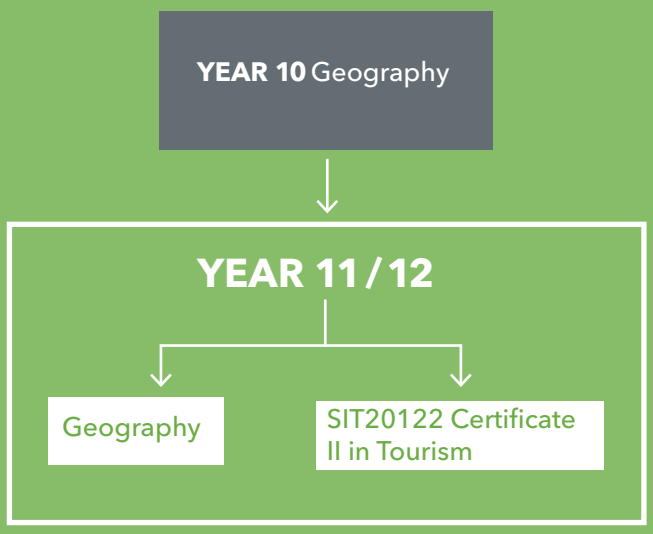
In Geography, students will cover the course outlined in the Australian Curriculum and the two strands: geographical knowledge and understanding, and geographical inquiry and skills. There are two units of study in Year 10 Geography – Environmental Change and Management, and Geographies of Human Wellbeing.

In Environmental Change and Management students will focus on the environmental functions that support all life, the major challenges to their sustainability, and the environmental world views that influence how people perceive and respond to these challenges.

In Geographies of Human Wellbeing students will focus on investigating global, national and local differences in human wellbeing between places, how these differences are measured and the cause of these differences.

Pathways

Students completing Year 10 Geography at an A/B achievement level will be prepared to access Geography 3 in Year 11 and 12.

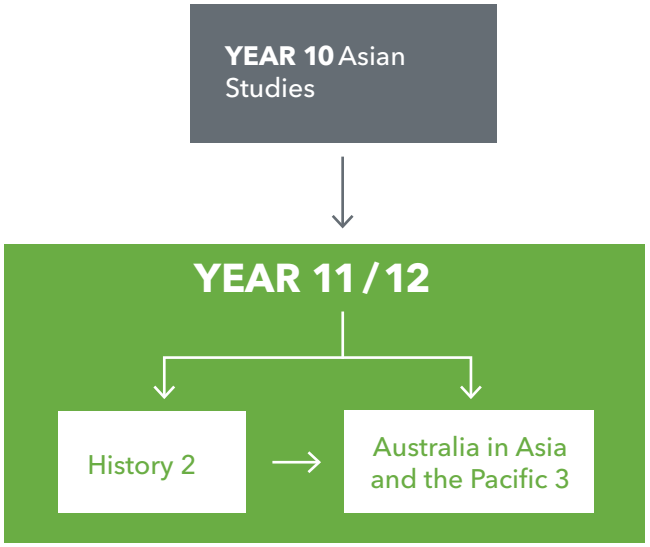


ASIAN STUDIES [ELECTIVE]

In Year 10 Asian Studies, students will increase their Asian Literacy. The course is directed towards those students who are interested in Humanities; students who are interested in a career in tourism, and students who may wish to travel to Asia in the future. Students will develop their knowledge and understanding of topics ranging from Australia's relationship with Timor Leste, the geography of Japan, the history of modern Japan, and a focus of geographical issues of South-East Asia.

Pathways

Students completing Year 10 Asian Studies at an A/B achievement level will be prepared to access Australia in Asia and the Pacific 3 in Year 11 and 12. Alternatively, a C achievement will prepare students to access History 2 in Year 11 and pathway to Australia in Asia and the Pacific 3 in Year 12.



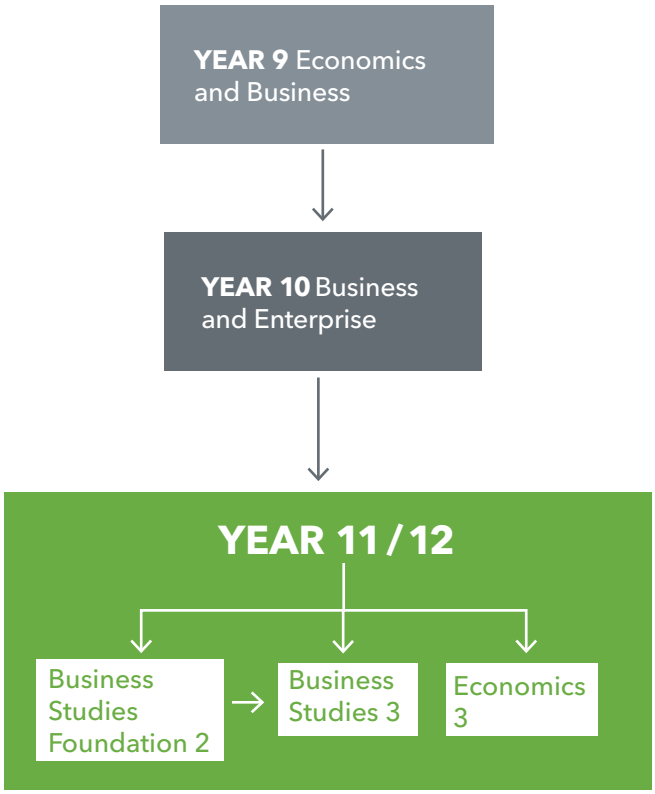
ECONOMICS AND BUSINESS ENTERPRISE

[ELECTIVE]

In Economics and Business Enterprise, the Economics and Business course outlined in the Australian Curriculum is covered by students, while being integrated into Enterprise and Finance topics. The two Economics and Business strands: economics and business knowledge and understanding, and economics and business skills are incorporated across the whole course. Students develop their understanding of economics and business concepts by exploring the interactions within the global economy. Units covered in this course include Micro and Macro Economics, Economics and Business Issues, ASX Share Market game, Tax, Super and You, Shark Tank eSchool, Consumer and financial decisions and Business productivity factors.

Pathways

Students completing Year 10 Business and Enterprise at an A/B achievement level will be prepared to access Business Studies in Year 11/12. Alternatively, a C achievement will prepare students to access Business Studies Foundation 2 in Year 11 and pathway to Business Studies 3 in Year 12.



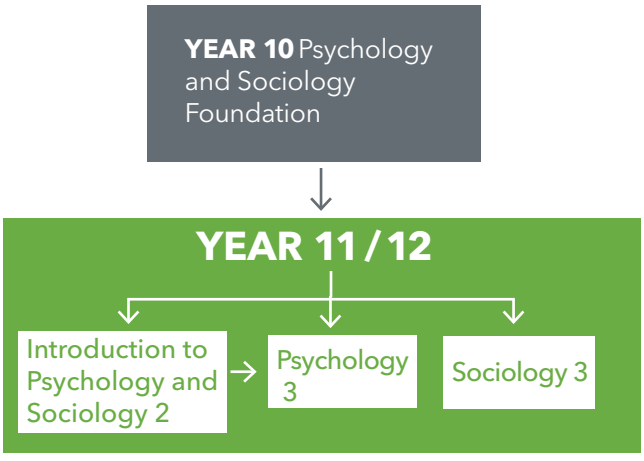
SOCIOLOGY AND PSYCHOLOGY FOUNDATION

[ELECTIVE]

Sociology and Psychology Foundation provides students with an in-depth introduction to the disciplines of Sociology and Psychology. Sociology begins with making sense of the information we have about patterns of behaviour in contemporary Australian society. These theories enable us to understand and explain the nature of the social world. Psychology is the scientific study of human behaviour. Whenever possible psychologists seek empirical evidence (objective and observable) based on scientific observation to describe, understand, predict and control behaviour. Units covered in this course include, The Biology of Mind, Nature, Nurture, and Human Diversity, Developing Through the Life Span, Sensation and Perception, Learning, Memory, Personality, Psychological Disorders, Socialisation, Class and Inequality, Gender and Power, Crime and Deviance.

Pathways

Students completing Year 10 Sociology and Psychology Foundation at an A/B achievement level will be prepared to access Psychology 3 or Sociology 3 in Year 11/12. Alternatively, a C achievement will prepare students to access Introduction to Psychology and Sociology 2 in Year 11 and pathway to Psychology or Sociology 3 in Year 12.

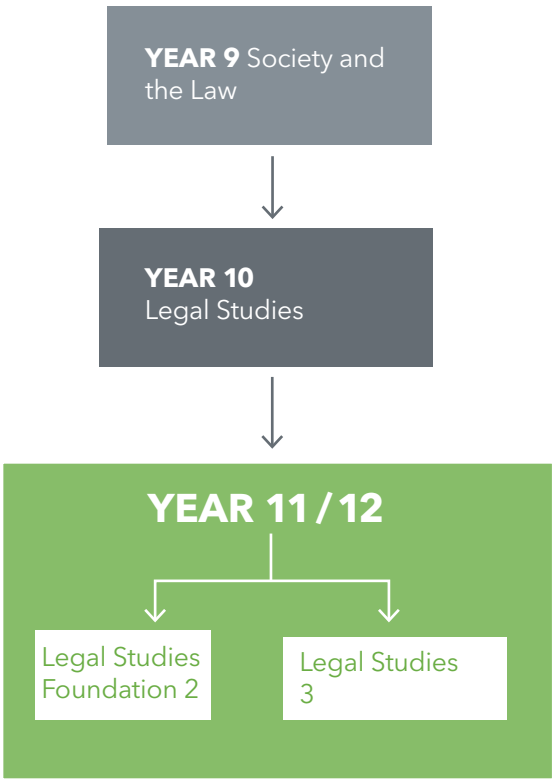


LEGAL STUDIES [ELECTIVE]

Year 10 Introduction to Legal Studies is about developing an understanding of the Australian legal system. Students will explore how to become an active and informed citizen and learn how to question and contribute to the improvement of laws and legal processes. By examining factors that contribute to law making, students will develop knowledge and understanding of the frameworks which regulate and shape our society. Students will look at how disputes are resolved through the courts and the criminal justice system. Human rights and how they are protected in Australia and internationally will also be examined.

Pathways

Students completing Year 10 Legal Studies Foundation at an A/B achievement level will be prepared to access Legal Studies 3 in Year 11/12. Alternatively, a C achievement will prepare students to access Legal Studies Foundation 2 in Year 11 and pathway to Legal Studies 3 in Year 12.

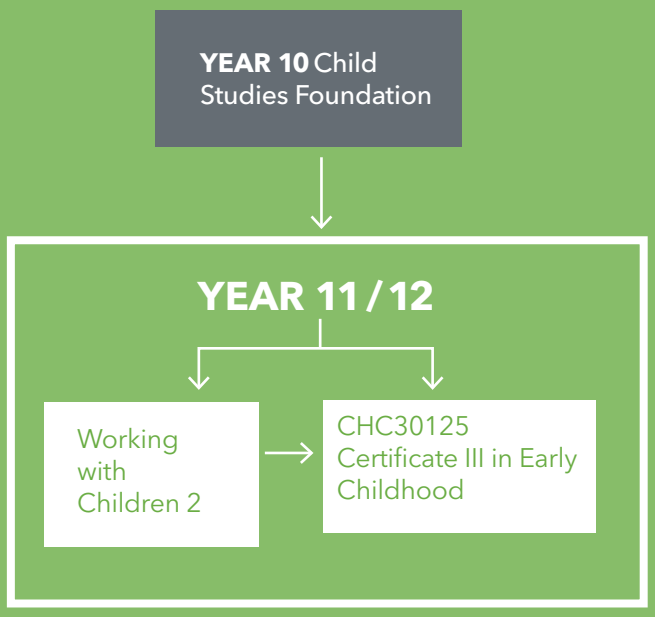


CHILD STUDIES FOUNDATION [ELECTIVE]

In Child Studies Foundation, the course focuses on the aspects that are involved in caring for children, from conception through to pre-school, then from pre-school to school age. Students develop skills and knowledge and are provided with practical experiences in which to demonstrate their understanding of the physical, social, emotional, intellectual and spiritual growth and development of children. The needs of children at the various stages of development are explored, along with health, safety and first aid. Current and topical issues involving children and parenting are discussed in order for students to gain an insight into caring for children.

Pathways

Students completing Year 10 Child Studies will be prepared to access Focus on Children 1 or Working with Children 2 in Year 11/12.



YEAR 10

HEALTH AND PHYSICAL EDUCATION [HPE]



HEALTH AND PHYSICAL EDUCATION [CORE]

This course supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different situations. Students learn to critically analyse and apply health and physical activity information to maintain healthy and active habits. Students also learn to apply more specialised and complex movement skills, strategies and concepts in different movement environments. They analyse and evaluate how participation in physical activity and sport influences an individual's identity and they refine their own and others' movement performances. There are opportunities for students to consolidate skills in leadership, teamwork and collaboration in a range of physical activities.

The Australian Curriculum: Health and Physical Education aims to develop the knowledge, understanding and skills to enable students to:

- access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation across their lifespan
- develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and wellbeing and to build and manage respectful relationships
- acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings
- engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes
- analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally, and globally

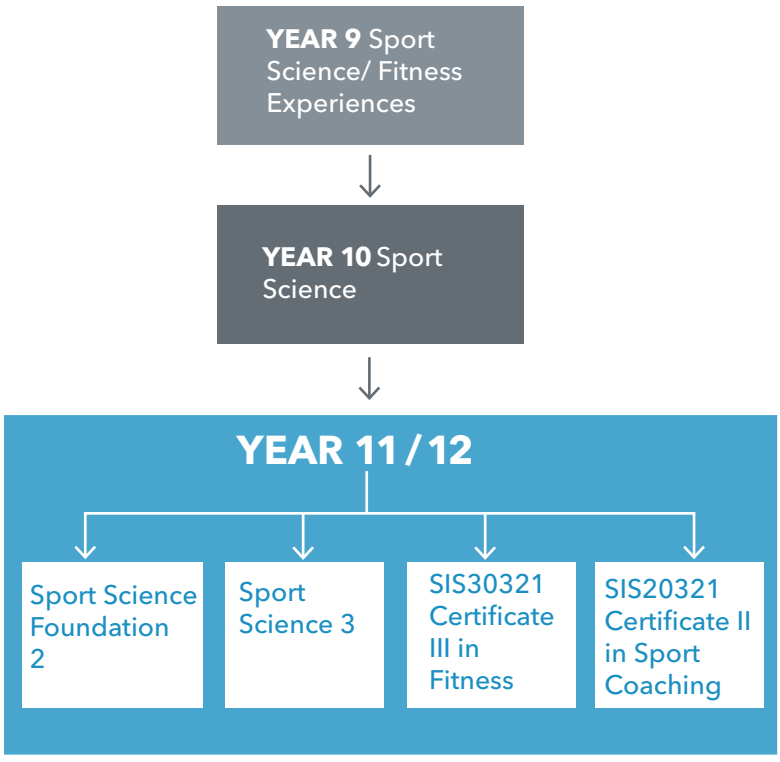
HEAD OF LEARNING
Ms Sophie Ireland

SPORT SCIENCE
[ELECTIVE]

Sport Science encompasses both theoretical and practical based learning that promotes immediate, as well as life long, health benefits. Students will acquire an understanding of human functioning and physical activity, skills in communication and investigation and the ability to apply theory to practical situations. This course introduces the components of fitness, body systems and the science of physical performance creating a pathway into Sport Science Level 3. It also informs students of the values of physical activity and provides an overview of the responsibilities people can adopt at different stages in their lives. The content is divided into 5 units of study – Body Systems, Fitness, Sports Knowledge and Involvement in Sport, Science of Performance, Unit of Inquiry. All units are compulsory.

Pathways

Students completing Year 10 Sports Science at an A or B achievement level will be prepared to access Sport Science 3 in Year 11. Alternatively, a C achievement will prepare students to access Sport Science Foundation 2 in Year 11 and pathway to Sport Science 3 in Year 12.

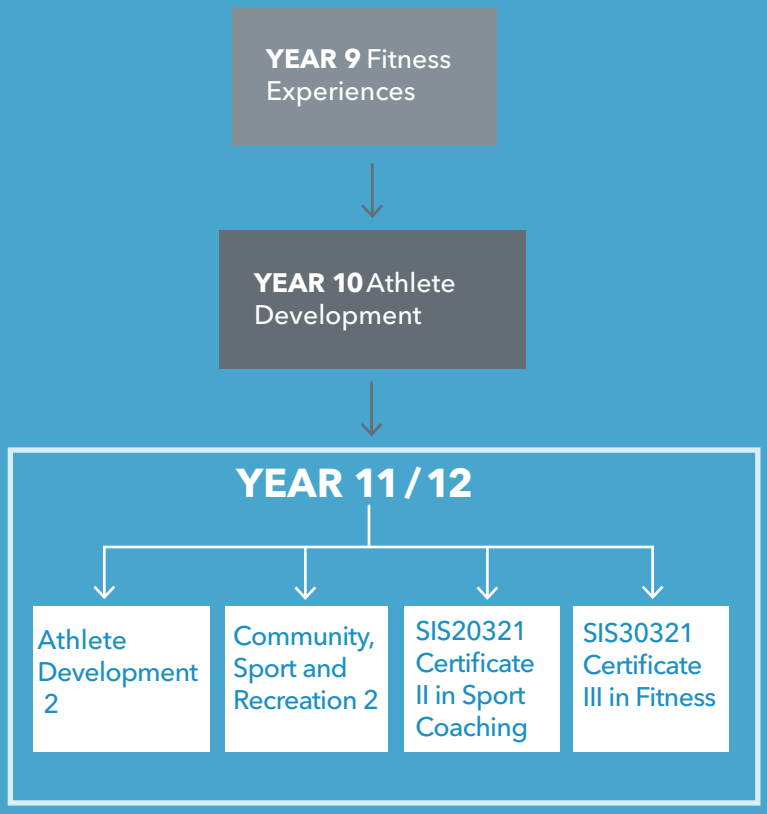


ATHLETE DEVELOPMENT [ELECTIVE]

This course encourages the development of theoretical and practical competencies necessary for improving athletic performance. Students who have a desire to improve performance levels in a chosen sport or sports will be provided with a balance of applied knowledge and skill development. The range of work covered will encompass applied sport theory, physical conditioning, and some specialist coaching.

Pathways

Students successfully completing Year 10 Athlete Development will be prepared to access a range of Year 11 courses.



Year 10
HEALTH AND PHYSICAL EDUCATION

COMMUNITY SPORT AND RECREATION [ELECTIVE]

Community Sport and Recreation is an opportunity for students to develop skills related to delivering and leading sports-related activities and services to their peers and surrounding schools. Students will be exposed to a variety of administrative roles related to the co-ordinating of carnivals and community sporting activities such as, but not limited to, coach, umpire, first aid and official, with the possibility for students to obtain qualifications in these areas. Within the course students will also be exposed to a variety of recreational facilities available to them, with the opportunity to plan, organise and cater for a group.

Pathways

Students completing Year 10 Community Sport and Recreation would prepare a pathway to Community, Sport and Recreation 2.

CREATE YOUR FUTURE

YEAR 9 Outdoor Education Experiences

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YEAR 10 Outdoor Education

↓

YEAR 11 / 12

↓

Community, Sport and Recreation 2



HEALTH STUDIES [ELECTIVE]

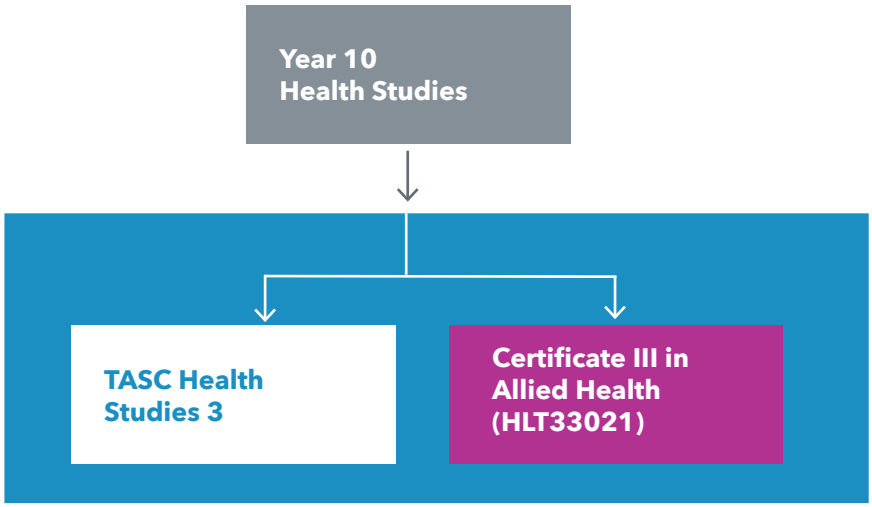
Year 10 Health Studies is an academic elective designed for students who wish to extend their learning beyond Core Health and are considering senior secondary Health Studies or future careers in health, community services, psychology, nursing or the social sciences.

This subject builds directly on the knowledge and skills developed in Core Health. While Core Health focuses on personal health and wellbeing, Year 10 Health Studies advances students' learning through deeper analysis, research and critical thinking. Students move from understanding health concepts to evaluating and applying them using evidence and data.

Students will Investigate contemporary Australian health issues, analyse health data and identify trends, examine social, cultural, environmental and economic influences on health, evaluate strategies designed to improve individual and community wellbeing, develop research and analytical writing skills

Pathways

Year 10 Health studies extends students beyond core Health and further prepares them for Health Studies 3 and Certificate III in Allied Health.





DUKE OF EDINBURGH SILVER AWARD [ELECTIVE]

The Duke of Edinburgh Silver Award is the next exciting step for students who have successfully completed their Bronze Award in Year 9. Silver encourages students to deepen their commitment, extend their skills and challenge themselves in new and meaningful ways.

At Silver level, students complete four sections:

- Voluntary Service – Contributing regularly to the community
- Physical Recreation – Improving performance and fitness
- Skills – Developing a personal interest or talent
- Adventurous Journey – Completing a more challenging trip with greater independence

The time commitment increases at Silver level, encouraging students to demonstrate perseverance, organisation and resilience. The Adventurous Journey becomes more demanding and focuses on leadership, teamwork and navigation skills.

The Silver Award is highly regarded and supports students in developing confidence, initiative and independence, qualities valued by universities, employers and the wider community.

The Duke of Ed in Tasmania is an endorsed Framework with the Office of Tasmanian Assessment, Standards and Certification. Those who complete the Duke of Ed can earn the following points towards the Tasmanian Certificate of Education (TCE).

12 TCE Credit Points for Bronze
15 TCE Credit Points for Direct Silver (8 for continuing)
38 TCE Credit Points for Direct Gold (19 for continuing)



YEAR 10

OUTDOOR EDUCATION

OUTDOOR EDUCATION [ELECTIVE]

Outdoor Education provides opportunities to develop positive relationships with the environment, others, and ourselves through interaction with the natural world. These relationships are essential for the well-being and sustainability of individuals, society and our environment.

Outdoor Education engages students in practical and active learning experiences in natural environments and setting typically beyond the school classroom. In these environments, students develop the skills and understandings to move safely and competently while valuing a positive relationship with natural environments and promoting the sustainable use of these environments. This course attracts an additional fee of approximately $500 due to the additional costs associated with this course.

Pathways

Students completing Year 10 Outdoor Education at an A achievement level will be prepared to access Outdoor Leadership 3 in Year 11. Alternatively, a B/C achievement will prepare students to access Outdoor Education 2 in Year 11 and pathway to Outdoor Leadership 3 in Year 12.

YEAR 9 Outdoor Education Experiences

↓

YEAR 10 Outdoor Education

↓

YEAR 11 / 12

- Outdoor Leadership 3
- SIS20419 Certificate II in Outdoor Recreation

HEAD OF LEARNING
Mr Justin O'Brien

ONE SUBJECT AT A TIME

YEAR 10

LANGUAGE

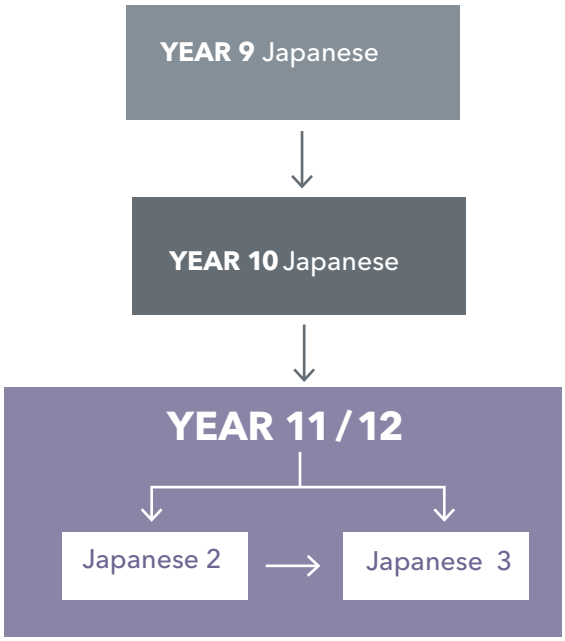


JAPANESE [ELECTIVE]

Year 10 Japanese builds upon the language skills developed in previous years. Students further develop all areas with a slightly greater emphasis on reading and writing skills, employing all three Japanese writing systems to express their ideas and opinions. The Year 10 Japanese course focuses on preparing students for pre-tertiary Japanese in the following year. Grammatical patterns and vocabulary for this course are based to a large extent on the TASC Level 2 Japanese course. Intercultural topics include directions, daily life, future plans, places in Japan and entertainment. Students will be able to further augment their Japanese studies through the College N5 extension program. This extra-curricular program aims to prepare students to sit Level 5 of the globally recognised 'Japanese Language Proficiency Test'.

Students will also be invited to participate in the 2027 Japan Study Tour – a two week trip to Japan, visiting Hiroshima, Kyoto and Tokyo. The Tour offers interested students the opportunity to build oral confidence and explore Japanese culture.

HEAD OF LEARNING
Ms Catherine Sullivan



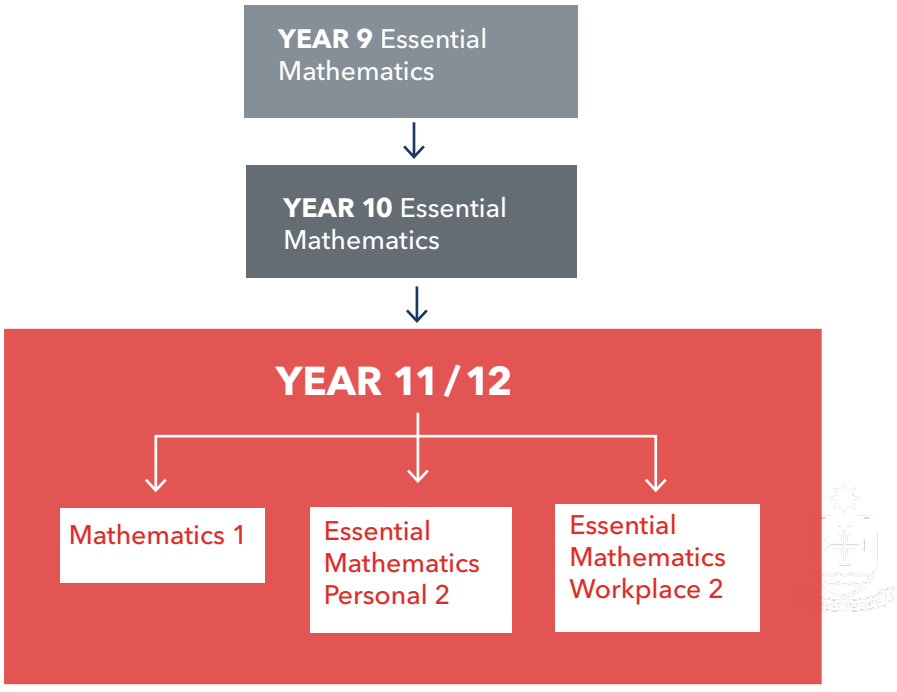


ESSENTIAL MATHEMATICS [CORE]

Year 10 Essential Mathematics is a course designed to allow students who require additional support in Mathematics to experience the basics of the Year 10 Australian Curriculum Mathematics. The course covers topics in the areas of Number, Algebra, Measurement, Space, Statistics and Probability. Successful completion of this course will allow a 'C' level of achievement to be obtained against the Year 10 Australian Curriculum Mathematics.

Pathways

Students completing Year 10 Essential Mathematics course at a C achievement level will be prepared to access Essential Mathematics Workplace 2 or General Mathematics 2 in Year 11. Alternatively, a D achievement level will prepare students to access Mathematics 1 in Year 11 before completing Essential Mathematics Workplace 2 in Year 12.



HEAD OF LEARNING
Mr Jeremy Scott

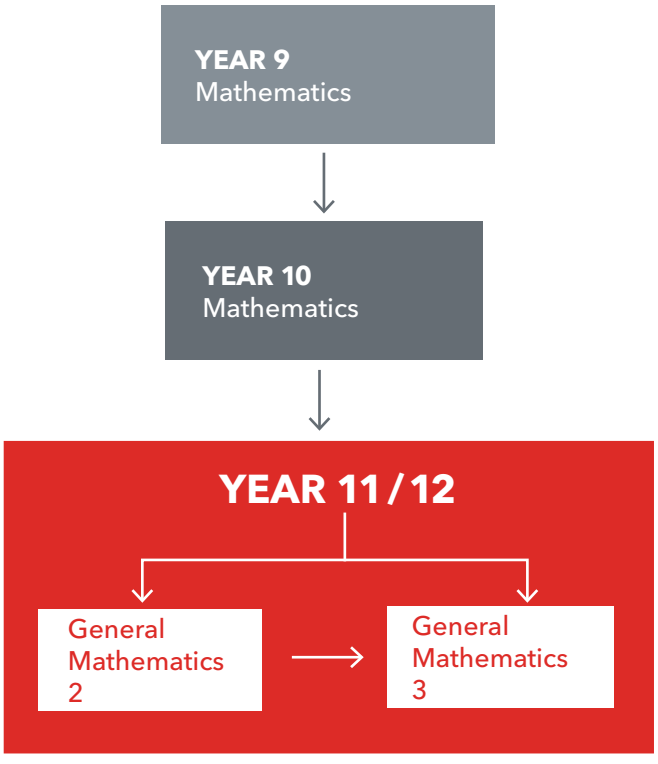
MATHEMATICS

[CORE]

Year 10 Mathematics provides students with mathematical skills and knowledge in the areas of Number, Algebra, Measurement, Space, Statistics and Probability. Year 10 Mathematics is aligned to the Year 10 Australian Curriculum Mathematics and develops the numeracy capabilities that all students require in their personal, work, and civic life, as well as providing students with fundamental concepts on which mathematical specialties and professional applications of mathematics are built.

Pathways

Students completing Year 10 Mathematics course at an A or B achievement level will be prepared to access Mathematics 3 or Mathematics Methods Foundation 3 in Year 11. Alternatively, a C achievement will prepare students to access Mathematics 2 in Year 11 and continue to Mathematics 3 in Year 12.



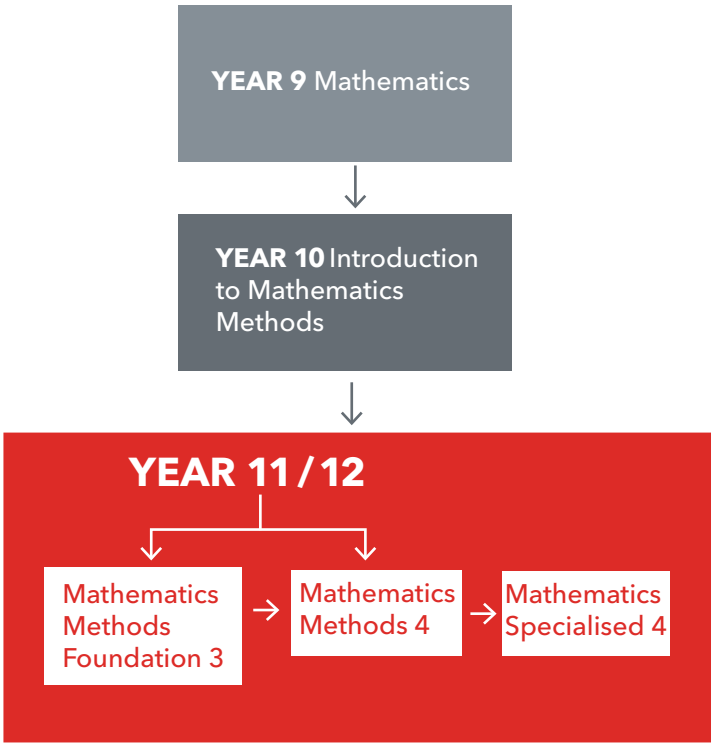
INTRODUCTION TO MATHEMATICS METHODS

[CORE}

Year 10 Introduction to Mathematics Methods is intended for students who require additional content to enrich and extend their mathematical study whilst also completing the Year 10 Australian Curriculum Mathematics. The course focuses primarily on building students' algebraic skills and understanding in order to facilitate a smooth transition into the Mathematics Methods pathway in Years 11 and 12.

Pathways

Students completing Year 10 Introduction to Mathematics Methods course at a minimum of a C award will be prepared to access Mathematics Methods Foundation 3 in Year 11 and continue to Mathematics Methods 4 in Year 12.



TASC MATHEMATICS METHODS FOUNDATION 3

Please refer to the information in the Year 11 and 12 of the course guide for information about Mathematics Methods Foundation 3.

The selection of Mathematics Methods TASC Level 3 in Year 10 is appropriate for students who wish to continue to Mathematics Methods Level 4 and Mathematics Specialised Level 4 in Years 11 and 12. Please note that the Mathematics Methods Foundation TASC Level 3 subject is allocated 12 lessons per fortnight, which occupy students' core mathematics line as well as an elective line.

The College must apply to TASC for approval to enrol any Year 10 student in a TASC-accredited course. This process involves providing a statement for each individual student commencing a senior secondary course prior to Year 11, including evidence demonstrating the student's particular strength or ability in the relevant area of studies and that the student has achieved outstanding results in Year 9 and requires extension beyond that of the Year 10 Australian Curriculum. Therefore, to be accepted to study the Mathematics Methods Foundation 3, students are required to have achieved a minimum of a 'B' in Year 9 Advanced Mathematics. The application process also requires the College to outline each student's pathway plan and how completing the TASC subject in Year 10 is an important part of the student's pathway including Year 11/12 subjects leading to post -Year-12 options.

CREATE YOUR FUTURE HOW YOU WANT TO!

Pre-requisite

Students enrolling in this course must have successfully completed Year 9 Advanced Mathematics, which covers both Year 9 and 10 Australian Curriculum Mathematics, with a minimum of a B award.

Pathways

Students successfully completing Year 10 Mathematics Methods Foundation 3 course will be prepared to access Mathematics Methods 4 in Year 11 and continue to Mathematics Specialised in Year 12.

YEAR 10

THE ARTS

HEAD OF LEARNING
Mrs Sally Tew

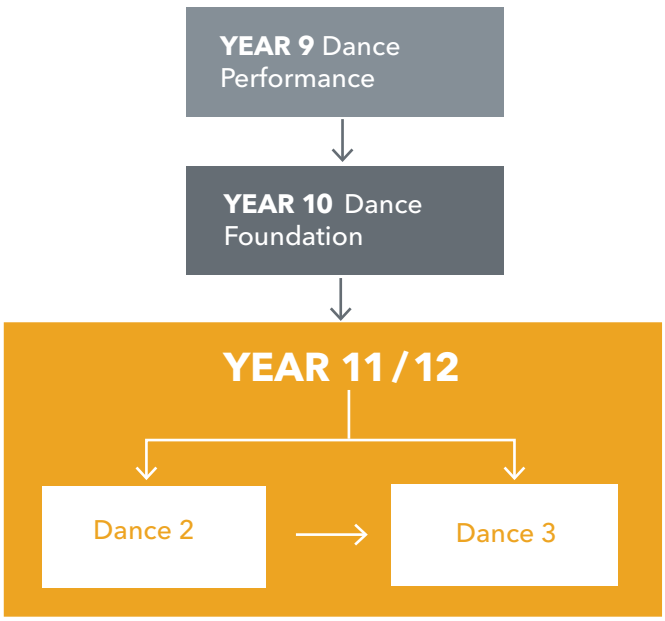


DANCE FOUNDATION [ELECTIVE]

Dance is a subject that provides the opportunity for students with a particular interest in dance, movement, performing art or physical fitness. Students study dance making and performance skills as well as reflecting on and responding to their own and other's work. Dance seeks to show students the breadth and depth of the art form through practical workshops (with guest artists and professional companies when available) as well as excursions to see live performances from renowned Australian and international dance companies. Students must be committed to performing individually or as part of a group in a variety of circumstances as many of these opportunities will form assessment.

Pathways

Students completing year 10 Dance Foundation course at a C achievement will prepare students to access Dance 2 in Year 11 and further pathway to Dance 3 in Year 12.



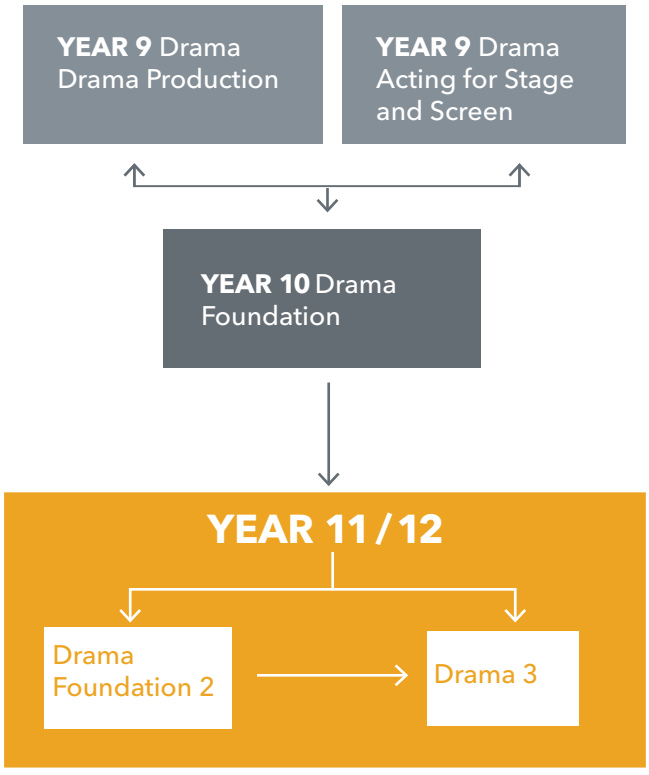
DRAMA FOUNDATION
[ELECTIVE]

Drama provides students with the opportunity to explore their artistic ideas and skills by making and responding within a variety of forms and styles. Students will:

- perform solo and as part of a group;
- learn different drama texts;
- learn about storytelling, naturalism and non-naturalism;
- attend live performances and how to review live theatre;
- understand the role of technical elements;
- vocal and movement skills;
- devise drama;
- turn script into performance.

Pathways

Students completing Year 10 Drama Preliminary course at an A or B achievement level will be prepared to access Drama 3. Alternatively, a C achievement will prepare students to access Drama Foundations 2 in Year 11and further pathway to Drama 3 in Year 12.



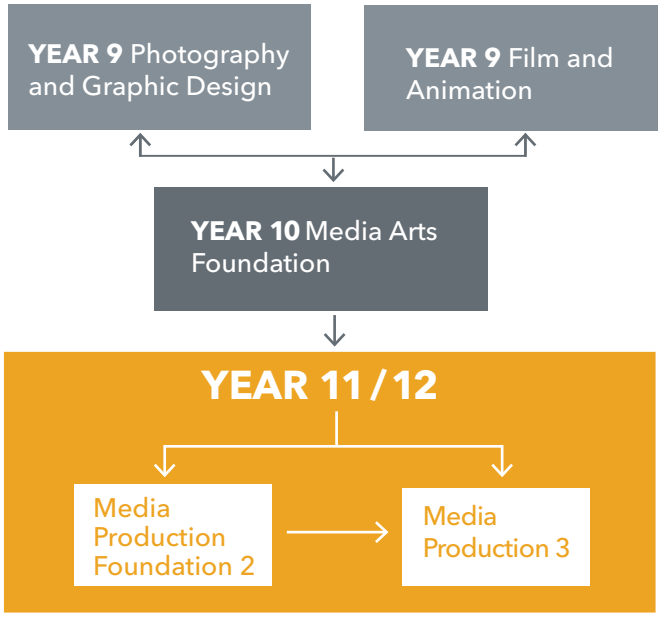
MEDIA ARTS FOUNDATION
[ELECTIVE]

Media Arts provides students with opportunities to respond to and make various forms of media art. This course is about the way ideas are presented through various media, the images that surround us, and how to interpret visual content. The course includes film, photography, digital media, advertising, and graphic design. There is a theoretical component to this course as students are expected to respond to media. Students will explore social and cultural values and discuss alternative points of view as they make and respond to work that examines the world around us. The work in this course is produced both collaboratively and individually; students who effectively manage themselves working with others and alone are encouraged to try this subject.

Note: Students are not required to have a personal digital camera. However, students will be encouraged to use any technology at hand, including personal computers and cameras at home.

Pathways

Students completing Year 10 Media Arts Foundation at an A or B achievement level will be prepared to access Media Production 3 or Art Production 3. Alternatively, a C achievement will prepare students to access Media Production Foundation 2 and/or further pathway to Media Production 3 in Year 12.



MUSIC STUDIES FOUNDATION

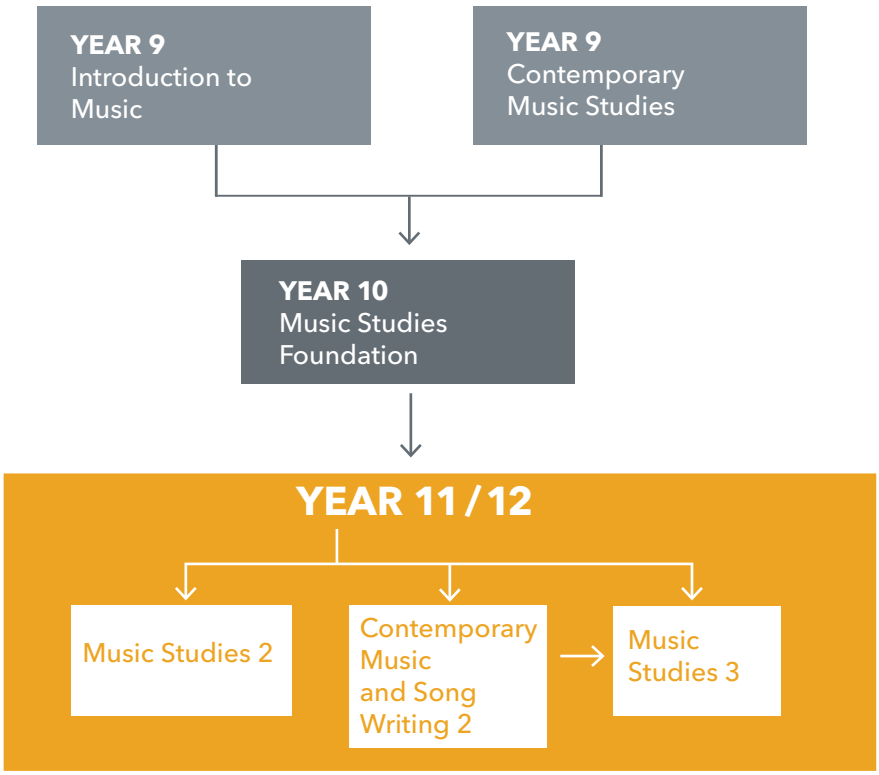
[ELECTIVE]

This course is designed for students who are interested in developing their skills on a chosen instrument. Students will explore traditional and non-traditional notation and access music from a variety of genres and historical contexts. Students will work on solo and ensemble skills at the level that is relevant to their knowledge and experience.



Pathways

Students completing Year 10 Music Studies Foundation course at an A or B achievement level will be prepared to access Music 3. Alternatively, a C achievement will prepare students to access Music Studies 2 and/or Contemporary Music and Song Writing 2 in Year 11 and further pathway to Music Studies



VISUAL ARTS FOUNDATION

[ELECTIVE]

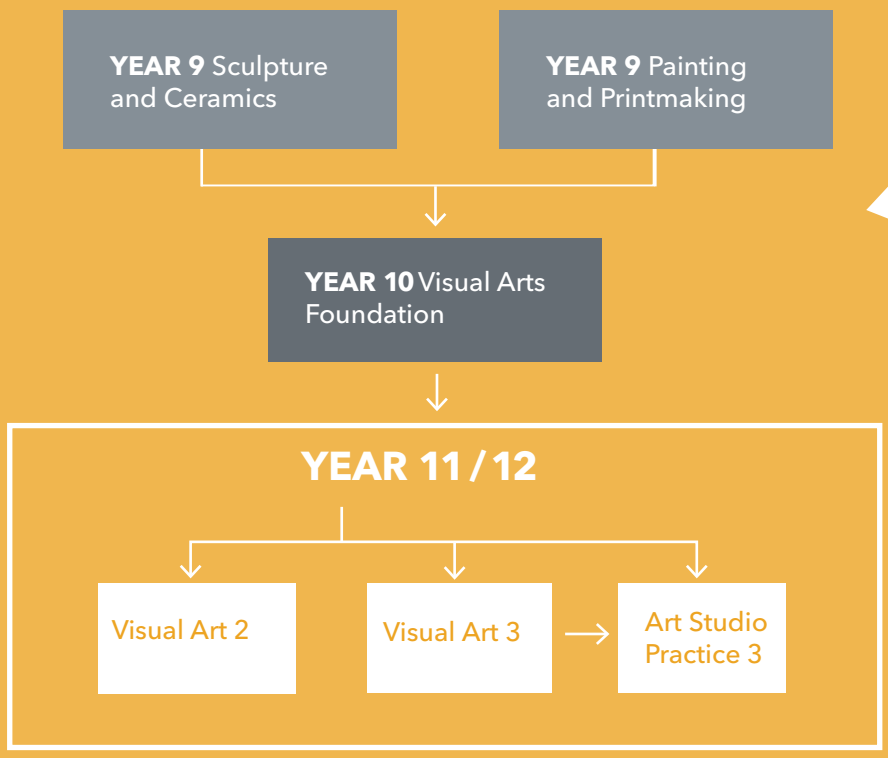
This is an introductory course that offers students an opportunity to experiment with a variety of art making processes. Students work independently to produce a body of work in the latter half of the year. Foundations in drawing, painting, mixed media, printmaking and ceramics are covered over the course of the year. Students are required to keep a Visual Diary as a record of both the material processes they engage with and the concepts they explore to generate ideas for their artworks. Written work covers analysing artworks, an art exhibition review and developing an Artist Statement.

Pathways

Students completing Year 10 Visual Arts course at an A or B achievement level will be prepared to access Visual Art 3. Alternatively, a C achievement will prepare students to access Visual Art 2 in Year 11 and further pathway to Visual Art 3 in Year 12.



CREATE YOUR FUTURE IN THE ARTS



YEAR 10

SCIENCE

HEAD OF LEARNING
Mr Liam Cooke



SCIENCE [CORE]

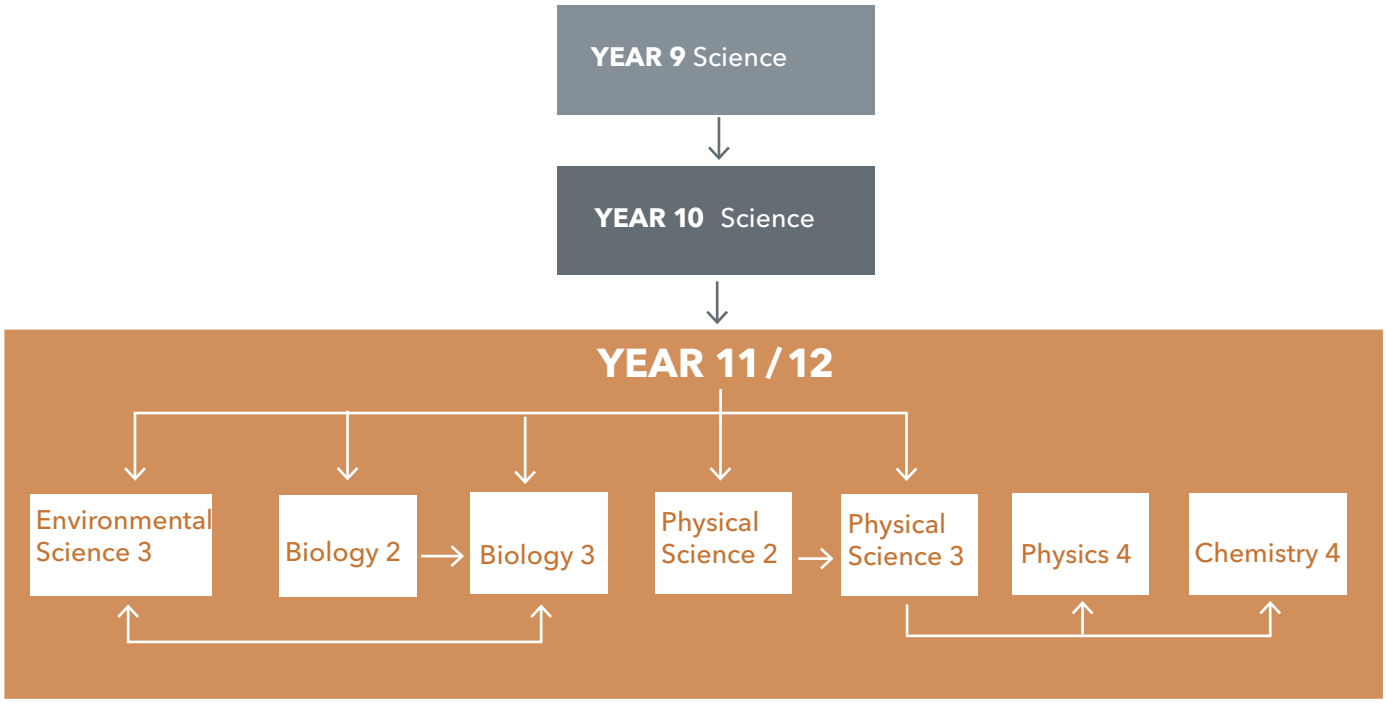
In Year 10 Science, students will cover all three strands of the Australian Science Curriculum. This includes Science Understanding, Science as a Human Endeavour and Science Inquiry. Students will gain an understanding of forces and motion in Physics, genetics in Biology, the interaction of global cycles in Earth Sciences and chemical reactions in Chemistry. Students will learn how science affects humanity and society in discussions around car safety, genetics and climate change. Students will also learn several science inquiry skills which they can apply to their future employment.

Pathways

Year 10 students achieving an A or a B in Science would be prepared to access Level 3 Science subjects in Year 11.

For Year 10 students achieving lower than a C in Science it is recommended they take Level 2 Science subjects in Year 11.

It is recommended that students have completed the Year 10 Biology or Physical Science Electives to best prepare them for the relevant Level 3 subjects.



BIOLOGY [ELECTIVE]

In Year 10 Biology, students begin to explore more in-depth concepts surrounding genetics, cells and body systems. They will also have several opportunities to explore science inquiry skills through experimentation and lab report writing.

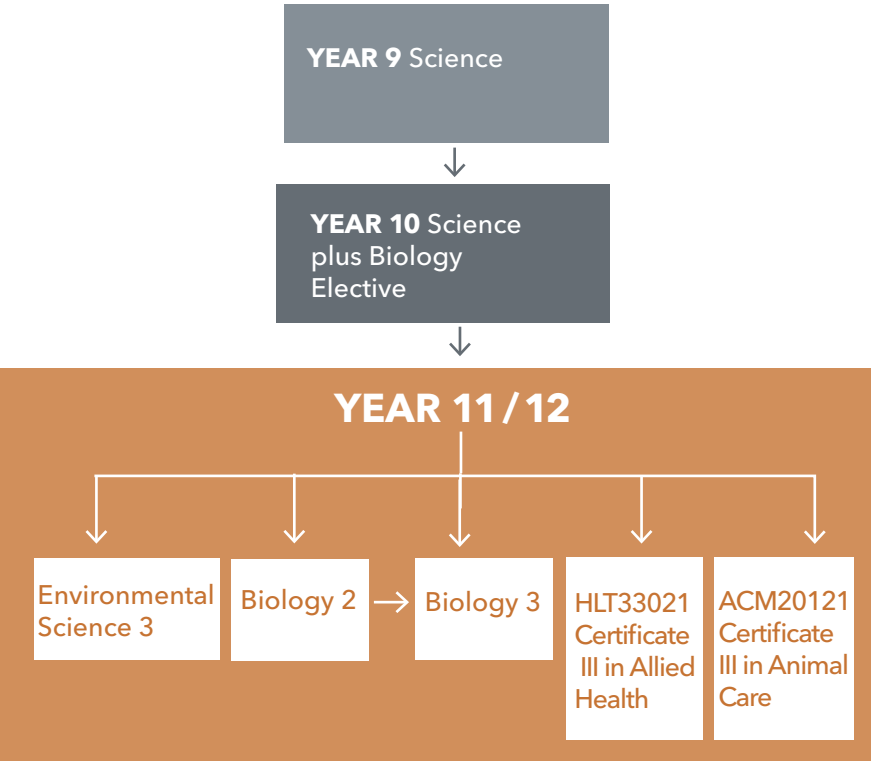
Science as a Human Endeavour and Science Inquiry Skills will be covered across both semesters of Biology and during this time students will learn how to plan experiments, collect and analyse data and make conclusions. They will also learn about Science's impact on humanity, society and the environment.

Biology covers three interrelated strands:

- Science as a Human Endeavour
- Science Understanding
- Science Inquiry Skills

Pathways

Students taking Year 10 Biology will be better prepared to take Environmental Science 3, Biology 2 or Biology 3.



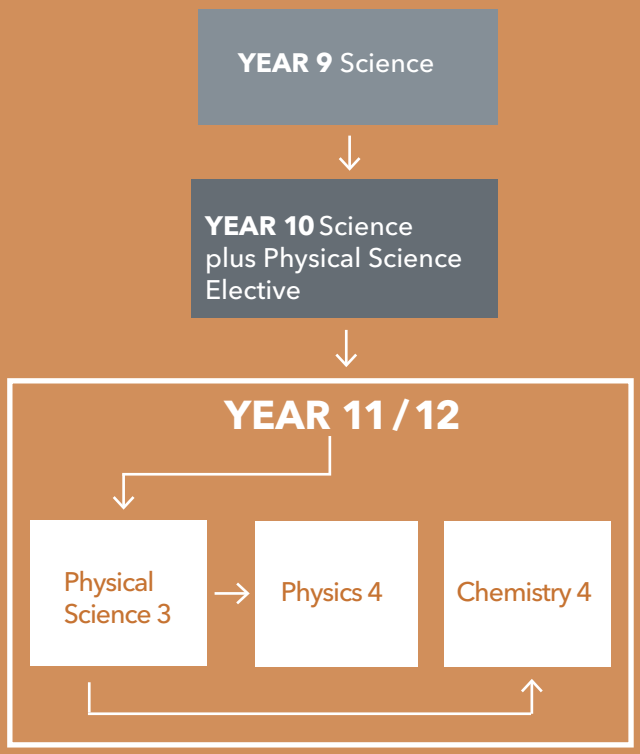
PHYSICAL SCIENCE

[ELECTIVE]

In Year 10 Physical Science, students will explore concepts of forces and motion and look at chemical bonding and quantitative reactions. They will also work on experiments of their own design and apply a wide variety of research skills.

Pathways

Students completing the Year 10 Physical Science course will be better prepared to access Physical Science 3 in Year 11.



Science as a Human Endeavour and Science Inquiry Skills will be covered across both semesters of Physical Science and during this time students will learn how to plan experiments, collect, analyse data and make conclusions. They will also learn about Science's impact on humanity, society, and the environment.



SCIENCE AND ENGINEERING

[ELECTIVE]

In Year 10 Science and Engineering, students reflect on how scientific knowledge evolves through testing, feedback, and peer collaboration, and understand the importance of communication, iteration, and creativity in STEM innovation. Students independently plan and conduct safe, reproducible investigations to test or identify relationships and models.

Pathways

Students completing the Year 10 Science and Engineering Course will be better prepared to take TASC Engineering Design 2 or 3



YEAR 9 Science

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YEAR 10 Science and Engineering

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YEAR 11 / 12

Engineering Design 2 → Engineering Design 3



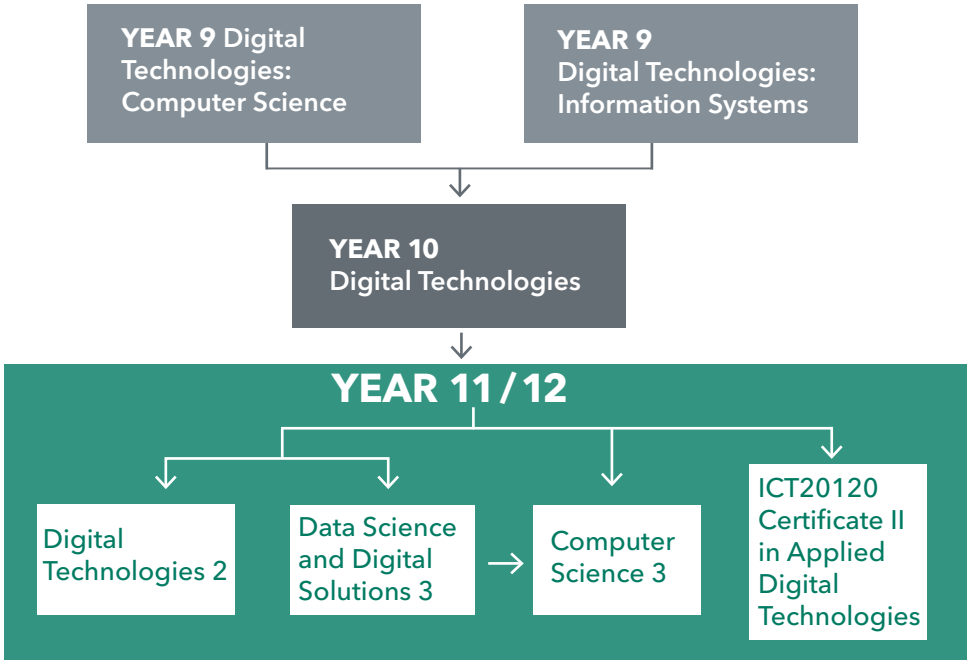
DIGITAL TECHNOLOGIES [ELECTIVE}

Digital Technologies is a subject that suits students interested in developing their digital skills. Students will learn programming and coding in languages such as Python and JavaScript, enabling them to create software applications and understand the logic behind digital systems. They will develop skills in data analysis and visualisation, using tools like spreadsheets and databases to interpret and present data effectively.

Additionally, the curriculum covers cybersecurity principles, teaching students how to protect digital information and understand the ethical implications of data privacy. Students will also gain experience in project management and collaborative work, often through group projects that simulate real-world technology development scenarios. These skills prepare students for various careers in technology and other fields that require digital proficiency, ensuring they are well-equipped for the future.

Pathways

Students completing the Year 10 Digital Technologies course at A or B achievement will be prepared to access either Data Science and Digital Solutions 3 and/or Computer Science 3. Alternatively, a C achievement will prepare students to access Digital Technologies 2 or Certificate II in Applied Digital Technologies in Year 11 and further pathways in Year 12.



HEAD OF LEARNING
Mrs Lenna Green

FOOD TECHNOLOGY
[ELECTIVE]

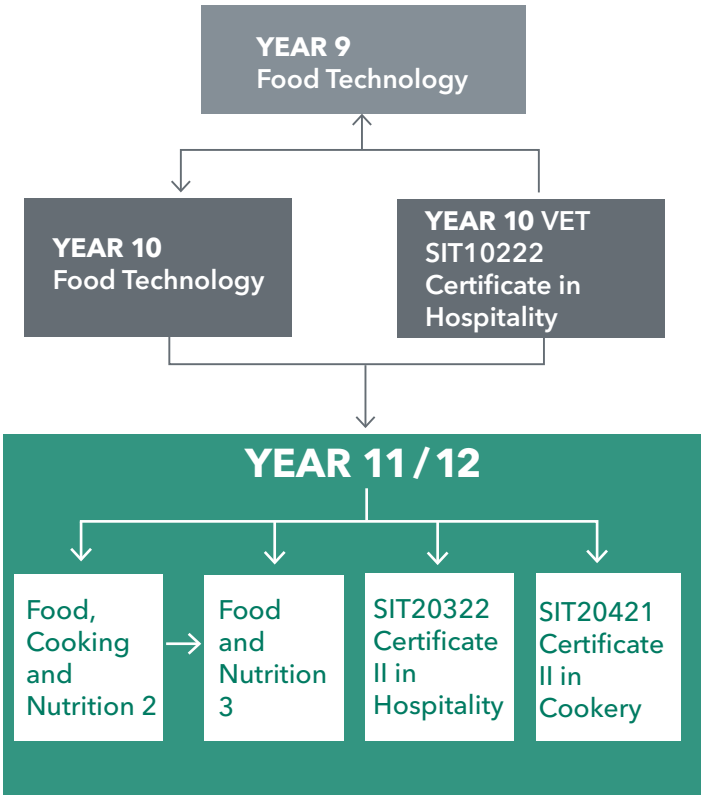
This course provides students an opportunity to develop knowledge of food and food preparation skills. Students explore a variety of topics with an emphasis on practical cooking lessons.

Topics include:

- Food Selection and Health – with an emphasis on local Tasmanian produce, budgeting and independent living
- Current Food Trends – including food vans, 'Super Foods' and advanced food technologies such as 3D printing of food
- Food for Special Occasions – including menu planning, event organisation

Pathways

Students completing Year 10 Food Technology at an A or B achievement level will be prepared to access Food and Nutrition 3. Alternatively, a C achievement will prepare students to access Food, Cooking and Nutrition 2. Pathways also VET Hospitality Certificate II and Cookery Certificate II.



DESIGN AND TECHNOLOGY WOOD
[ELECTIVE]

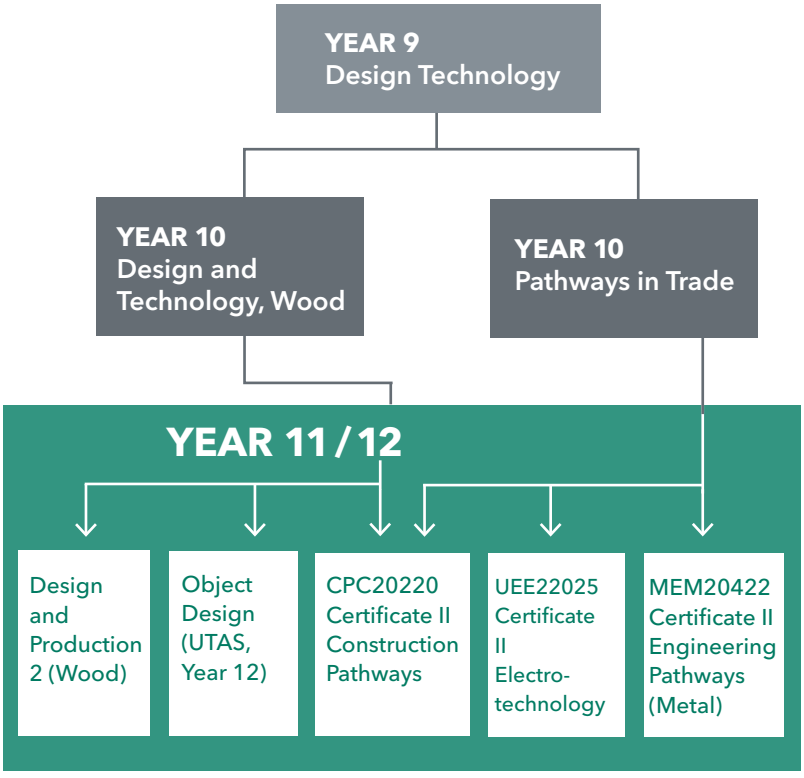
Students develop knowledge and skills in Design and Technology – Wood through the safe use of tools, equipment and materials in a workshop environment. The course begins with a focus on workshop safety and responsible working practices. Students then complete skill-based challenges to develop accuracy in measuring, marking, cutting, joining and finishing timber.

Students learn to interpret and respond to a design brief, applying the design process to investigate ideas, generate and communicate design concepts, and plan for production. Drawing and planning skills are developed through sketches, orthographic drawings, working drawings and written annotations.

Students apply these skills to design and produce a small cabinetry project, demonstrating appropriate material selection and construction techniques. A design folio documents the inquiry, planning and production stages, while students reflect on and evaluate both their processes and final products.

Pathways

Students completing Year 10 Design and Technology, Wood will be prepared to access Design and Production 2 in Year 11 or 12, or Object Design 3 in Year 12.



INTRODUCTION TO HOUSING,TECHNICAL DESIGN AND MODELLING

[ELECTIVE]

Students develop knowledge and skills in computer-aided design, technical drawing, and digital manufacturing using industry-relevant software and equipment. The course builds strong foundations in design development, digital production, and architectural design principles.

Through structured tasks, students improve accuracy in measurement, scale drawing, and 2D and 3D modelling, alongside digital fabrication techniques. These skills prepare students for senior subjects such as Housing and Design and support a range of creative pathways.

Pathways

Students completing Year 10 Intro to Housing, Technical Design and Modelling will be prepared for further study in Housing and Design, Design and Production, and other senior design courses.





PATHWAYS IN TRADE
[ELECTIVE]

This subject will provide students with a valuable insight into competency-based assessment and inform teachers regarding a student's readiness to study at a VET level in Years 11 and 12 or move into the area of a School Based Apprenticeship.

Pathways in Trade introduces students to a range of basic skills, knowledge, and experiences to consider a future pathway into the industry. Its content will provide a launching pad for the possibility of trade based future employment options. This foundation course will also aid students to gain their "white card" prior to the Year 10 work experience program.

What knowledge and skills will you gain?

Knowledge and skills students will gain include:

- Occupational Health and Safety
- Carpentry hand tools
- Basic joinery techniques
- Basic building techniques
- Finishing processes
- Applied Mathematics
- Materials ordering
- Project Management
- Building documentation
- Taking and using levels
- Manual Handling techniques
- Ergonomic considerations

Pathways

Where to Next?

The Pathways in Trade course will prepare you for whichever direction you go. You may choose to continue into the VET Building and Construction or VET Engineering course(s), look to gain employment in a trade or move into a School Based Apprenticeship whilst undertaking your TCE.

How will you be assessed?

Students will be working in a supervised classroom and stimulated workplace environment and will need to meet basic requirements linked to both the ACARA Design Technologies standards and The Master Builders entry assessments for early trade employment.

YEAR 9 Design Technologies

↓

YEAR 10 Pathways in Trade

↓

YEAR 11 / 12

- Design and Production 2 (Wood)
- CPC20220 Certificate II Construction Pathways
- UEE22025 Certificate II Electro-technology
- MEM20422 Certificate II Engineering Pathways (Metal)

HEAD OF LEARNING
Mrs Lenna Green

VOCATIONAL EDUCATION AND TRAINING [VET]

HEAD OF LEARNING
Mrs Sue Howard

Vocational Education and Training (VET)

MacKillop Catholic College has a strong tradition of providing Vocational Education and Training. Students have the opportunity to gain a nationally recognised Australian Qualifications Framework (AQF) partial VET qualification, whilst completing the Tasmanian Certificate of Education (TCE), because all VET qualifications and individual units accrue TCE points.

In Year 10, students have an opportunity to commence their vocational studies with a view to continuing the completion of the relevant certificate in Year 11/12.

MacKillop Catholic College will offer the opportunity to commence the following Vocational Certificates.

Due to the high commercial cost of VET enrolments, we may require parents/guardians to contribute towards some costs associated with a course. These additional costs may include meal allowances, purchase of trade uniforms and/or kits.

It is important to note a course withdrawal fee may apply upon early withdrawal or non-completion of the course. Course particulars, including terms and conditions and any fees will be explained at a VET Information Session.

Students aiming to complete a full certificate must complete a work placement as this is a mandatory requirement. Students are encouraged and expected to organise placements in discussion with our Careers and Pathways Planning Advisor.

Australian School Based Apprenticeships at MacKillop Catholic College

What are School Based apprenticeships?

Apprenticeships and Traineeships for School-aged Learners (ApTSLs) are a learning pathway that combine paid employment and on-the-job training under a formal training contract.

Features of School based apprenticeships:

- Apprenticeships and traineeships can be undertaken full-time, part-time or as a school-based apprenticeship/traineeship.
- A school-based apprenticeship or traineeship offers flexibility. It enables a student in Year 10, 11 and 12 to combine school, work, and training to achieve a nationally recognised qualification.
- Students are expected to attend school and work toward completing relevant school course requirements.
- Students in Years 10, 11 and Year 12 can undertake a part-time apprenticeship/ traineeship.

A school-based apprenticeship or traineeship enables Year 10, 11 and 12 students to combine work and training to achieve a nationally recognised qualification, while still attending school.

What role does MacKillop Catholic College play in this process?

- Once your paperwork is processed the Principal will endorse your proposed learning arrangement.
- MacKillop Catholic College will provide ongoing pastoral and academic supervision support for the young person undertaking a school-based apprenticeship or traineeship facilitated by the Head of Learning VET and the Career Advisor.

YEAR 10

HOSPITALITY SKILL SET

YEAR 10 INTRODUCTION TO HOSPITALITY

What will I gain from completing this VET short skill set?

This taster course provides students with fun, practical hands-on learning and the opportunity to experience working in the Hospitality and Bakery Industries such as cafes, bakeries, coffee shops and small food-based retail outlets. The course will include four (4) nationally accredited VET units of competency, which may to towards the Tasmanian Certificate of Education (TCE), if the student is deemed competent in each unit.



Course Units

- **SITXFSA005** Use hygienic practices for food safety
- **SITXWHS005** Participate in safe work practices
- **SITHFAB025** Prepare and serve espresso coffee
- **SITHFAB024** Prepare and serve non-alcoholic beverages
- **SITHCCC024** Prepare and present simple dishes

What will I learn?

Learners develop core skills in the preparation, production, presentation and service of a variety of cold and hot beverages. Students will work in MacKillop College Café to gain competence and confidence in customer service and the art of coffee making.

Working with real-life constraints offers an insight into the realities and requirements for working in the hospitality industry, providing students with the opportunity to develop work-ready skills for life.

This is an introduction course only, not a full Certificate. It has been designed as an entry level into VET Hospitality (front and/or back of house) Cookery and Hospitality in Senior College years. A Statement of Attainment will be issued for units of competency completed, which can be transferred into the full Hospitality Certificate, if chosen in Years 11 and 12.

Possible Year 11 and 12 Study Pathways:
SIT20322 Certificate II in Hospitality
SIT20421 Certificate II in Cookery

Future career and post-secondary pathways:
SIT30622 Certificate III in Hospitality
SIT40422 Certificate IV in Hospitality
SIT50422 Diploma of Hospitality Management

- Café attendant
- Restaurant attendant
- Barista
- Waiting tables



YEAR 11 AND 12

Information

General Information
About Year 11/12 Courses

Completing Year 11 and 12 at MacKillop Catholic College is more than just attaining a TCE. It is about continuing to develop as a young responsible person, striving to be your best in a supportive and caring environment.

TASC Course Complexity Levels

There are four levels of course difficulty. Level 1 is the least demanding and Level 4 is the most demanding.

Number of Subjects Studied

Students in Year 11 and 12 study a minimum of 8 courses. There are 5 lines available in each year.

In Year 11, students study 5 courses, including a religion course. If students study 3 x Level 3 courses in Year 11, they may study 4 courses (one must be Religious Education) and receive a STUDY line.

In Year 12 students study a minimum of 4 courses.

Study Lines

Year 11 and Year 12 students may have study periods depending on their course selection. Students with a study line after lunch, may leave at lunch time with parent permission via the College Study Line Permission to Leave Form. Students with a study line in periods 1 and 2 may arrive at school in time for recess with parent permission.

Students need to use this time effectively in order to cope with the demands of senior study. Year 11 and 12 students are responsible for their use of study periods, and these are managed by the Senior Study Supervisor. The Senior Study Space and the Rice Resource Centre are available.

Choosing a Personally Relevant Study Program in Year 11/12

In Year 11 and Year 12 students should choose courses in which they show aptitude and interest in, challenges them and contributes towards a career or future educational goals.

Consider:

- Choosing courses that will allow you to meet the requirements of the TCE (see The Language of Senior Schooling for more information on the TCE);
- Acknowledging your strengths and weaknesses and choose courses in areas which you have experienced previous success. If you must choose courses where weaknesses exist for you, take two steps towards your objective so that you gradually accomplish what is required (e.g. study Level 2 before Level 3/4 equivalent subjects);
- Whether you have successfully completed prerequisite courses for the course you wish to enrol in. If no previous experience is necessary, be certain that you have a particular interest, ability or need to study the course;
- You do not have to select an exclusively ATAR pathway or an exclusively VET pathway; you can do a combination of both;
- Even though there are Safety-Net Tests to ensure that all students can gain their TCE, it is a good idea to select a pathway that will enable you to gain your TCE without the need for these tests;
- Some university and TasTAFE courses require you to study particular courses (prerequisites) in order to enter. Your teachers will be able to help you with this information;
- Your teachers are there to help you, so make sure that you ask for their guidance.

General Information about Year 11/12 Courses

[continued]

TCE

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

To achieve the TCE, you need to meet all of the TCE standards:

- Participation and Achievement Standard: 120 credit points (with at least 80 credit points in studies at Level 2 or higher).
- Everyday Adult Standards:
  - Reading, Writing and Communication (literacy)
  - Mathematics (numeracy)
  - Use of Computers and the Internet (ICT)

The Everyday Adult Standards are core skills, knowledge and capabilities that are needed in everyday adult life and work. You can show that you meet the standards by:

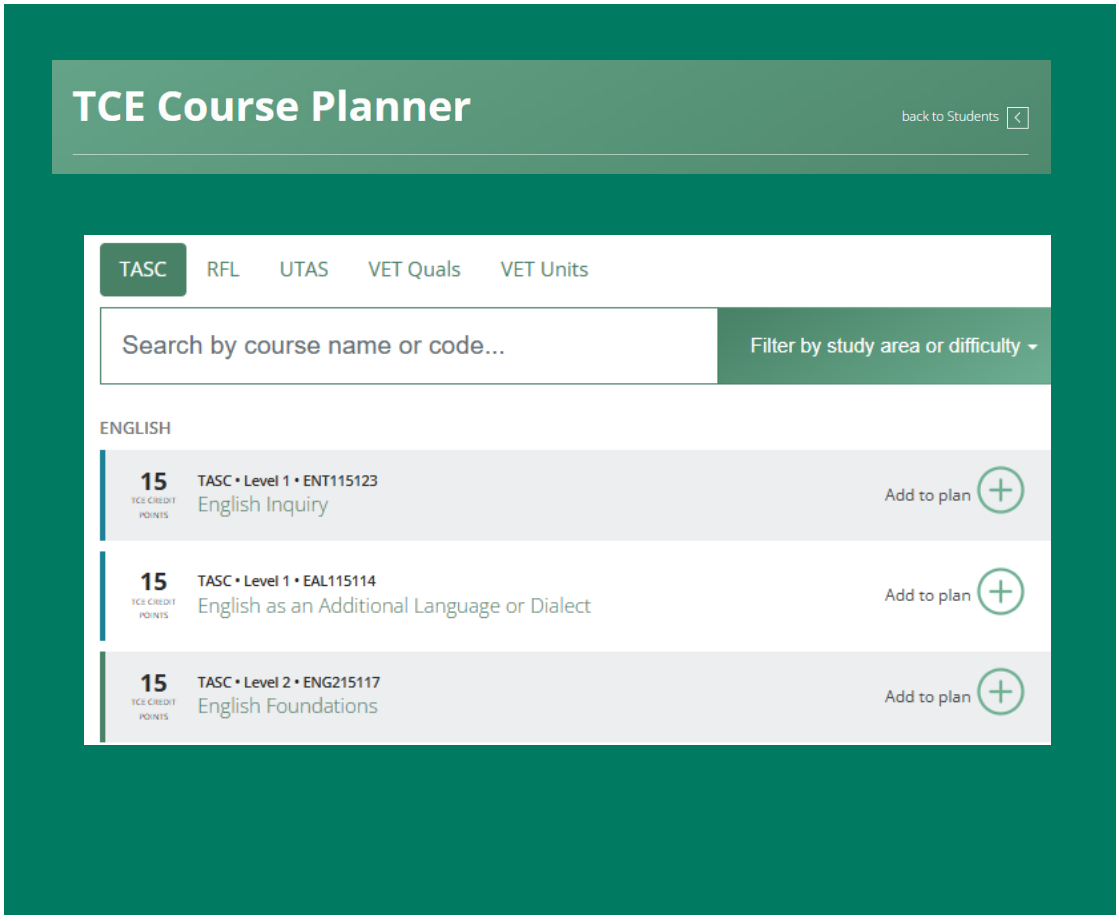
- successfully completing a course that includes that standard
- sitting and passing an Everyday Adult Standard safety net test
- the Everyday Adult Standard: Use of Computers and the Internet Standard will be given automatically as recognition of use of computers and the internet if a student has achieved all the other TCE standards.

The online TCE planner

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

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

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



Different Pathways for Year 11 and 12

MacKillop students in Years 11 and 12 can choose to complete their Tasmanian Certificate of Education (TCE) while achieving an Australian Tertiary Admission Rank (ATAR) to go on to university or pursue vocational education and traning (VET) qualifications. We work with students to help them to select their own program of study to develop their skills and pursue their interests, choosing from a range of pre-tertiary, non-pre-tertiary and VET subjects to suit future traning and education pathways.

University Pathway - ATAR

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

Your ATAR is based on your overall Tertiary Entrance Score (TE Score). This score is calculated by combining your best 5 Level 3 or Level 4 course scores from two senior secondary years (Years 11, 12 or 13).

The ATAR can be calculated from 4 subjects but will not be as high. Students must achieve their TCE to receive an ATAR (see above Understanding the Terminology).

Selected HAP and UCP units contribute towards your TE Score and ATAR. If you study the same course multiple times, only one (1) of your scores for this course can contribute to your overall TE Score. Only courses studied in two years of senior secondary education can contribute, e.g. studies in Year 10 are ineligible.

If you wish to attend university, you should consider which subjects you need to study in Years 11/12 for the university course you wish to apply for. Some university courses have prerequisite subjects that you must study in Year 11/12. You can discuss this further with the Program Leader: Careers and Pathways.

Vocational Pathway

If you are interested in a pathway to a vocational qualification your program of study should be centred around a VET course in your chosen industry area. This can lead you to direct employment, higher level Certificate and Diploma programs, and university courses.

You should also aim to meet the standards of the TCE and gain this qualification as well. You can make up your study program by choosing some TASC accredited courses to add to your VET course.



Australian School-based Apprenticeships (ASbA)

A school-based traineeship or apprenticeship is a paid, employment-based training arrangement where Year 10, 11 or 12 students are able to combine work, training and education to gain a nationally recognised qualification, usually at Certificates II or III Level across almost every industry sector and training package.

ASbA students are allowed to work between 7.5 and 15 hours in the workplace each week during school terms. This can be one or two days at work in school time or after school hours and on the weekend.

Further information is available from Head of Learning: Vocational Education and Training.

Examples of different Pathways from MacKillop Catholic College Students

UINIVERSITY PATHWAY EXAMPLE

STUDENT: Lachlan Macgill

Year 11	Year 12
Mathematics Methods 4	Chemistry 4
Physical Sciences 3	Biology 3
Sports Science 3	Physics 4
Studies of Religion 3	English 3

Lachlan achieved his TCE and ATAR, his ATAR placed him in the top 100 students in Tasmania. He is now studying a Bachelor of Medical Science and Doctor of Medicine with the University of Tasmania after graduating in 2024. Lachlan did 8 level 3/4 subjects and his best 5 were counted for his ATAR.

VET PATHWAYS EXAMPLE

STUDENT: Will Dawes

Year 11	Year 12
Essential Mathematics - Workplace 2	Food, Cooking and Nutrition 2
English Inquiry 2	Design and Production 2
Studies of Religion 2	Cert II in Tourism
Cert II in Cookery	Cert II in Cookery
Cert I in Hospitality	
Cert I in Maritime Operations	

Will achieved his TCE and graduated in 2025. He received his literacy tick from English Inquiry 2 and Studies of Religion 2 and his numeracy tick from Essential Mathematics-Workplace 2. Will received the TASC Outstanding Achievement in Vocational Education and Training Award for 2025.



SCHOOL BASED APPRENTICESHIP / TRAINEESHIP PATHWAY EXAMPLE

STUDENT: Lachlan Denholm

YEAR 11

Legal Studies 3

Mathematics Methods - Foundation 3

Studies of Religion 3

Information Systems and

Digital Technologies 3

YEAR 12

Accounting 3

Computer Science 3

Business Studies 3

School Based Traineeship -

Cert III in Information Technology

Lachlan achieved his TCE and ATAR while completing his School Based Traineeship in Information Technology. He is now employed full-time at Interact IT after graduating in 2024. Lachlan received a TASC VET award as an acknowledgment of his dedication to both his chosen career as well as his studies at the end of 2024.

SCHOOL BASED APPRENTICESHIP/TRAINEE PATHWAY EXAMPLE

STUDENT: Lily Jones

YEAR 11

Studies of Religion 2

Food, Cooking and Nutrition 2

Essential Mathematics - Workplace 2

Certificate III in Childcare

YEAR 12

English Inquiry 2

Media Production Foundation 2

Business Foundation 2

Certificate III in Childcare

Lily achieved her TCE while working one day a week as a Childcare Trainee, completing her Certificate III in Childcare.

TASC Reasonable Adjustments

The Office of Tasmanian Assessment, Standards and Certification (TASC) provides students with Reasonable Adjustments to support equitable access and opportunity in the completion of their studies. This provides fairness for all students while preserving the integrity of the assessment process. These adjustments are made with the intention of enabling a student to demonstrate the required knowledge, skills and standards in their subjects. Reasonable Adjustments apply to internal exams and tests.

TASC will consider the following grounds for eligibility:

- formal diagnosis of disability, condition, or impairment, (e.g., physical, sensory, cognitive, or mental health conditions that results in a functional impact and will affect the student's ability to perform in an exam)
- misadventure (e.g. injury, accident, illness during exam period)
- Refugee student status (length of time in Australia)
- Personal circumstances (situations that significantly impact a student's ability to complete external assessments under standard conditions, e.g., personal tragedy, victim of a significant crime).

The application requires formal written supporting evidence from an appropriate professional outlining the condition and diagnosis and describing the Reasonable Adjustments requested. For refugee status, a copy of the visa is required. Further information is available from the TASC website - http://www.tasc.tas.gov.au. Please speak to the TASC Liaison Officer for more information.

UTAS High Achiever Program

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

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

This Program provides early opportunities for academically able Year 11/12 students to undertake the challenges of University study while they are enrolled in Senior College. High Achiever Program units may contribute towards the calculation of the Australian Tertiary Admissions Rank (ATAR). Upon successful completion of the University unit under HAP, the result will be considered for inclusion among your best five results in the calculation of your ATAR.

To be eligible for the High Achiever Program, students are required to demonstrate very high levels of academic performance at the senior secondary level. For this reason, please note that successful HAP applications will generally only be from students who are enrolled in Year 12 (i.e. in Year 11 at the time of application). It is expected that students will have completed three Level 3 TASC subjects in Year 11, with at least one Exceptional Achievement (EA) result and at least two High Achievement (HA) results in the other subject completed in Year 11, as documented in reports. A student's EA must typically be in the general discipline being applied for.

Subjects offered can vary from year to year and are determined by UTAS.

Popular units include:

- Introduction to Politics and Policy/ Introduction to International Relations
- Mathematics
- Programming
- Human Anatomy and Physiology
- Japanese

For more information visit: https://www.utas.edu.au/underwood-centre/projects-and-initiatives/hap, or speak to the Deputy Principal Learning and Teaching.

University Connections Program (UCP)

UCP allows Year 11 and 12 students to study university level units at the same time or in addition to their TCE studies. The Program provides great opportunities to extend and expose students to new subject areas and learning opportunities. The Program is offered in partnership with schools and senior secondary colleges. Individual University of Tasmania colleges and schools deliver programs within the overarching UCP structure.

When choosing subjects students should select the UCP course they wish to study so that it can be considered as part of their full load. Students will need to demonstrate the capacity to cope with university level study, and develop independent learning strategies.

For more information visit: https://www.utas.edu.au/underwood-centre/projects-and-initiatives/ucp

Frequently Asked Questions

when planning for Year 11 and 12

FAQ

What is the appropriate level of study for me?

Level 2

- Do not count towards the ATAR
- Are not as difficult as Level 3 or 4 courses
- Are usually subjects that give you a good foundation to move on to the more challenging Level 3 courses in Year 12

Level 3 and 4

- Count towards the ATAR
- Normally require more developed writing skills
- Level 4 courses may be more suitable for Year 12

VET

- Helps you to develop skills for the workplace
- Count towards the TCE but not towards the ATAR

Do I have to study Maths and English?

While it is not compulsory to study an English or Mathematics course, it is highly recommended.

A satisfactory result (SA or higher) in an English or Mathematics course will provide you with the Literacy and Numeracy Standard needed for the TCE.

Some university courses have entry requirements of an SA or higher in a Level 3 English or Mathematics course.

Mainland Universities require Level 3 English.

How many courses do I need to select?

There are five timetabled subject lines at MacKillop Catholic College in Year 11 and 12. Each line is studied 6 x 100 minute lessons over the two week cycle.

In Year 11 students study 5 courses including a religion course. If students study three Level 3 courses in Year 11, they may study 4 courses (one must be Religious Education) and receive a STUDY line.

In Year 12 students study a minimum of 4 courses. The 5th can be a STUDY line. Selecting five TASC courses in one year will mean that you do not have a study line.

Your best 5 Level 3 or 4 courses are used to calculate your ATAR. We recommend doing more than 5 to have back up.

Course Availability

This Course Guide contains descriptions of all courses that will be offered at MacKillop Catholic College. Many courses in this Student Guide are offered on a regular basis, however, the availability of these courses can vary year to year. **If there are an insufficient number of students interested in studying a particular course it may not be timetabled.**

If a course you wish to study is not being offered by MacKillop, it may be that it is possible to study it at another Catholic College. Enrolment into a cross campus subject is subject to availability and will be discussed with students if this option is relevant for their chosen study program. Talk to the Deputy Principal: Learning and Teaching, or the Director of Curriculum and Pedagogy for more information.

Year 11 and 12 TASC Courses

Complete course information is available at the TASC website with a TASC Course Planner available to assist you with your planning. The web address is: https://www.tasc.tas.gov.au/students/courses/

Learning Area	Subject	TCE Points	Level	Literacy	Numeracy	ICT
Religious Education	Studies of Religion 2	15	2	☑	☐	☐
	Studies of Religion 3	15	3	☑	☐	☐
	Project Implementation	5	2	☐	☐	☐
English	English Inquiry 1	15	2	☑	☐	☐
	English Inquiry 2	15	2	☑	☐	☐
	English Foundation 2	15	2	☑	☐	☐
	English 3	15	3	☑	☐	☐
	English Literature 3	15	3	☑	☐	☑
	English Studio 3	15	3	☑	☐	☑
HASS	Tasmanian Aboriginal Studies 2	15	2	☐	☐	☐
	History 2	15	3	☑	☐	☐
	Ancient History 3	15	3	☑	☐	☐
	Modern History 3	15	3	☑	☐	☐
	First Nations Studies 3	15	3	☐	☐	☐
	Australia in Asia and the Pacific 3	15	3	☐	☐	☐
	Business Studies Foundation 2	15	2	☐	☐	☐
	Business Studies 3	15	3	☐	☐	☐
	Economics 3	15	3	☑	☐	☐
	Accounting 3	15	3	☐	☑	☐
	Introduction to Sociology & Psychology 2	15	2	☑	☐	☐
	Sociology 3	15	3	☑	☐	☑
	Psychology 3	15	3	☑	☐	☑
	Legal Studies Foundation 2	15	2	☑	☐	☐
	Legal Studies 3	15	3	☑	☐	☐
	Working with Children 2	15	2	☐	☐	☐
Health & Physical Education	Athlete Development 2	15	2	☐	☐	☐
	Sport Science Foundation 2	15	2	☐	☐	☐
	Sport Science 3	15	3	☐	☐	☐
	Health Studies 3	15	3	☑	☐	☐
	Community Sport and Recreation 2	15	2	☐	☐	☐
	Sports and Recreation Management (UTAS UCP)	15		☐	☐	☐
Outdoor Education	Outdoor Education 2	15	2	☐	☐	☐
	Outdoor Leadership 3	15	3	☐	☐	☐
Language	Japanese 2	15	2	☐	☐	☐
	Japanese 3	15	3	☐	☐	☐
Mathematics	Mathematics 1	15	1	☐	☑	☐
	Essential Mathematics Personal 2	15	2	☐	☑	☐
	Essential Mathematics Workplace 2	15	2	☐	☑	☐
	General Mathematics 2	15	2	☐	☑	☐
	General Mathematics 3	15	3	☐	☑	☐
	Mathematics Methods Foundation 3	15	3	☐	☑	☐
	Mathematics Methods 4	15	4	☐	☑	☐
	Mathematics Specialised 4	15	4	☐	☑	☐

Year 11 and 12 TASC Courses
[continued]

Learning Area	Subject	TCE Points	Level	Literacy	Numeracy	ICT
Science	Environmental Science 3	15	3	☐	☐	☐
	Physical Science Foundation 2	15	2	☐	☐	☐
	Physical Science 3	15	3	☐	☑	☐
	Biology 2	15	2	☐	☐	☐
	Biology 3	15	3	☐	☐	☐
	Chemistry 4	15	4	☐	☑	☐
	Physics 4	15	4	☐	☑	☐
Technologies	Digital Technologies 2	15	2	☐	☐	☑
	Data Science and Digital Solutions 3	15	3	☐	☐	☑
	Computer Science 3	15	3	☐	☐	☐
	Design and Production (Wood) 2	15	2	☐	☐	☐
	Food, Cooking and Nutrition 2	15	2	☐	☐	☐
	Food and Nutrition 3	15	3	☑	☐	☐
	Housing and Design 3	15	3	☐	☐	☐
	UTAS Object Design	15	3	☐	☐	☐
The Arts	Dance 2	15	2	☑	☐	☐
	Dance 3	15	3	☑	☐	☐
	Drama Foundations 2	15	2	☐	☐	☐
	Drama 3	15	3	☑	☐	☐
	Theatre Performance 3	15	3	☑	☐	☐
	Media Production Foundation 2	15	2	☐	☐	☑
	Media Production 3	15	3	☑	☐	☐
	Contemporary Music and Songwriting 2	15	2	☐	☐	☐
	Music Studies 2	15	2	☐	☐	☐
	Music Studies 3	15	3	☐	☐	☐
	Music Performance Program - UTAS Foundation Practical Study	15	3	☐	☐	☐
	Visual Arts 2	15	2	☐	☐	☐
	Visual Arts 3	15	3	☐	☐	☐
	Art Studio Practice 3	15	3	☐	☐	☐

Year 11 and 12 TASC Courses

Vocational Education and Training

Learning Area	Subject	Equivalent TASC Level
Vocational Education and Training	**MACKILLOP CAMPUS**	
	Certificate II in Workplace Skills	2
	Certificate II in Tourism	2
	Certificate II in Applied Digital Technologies	2
	Certificate I in Access to Vocational Pathways	1
	Certificate II in Sport Coaching	2
	Certificate II in Hospitality	2
	Certificate II in Cookery	2
	Certificate II in Outdoor Recreation	2
	Outdoor Recreation Skill Set	
	Certificate III in Allied Health Assistance	3
	Certificate III in Fitness	3
	TasTAFE - Clarence / Hobart	
	Certificate II in Construction Pathways	2
	Certificate II in Electrotechnology (Career Start)	2
	Discover Your Personal Style (Skill Set – Pathway in Hairdressing and Beauty Industries)	2
	Certificate II in Plumbing (Pre-apprenticeship)	2
	SEAFOOD AND MARITIME TRAINING	
	Certificate I in Maritime Operations (Coxswain Grade 2 Near Coastal)	2
	PARTNER CAMPUS	
	Certificate II in Automotive Vocational Preparation	2
	Certificate II in Animal Care	2
	Certificate I in Defence Skills	2
	Certificate III in Early Childhood Education and Care	3
	Certificate II in Engineering Pathways (Metal Trades)	2
	Pathways to Work 1	1
	Work Readiness 2	2

*TCE points for VET subjects are awarded based on completed units, total points for full qualifications may range from 15-40+ TCE points.



YEARS
11|12

Religious Education

Head of Learning
Mrs Catherine Sandric

Religious Education

The Religious Education program continues to be a principal focus of learning in the Senior School. Students are to undertake one of the following pathways.

Studies of Religion 3
This is a pre-tertiary academic subject building on the study of religious traditions in Years 7-10. In this pathway students study the course in Year 11 or Year 12. Once they successfully complete their study of this course they can utilise this line as a study line in Year 12.

Studies of Religion 2
This is a Level 2 foundation subject that can be a standalone Level 2 subject or a pathway leading to further study in Studies of Religion 3 where students have the option of continuing this foundation subject into Year 12. Once successfully completing their study they can utilise this line as a study line in Year 12.

Project Implementation 2
This is a project-based course taken over two years in both Years 11 and 12. Students attend two lessons of Project Implementation each week. This provides four lessons each week for additional study in each Year of 11 and 12.

Year 11 students can study: Studies of Religion Level 3 (15 points) OR Studies of Religion Level 2 (15 points) OR Project Implementation Level 2 (5 points).



STUDIES OF RELIGION 2

15 TCE POINTS

In Studies of Religion 2 I will learn:

- Details about specific religious traditions that will include aspects of spirituality, individual and communal faith. These include sociology, philosophy, history and theology as a lens to investigate how religion functions in society.
- The application of multi-disciplinary knowledge, understanding, skills, values and attitudes to the study of both the underpinnings of religious faith and the dynamic and changing nature of religion in Australia in the 21st Century. It will develop the capacity of learners to manage their own lives and to become flexible, independent thinkers, problem solvers and decision makers.
- This understanding helps learners have a deeper appreciation of the world and their role as a member of society and as an individual.

In typical lessons I might:

- engage in group discussions and presentations;
- conduct individual and group research;
- select topics to study e.g. one religious tradition from Islam, Buddhism, Judaism, Christianity, Hinduism, Aboriginal spirituality;
- investigate inter-related aspects of religious traditions e.g. ritual, practices, symbols, structures and festivals, or sacred texts.

To enrol in this subject, it is recommended:

- a 'C' or above standard in Year 10 Theology and Spirituality.

Studies of Religion 2 would suit someone who:

- is interested in studying how religion interfaces with culture, ethics and society;
- enjoys reading on religious and ethical topics;
- is interested in interpreting religious issues from a range of perspectives of religious traditions or viewpoints;
- understands and is willing to engage in a course that is designed to be available to all learners, irrespective of the existence, or nature, of any individual religious beliefs.

This subject could lead me to:

- a pathway to Studies of Religion 3, Sociology 3 and Philosophy 3;
- build skills relevant to Modern History and Ancient History 3;
- a pathway to further tertiary studies in Asian studies, philosophy, education, counselling, politics or other humanities courses such as history and anthropology.

STUDIES OF RELIGION 3

15 TCE POINTS

In Studies of Religion 3 I will learn:

- how religious affiliations, ideas, movements and belief systems have shaped society and culture, past and present;
- how religious tradition contributes to the development of world view and comprehension of meaning and purpose for individuals and communities;
- how religious debate contributes to social, cultural, political and ethical issues;
- how particular beliefs and perspectives contribute to the role of religion in society;
- how issues and challenges for religious traditions manifest in contemporary society.

In typical lessons I might:

- engage in group discussions and presentations;
- conduct individual and group research;
- study religious traditions;
- investigate inter-related aspects of religious traditions e.g. ritual, practices, symbols, structures and festivals, or sacred texts;
- investigate ethics as a discipline that articulates the thinking that goes into developing a moral position;
- investigate a variety of ethical codes of world religious traditions and other ethical frameworks (such as natural law ethics, virtue ethics, situation ethics, Kantian ethics);
- investigate significant challenge and change encountered by a religious tradition within a key period (may be historical or contemporary);
- undertake non-biased investigation into co-existence of religious and secular traditions in Australia and globally.

To enrol in this subject, it is recommended:

A/B in Year 10 Theology and Spirituality coupled with an A/B in Year 10 English.

Studies of Religion 3 would suit someone who:

- is interested in studying how religion interfaces with culture, ethics and society;
- enjoys reading on religious and ethical topics;
- is interested in interpreting religious issues from a range of perspectives of religious traditions or viewpoints;
- understands and is willing to engage in a course that is designed to be available to all learners, irrespective of the existence, or nature, of any individual religious beliefs.

This subject could lead me to:

- a pathway to Philosophy 3 and builds skills relevant to Modern History and Ancient History 3, a pathway to further studies in Asian studies, philosophy, education, counselling, politics or other humanities courses such as history and anthropology;
- successful completion of Studies of Religion Level 3 provides a pathway to tertiary study in the Humanities, Law or Social Sciences.

PROJECT IMPLEMENTATION

5 TCE POINTS

In Project Implementation 2 I will learn:

- How to set goals and make a plan to achieve them
- How to manage and evaluate a project using technology and project management resources

In typical lessons I might:

- Develop a project which results in a culminating event
- Work with others to manage tasks within a specific time frame and budget
- Reflect upon my own performance and that of others and provide feedback to the group

To enrol in this subject, it is recommended:

- a 'D' or above standard in Year 10 Theology and Spirituality.

Project Implementation 2 would suit someone who:

- Likes to be organised and work as part of a team to make things happen.

This subject could lead me to:

- Managing tasks and projects as part of my study, work or entrepreneurial ventures.

YEARS
11|12

English

Head of Learning
Mrs Marree Webster



English

ENGLISH INQUIRY 1

15 TCE POINTS

In English Inquiry 1, I will learn:

- the use of the English language, literacy and literary texts in various forms;
- understand how the English language shapes an understanding of ourselves and the world.

In typical lessons I might:

- communicate through speaking, listening, reading, writing, viewing and representing;
- explore attitudes, values, themes and issues in texts;
- make transdisciplinary connections through the study of contemporary spoken, written and multimodal texts;
- use the English language in different forms to make and communicate meaning;
- express myself and relationships within my world;
- create imaginative, informative and persuasive texts utilising transdisciplinary connections;
- respond, apply and share my learning;
- develop basic inquiry skills through a transdisciplinary study of English.

To enrol in this subject it is recommended:

- an interest or a need to develop literacy skills in the workplace and everyday life;
- D or E in Year 10 Applied English OR, have a modified curriculum program in English.

English Inquiry 1 would suit someone who:

- needs to further develop their core literacy and language skills needed in many workplace and everyday life situations.

English Inquiry 1 could lead me to:

- English Inquiry 2;
- Vocational Education certificates.

ENGLISH INQUIRY 2

15 TCE POINTS

In English Inquiry 2, I will learn:
- to consolidate and develop knowledge, skills and understanding of English;
- to extend understanding of how the English language shapes an understanding of ourselves and the world.

In typical lessons I might:
- communicate through speaking, listening, reading, writing, viewing and representing;
- explore attitudes, values, themes and issues in texts;
- respond to a range of transdisciplinary texts;
- create texts for different purposes, contexts and audience;
- investigate a national or local issue of interest through an individual negotiated study.

To enrol in this subject, it is recommended:
- an A,C or D in Year 10 Australian Curriculum English.

English Inquiry 2 would suit someone who:
- needs to consolidate and build their core literacy and language skills needed in many workplace and everyday life situations.

English Inquiry 2 could lead me to:
- English Level 3;
- Vocational Education certificates.

ENGLISH FOUNDATION 2

15 TCE POINTS

In English Foundation 2 I will learn:
- to develop analytical, creative and critical thinking and communication skills;
- to engage with contemporary texts from Australia and other cultures.

In typical lessons I might:
- explore themes or issues across a range of imaginative, persuasive or interpretive texts;
- produce a negotiated study, multimodal or oral presentation;
- analyse how texts represent our world and experiences;
- read, view and investigate a range of texts from print, oral, visual and fiction and non-fiction works;
- respond to texts of different modes;
- create a variety of imaginative, interpretive and analytical responses;
- appreciate and discuss the concept of language and its ability to shape the world.

To enrol in this subject, it is recommended:
- B or C in Year 10 Australian English Curriculum

English Foundation 2 would suit someone who:
- wishes to further develop their analytical, creative, critical thinking and communication skills;
- enjoys engaging with a wide variety of texts;
- wishes to progress with confidence to Level 3 English.

English Foundation 2 could lead me to:
- English Level 3;
- English Studio 3;
- English Literature 3;
- study, training, or work where English is a requirement.

ENGLISH 3

15 TCE POINTS

In English 3 I will learn:
- the way themes, ideas and concepts are represented by comparing a range of literary and media texts;
- the ways attitudes and perspectives in texts shape audience response and interpretation.

In typical lessons I might:
- study a genre such as thriller, dystopian fiction, life writing;
- analyse how texts have been adapted to film;
- undertake a close study of a text;
- produce a negotiated study, oral presentation or multimodal presentation;
- critically engage with a range of texts and genres from the contemporary world;
- respond to texts in a variety of ways;
- create imaginative, interpretive and analytical responses.

To enrol in this subject I need:
- A or B in Year 10 Australian Curriculum English;
- CA or above in English Foundation 2.

English 3 would suit someone who:
- enjoys reading and responding to texts from a range of cultures and historical perspectives;
- participates in discussions and debate, engaging with different perspectives;
- is interested in the ways language work to create meaning.

English 3 could lead me to:
- University study in fields requiring high literacy levels;
- Level 3 English is often a requirement for university entrance.

ENGLISH LITERATURE 3

15 TCE POINTS

In English Literature 3 I will learn:
- strategies for interpreting texts;
- the ways in which literary texts represent culture and identity;
- the relationship between contexts, authors, texts and audiences;
- the ways values and ideas are represented and interpreted in texts;
- the influence of historical and cultural contexts on literature.

In typical lessons I might:
- compare texts from different historical and cultural contexts by theme;
- study two texts that are related by ideas or issues;
- undertake in-depth text study;
- negotiate and produce an independent text study;
- study literary texts from the past, present and a range of cultures;
- respond to texts in a variety of ways;
- create imaginative, interpretive and analytical responses.

To enrol in this subject I need:
- A or high B in Year 10 Australian Curriculum English;
- CA or above in English Foundation 2.

English Literature 3 would suit someone who:
- enjoys reading and responding to texts from a range of cultures and historical perspectives;
- appreciates the aesthetic use of language;
- interested in exploring how texts shape the real and imagined world.

English Literature 3 could lead me to:
- University study in fields requiring high literacy levels;
- Level 3 English is often a requirement for university entrance.

ENGLISH STUDIO 3

15 TCE POINTS

In English Studio 3, I will learn:

- about different forms of writing e.g. poetry, short stories, news articles, monologues;
- to create texts for a variety of audiences and purposes;
- writing techniques: composing, drafting and editing;
- how to respond to feedback;
- techniques writers use to explore ideas and issues.

In typical lessons I might:

- study writers and their work;
- study the craft and process of writing;
- explore a variety of texts and genres and how they are used to communicate ideas;
- explore the impact of technology on writers and writing;
- explore topics and writing formats that interest me;
- undertake a major project;
- create imaginative and expository texts;
- workshop my own and others' writing.

To enrol in this subject, it is recommended:

- A or high B in Year 10 Australian Curriculum English;
- CA or above in English Foundation 2.

English Studio 3 would suit someone who:

- enjoys reading and creating imaginative texts from a range of genres and writing styles.

English Studio 3 could lead me to:

- University study in fields requiring high literacy level;
- Level 3 English is often a requirement for university entrance.



YEARS
11|12

HaSS

Head of Learning
Ms Jacinta Pearce



HASS

TASMANIAN ABORIGINAL STUDIES 2

15 TCE POINTS

In Tasmanian Aboriginal Studies 2, I will learn:

- about the histories, cultures, values, beliefs, lifestyles of Tasmanian Aboriginal people in the past and present;
- about the contributions of Tasmanian Aboriginal people in the past and present;
- to be an active participant in reconciliation;
- about a range of units of study, such as, country and place (including Aboriginal migration to Tasmania, use of the land and European contact), culture, people (including original clans, significant individuals and contemporary Tasmanian Aborigines);
- personal inquiry where you examine an aspect of the Tasmanian Aboriginal experience of your choice.

In typical lessons I might:

- learn about ice age migration to Tasmania and ice age hunting patterns;
- examine land settlement patterns for the last 12,000 years;
- learn about sacred country and creation stories;
- learn about the European search for Terra Australia and first contact;
- study the Black War;
- assess the impact of dispossession;
- examine the political, social and legal struggles for recognition and rights;
- learn about world heritage and protected areas
- learn about ruling spirits and afterlife;
- appreciate the cultural resurgence of language, music and ceremony;
- examine the 1967 Referendum and government policies regarding indigenous peoples;
- study the original Tasmanian Aboriginal clans;
- research on a significant individual;
- complete a personal written report into a topic of choice.

To enrol in this subject, it is recommended:

- to be willing to show respect to the content of the course;
- at least a C in Australian Curriculum History or English.

Tasmanian Aboriginal Studies 2 would suit someone who:

- wants a better understanding of the history and lived experience of Tasmanian Aborigines;
- has an interest in historical, sociological and anthropological inquiry;
- seeks to be involved in community engagement and wishes to develop an understanding of multiple historical perspectives;
- wishes to involve themselves in active reconciliation.

Tasmanian Aboriginal Studies 2 could lead me to:

- First Nations Studies 3;
- a pathway and skills relevant to other Level 3 courses such as Modern History 3 and Studies of Religion 3;
- careers in history, sociology or anthropology.

HISTORY 2

15 TCE POINTS

In History 2, I will learn:
- The world from ancient times into the modern era.

In studying ancient history, learners will explore evidence from the past about either:
- an ancient site;
- a significant historical individual or group
- an event.

In studying history into the modern era, learners will investigate:
- significant developments that moved us into the modern world;
- how groups and institutions have challenged authority and transformed the world we live in;
- a movement for change in the 20th century.

In typical lessons I might:
- Investigate
  - the ancient world
  - the modern era
  - movements for change in the 20th Century;
- complete a range of assignments including reports, case studies, discussions and other set tasks

To enrol in this subject, it is recommended:
- to be willing to engage in class discussions;
- at least a C in Australian Curriculum History or English.

History 2 would suit someone who:
- enjoyed HASS or History in Year 10;
- is interested in history.

History 2 could lead me to:
- a pathway to Australia in Asia and the Pacific 3, Modern History 3, Geography 3, or Ancient History 3;
- work and further study in areas such as humanities, social sciences, tourism.

ANCIENT HISTORY 3

- Available in 2027 and 2029

15 TCE POINTS

In Ancient History 3, I will learn:
- how we know what life was like in ancient times by reconstructing the past;
- how to investigate the ancient past, including key sites, events and or developments in the ancient world – individuals, structures and features of ancient societies;
- the history and aspects of culture of one of the great civilisations of the ancient world (such as Egypt, Greece, Rome or China);
- connections between the origins, impact and legacy of ideas, beliefs and values of the ancient world and a context for the inter-connectedness of past and present;
- how some distinctive features of ancient societies, for example arts, architecture or drama; weapons and warfare; technology and engineering that define the nature of key structures and practices of ancient societies.

In typical lessons I might:
- select one civilisation to investigate;
- investigate the origins and settlement of an ancient civilisation and the impact of chronological and geographical context on the development of the civilisation selected;
- select a key ancient site, event, or development to investigate to understand the nature of the remaining evidence of the ancient world;
- address the political, social, economic and cultural structures and practices of an ancient society;
- analyse and refer to relevant primary and secondary sources;
- write historical essays responding to key topics;
- engage in discussions, research work, investigate and study selected topics;
- experience excursions to relevant sites.

To enrol in this subject, it is recommended:
A/B (or C in consultation with teachers) in Year 10 Australian Curriculum History or English.

Continued over/-

ANCIENT HISTORY 3 Cont/...

Ancient History 3 would suit someone who:

- is interested in the ancient past and the development and characteristics of ancient civilisations;
- is able to write essays in response to historical questions and inquiry;
- is well organised;
- likes analysing historical sources to find relevant evidence to support historical arguments;
- has critical and creative thinking skills.

Ancient History 3 could lead me to:

- a pathway and skills relevant to other Level 3 courses such as Modern History 3, Geography 3, Philosophy 3 and Studies of Religion 3;
- a pathway to further study at university in ancient history, modern history, archaeology, teaching and associated field.



MODERN HISTORY 3

- Available in 2028 and 2030

15 TCE POINTS

In Modern History 3, I will learn:

- how modern political systems and ideologies differ in the modern history of some nations;
- how internal and external threats impacted on the history of modern nations;
- how national responses were shaped by internal and external factors;
- how historical change was impacted by social, political and economic change;
- how the political and social forces of the twentieth century have shaped our world;
- to use primary and secondary documents to investigate historical events;
- how history has been interpreted by historians.

In typical lessons I might:

- investigate the history of modern nations (ONE Western and ONE Asian nation);
- investigate post World War II developments and the changing world order 1945-2010, including topics such as studies of the Cold War, Australia's engagement with Asia; peace, conflict and the nature of terrorism; migration;
- assess the significance of modern political systems and ideologies and describe their manifestations in the modern history of some nations;
- identify and assess drivers of social, political and economic change and assess nature and impact of such changes in the modern history of some nations;
- assess the internal divisions and external threats in the development of modern nations;
- describe and assess key historical concepts in the historical record;
- describe and assess the causes and impacts of particular events, ideas, movements and developments that have shaped the modern world;
- describe and assess historical significance of individuals, events, movements and organisations.

To enrol in this subject, it is recommended:

- A/B (or C in consultation with teachers) in Year 10 Australian Curriculum History or English.

Modern History 3 would suit someone who:

- has an interest in modern history;
- enjoys investigating historiography and the historical debates that arise;
- enjoys responding to key historical questions;
- enjoys investigating key historical events that changed the course of history;
- is interested in the impact of political ideologies on people's lives.

Modern History 3 could lead me to:

- a pathway to further study at university in history, Asian studies or international relations;
- a career in law, journalism, teaching, the public service and diplomatic corps.

FIRST NATIONS STUDIES 3

15 TCE POINTS

In First Nations Studies 3 I will learn:

- about the basis of First Nations identity, culture, ways of knowing and being, relationships and historical narratives;
- about the causes and consequences of First Nations' interactions with non-Aboriginal people;
- about the challenges and opportunities which such interaction led to;
- about the assertion of First Nations' rights and inter-relationships globally;
- about a range of units of study such as:
- First Nations of Australia which includes Tasmanian First Nations
- First Nations of New Zealand
- First Nations of Scandinavia
- First Nations of Canada
- First Nations of the United States of America.

In typical lessons I might:

- communicate historical, anthropological, sociological and political ideas;
- apply inquiry skills to plan, organise and complete investigations into historical and contemporary First Nations issues and experiences;
- use evidence and historical, anthropological and sociological terms, concepts and ideas to support and assess interpretations and arguments relating to First Nations;
- work individually and collaboratively using effective time management, planning and negotiation skills;
- describe and explain characteristics of nations, states and relevant terms applicable to the study of First Nations traditional worldviews, technology, social networks, communication and religion;
- analyse the experiences, perspectives and effects of contact, colonisation and resistance on First Nations;
- analyse processes and impacts of First Nations contemporary political advocacy, self-determination and global politics;
- explain the resurgence of First Nations identity, community, connection to place and culture in the contemporary period.

To enrol in this subject, it is recommended:

- A/B (or C in consultation with teachers) in Year 10 Australian Curriculum History or English.

First Nations Studies 3 would suit someone who:

- has an interest in the experiences and histories of First Nations Peoples;
- has an interest in historical, anthropological and sociological research;
- seeks to be involved in community engagement and wishes to develop an understanding of multiple historical perspectives;
- wishes to learn more about being involved in reconciliation;
- is an independent learner with skills in research and extended writing.

First Nations Studies 3 could lead me to:

- a pathway and skills relevant to other Level 3 courses such as Modern History 3, Geography 3, Philosophy 3, and Australia in the Asia and Pacific 3;
- a pathway to further study at university in anthropology, history, sociology, studies of religion, philosophy, politics, the law,

AUSTRALIA IN ASIA AND THE PACIFIC 3

15 TCE POINTS

In Australia in Asia and the Pacific 3, I will learn:

- about the social, cultural, religious and geographical diversity of the Australia, Asia and Pacific region;
- what the relevance of Australia's relationships are within the region in the 20th and 21st centuries;
- about geographic and human diversity, relationships and environmental issues of the Asia-Pacific region;
- what it means to be a global citizen and to respect diversity;
- how Australia's role in the region is changing;
- how immigration has changed in the Asia Pacific region;
- what the impact of tourism is on the land and people of the region;
- what the historical and geographical features of the Asia Pacific region are;
- how Pacific and Asian nations respond to human and natural crises.

In typical lessons I might:

- describe the diversity of the physical and human geography in the Australia, Asia and Pacific Region;
- investigate Australia's changing role in the region: partnerships (overseas trade, security and aid) or immigration (White Australia Policy, post war immigration, refugees and multiculturalism);
- map the location of nations, major landforms, climate and environmental degradation;
- use generalisations – based on knowledge of human and physical geography, tourism, and cause, effect and responses to national crises in the Australia, Asia and Pacific region;
- make logical predictions and reach valid conclusions in real and hypothetical contexts;
- investigate human characteristics e.g. populations size and density, religion, identity and culture;
- investigate immigration to Australia including the White Australia Policy, post war immigration, refugees and multiculturalism;
- investigate tourism and impact on environment, culture, society and economy; reasons for growth; management strategies.

To enrol in this subject, it is recommended:

- A/B (or C in consultation with teachers) in Year 10 Australian Curriculum Geography, History or English.

Australia in Asia and the Pacific 3 would suit someone who:

- is interested in the evolving relationships between Australia and Asia-Pacific nations;
- is interested in aspects of 'Asia literacy' and its impact on understanding Australia's relationships with our Asia- Pacific neighbours.

Australia in Asia and the Pacific 3 could lead me to:

- a pathway to other Level 3 courses such as Geography 3, Modern History 3, Studies of Religion 3 or Ancient History 3;
- a pathway to further study in courses such as geography, history, tourism and religion, and careers in travel, international relations, journalism, teaching, government, trade,

BUSINESS STUDIES FOUNDATION 2

15 TCE POINTS

In Business Studies Foundation 2, I will learn:
- to use business terms, concepts and processes;
- to understand the internal and external forces which influence business;
- to develop a business plan;
- to understand the qualities of a successful entrepreneur.

In typical lessons I might:
- research the role of business in the Australian economy;
- identify how marketing, accounting and finance are important in business;
- apply models, techniques and processes to provide data and information for making business decisions;
- work with others to apply relevant business ideas in the development of a business plan.

To enrol in this subject, it is recommended:
- C in Year 10 Australian Curriculum Mathematics and English.

Business Studies Foundation 2 might suit someone who:
- is interested in business and those who are successfully involved in business;
- wants to know more about establishing a small business;
- has well developed organisational skills.

Business Studies Foundation 2 could lead me to:
- further study in Business Studies 3, Accounting 3, Economics 3, or certificate courses in the business sector.

BUSINESS STUDIES 3

15 TCE POINTS

In Business Studies 3 I will learn:
- about the nature of business;
- about the importance of key business functions, including marketing, human resource and financial management;
- the economic, environmental, ethical and governmental issues related to managing a business;
- about the legal, social and technological issues which impact on business in Australia.

In typical lessons I might:
- participate in group discussions, presentations and activities;
- undertake assignments and practical tasks designed to develop understanding of business issues;
- research successful businesses as well as entrepreneurial traits and characteristics;
- prepare a feasibility study for a start-up business idea.

To enrol in this subject, it is recommended:
- A or B (C in consultation with teachers) in Year 10 Australian Curriculum Mathematics and English.

Business Studies 3 would suit someone who:
- is interested in marketing, human resource management and/or accounting and finance.
- wants to learn more about forms of business communication;
- wants to understand the world of business and is interested in learning the skills to influence the operations of a business;
- has well developed organisational skills.

Business Studies 3 could lead me to:
- a pathway to other Level 3 courses such as Economics 3;
- a pathway to further study at university and/or future employment in areas such as finance, administration, marketing, management, economics and accounting.

ECONOMICS 3

- Available in 2027 and 2029

15 TCE POINTS

In Economics 3, I will learn:

- how we organise ourselves to satisfy people's needs and wants;
- how economic events and issues affect our lives and how we can use the knowledge and skills of economics to inform our participation in society;
- to become aware that economic decisions are not value free and have outcomes that may be inconsistent with social and ethical values.

In typical lessons I might:

- evaluate the operation of the free market as a system to deal with the economic problem;
- examine the role of government in a modern mixed economy and the strengths and limitations of government policy. This is done in the context of the global economy and Australia's role as an international citizen;
- study relevant current and contemporary examples and case studies concerning the Australian economy

To enrol in this subject, it is recommended:

- A or B in Business Studies Foundation 2.

Economics 3 might suit someone who:

- is interested in government, commerce, industry and education;
- values knowledge and skills that are relevant for living in a society.

Economics 3 could lead me to:

- a pathway to further study at university and/or future employment in areas such as research, policy, consultancy, human resources, analysis.



ACCOUNTING 3

- Available in 2028 and 2030

15 TCE POINTS

In Accounting 3, I will learn:

- about systems and processes through which financial practices and decision making are carried out, as well as the ethical, social and regulatory issues involved.
- gain an understanding of how accounting assists with the discharge of accountability and in the management of financial resources.
- how to analyse and make informed decisions about business finance.

In typical lessons I might:

- learn about the sole trader form of business enterprise;
- record transactions using manual methods and an accounting software package or application;
- address a range of balance day adjustments and prepare the reports using both manual and digital methods;
- use both manual and digital methods to analyse financial data and information, draw conclusions about business performance and make recommendations to users of accounting information;
- undertake an independent investigation into a financial topic.

To enrol in this subject, it is recommended:

- A or B in Business Studies Foundation 2

Accounting 3 would suit someone who:

- is interested in making themselves financially literate;
- wants to make informed decisions about business finance.

Accounting 3 could lead me to:

- a pathway to further study at university and/or future employment in areas such as finance and management across a wide range of businesses.

INTRODUCTION TO SOCIOLOGY AND PSYCHOLOGY 2

15 TCE POINTS

In Introduction to Sociology and Psychology 2, I will learn:

- the disciplines of sociology and psychology;
- about society, behavioural sciences and culture and the various social interactions of individuals and groups;
- why other people behave the way they do (individually and in groups);
- the way human societies are structured and major issues facing these societies;
- theories and ideas to explain human actions and behaviours.

In typical lessons I might:

- investigate sociology as a study that seeks to explain human behaviour in contemporary social life;
- investigate psychology as a study that provides an understanding of human behaviour and the experiences of the individual;
- discuss key topics on sociology and psychology;
- use basic terms, concepts and ideas to describe human behaviour and motivation;
- apply appropriate theories to interpret evidence and information from a variety of sources;
- examine the forces that influence behaviour;
- investigate sociological and psychological concepts;
- investigate topics from the fields of sociology and psychology.

To enrol in this subject, it is recommended:

- C in Year 10 Australian Curriculum English.

Introduction to Sociology and Psychology 2 would suit someone who:

- is interested in developing understanding of themselves and other individuals, groups and institutions within society;
- is interested in a Level 2 course in the Behavioural Sciences that may also provide a pathway to further studies at Level 3.

Introduction to Sociology and Psychology 2 could lead me to:

- a pathway to Sociology 3 and Psychology 3 and further studies in psychology and sociology;
- career pathways in the community, social work and health sectors for students who are not necessarily planning a pathway to pre-tertiary study.

SOCIOLOGY 3

- Available in 2028 and 2030

15 TCE POINTS

In Sociology 3, I will learn:

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

In typical lessons I might:

- learn about the concepts of society, culture and socialisation and the relationship between them;
- explore patterns of crime and consider the significance of a range of factors, such as class, gender, age, race and ethnicity;
- understand how the family is a significant sociological institution in contemporary Australian society and it has and continues to change over time;
- look at gender as a social category and gender inequality exists and has an impact in contemporary Australian society;
- draws on scientific methods of social inquiry to explore social relationships and the outcomes of social activities.

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SOCIOLOGY 3

To enrol in this subject, it is recommended:

- A or B (C in consultation with teachers) in Year 10 Australian Curriculum Sociology and Psychology Foundation and English.

Sociology 3 would suit someone who:

- is interested in the way in which the parts of society are related, and the causes and impact of social change;
- is interested in detailed observation of social patterns and behaviour in groups;
- can become aware of and think about daily life and activities from a variety of sociological perspectives.

Sociology 3 could lead me to:

- a pathway to other Level 3 courses such as Psychology 3;
- a pathway to further study at university as well as to employment in government and community organisations including, for example, cultural and community development, or work with minority and ethnic groups. It can lead to work in fields that address such issues as crime and substance abuse, youth and family matters, industrial relations, social justice and social issues related to health care. Sociology develops widely applicable skills in social research: developing surveys, collecting data, and conducting interviews and fieldwork, including the analysis, interpretation and presentation of the information collected.



PSYCHOLOGY 3

- Available in 2027 and 2029

15 TCE POINTS

In Psychology 3, I will learn:

- to explore complex human behaviours and thought processes;
- how to apply psychological principles to real life situations;
- a framework for understanding the complex interactions between the biological, behavioural, cognitive and socio-cultural factors that influence thought, emotions and behaviour.

In typical lessons I might:

- explore the meaning of scientific method in psychology;
- undertake research experiments to understand the methodology and practice of psychology, especially interpreting research findings and communicating their evidence-based conclusions;
- apply learnt skills to the completion of an externally assessed Investigative Project.

To enrol in this subject, it is recommended:

- A or B (C in consultation with teachers) in Year 10 Australian Curriculum Sociology and Psychology Foundation and English.

Psychology 3 would suit someone who:

- is interested in being able to better assess psychological challenges that arise in their own environment and across their own lifespan, particularly in relation to personal development, good health, mental wellbeing, social interaction, communication and lifelong learning;
- enjoys working with children, adults, families and communities in a variety of contexts.

Psychology 3 could lead me to:

- a pathway to other Level 3 courses such as Sociology 3;
- working with children, adults, families and communities in a variety of contexts such as academic and research institutions, human resource management, and government, corporate and private enterprises;
- fields of applied psychology include educational, forensic, health and sport psychology;
- specialist fields including counselling, neuropsychology, law enforcement and emergency support services in educational, institutional and industrial contexts.

LEGAL STUDIES FOUNDATION 2

15 TCE POINTS

In Legal Studies Foundation 2, I will learn:
- the role of the law in Australian society;
- the theory and practice of Australian Consumer Law;
- key aspects of Australian Family Law;
- how Australian Employment Law impacts on me;
- what is crime and what are the powers of the police.

In typical lessons I might:
- participate in visits to law courts, prison, and parliament;
- investigate the structure and responsibilities of the three levels of Government in Australia;
- apply my understanding of employment law to real world examples;
- individually or in groups, undertake research on legal issues;
- complete tasks and assignments.

To enrol in this subject, it is recommended:
- C in Year 10 Australian Curriculum English.

Legal Studies Foundation 2 would suit someone who:
- enjoys research, investigation, and analysis.
- wants to know how Australian law directly impacts them;
- has an interest in the relationship between informal rules and the law;
- is curious and is seeking insights into the basis of applied justice.

Legal Studies Foundation 2 could lead me to:
- further study, as this course provides a pathway to Legal Studies 3;
- careers in government positions, the legal profession, policing, journalism or social work.

LEGAL STUDIES 3

15 TCE POINTS

In Legal Studies 3, I will learn:
- about the essential principles, features and institutions of our legal and political systems, and how they operate locally, nationally and in an international context;
- the dynamic nature of Australia's liberal democracy, its interactive processes, and the pursuit of equity and justice under the rule of law.

In typical lessons I might:
- explore the main structures and processes of the Australian legal and political systems;
- understand that the legal and political processes in Australia involve individual rights, responsibilities and participation in our legal and political systems to ensure that governments and individuals work within a framework of justice and freedom, based upon the elements of a liberal democracy including rule of law, separation of powers and procedural fairness;
- learn about the principles underpinning our system of government;
- study the way Australia's Constitution is framed and its impacts on Australian governance arrangements;
- understand the origin and basis of Australian and international Law;
- explain the ways in which we, as a society, deal with crime, criminal trials, sentencing and protecting the rights of the accused, victim and the community.

To enrol in this subject, it is recommended:
- B (C in consultation with teachers) in Year 10 Legal Studies Foundation and English.

Legal Studies 3 would suit someone who:
- is interested in their role as active citizens at local, state, national and global levels;
- wants to learn more about the Australian political and legal systems;
- enjoys the pursuit of equity and justice under the rule of law.

Legal Studies 3 could lead me to:
- a pathway to further study in tertiary studies in areas such as law, government, police studies, international relations and journalism;
- employment pathways in vocations such as: government positions; the legal profession; policing; journalism; court administration; and social work.

WORKING WITH CHILDREN 2

15 TCE POINTS

In Working with Children 2, I will learn:

- to understand the educational, social, and ethical framework of the child care environment as a workplace;
- the skills to interact with children in that environment, to plan and organise age-appropriate activities, and how to actively promote positive, stimulating, safe environments;
- a practical understanding of duty of care and legal implications of children in their care and the legislative requirements of child-care provision.

In typical lessons I might:

- participate in discussions about developmental theories and stages of development, identify evidence of these in the practical environment and apply to children's needs;
- design, prepare and implement stimulating, age-appropriate environments, resources and activities for children's playing and learning, assessing effectiveness through children's responses;
- implement plans and strategies for acknowledging individual differences and meeting needs of all children;
- adhere to established safety and hygiene procedures that apply to child care environments and, where necessary, modify environments to improve safety and health;
- list legal rights, responsibilities and provisions for the care and protection of children and child care workers.

To enrol in this subject, it is recommended:

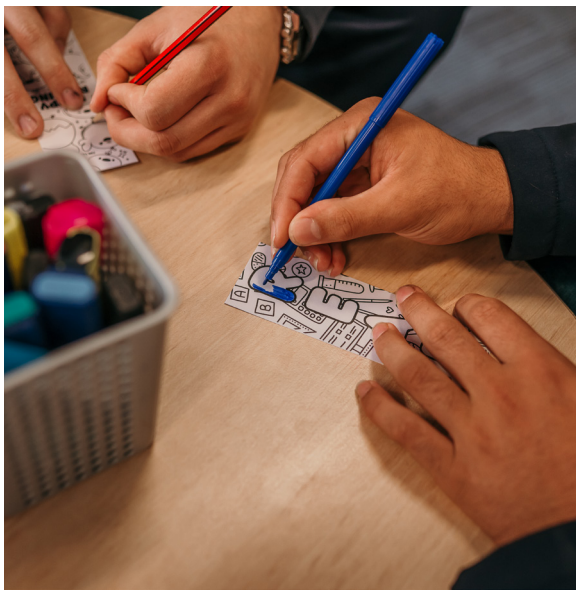
- A or B (C in consultation with teachers) in Year 10 Australian Curriculum Child Studies.

Working with Children 2 would suit someone who:

- is interested in working with children;
- is sensitive to the needs of children and others;
- is interested in learning more about child growth and development.

Working with Children 2 could lead me to:

- employment as a child care educator, play group volunteer, teacher assistant, early childhood assistant;
- volunteer roles such as sport coaching, dance, youth groups, holiday camps, vacation care and employment as an *au pair*.





Health and Physical Education

YEARS 11|12

Health and Physical Education

Head of Learning
Ms Sophie Ireland

ATHLETE DEVELOPMENT 2

15 TCE POINTS

In Athlete Development 2 I will learn:

- how to manage a sport specific, well-organised, systematic training program;
- about developing and maintaining a level of physical conditioning to achieve optimal sporting performance; strategies for setting goals and outlining ways in which these can be achieved; how basic physical, psychological and social factors influence sporting performance; about current trends in sports nutrition and hydration;
- how various recovery methods affect performance; strategies to reduce the incidence of injury and how to manage injuries; methods of sport-specific conditioning (physical preparation and recovery);
- how to evaluate and review personal performance.

In typical lessons I might:

- participate in a personal/training group conditioning and/or recovery program;
- choose and use a suitable testing battery to regularly monitor improvement and my personal athlete profile;
- trial various experiences that support the work done with my specialist coach e.g. massage, pool based recovery or rehabilitation, strength training, plyometrics and visualisation;
- do sport specific training under the direction of a suitable coach;
- review and reflect on journal entries and look for patterns in performance and training to develop a personalised plan in keeping with my profile, season and progress.

To enrol in this subject it is required:

- to have a coach provide written programs and feedback
- to have the coach provide written endorsement of enrolment and verify your capacity to successfully complete the course;
- to be in physical preparation, sport-specific coaching and technical training programs;
- to represent the College in a sport.

Athlete Development 2 would suit someone who:

- has a high work ethic and commitment to developing their personal potential;
- is aiming to develop their personal attributes as an athlete and are willing to apply themselves in their chosen sport;
- wants to work with their teacher and a coach on developing their personal program.

This subject could lead me to:

- a pathway for ongoing study in the areas of Physical Education, Sport Science, Exercise Science and Personal Training.

SPORT SCIENCE FOUNDATION 2

15 TCE POINTS

In Sport Science Foundation 2 I will learn:

- insight into the scientific examination of sport and exercise performance;
- core understanding around how the healthy human body works during exercise, how to achieve the best possible performances and how physical activity impacts health;
- a broad basic understanding of the specialised professional fields and discipline areas related to HPE;
- a range of appropriate skills in preparation for further study or employment;
- general knowledge of key concepts, language, conventions, ethos, and context of study specific to this field;
- an understanding of the specialised skills, standards, practices, expectations and pathways available for future work or study related to the sport sciences;
- a broad platform for a range of destinations and possible future study or employment pathways in Sport Science related areas.

In typical lessons I might:

- explain basic theory of, and concepts relating to, exercise physiology, skill acquisition and sport psychology and how these disciplines connect and contribute to the field of sport science;
- apply a scientific approach to improving performance across a number of sporting and recreational contexts; plan, organise and conduct physical activities for individuals and groups;
- facilitate and help to support others in coaching, officiating and administrative roles;
- describe and justify rules, regulations and safety considerations in a range of sporting contexts;
- communicate ideas and information in a variety of forms;
- identify and utilise opportunities in practical tasks to display leadership;
- apply a scientific approach to sport, recreation, and laboratory-based activities;
- explain how tolerance, cooperation and interpersonal skills enable people to work independently, and constructively with others;
- display integrated skills at a level that enables them to undertake an individual sport science research activity;
- additionally learners may enjoy and appreciate the many significant personal benefits of participation and involvement in physical activity.

To enrol in this subject, it is recommended:

- no previous experience;
- C in Year 10 Australian Curriculum HPE or a C in Year 10 Sport Science.

Sport Science Foundation 2 would suit someone who:

- wants to develop their understanding of the specialised professional fields and discipline areas related to HPE;
- wants to gain insight into the broader application of sport science across all levels of contemporary sport and how science can help an athlete perform at their best;
- is interested in how theory is applied to improving performance in sport;
- may be looking for a general platform that may lead to a range of destinations and possible future study or employment pathways or volunteer roles in sport science related areas.

This subject could lead me to:

- Sport Science 3;
- undertake VET qualifications such as Certificate II in Sport Coaching, Certificate II in Outdoor Recreation, and Certificate II in Fitness;
- a career or further study in the sport industry.

SPORT SCIENCE 3

15 TCE POINTS

In Sport Science 3 I will learn:

- analyse and interpret theory supporting current practices in exercise physiology, skill acquisition, and sport psychology;
- differentiate and explain how exercise physiology, skill acquisition, and sport psychology, contribute in isolation and combination to influence sporting performance;
- utilise analytical and interpretive skills to solve problems and process data;
- undertake scientific research activities and summarise ethical issues related to human research studies;
- identify, describe and recall facts, definitions, terminology and principles as they relate to various contexts through the study, observation of, and engagement in, physical activity;
- integrate and apply understanding across the disciplines of exercise physiology, skill acquisition, and sport psychology to develop appropriate strategies for improving performance in various sporting contexts;
- select, interpret, analyse and manipulate information from a variety of sources;
- identify and communicate solutions to problems or practical situations and scenarios in exercise physiology, skill acquisition, and sport psychologyor practical situations and scenarios in exercise physiology, skill acquisition, and sport psychology

In typical lessons I might:

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

To enrol in this subject, it is recommended:

- no previous experience;
- C in Year 10 Australian Curriculum HPE or a C in Year 10 Sport Science, or Sport Science Foundation 2.

Sport Science 3 would suit someone who:

- wants to develop their understanding of the specialised professional fields and discipline areas related to HPE;
- wants to gain insight into the broader application of sport science across all levels of contemporary sport and how science can help an athlete perform at their best;
- is interested in how theory is applied to improving performance in sport;
- may be looking for a general platform that may lead to a range of destinations and possible future study or employment pathways or volunteer roles in sport science related areas.

This subject could lead me to:

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



HEALTH STUDIES 3

15 TCE POINTS

In Health Studies 3 I will learn:

- about personal, Australian and global health issues leading to a global perspective of health the physical, social, emotional and spiritual elements of health and how they are related;
- how the media and community respond and shape health issues;
- how technology impacts on the health of individuals in the 21st century;
- about informed health choices (including drugs and sexuality issues) and risk taking;
- how data reflects the health of Australians and reflects the factors influencing health;
- about National health priorities and Australia's health care system;
- Australia's role in global health with regard to less developed and more developed countries;
- international health approaches and policies including sustainable development goals, primary health care and foreign aid;
- about groups of people experiencing inequalities in regard to their health.

In typical lessons I might:

- work online to research for personal or collaborative group investigations;
- construct a graphic or digital presentation to examine a significant health issue;
- listen to guest speakers or view digital presentations by leading health care individuals and organisations;
- work within a small group to compare different countries, summarise data, identify issues and suggested solutions and report your findings to the class;
- review current research and strategies in preparation for an in class debate.

To enrol in this subject, it is recommended:

- B in Year 10 Australian Curriculum English.

Health Studies 3 would suit someone who:

- is interested in how health is influenced, monitored and managed in communities;
- likes to address problems, research key factors and examine ways that different elements connect and impact, before looking at effective strategies for dealing with complex issues;
- may be interested in future employment in a health related vocation.

This subject could lead me to:

- further tertiary studies in faculties of Education (Health and Physical Education), Health Science and the Arts;
- vocational study in areas such as community services and health, including aged care and health support, children's services, community and disability services, and enrolled nursing.



COMMUNITY SPORT AND RECREATION 2

15 TCE POINTS

I will learn:
- through practical sessions (2/3 of course time) taking part in at least 15 different sport and recreation activities;
- about the importance of safe and inclusive sport and recreation opportunities in building and supporting healthy communities;
- about current trends and the many lifestyle and lifelong health benefits gained through regular socially based physical activities.

In typical lessons I might:
- ride to a local facility and play tennis;
- have a small group discussion on the factors influencing participation;
- review a media advertising campaign focussing on gender equality in sport;
- help organise, umpire or play in a social badminton or volleyball competition;
- explore the impact of a growth activity (e.g. Mountain Biking) and its community impact;
- be in charge of ensuring everyone has fun, is safe and gets a turn;
- take part in a range of socially based physical activities, roles and experiences.

To enrol in this subject, it is recommended:
- C in Year 10 Sport and Recreation.

Community Sport and Recreation 2 would suit someone who:
- wants to take part in physical activity with a fun and fitness focus;
- is keen to gain understanding of physical literacy, fitness development and health and social issues from both personal and broader community perspective;
- wants to maintain an active healthy lifestyle from high school through to adulthood;
- has enjoyed other Sport and Recreation course at Year 10 and is keen to do more.

This subject could lead me to:
- further education and employment in the fields of fitness, outdoor recreation and education, sports administration, community health and recreation and sport.

SPORTS AND RECREATION MANAGEMENT

UTAS UNIVERSITY CONNECTIONS PROGRAM

In Sports and Recreation Management I will learn:
- to apply theories, concepts, practical principles, and processes integral to improving sports management activities for community;
- to analyse sports data such as facts and figures and recommend solutions for sports management organisations to serve the community;
- to effectively communicate an argument supported by sports management (SM) academic literature (or other accepted literature in SM).

In typical lessons I might:
- be involved group discussions and presentations;
- learn through case studies;
- be engaged in/conduct interviews, blogs or journals, use of social media;
- use reflective learning;
- undertake tests and quizzes, assignments/ essays.

Entry condition:
- must be at least 16 years of age in 2026.

Sports and Recreation Management would suit someone who:
- is interested in the different managerial and administrative components of the sport industry at local, state, national and international levels;
- wants to learn more about the business side of a wide range of sports and recreation ventures;
- wants to develop university-specific study skills and techniques.

This subject could lead me to:
- a number of areas in sport, recreation and business management or associated fields.

UNIVERSITY of TASMANIA

YEARS
11|12

Outdoor Education

Head of Learning
Mr Justin O'Brien



OUTDOOR EDUCATION

OUTDOOR EDUCATION 2

15 TCE POINTS

In Outdoor Education 2 I will learn:

- about technical knowledge and safety skills required to participate in adventure recreation and/or expedition experiences;
- personal and social skills and how to operate as an effective group member;
- to set and reflect on personal goals related to various outdoor activities;
- the importance of sustainable practice to help protect our natural environments for future generations;
- about planning, logistics, nutrition, First Aid, navigation, weather interpretation and risk management considerations related to planning for outdoor recreation activities.

In typical lessons I might

- undertake a variety of shorter in the field and classroom-based experiences;
- prepare for specific adventure activities and/or expeditions, problem solving and team building exercises;
- take part in activities which may include kayaking, rock climbing, bush walking, abseiling, caving, snorkelling, surfing, mountain biking and/or self-contained expeditions;
- prepare a digital or verbal presentation reflecting on my experiences and their impact;
- do an overnight self-contained land and/or water journey-based expedition.

To enrol in this subject, it is recommended:

- no previous experience;
- C in Year 10 Australian Curriculum HPE or a C in Year 10 Outdoor Education

Outdoor Education 2 would suit someone who:

- enjoys unique and challenging experiences and has a sense of adventure;
- has good time management and organisational skills to enable
- significant participation in at least give different outdoor activities;
- likes completing new or tough tasks that provide a sense of achievement and satisfaction;
- wants to test and develop their personal, interpersonal and technical skills.

This subject could lead me to:

- guiding, adventure tourism, natural science, training academies and Registered Training Organisations. The Defence Forces, State Police, Fire and Forestry Departments are also examples of employment areas in the public sector that rely on people with the skills and knowledge developed through studying this course;
- a range of options in the adventure tourism industry and also may lead to further study such as Outdoor Leadership 3, Certificate III – Outdoor Recreation or tertiary studies

This course attracts an additional fee of approximately $500 due to additonal costs associated with the course.

OUTDOOR LEADERSHIP 3

15 TCE POINTS

In Outdoor Leadership 3 I will learn:

- key elements and considerations required to plan for activities and lead groups;
- to develop my adventure activity skills and knowledge through participating in outdoor activities;
- several research based theories and ways to develop leadership capacity;
- emergency and risk management procedures;
- how leaders consider environmental management to ensure sustainable practices;
- about ways humans experience and relate to the natural environment.

In typical lessons I might:

- have a small group discussion to help each other with planning, leading and managing an outdoor experience for a group;
- research and debate a current environmental management or access issue;
- experience a variety of field and classroom-based challenges involving the planning of activities, problem solving and research tasks;
- prepare and participate in sessions for kayaking, rock climbing, bushwalking, abseiling, snorkelling, surfing and/or mountain biking;
- apply leadership theory through a range of practical outdoor activities.

To enrol in this subject, it is recommended:

- B in Year 10 Australian Curriculum English or an A in Year 10 Outdoor Education;
- some background in outdoor activities is desirable.

Outdoor Leadership 3 would suit someone who:

- enjoys working in the natural environment and has a dedicated and enthusiastic approach to safe participation in adventure experiences;
- enjoys new challenges and wants to understand appropriate ways to work with and lead people in various situations or settings;
- wants to study and develop their own leadership knowledge and skills.

This subject could lead me to:

- a wide range of personal, vocational and further education and training options, this course provides a transferable skillset for learners wishing to move into areas of employment where there is a requirement for people managers and team workers, particularly those working outdoors and/or where leadership, responsibility, decision making and resourcefulness are crucial, such as The Defence Forces, Police, Ambulance and Fire Departments, the Antarctic Division, and Adventure Tourism and Education;
- further study in related VET courses or tertiary qualifications in Outdoor Education.

This course attracts an additional fee of approximately $500 due to additonal costs associated with the course.





YEARS
11|12

Language

Head of Learning
Ms Catherine Sullivan

Language

JAPANESE 2

15 TCE POINTS

In Japanese 2 I will learn:

- to communicate in Japanese on familiar topics such as family, hobbies, interests, school, daily life and travel;
- to use the three Japanese writing systems - hiragana, katakana and some kanji;
- to read short Japanese texts on familiar topics and identify key information;
- to understand and appreciate the customs, traditions and culture of Japan;
- to reflect on my own culture and language system.

In typical lessons I might:

- participate in short vocabulary and pattern drills;
- participate in role-play activities with classmates;
- conduct and respond to short surveys;
- work with classmates to complete information gap activities;
- listen to short recordings and identify key information;
- analyse and apply new grammatical structures;
- explore Japanese language and culture through songs, video clips and advertisements.

To enrol in this subject, it is recommended:

- Japanese 2 can be accessed as an entry level course. There are no prerequisites.

Japanese 2 would suit someone who:

Japanese 2 is suitable for students with little or no previous Japanese language experience.

This course also provides an excellent opportunity for students looking to to revisit prior learning or strengthen skills, with the option to access Japanese 3 the following year.

Japanese 2 could lead me to:

- Japanese 3 as a part of Year 12 studies;
- Further study at tertiary level;
- Employment opportunities domestically and abroad, in areas including arts, diplomacy, education, hospitality.

Students will also be invited to participate in the 2027 Japan Study Tour – a two week trip to Japan, visiting Hiroshima, Kyoto and Tokyo. The Tour offers interested students the opportunity to build oral confidence and explore Japanese culture.

JAPANESE 3

15 TCE POINTS

In Japanese 3 I will learn:

- to communicate in Japanese on familiar topics such as daily life, education, arts and entertainment, travel and tourism;
- to use the three Japanese writing systems to express ideas and information - hiragana, katakana with a focus on building kanji knowledge;
- to read and listen to Japanese texts and respond in Japanese and English;
- to understand and appreciate the contemporary customs, traditions and culture of Japan;
- to reflect on my own culture and language system.

In typical lessons I might:

- participate in vocabulary and pattern drills;
- participate in role-play activities with classmates;
- conduct and respond to surveys and interviews;
- work with classmates to complete information gap activities;
- listen to recordings, identify key information and respond in English and Japanese;
- analyse and apply new grammatical structures;
- explore Japanese language and culture through songs, video clips and advertisements.



To enrol in this subject, it is recommended:

A or B achievement level (or teacher approval) from a two-semester Year 10 Japanese course or successful completion of Japanese Level 2.

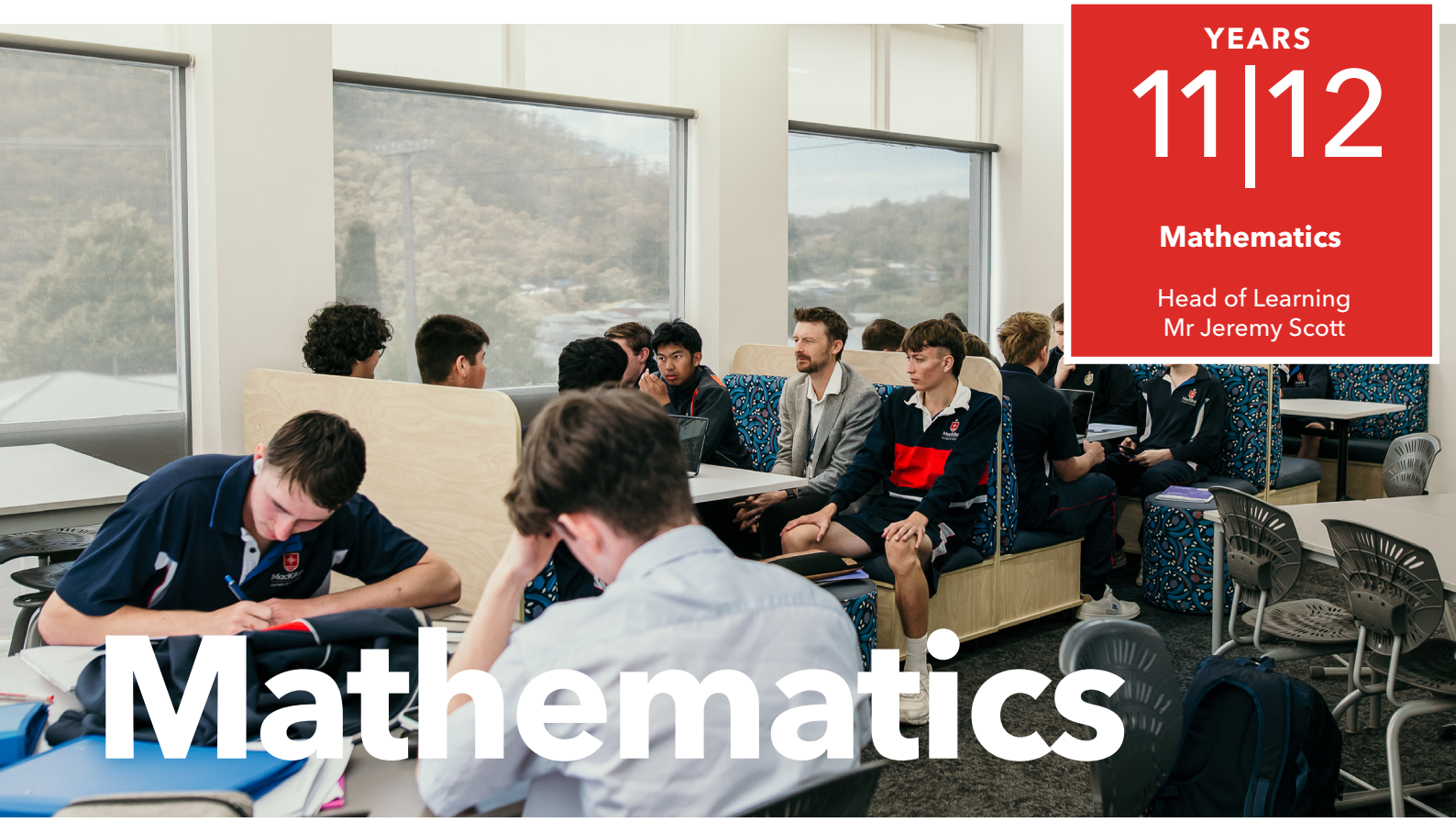
Japanese 3 would suit someone who:

- Japanese 3 will suit someone who is looking to build, and hone skills gained in previous years of Japanese language studies. You will further develop your ability to communicate in Japanese, providing a greater possibility to apply Japanese culture and language skills to future work, further study, training or personal interests.

Japanese 3 could lead me to:

- High Achiever Program UTAS in Japanese as a part of Year 12 studies *(Eligibility for this program requires strong results in Japanese Level 3 and a recommendation from the College based on demonstrated positive work habits.);*
- further study at tertiary level;
- employment opportunities domestically and abroad, in areas including arts, diplomacy, education, hospitality, marketing, retail and tourism.

Students will also be invited to participate in the 2027 Japan Study Tour – a two week trip to Japan, visiting Hiroshima, Kyoto and Tokyo. The Tour offers interested students the opportunity



YEARS
11|12

Mathematics

Head of Learning
Mr Jeremy Scott

Mathematics

MATHEMATICS 1

15 TCE POINTS

In Mathematics 1 I will learn to:

- select and apply problem-solving strategies and mathematical techniques to engage in situations involving numbers, proportional reasoning, financial mathematics and pattern; using units of measurement, shape, maps and plans; and everyday chance events, data collection and representation.

In typical lessons I might:

- apply problem-solving strategies and mathematical techniques to engage in situations involving:
  - number, proportional reasoning, financial mathematics and pattern
  - using units of measurement, shape, maps and plans
  - everyday chance events, data collection and representation
- use multiplicative thinking and mathematical reasoning by:
  - engaging in mathematical discussions
  - working on collaborative problem-solving tasks
  - sharing strategies and solutions
  - providing explanations for their answers.

To enrol in this subject, it is recommended that I have:

- an interest or a need to develop mathematical skills in the workplace and everyday life
- 'D' or 'E' in Year 10 Essential Mathematics OR have an agreed Individual Learning Plan from previous years.

Mathematics 1 would suit someone who:

- needs to further develop their core numeracy and mathematical skills needed in many workplace and everyday life situations.

Mathematics 1 could lead me to:

- Essential Mathematics Personal Level 2 and Essential Mathematics Workplace Level 2
- VET Subjects

Link to TCE: this course has a size value of 15. Upon successful completion of this course (ie a Preliminary Achievement (PA) award or higher), a learner will gain 15 credit points at Level 1 towards the Participation Standard of the Tasmanian Certificate of Education (TCE).

ESSENTIAL MATHEMATICS PERSONAL 2

15 TCE POINTS

In Essential Mathematics Personal 2 I will learn to:

- further develop essential numeracy and mathematical skills for use in the workplace and in everyday life. Successful completion of the course will enable a mathematical ability to the standard required to enter the workforce and participate effectively.

In typical lessons I might:

- review my working knowledge of core mathematical operations
- study percentages
- determine rates and ratios
- collect, manipulate and interpret data
- measure energy and mass, time and motion
- undertake a range of practical tasks and investigations
- collaborate with others

To enrol in this subject, it is recommended that I have:

- a 'C' in Year 10 Essential Mathematics
- at least a 'D' in Year 10 Mathematics
- 'CA' in Mathematics Level 1 [Year 11]
- 'SA' in Essential Mathematics Workplace Level 2 [Year 11]

Essential Mathematics Personal 2 would suit someone who:

- needs to consolidate and build upon the core mathematical skills needed in many workplace and everyday life situations.

Essential Mathematics Personal 2 could lead me to:

- Essential Mathematics Workplace 2
- General Mathematics Level 2
- VET subjects

Link to TCE: Essential Mathematics Personal 2 meets the standard for Everyday Adult Mathematics and contributes 15 credit points towards the Tasmanian Certificate of Education (TCE).

ESSENTIAL MATHEMATICS WORKPLACE 2

15 TCE POINTS

In Essential Mathematics Workplace 2 I will learn to:

- further develop essential numeracy and mathematical skills for use in the workplace and in everyday life
- build mathematical ability to the standard required to enter the workforce and participate effectively.

In typical lessons I might:

- review my working knowledge of core mathematical operations;
- study finance and money management;
- probability and statistics;
- measurement, scales, plans and models;
- undertake a range of practical tasks and investigations
- collaborate with others.

To enrol in this subject, it is recommended that I have:

- a 'C' in Year 10 Essential Mathematics
- at least a 'D' in Year 10 Mathematics
- 'CA' in Mathematics Level 1 [Year 11]
- 'SA' in Essential Mathematics Personal Level 2 [Year 11]

Essential Mathematics Workplace 2 would suit someone who:

- needs to consolidate and build upon the core mathematical skills needed in many workplace and everyday life situations.

Essential Mathematics Workplace 2 could lead me to:

- Essential Mathematics – Personal 2
- General Mathematics 2
- VET subjects

Link to TCE: : Essential Mathematics Workplace 2 meets the standard for Everyday Adult Mathematics and contributes 15 credit points towards the Tasmanian Certificate of Education (TCE).

GENERAL MATHEMATICS 2

15 TCE POINTS

In General Mathematics 2 I will learn to:

- apply reasoning skills and solve practical problems in consumer arithmetic, linear algebra, measurement, univariate data analysis and matrices
- use mathematical language and concepts to communicate arguments and explain reasonableness when solving mathematical problems
- work collaboratively to reflect upon and broaden thinking
- select and use technology appropriately.

In typical lessons I might:

- review and apply my working knowledge of core mathematical concepts in algebra, consumer arithmetic, and measurement
- further develop my working knowledge and problem-solving skills in data analysis and in graphs and matrices
- undertake a range of assessment tasks, practical tasks and investigations

To enrol in this subject, it is recommended that I have:

- at least a 'C' in Year 10 Mathematics
- 'CA' in Essential Mathematics Personal Level 2 [Year 11/12]
- 'CA' in Essential Mathematics Workplace Level 2 [Year 11/12]

General Mathematics 2 would suit someone who:

- needs to build upon and extend their mathematical skills that are required in many workplace and everyday life situations;
- has well developed organisational and problem solving skills.

General Mathematics 2 could lead me to:

- more efficiently utilise mathematics skills in everyday and workplace situations;
- VET courses;
- General Mathematics Level 3

Link to TCE: General Mathematics 2 meets the standard for Everyday Adult Mathematics and contributes 15 credit points towards the Tasmanian Certificate of Education (TCE).



GENERAL MATHEMATICS 3

15 TCE POINTS

In General Mathematics 3 I will learn to:

- apply reasoning skills and solve practical problems involving finance, bivariate data analysis, graphs and networks, growth and decay;
- use mathematical and statistical language to communicate arguments and strategies when solving mathematical problems;
- select and use CAS and other technology appropriately.

In typical lessons I might:

- develop and utilise skills in the core areas of finance, bivariate data analysis, graphs and networks, growth and decay;
- undertake a range of assessment tasks, practical tasks and investigations.

To enrol in this subject, it is recommended that I have:

- sound algebra skills
- 'A' or strong 'B' in Year 10 Mathematics
  OR
- 'C' in Year 10 Introduction to Mathematics Methods
  OR
- 'CA' in General Mathematics 2 [Year 11/12]

General Mathematics 3 would suit someone who:

- needs to build upon and extend their mathematical skills for future, tertiary studies
- has well developed organisational and problem solving skills

General Mathematics 3 could lead me to:

- tertiary and TasTAFE studies where higher-order practical mathematical working knowledge and skills are required

Link to TCE: General Mathematics 3 meets the standard for Everyday Adult Mathematics and contributes 15 credit points towards the Tasmanian Certificate of Education (TCE).

MATHEMATICS METHODS FOUNDATION 3

15 TCE POINTS

In Mathematics Methods Foundation 3 I will learn to:

- apply reasoning skills and solve problems involving algebra, functions and graphs, exponential functions, circular functions, differential calculus and probability
- use mathematical and statistical language to communicate arguments and strategies when solving mathematical problems;
- select and use CAS and other technology appropriately.

In typical lessons I might:

- further develop and utilise skills in the core areas of algebra, functions and graphs, exponential and circular functions, differential calculus and probability
- undertake a range of assessment tasks, practical tasks and analytical tasks.

To enrol in this subject, it is recommended that I have:

- well-developed algebra skills
- 'A' or strong 'B' in Year 10 Mathematics
  OR
- 'C' in Year 10 Introduction to Mathematics Methods.

Mathematics Methods Foundation 3 would suit someone who:

- needs to build upon and extend their mathematical skills in the STEM and related areas
- has well developed organisational and problem solving skills.

Mathematics Methods Foundation 3 could lead me to:

- many other pre-tertiary STEM and related subjects and is a pathway to Mathematics Methods 4.

Link to TCE: Mathematics Methods Foundation 3 meets the standard for Everyday Adult Mathematics and contributes 15 credit points towards the Tasmanian Certificate of Education (TCE).

MATHEMATICS METHODS 4

15 TCE POINTS

In Mathematics Methods 4 I will learn to:
- apply reasoning skills and solve problems involving algebra, functions, circular functions, differential and integral calculus and in probability
- use mathematical and statistical language to communicate arguments and strategies when solving mathematical problems
- select and use CAS and other technology appropriately.

In typical lessons I might:
- develop and then utilise skills in the core areas of algebra, function study, circular functions, differential and integral calculus and in probability;
- undertake a range of assessment and analytical tasks.

To enrol in this subject, it is recommended that I have:
- 'CA' in Mathematics Methods Foundation 3 [Year 10/11]

Mathematics Methods 4 would suit someone who:
- needs to build upon and extend their pure mathematical skills to pursue future STEM and related studies
- has very well developed organisational and problem solving skills

Mathematics Methods 4 could lead me to:
- Mathematics Specialised 4
- tertiary studies in mathematics, science or engineering (STEM), computing, health studies, economics, pharmacy, agricultural sciences and any other fields that involve a background in higher-order practical and pure mathematical working knowledge and skills.

This subject is a pre-requisite or a preferred subject for university entrance in many STEM and health related fields.

Link to TCE: Mathematics Methods 4 meets the standard for Everyday Adult Mathematics and contributes 15 credit points towards the Tasmanian Certificate of Education (TCE).

MATHEMATICS SPECIALISED 4

15 TCE POINTS

In Mathematics Specialised 4 I will learn to:
- apply reasoning skills and solve problems involving matrices, sequence and series, differential and integral calculus and complex numbers;
- how to use mathematical language to communicate arguments and strategies when solving mathematical problems;
- select and use CAS and other technology appropriately.

In typical lessons I might:
- develop and then utilise skills in the core areas of matrices, sequence and series, differential and integral calculus and complex numbers
- undertake a range of assessment, analytical and investigative tasks

To enrol in this subject, it is recommended that I have:
- 'CA' in Mathematics Methods 4 [Year 11]

Mathematics Specialised 4 would suit someone who:
- needs to build upon and extend their pure mathematical skills to pursue future STEM and related studies
- has very well developed organisational and problem solving skills.

Mathematics Specialised 4 could lead me to:
- tertiary studies in mathematics, science or engineering (STEM) and computing sciences

This is a recommended subject for university entrance in many STEM fields.

Link to TCE: Mathematics Specialised 4 meets the standard for Everyday Adult Mathematics and contributes 15 credit points towards the Tasmanian Certificate of Education (TCE).

‘Be eager in your desires but humbly patient in their accomplishment’.

Saint Mary MacKillop





Science

YEARS 11|12

Science

Head of Learning
Mr Liam Cooke

ENVIRONMENTAL SCIENCE 3

15 TCE POINTS

In Environmental Science 3, I will learn to:

- how to conduct scientific investigations;
- the social context of science on a local and national level;
- how matter and energy are cycled in the environment;
- relationships between species;
- population dynamics;
- natural cycles and climate change;
- about varied terrestrial and aquatic ecosystems;
- biodiversity and its importance.

In typical lessons I might:

- undertake and complete scientific investigations and field studies;
- inquire into ecological systems by collecting data and finding trends and patterns to make conclusions;
- consider the impact of the environment on a national and local level and formulate opinions based on scientific, ethical, economic and social factors;
- explore relationships between species and consider the impacts of these relationships due to changes in the environment;
- explore the importance of biodiversity on the health of the natural environment.

To enrol in this subject, it is recommended:

- at least a B in Year 10 Science and Maths and at least a C in Year 10 English;
- I also need to be able to work responsibly and safely in practical situations in a laboratory using potentially dangerous materials and equipment.

Environmental Science 3 would suit someone who:

- interested in the natural environment and would like to purse a career as a research scientist in this area;
- is interested in a career in wildlife, fisheries, forestry management or agriculture;
- has an interest in science and the environment and would like to pursue a career in journalism, law, politics, sustainable business, teaching.

This subject could lead me to:

- a career in, environmental management; national parks; fisheries; forestry; mining; agriculture; tourism; teaching; journalism; media; ecology; geography; demography; business; economics; politics and law;
- the study of Environmental Science may provide a pathway to the study of Biology Level 3, Geography Level 3, and Agricultural Systems Level 3.

PHYSICAL SCIENCE FOUNDATION 2

15 TCE POINTS

In Physical Science Foundation 2 I will learn to:

- explain observations of the properties and behaviour of matter and natural phenomena that occur in the real world. In studying this course, I will also develop skills in scientific thinking and understanding of scientific terminology;
- be exposed to a range of scientific approaches for inquiring into the physical and chemical nature of our world. Content will have a strong practical basis and, where possible, links with my personal experiences and lives. A variety of approaches can be used to achieve this purpose.

In typical lessons I might:

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

To enrol in this subject, it is recommended:

- I need to be able to work responsibly and safely in practical situations in a laboratory using potentially dangerous materials and equipment.

Physical Science Foundation 2 would suit someone who:

- is interested in understanding the world around them, wishes to gain critical thinking skills, wishes to engage in discourse about science and is looking forward to a career in science such as engineering, medicine, or research.

This subject could lead me to:

- a pathway to Physical Science 3;
- careers in automotive engineering (trades), electrical engineering (trades), mechanics and physical sciences, or other areas where a practical knowledge of physics and chemistry is beneficial.



PHYSICAL SCIENCE 3

15 TCE POINTS

In Physical Science 3 I will learn:

- the underlying principles of chemistry and the fundamentals of reacting quantities and the underlying principles of physics and how they are modelled mathematically;
- how to represent and interpret data when inquiring into a system and the role and impact of physics and chemistry in society.

In typical lessons, I might:

- communicate, predict and explain physical science phenomena, using qualitative and quantitative representations in appropriate modes and genres, and following accepted conventions and terminology;
- utilise practical skills safely, and competently select and use scientific techniques and equipment to collect and organise data related to physics and chemistry;
- use scientific inquiry skills to enable them to perform and evaluate experiments relating to physics and chemistry;
- analysing and interpreting data to draw valid conclusions;
- make connections between knowledge of physics and chemistry and ethical, political, cultural, social, economic, and scientific considerations in differing contexts;
- apply physics and chemistry concepts, models, and theories to analyse physical and chemical phenomena
- apply physics and chemistry processes to analyse physical and chemical phenomena.

To enrol in this subject, it is recommended:

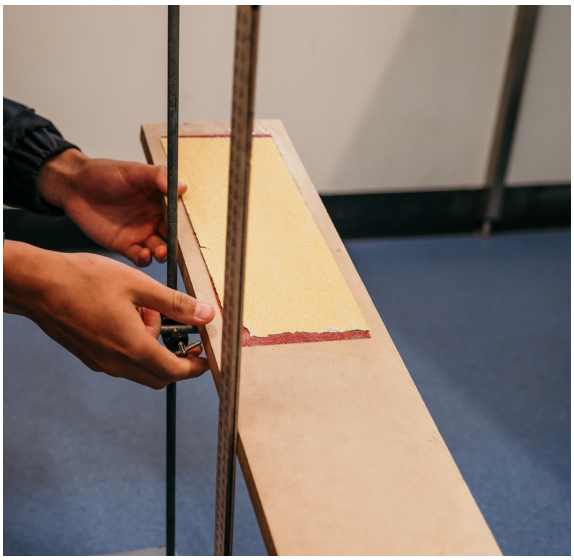
- to have at least a B in Year 10 Australian Curriculum Science and Mathematics or completion of Physical Science Foundation 2 and at least a C in Year 10 Australian Curriculum English;
- I also need to be able to work responsibly and safely in practical situations in a laboratory using potentially dangerous materials and equipment.

Physical Science 3 would suit someone who:

- needs to enrol into Physics and Chemistry in Year 12;
- would like to understand physics and chemistry within their lives and would like to make informed decisions about science issues in society and their local community.

This subject could lead me to:

- further study and careers in many university courses including those in health sciences, environmental science, and engineering.



BIOLOGY 2

15 TCE POINTS

In Biology 2 I will learn:

- to develop an interest in the biological sciences as well as a respect for all living things and the environment;
- understanding of biological concepts, theories and models and how biological systems interact;
- how biological knowledge is applied to meet the needs of society;
- to use basic investigative and interpretive skills and learn how to communicate relevant information appropriately.

In typical lessons I might:

- identify and construct questions for investigation;
- plan and conduct investigations using inquiry-based methodology;
- organise and use basic data to identify trends, patterns and relationships; use basic evidence to make conclusions;
- communicate using appropriate language, nomenclature, genres and modes, including scientific reports;
- participate in discussions on pressing societal and environmental issues involving science;
- learn about the theories and laws that are the foundation for Scientific Understanding.

To enrol in this subject, it is recommended:

I need to be able to work as directed in practical situations as potentially dangerous materials and equipment may be used in this course. There are no prerequisites for Biology 2.

Biology 2 would suit someone who:

- plans to do a pre tertiary science in Year 12;
- wishes to develop an interest in living things;
- wants to engage in discussions on developments in biology and their impacts on society and the environment;
- likes to engage with data and its use in understanding the world around them.

This subject could lead me to:

- Biology 3;
- further study and careers in teaching, health, agriculture, aquaculture, forestry, medical/nursing, environmental management, hairdressing;
- other areas where a practical knowledge of science is beneficial.

BIOLOGY 3

15 TCE POINTS

In Biology 3, I will learn:

- to develop an understanding of how biological systems interact and are interrelate – the flow of matter and energy through and between these systems and the processes by which they persist and change.
- to plan and carry out fieldwork, laboratory and other research investigations including the collection and analysis of qualitative and quantitative data and the interpretation of evidence;
- to develop the ability to use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge.

In typical lessons I might:

- apply scientific techniques and practical skills using equipment safely and competently to collect data related to biology;
- collect and record primary and secondary data from a variety of relevant sources;
- communicate, predict and explain biological phenomena, using qualitative and quantitative representations in appropriate modes and genres, and following accepted conventions and terminology;
- make connections between knowledge of biology and ethical, political, cultural, social, economic and scientific considerations in differing contexts;
- interpret information and apply biological concepts and processes to discuss problems and make plausible predictions;
- interpret data to draw valid conclusions.

To enrol in this subject, it is recommended:

- at least a 'B' in Year 10 Australian Curriculum Science, Mathematics and English; and/or
- completion of Biology 2;
- I also need to be able to work as directed in practical situations as potentially dangerous materials and equipment may be used in this course.

Biology 3 would suit someone who:

- wants to better understand living things and how they work;
- would like to make informed decisions about science issues in society and their local community.

This subject could lead me to:

further study and careers in teaching, nursing, medicine, dietetics, pharmacy, dentistry, childcare, optometry, speech therapy, veterinary science, agriculture, marine science, aquaculture, botany, zoology, and developing biotechnologies.

CHEMISTRY 4

15 TCE POINTS

In Chemistry 4 I will learn:
- the fundamental principles and theories of electrochemistry, thermochemistry, kinetics and equilibrium;
- what underlies the properties and reactions of organic and inorganic matter;
- to apply chemical and quantitative principles for analysis, interpretation and solve problems;
- to further appreciate the role and impact of chemistry in society.

In typical lessons I might:
- apply knowledge and understanding of electrochemistry to predict reactions within batteries and the voltage produced;
- analyse for unknown concentrations of substances in household chemicals;
- use a variety of tests to identify unknown organic compounds;
- research and investigate how the rate and direction of reactions are manipulated to produce desired products.

To enrol in this subject, it is recommended:
- a strong SA in Physical Sciences 3 or equivalent;
- a strong background in mathematics, e.g. Level 3 mathematics is highly recommended.

Chemistry 4 would suit someone who:
- wants to better understand the underlying chemistry within our world;
- would like to make informed decisions about science issues in society and your local community.

This subject could lead me to:
further study or careers in chemistry, medicine, biotechnology, biochemistry, medical research, pharmacy and agricultural, environmental science agriculture, pharmacy, environmental science, engineering, health and medical science.

Please note: Chemistry is a prerequisite for many tertiary courses. Please check with each university for more information.

PHYSICS 4

15 TCE POINTS

In Physics 4, I will learn:
- to understand and apply the principles of Newtonian mechanics, including gravitational fields;
- to apply the principles and theories of electricity and magnetism, including electric and magnetic fields;
- to utilise the general principles of waves and extend this to wave particle duality in light;
- to apply principles in atomic and nuclear physics and models of the nucleus and nuclear processes;
- to further appreciate the role and impact of physics in society.

In typical lessons I might:
- model collisions in two dimensions using conservation of momentum;
- practically investigate and model the physics within a DC electric motor;
- replicate and interpret Young's double slit experiment;
- research practical applications of the theory of relativity.

To enrol in this subject, I need:
- a strong SA in Physical Sciences 3 or equivalent; and
- a strong background in mathematics, e.g. Level 3 mathematics, is highly recommended.

Physics would suit someone who:
- wants to better understand the underlying physics within our world;
- would like to be able to make informed decisions about science issues in society and local community.

This subject could lead me to:
- further study or careers in physics, medical/ health sciences and engineering technology.

Please note: Physics is a prerequisite for many tertiary courses. Please check with each university for more information.

11|12

Technologies
Head of Learning
Mrs Lenna Green



Technologies

DIGITAL TECHNOLOGIES 2

15 TCE POINTS

The Digital Technologies 2 course introduces learners to digital systems, security, user design and programming. It is a foundation course suitable for learners with an interest in technology.

In Digital Technologies 2 I will learn:
- programming skills in making apps or games or in programming machines such as robots and drones;
- skills in critical, creative, computational and algorithmic thinking;
- how to apply 'safe by design' principles.

In typical lessons I might:
- undertake a project or a series of small projects focused on user design;
- work individually and collaboratively to solve problems;
- use real-world project management and problem-solving skills;
- apply science, technology, engineering and mathematics (STEM) knowledge and competencies to investigate an existing challenge or need;
- investigate ethical issues such as privacy and security in the digital world.

To enrol in this subject, I need:
- prior knowledge and skills from Years F-8 in the Australian Curriculum: Technologies – Digital Technologies;
- prior digital technologies experience.

Digital Technologies 2 would suit someone who:
- has an interest in technology. This course builds highly desirable digital skills, knowledge and understanding that can be applied in a wide range of future learning and workplace contexts;
- those interested in pursuing vocational education or Level 3 courses in technology fields.

Digital Technologies 2 could lead me to:
- Vocational Education and Training (VET) programs, traineeships and apprenticeships;
- Level 3 courses in Technology fields such as Data Science and Digital Solutions and Digital Technologies.

DATA SCIENCE AND DIGITAL SOLUTIONS 3

15 TCE POINTS

Data Science and Digital Solutions 3 provides learners with the opportunity to explore the connections between people, data and digital systems. This course is designed for learners who are interested in the wider implications of the use of technology to individuals and to workplace environments.

In Data Science and Digital Solutions 3 I will learn:

- to explore methods of data collection, management and analysis;
- to understand and apply project management techniques;
- to collaborate with others to identify a need or opportunity and to evaluate processes and products;
- how to investigate digital system weaknesses in terms of ethical data management, privacy and cyber security;
- to apply a safe by design approach to development of digital solutions;
- how to undertake a real-world case study that uses data to design a solution to user problems.

The assessment for Data Science and Digital Solutions 3 will be based on the degree to which the learner can:

- apply a systematic process to analyse problems and produce a digital solution;*
- explain and apply knowledge and understanding of information systems to provide effective digital solutions;*
- select and apply data interpretation techniques to inform the design of user centred solutions;
- communicates for technical and non-technical audiences;
- apply and monitor personal and project management processes skills;
- explain the interrelationships between innovation, digital technologies and transformation in organisations;
- explain the role of information security in an organisation;
- explain the ethical, legal and sustainability considerations that impact the design and implementation of digital solutions*.

*denotes criteria that are both internally and externally assessed.

In typical lessons I might:

- learn by working individually and collaboratively with others;
- respond to client-driven briefs;
- conduct user-centred research and communicate using professional standards.

These activities will be designed to develop your knowledge and understanding of how digital solutions can be applied to real world problems.

To enrol in this subject, it is recommended:

- to have completed the Years 9-10 band of the Australian Curriculum: Technologies – Digital Technologies;
- for those who have prior digital technologies experience.

Data Science and Digital Solutions 3 would suit someone who:

- is confident with digital technologies and enjoys the challenge of applying these capabilities in a wide range of professional and social settings;
- is interested in the wider implications of the use of technology to individuals and to workplace environments.

Data Science and Digital Solutions 3 could lead me to:

- a wide range of future pathways including tertiary and vocational studies;
- examples of possible future areas of study or employment include, but are not limited to, information technology, business, health, law, commerce, engineering, education, arts and sciences.

COMPUTER SCIENCE 3

15 TCE POINTS

In Computer Science 3 I will learn:
- how to design programming solutions to a range of problems;
- programming using appropriate structures;
- about the components and applications of computer architecture;
- in what ways data is manipulated, stored and represented.

In typical lessons I might:
- design algorithms to solve problems;
- program using an object-oriented programming language;
- test, debug, and document code;
- understand and apply how computers store and represent data.

To enrol in this subject, it is recommended:
- B (or C in consultation with a teacher) in Year 10 Australian Curriculum Mathematics;
- some computing skills.

Computer Science 3 would suit someone who:
- is interested in solving complex and diverse problems through programming using a flexible high level computing language.

Computer Science 3 could lead me to:
- further study in computing, engineering, the sciences, business and other areas involving analytical and problem-solving skills.



DESIGN AND WOOD PRODUCTION 2

15 TCE POINTS

In Design and Production 2 (Wood) I will learn:
- how to use the design process to design and make objects;
- about the tools, equipment and processes to use to manipulate and construct items using my chosen material;
- the appropriate workplace health and safety requirements for the materials being used.

In typical lessons I might:
- participate in practical workshops sessions;
- work on written activities, research and investigate;
- present my practical work as well as a design folio through sketching, drawing plans, photographs and annotations, rather than an external exam.

To enrol in this subject, it is recommended:
- this is an entry level course. There are no prerequisites or reading, writing, maths or computer standards.

Design and Production 2 (Wood) would suit someone who:
- enjoys creative tasks and has an interest in developing their own designs;
- is interested in making products.

Design and Production 2 (Wood) could lead me to:
- a range of VET programs in areas such as art, design; construction; furniture production or manufacturing;
- study of Object Design 3 (UTAS Year 12).

FOOD, COOKING AND NUTRITION 2

15 TCE POINTS

In Food, Cooking and Nutrition 2 I will learn:
- how to prepare a range of foods, with an emphasis on making healthy food choices;
- how to keep food safe;
- menu planning and recipe modification to implement current nutrition information;
- about food issues and influences related to culture, environment, technology and the food industry.

In typical lessons I might:
- prepare food to make individual dishes or meals with an emphasis on completing practical cooking sessions;
- present practical work through photographs and evaluation;
- design and adapt recipes and menus;
- investigate food and food-related issues.

To enrol in this subject, it is recommended:
- no previous experience, or reading, writing, maths or computer standard.

Food, Cooking and Nutrition 2 would suit someone who:
- is interested in practical food preparation and learning about healthy choices;
- may be considering a career in a food-related area.

This subject would lead me to:
- further study in a food related area such as SIT20322 Certificate II in Hospitality and SIT20421 Certificate II in Cookery.
- Food and Nutrition 3

FOOD AND NUTRITION 3

15 TCE POINTS

In Food and Nutrition 3 I will learn:
- about different nutrients in food and how they contribute to health and wellbeing;
- how to analyse diets using Nutrient Reference Values (NRVs) and food selection models;
- about energy balance and nutrition-related health conditions
- how a range of factors affect people's food choices
- about dietary analysis, health promotion and food issues such as food security and sustainability

In typical lessons I might:
- learn about nutrients and their functions in the body
- investigate nutrition-related health conditions and how diet can impact health
- analyse diets and nutritional data;
- explore ways to modify diets to improve health for individuals and communities
- explore ways to modify diets to improve health for individuals and communities
- work independently and as part of a group.

To enrol in this subject, it is recommended:
- a sound level of achievement in Year 10 Science and/or English; or
- a good result in Food, Cooking and Nutrition 2 in Year 11.

Food and Nutrition 3 would suit someone who:
- has an interest in nutrition, health, and food issues;
- enjoys research, critical thinking and learning new information
- may be considering a career or further study in health, nutrition, Dietetics or related fields

Note: this course has limited practical food preparation.

Food and Nutrition 3 could lead me to:
- further study at tertiary or VET level in nutrition, health, Dietetics and related fields
- employment opportunities in areas such as health promotion, food industries, community health and education

YEARS
11|12

Technologies

Head of Learning
Mrs Lenna Green

HOUSING AND DESIGN 3

15 TCE POINTS

Housing and Design is a Level 3 course that explores the design of indoor and outdoor living spaces and the ways design influences how people live and interact with their environments. Students develop the knowledge, skills and capabilities to respond to design problems and consider solutions for housing and living spaces.

Students work with teachers to investigate design concepts, processes and practices, responding to design briefs and developing creative solutions for housing and interior environments. They explore how environmental, aesthetic, functional, social and technological factors influence housing design.

Students apply the design process through research, idea generation, planning, development and evaluation. Design ideas are communicated using a range of visual and technical methods, including sketching, technical drawing and digital design tools. The course emphasises sustainable design and responsible housing practices, including consideration of passive solar design and environmental sustainability. Students develop a design folio that documents their investigation, design development and responses to design challenges.

Assessment includes internally assessed course-work, an externally assessed folio and an exam.

In Housing and Design I will learn:

- about the elements and principles of design and how they apply to housing and interior spaces;
- how to respond to a design brief by developing ideas and design proposals;
- how environmental and social factors influence housing design;
- how to document and communicate my design process.

In typical lessons I might:

- investigate examples of housing, architecture and interior design.
- develop design ideas in response to a housing or interior design brief;
- Create sketches, drawings or digital designs to communicate my ideas;
- work on design folios that document my design development.

To enrol in this subject, it is recommended:
Design and Production 2, Object Design UPC, and Visual Art subjects are recommended.

Housing and Design 3 would suit someone who:

- has an interest in the design of houses, interiors and living spaces;
- enjoys creative thinking and problem-solving;
- would like to develop design and visual communication skills.

Housing and Design 3 could lead me to:

- future pathways in architecture, interior design, environmental design, building design, landscape design and related creative industries



OBJECT DESIGN
(UTAS - College Connections Program)

15 TCE POINTS

Object Design is a School of Creative Arts and Media (CAM) unit, designed for Year 12 students who have successfully completed, or are demonstrating excellent progress in, Design and Production (or an equivalent subject). The program is project-based. Students work with teachers to complete design activities, engaging with processes, practices and methods, and working toward a creative response to a conceptual brief.

Students will be required to produce a major design piece or proposition for assessment, supported by a project journal, design proposal and reflective statement. Completed student works will be presented at a group exhibition in a gallery setting, which will also form the basis of the assessment process. Assessment will be undertaken by University of Tasmania staff in collaboration with teachers associates. UTAS teaching facilitators scaffold learning and teaching activities by supporting students and associate teachers through college visits, excursions and by providing online resources.

In Object Design I will learn:
- about designers and their approach to design problems;
- how to develop a designed object in response to a brief;
- how to document and communicate my design process
- technical skills to work with the materials and finishes for my object.

In typical lessons I might:
- work on the design and development of an object that addresses the design brief;
- receive technical instruction and mentoring from a university mentor to support the design and making of my object;
- work on my journal reflecting my design development.

Entry condition:
- Housing and Design 3 or Computer Graphics and Design 3.

Object Design would suit someone who:
- has an interest in and understanding of the design process;
- would like to find out about university life and opportunities.

Object Design could lead me to:
- future pathways in art and design including degrees in fine arts, contemporary arts, 3D design, furniture design, environmental design, architecture and education.

UNIVERSITY of TASMANIA


MacKillop
CATHOLIC COLLEGE
MCS



YEARS
11|12

The Arts

Head of Learning
Mrs Sally Tew

The Arts

DANCE 2

15 TCE POINTS

Students studying Dance 2 will engage with dance making and performance skills as well as responding to their own and others work.

In Dance 2 I will learn:

- solo and ensemble performing;
- how to appraise dance works;
- about dance composition;
- about the history of dance;
- dance skills;
- dance making techniques (choreography);
- how to prepare for and perform dance works;
- how to reflect on and review dance works;
- different dance genres.

In typical lessons I might:

- participate in warmups;
- learn dance and composition techniques;
- create movement sequences;
- perform for peers;
- participate in self-assessment;
- keep a reflective journal;
- write reviews of professional dance works.

To enrol in this subject, it is recommended:

- have an interest in dance. Dance 2 is an entry level course. Previous experience is an advantage, but not a requirement;
- to be prepared to participate in group work.

Dance 2 would suit someone who:

- enjoys creativity and movement;
- wants to improve their spatial awareness, confidence and flexibility.

Dance 2 could lead me to:

- further study in Dance Choreography and Performance 3;
- employment opportunities domestically and abroad, in areas including arts, diplomacy, education, hospitality, marketing, media, retail and tourism.

DANCE 3

15 TCE POINTS

Students learn the principles of composition and use these to choreograph a group and solo piece for external assessment.

In Dance 3 I will learn:

- to analyse ways that ideas are communicated through dance and how different dance genres, traditions and styles can influence dance practice and the creation of different dance works;
- to undertake movement skill development to develop physical skills and ability to execute a diverse range of expressive movements;
- anatomical concepts relevant to dancers and an integrated approach to physical and emotional wellbeing when doing dance activities;
- to develop and refine their choreographic skills and arrange movement to express an intention when creating original and personal dance works.

In typical lessons I might:

- participate in warmups and safe dance activities;
- learn and explore choreographic and composition techniques;
- expand and develop own movement vocabulary;
- create sequences and dance works;
- using personal movement vocabulary;
- learn the principles of contemporary dance;
- view and respond to dance works of others;
- review and analyse dance works.

To enrol in this subject, it is recommended:

- a strong commitment to teamwork, rehearsal and performance obligations;
- sound literacy skills;
- a strong interest in choreography and creative movement, prior dance training or success in Dance 2.

Dance 3 would suit someone who:

- enjoys developing their creativity, kinaesthetic awareness, performance skills, analytical thinking and flexibility;
- is confident performing in front of others;
- enjoys contemporary dance;
- can commit to rehearsals and performances outside of school hours.

Dance 3 could lead me to:

- further study at tertiary level, in vocational educational training (VET) settings or to pursue a career in dance performance or choreography;
- employment opportunities domestically and abroad, in areas including arts, diplomacy, education, hospitality, media, marketing, retail and tourism.

DRAMA FOUNDATIONS 2

15 TCE POINTS

Students will acquire skills in collaborative processes, imaginative exploration of ideas and beliefs, and to appreciate of drama as an art from. The study of drama builds an individual's confidence and sense of well-being and is a means by which students can learn about themselves and others.

In Drama Foundations 2 I will learn:

- about performing solo and in an ensemble;
- about different drama texts;
- about storytelling;
- how to review live theatre;
- the role of technical elements;
- about improvisation;
- vocal and movement skills;
- how to devise drama;
- how to turn script into a performance.

In typical lessons I might:

- create solo and group performances;
- participate in warmups and workshops;
- devise drama work;
- keep a reflective journal.

To enrol in this subject, it is recommended:

- to be prepared to participate in group work;
- to be prepared to attend at least two (2) live theatre performances.

Drama Foundations 2 would suit someone who:

- wants to build confidence and communication skills;
- enjoys performing;
- has an interest in drama and acting.

Drama Foundations 2 could lead me to:

- Drama 3;
- employment opportunities domestically and abroad, in areas including arts, diplomacy, education, hospitality, marketing, media, retail and tourism.

DRAMA 3

15 TCE POINTS

Students will be provided with practical and creative opportunities to acquire drama skills, knowledge and understanding. Both ensemble and solo work are engaged with.

In Drama 3 I will learn:

- to create characters from scripts;
- vocal techniques for characterisation;
- develop knowledge about presenting solo and ensemble performances;
- develop reviews and evaluate live theatre;
- gain knowledge of theatrical genres;
- develop vocal and movement skills;
- to interpret drama texts.

In typical lessons I might:

- perform for an audience;
- participate in warmups and workshops;
- participate in improvisation work;
- study acting skills and techniques;
- interpret text;
- undertake solo and ensemble work;
- attend theatre performances and write reviews;
- rehearse for practical exams;
- prepare for written external exams.

To enrol in this subject, it is recommended:

- an A or B in Year 10 Drama;
- successfully complete Drama Foundations 2 or considerable experience in Performing Arts;
- to be prepared to work in groups and individually;
- to be prepared to attend at least three (3) different live theatre performances.

Drama 3 would suit someone who:

- enjoys performing;
- is interested in the Performing Arts;
- can commit to rehearsals and performances;
- works effectively in team situations.

Drama 3 could lead me to:

- Theatre Performance 3;
- further study at tertiary level, in vocational educational training (VET) settings or to pursue industry or community related pathways;
- employment opportunities domestically and abroad, in areas including arts, diplomacy, education, hospitality, media, marketing, retail and tourism.



THEATRE PERFORMANCE 3

15 TCE POINTS

This is a challenging course designed for students who have completed Drama 3. Students will be provided with an opportunity to undertake an extensive study of dramatic performance and techniques. Students form a 'company' and undertake extensive theatre work in both solo and ensemble situations. There is a large written component focusing on the development of reflective skills and written performance analysis

In Theatre Performance 3, I will learn:

- to create characters from scripts;
- development of vocal techniques for characterisation;
- develop knowledge about presenting solo and ensemble performances;
- develop reviews and evaluate live theatre;
- skills of theatrical analysis and evaluation of individual acting work, and that of other actors;
- develop vocal and movement skills;
- how to perform and sustain a range of credible characters;
- how to identify theatrical styles and genres, and their historical and cultural context.

In typical lessons I might:

- perform for an audience;
- participate in warmups and workshops;
- participate in improvisation work;
- study acting skills and techniques;
- interpret text;
- undertake solo and ensemble work;
- attend theatre performances and write reviews;
- rehearse for performances;
- prepare for written external exams.

To enrol in this subject, it is recommended:

- successfully complete Drama 3;
- to be prepared to work in groups and individually;
- to be prepared to attend at least three (3) different live theatre performances.

Theatre Performance 3 would suit someone who:

- enjoys the intensity of performing;
- is interested in the Performing Arts;
- can commit to rehearsals and performances;
- works effectively in team situations

Theatre Performance 3 could lead me to:

- further study at tertiary level, in vocational educational training (VET) settings or to pursue industry or community related pathways;
- employment opportunities domestically and abroad, in areas including arts, diplomacy, education, hospitality, media, marketing, retail and tourism.



MEDIA PRODUCTION FOUNDATION 2

15 TCE POINTS

Students will use media work to demonstrate their understanding of key concepts such as: media language; representation; audience; and production skills and processes, as well as express their creativity and originality.

In Media Production Foundation 2 I will learn:

- about the areas of:
  - print and digital media
  - convergent media;
- about communicating to an audience;
- media technical and production skills;
- how to work in a media team;
- how to use a range of media technologies;
- about analysing and appreciating the media.

In typical lessons I might:

- undertake roles in a media production team;
- develop technical skills on industry standard equipment and software;
- write script for media
- develop editing techniques;
- create media products;
- undertake research assignments;
- develop writing and storytelling skills;
- learn about the media industry.

To enrol in this subject, it is recommended:

- achieved at least a D in Year 10 Media Arts;
- Media Production Foundation 2 is an entry level course. There are no prerequisites.

Media Production Foundation 2 would suit someone who:

- enjoys media and communications;
- enjoys creating media products.

Media Production Foundation 2 could lead me to:

- Media Production 3;
- employment opportunities domestically and abroad, in areas including arts, diplomacy, education, hospitality, marketing, media, retail and tourism.

MEDIA PRODUCTION 3

15 TCE POINTS

This course will offer students experiences in media production and media analysis at the highest level of complexity available in senior secondary courses. Students work within learning environments that simulate a professional setting in order to develop products in a specific medium. Through acquisition of technical and analytical skills learners will develop the ability to appreciate the operational functions and social implications of their medium of specialisation.

In Media Production 3 I will learn:

- about an area of:
  - print and digital media
  - convergent media;
- about communicating to an audience;
- how to apply technical and production processes to create media narrative;
- how to work in a media team;
- about the use of a range of media technologies and techniques;
- skills for analysing and appreciating the media;
- how to create media products for a purpose;
- the codes and conventions of specific media.

In typical lessons I might:

- undertake roles in a media production team;
- apply technical skills on industry standard equipment and software;
- respond to a design brief;
- use editing techniques;
- create media products;
- discuss workplace safety and OH&S issues;
- create products with regard to a particular audience;
- document evidence of technical skills with equipment;
- research media issues;
- discuss the role of media in society;
- explore writing and story-telling skills;
- prepare for the externally assessed folio and exam.

Continued over/-

Media Production 3
Continued/-

To enrol in this subject, it is recommended:
- achieved an A or B in Year 10 Media Arts;
- completed Media Production 2;
- a strong interest in media production;
- technical skills in an area of specialisation and strong written skills are an advantage.

Media Production 3 would suit someone who:
- enjoys creating media products;
- enjoys using technology;
- is interested in the role of the media.

Media Production 3 could lead me to:
- further study at tertiary level, in vocational educational training (VET) settings or to pursue industry or community related pathways;
- employment opportunities domestically and abroad, in areas including arts, diplomacy, education, hospitality, media, marketing, retail and tourism.

CONTEMPORARY MUSIC AND SONGWRITING 2

15 TCE POINTS

In Contemporary Music and Songwriting 2 I will learn:
- producing and/or performing original music and songs in authentic and replicated professional settings such as recording studios and live music venues;
- researching and composing original music and/or songs that are unique personal responses to ideas, issues and contexts;
- marketing and sharing original music and/or songs using current industry workplace skills and knowledge.

In typical lessons I might:
- listen, play, compose or produce contemporary music and/or songs in a variety of contexts;
- recognise and effectively use music elements in aural, written and practical contexts;
- learn how to effectively market their songs to an audience.

To enrol in this subject, it is recommended:
- achieved at least a C in Year 10 Music;
- some prior music, singing, performing and/or song writing experience.

Contemporary Music and Songwriting 2 would suit someone who:
- enjoys song writing;
- has prior music, singing, performing and/or song writing experience.

Music Studies 2 could lead me to:
- Music Studies 3;
- University Connections Program (UCP) Song Writing course at the University of Tasmania and other music UCP courses;
- employment opportunities domestically and abroad, in areas including arts, education, marketing, media.

MUSIC STUDIES 2

15 TCE POINTS

In Music Studies 2 I will learn:
- instrumental/vocal techniques;
- about styles of music;
- performance skills;
- music literacy.

In typical lessons I might:
- perform solo or as a member of an ensemble;
- develop vocal/instrumental technique;
- study basic theory and musicianship;
- participate in music appreciation activities;
- complete assignments and tests;
- undertake recordings.

To enrol in this subject, it is recommended:
- achieved at least a C in Year 10 Music;
- skills/experience on an instrument/voice;
- some ability to read and write music is an advantage.

Music Studies 2 would suit someone who:
- wants to improve their vocal/playing skills;
- wants to learn basic music theory.

Music Studies 2 could lead me to:
- Contemporary Music and Song Writing 2 and Music Studies 3;
- employment opportunities domestically and abroad, in areas including arts, diplomacy, education, hospitality, marketing, media, retail and tourism.



MUSIC STUDIES 3

15 TCE POINTS

In Music Studies 3 I will learn:
- about musical ideas and styles;
- compositional techniques, improvisation and arranging;
- about developing performance skills;
- skills in musical analysis;
- listening (aural) skills.

In typical lessons I might:
- undertake solo performance (tutor provided where required and available);
- participate in ensemble playing (as required and available);
- complete assignments and tests;
- perform to the class and public;
- create recordings and videos;
- participate in creative tasks including composition, arrangement and/or improvisation.

To enrol in this subject, it is recommended:
- achieved at least a A or B in Year 10 Music;
- strong music literacy skills– the ability to read and write music;
- considerable and successful experience in music
  (e.g. successful completion of Year 10 music).

Music Studies 3 would suit someone who:
- has studied music and music theory for a considerable period of time;
- has a solid understanding of music theory;
- wants to develop their musicianship and theoretical knowledge.

Music Studies 3 could lead me to:
- further study at tertiary level, in vocational educational training (VET) settings or to pursue industry or community related pathways;

MUSIC PERFORMANCE PROGRAM

Foundation Practical Study (Performance or Composition) UTAS - University Connections Program

15 TCE POINTS

In Music Performance Program I will learn:

- music performance skills or development and notation and realisation of original works;
- how to develop and improve level of musicianship;
- communicating ideas and information.

In typical lessons I might:

- performance or composition;
- learning activities may include:
  - performing (either instrumental or vocal);
  - composing music;
  - analysing and reflecting on performances and compositions.

Entry condition:

- considerable and successful experience in music and/or Grade 5 music qualifications.

Music Performance Program would suit someone who:

- has a history of musical instrument/vocal tuition;
- has some examination and/or performing experience;
- has some music literacy skills.

Music Performance Program could lead me to:

- a pathway to further university music studies.

Please note: requires a portfolio which may include critiques, reflections, program notes, topic assignments, concert attendance log and a personal performance log.

UNIVERSITY of TASMANIA

VISUAL ARTS 2

15 TCE POINTS

Students in this course will engage with art practice in a particular studio area such as painting, drawing, ceramics, printmaking, etc. Learners develop a body of work in a single art studio, developing their technical skills and aesthetic understanding.

In Visual Arts 2 I will learn:

- About art techniques and processes specialising in a single art studio from the following areas:
  - assemblage
  - ceramics
  - collage
  - draft and design
  - documented forms
  - drawing
  - environmental art
  - graphic design
  - life drawing
  - mixed-media
  - painting
  - photography
  - print making
  - sculpture
  - street art
  - wearable art;
- a range of techniques in a specific studio area;
- how to create finished artworks;
- about art materials and processes;
- about other artists and their work;
- about ideas and themes in art.

In typical lessons I might:

- explore a range of art techniques;
- discuss ideas and themes in art;
- view exhibitions;
- research artists and their work;
- create artworks in response to concepts and stimuli;
- share and exhibit work;
- keep a visual diary.

To enrol in this subject, it is recommended:

- to have achieved at least a C in Year 10 Visual Art.

Visual Arts 2 would suit someone who:

- enjoys working in a specific art studio;
- wants to explore techniques related to a specific art studio;
- wants to develop their art making skills.

Visual Arts 2 could lead me to:

- further study in the visual arts such as Visual Arts 3; employment opportunities domestically and abroad, in areas including arts, diplomacy, education, hospitality, marketing, media, retail and tourism.

VISUAL ARTS 3

15 TCE POINTS

Students will develop understandings of art practice and the mechanisms of art. The course encourages learners to develop problem-solving skills together with creative and analytical ways of thinking. Students will demonstrate a resolved body of work in multiple studio areas which demonstrates their aesthetic understanding and use of visual language.

In Visual Arts 3 I will learn:

- about art techniques specialising in a single art studio from the following areas:
  - assemblage
  - ceramics
  - collage
  - digital art and media
  - documented forms
  - drawing
  - environmental art
  - fabrication/fibre art
  - graphic design
  - life drawing
  - mixed-media
  - painting
  - photography
  - print making
  - sculpture
  - time based forms
- how to develop my own artistic ideas and styles;
- about artists and their work;
- how artists represent their ideas;
- apecialising in multiple art studios;
- how to exhibit work.

In typical lessons I might:

- discuss key ideas and themes in art;
- view and respond to exhibitions;
- share and exhibit work;
- keep a visual diary;
- explore artistic processes, skills and techniques involved in producing art;
- undertake art theory and analysis;
- complete art theory assignments;
- Create a portfolio of artwork for display and external assessment.

To enrol in this subject, it is recommended:

- achieved an A or B in Year 10 Visual Art;
- successful completion of Visual Arts 2 in Year 11.

Visual Arts 3 would suit someone who:

- has strong skills in artmaking in a specific studio area;
- can develop an idea across several artworks;
- enjoys making and responding to artworks.

Visual Arts 3 could lead me to:

- Art Studio Practice 3;
- further study at tertiary level, in vocational educational training (VET) settings or to pursue industry or community related pathways;
- employment opportunities domestically and abroad, in areas including arts, diplomacy, education, hospitality, media, marketing, retail and tourism;
- artmaking in any studio area.



ART STUDIO PRACTICE 3

15 TCE POINTS

Art Studio Practice 3 consists of two main areas:

- Practice: proposal, body of work, exhibition;
- Conceptual knowledge: research, critical analysis, reflection.

In Art Studio Practice 3 I will learn to:

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

In typical lessons I might:

- discuss key ideas and themes in art;
- view and respond to artists and artworks;
- share and exhibit work;
- keep a visual diary (journal);
- explore artistic processes, skills and techniques;
- undertake art theory and analysis;
- work independently to create minor and major artworks;
- create a portfolio or Body of Work for display and external assessment.

To enrol in this subject, it is recommended:

- learners are recommended to successfully complete Visual Art 3 as a prerequisite.

Art Studio Practice 3 would suit someone who:

- has the skills and desire to specialise in a specific area of art studio practice;
- wants develop a portfolio to pursue further education in Visual Art at a tertiary level;
- is able to self-direct and work independently;
- has a strong vision to express an idea or interest visually.

Art Studio Practice 3 could lead me to:

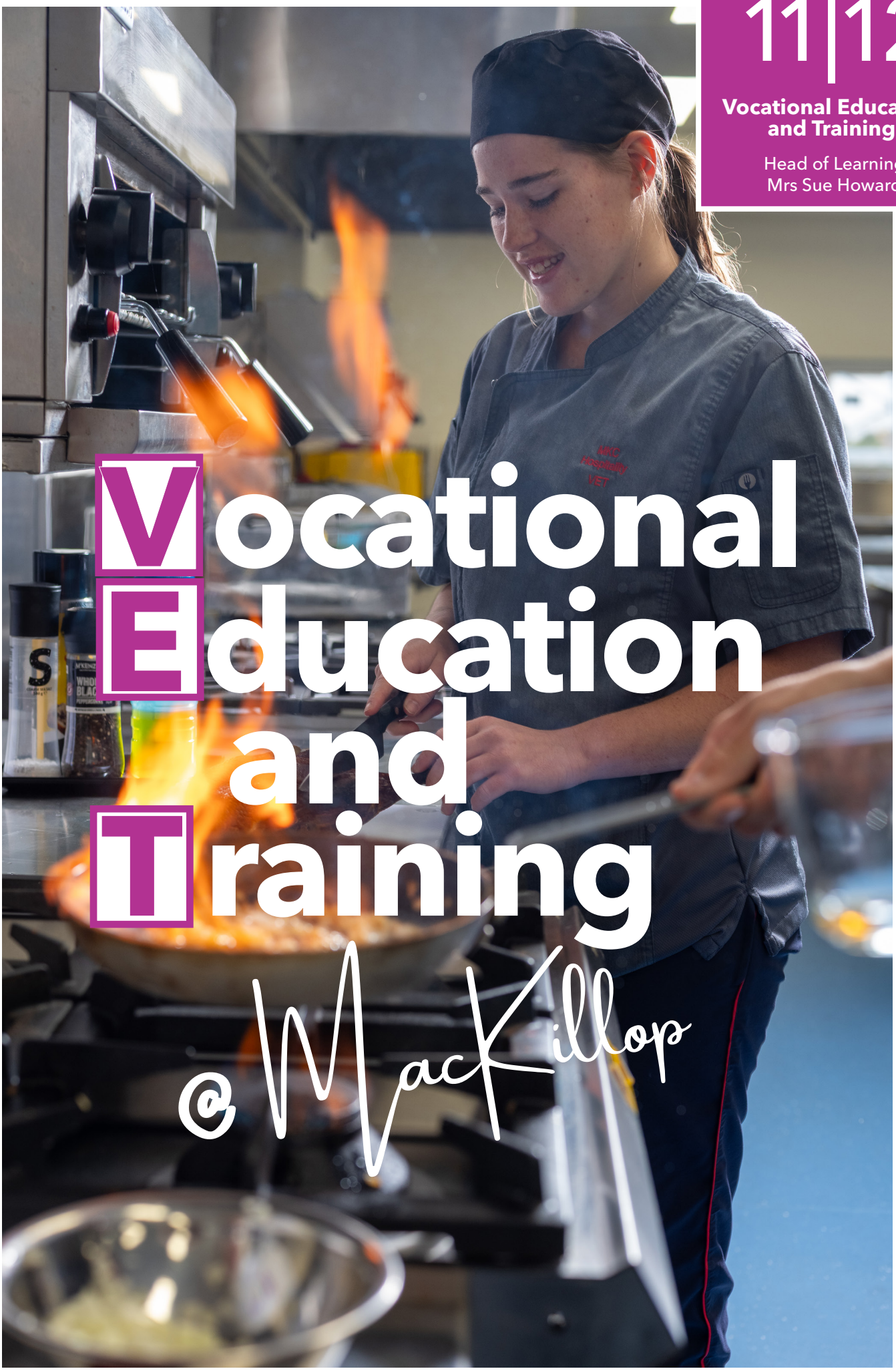
- further study at tertiary level, in vocational educational training (VET) settings or to pursue industry or community related pathways;
- employment opportunities domestically and abroad, in areas including arts, diplomacy, education, hospitality, media, marketing, retail and tourism;
- artmaking in any studio area.



YEARS
11|12

Vocational Education and Training

Head of Learning
Mrs Sue Howard



Vocational Education and Training @MacKillop

ABOUT VOCATIONAL EDUCATION AND TRAINING AT MACKILLOP

MacKillop Catholic College is committed to the delivery of Vocational Education and Training. The many VET courses offered in the following pages are presented as educational opportunities for students to gain workplace qualifications while also achieving a Tasmanian Certificate of Education (TCE).

The VET courses listed in this handbook are offered to the MacKillop Catholic College Senior student cohort and will be deemed viable to run in 2026 if student interest is adequate. Vocational Education and Training courses are auspiced through Registered Training Organisations (RTOs) and delivered either on-site or in specialised facilities through MacKillop Catholic 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.

VET courses offered at MacKillop Catholic College Campus are delivered in partnership with Guilford Young College as the RTO (RTO 1129) or one of our other RTO partners. Acceptance into a VET course will require students and their parent(s)/guardian(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 Co-ordinator 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 pre-tertiary subjects, student part-time employment commitments, prior learning/ understanding in a particular subject area, Language, Literacy and Numeracy (LLN) standards.

Due to the high commercial cost of VET enrolments, we require parents to contribute towards some costs associated with a course. **There is an additional fee of approximately$600 per VET Course.** These additional costs may include fees for workshop excursions or trips, purchase of trade uniforms and/or kits etc.

However, as VET courses apply full commercial training fees under the auspices of the RTOs, a course withdrawal fee will apply upon early withdrawal or non-completion of the course. Course particulars, including terms and conditions, will be explained at the suitability interviews held in October/ November of the preceding year.

Students aiming to complete a full certificate must complete a work placement as this is a mandatory requirement. Students are encouraged and expected to organise placements in discussion with our Careers Advisor.

VET COURSES

All certificate courses contribute credit points towards the Tasmanian Certificate of Education. The number of credit points is dependent on the units of competence. For details view the TCE planner tool at: www.tasc.tas.gov.au

MacKillop Catholic College VET courses are delivered on one line equating to 150 hours for a year. Some qualifications will take two years to complete. Within each program, students are provided with the opportunity to complete several 'on-the-job' work placements.

Senior Students also have access to study ONE VET course off campus.

MacKillop Catholic College students may explore opportunities to engage in VET courses being offered through campus of GYC RTO where places are available or other RTOs such as TasTAFE. Please discuss with the Learning Leader – Vocational Learning.

What are the benefits of VET?

VET provides senior students with the opportunity
to gain:

- a nationally recognised VET (full or partial) qualification
  - usually at a Certificate II or Certificate III Level.
- contribution towards their TCE.
- technical and employability skills.
- specialised and industry knowledge.
- employment opportunities, and
- flexible education pathways



How does VET work?

VET courses are in most cases undertaken over a two-year duration. VET is included in student timetables but may require attendance after standard school hours or during nominated term breaks.

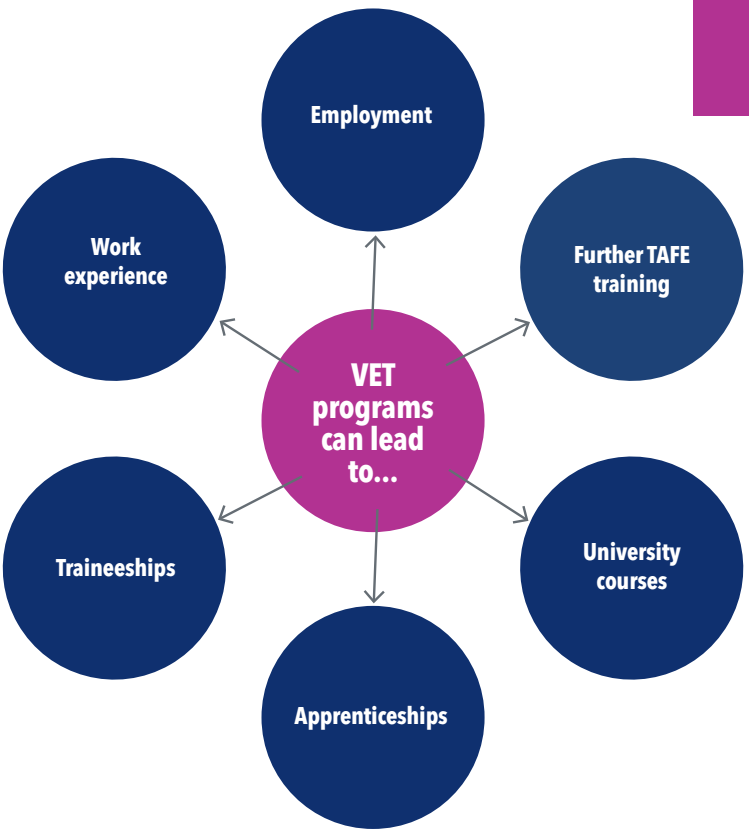
Students work through Units of Competency (UOC) and are marked as "competent" or "not yet competent" by their Teacher/Trainer. To be assessed as competent, a student must show a consistent application of skills and knowledge to the standard required in the industry/a workplace (in both theory and practical-based tasks).

Can I study VET as well as Level 3 subjects?

Students may choose to complete Level 3 subjects alongside their VET course. VET courses can provide complimentary skills for Level 3 subjects and vice versa.

VET courses are completed as part of the regular school timetable.

All VET courses attract an additional fee of $600 due to the costs associated with VET courses



BSB20120 CERTIFICATE II IN WORKPLACE SKILLS (RTO - GYC 1129)

These courses are designed for students wishing to obtain the skills and knowledge necessary to gain employment in any area of office administration. Students will complete work placements in various businesses. They will have an opportunity to participate as members of an organisation with genuine responsibilities.

What will I learn from this course?

- How to use business computing programs
- Effective communication processes
- How office spaces are organised and managed

Pathways

- Careers in all areas of administration including small business, legal, financial, state and local government
- Certificate III in Business

SIT20122 CERTIFICATE II IN TOURISM (RTO - GYC 1129)

This qualification provides a pathway to work in many tourism and travel industry sectors and for a diverse range of employers including travel agencies, tour wholesalers, tour operators, holiday parks and resorts, attractions, cultural and heritage sites, and any small tourism business.

Work could be undertaken in an office environment where the planning of tourism and travel products and services takes place, in the field where products are delivered, in performing operational activities such as housekeeping, grounds maintenance and providing customer service, or a combination of these.

What will I learn from this course?

- About the tourism industry including career pathways
- How to stay safe and healthy in the workplace
- About social media for businesses
- Responsible Serving of Alcohol (RSA)
- The skills employers value in young employees
- To communicate and work with a range of people in the community

Pathways

- Further study
- Work in tourism, travel, or other areas of interest

ICT20120 CERTIFICATE II IN APPLIED DIGITAL TECHNOLOGIES (RTO - GYC 1129)

This pathways qualification provides the foundation skills and knowledge to use basic applied digital technologies in varied contexts.

The qualification is designed for those developing necessary digital and technology skills in preparation for work. These individuals carry out a range of basic procedural and operational tasks that require digital and technology skills. They perform a range of mainly routine tasks using limited practical skills and knowledge in a defined context.

This qualification is suitable for someone generally performing under direct supervision.

What will I learn from this course?

- Skills and knowledge to pursue a pathway in IT Support
- Skills and knowledge to become an advanced user to solve ICT related problems
- How to install printers, operating systems and software
- How to stay safe and healthy in the workplace
- The digital skills employers value in young workers.

Pathways

- An excellent qualification for any pathway you choose
  as you will learn key technology skills
- Leads to further study and/or work in information, digital media and technology or other areas of interest.
- Vocational pathways certification

FSK10119 CERTIFICATE I IN ACCESS TO VOCATIONAL PATHWAYS (RTO - GYC 1129)

This program is designed for individuals who require further foundation skills development to prepare for workforce entry or vocational training pathways. This program utilises both practical and theoretical skills and knowledge to progress in your designated industry pathway.

What will I learn from this course?

- How to develop reading, writing, numeracy and oral communication skills
- Entry-level digital technology skills
- Skills employers value in young workers
- Selected industry skills

Pathways

- Pre-vocational pathway
- Vocational training
- Employment



SIS20321 CERTIFICATE II IN SPORT COACHING (RTO - GYC 1129)

This qualification reflects the role of individuals who apply the skills and knowledge to conduct pre-planned coaching sessions with participants in a specific sport.

It provides a pathway to work in assistant coaching roles working or volunteering at community-based sports clubs and organisations in the Australian Sport industry. Individuals with this qualification use a defined and limited range of basic coaching skills to engage participants in a specific sport and are involved in mainly routine and repetitive tasks using practical skills and basic sport industry knowledge. They work under the supervision of a coach.

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

What will I learn from this course?

- Skills and knowledge in first aid
- Officiating and coaching
- An understanding of injury prevention
- Effective communication
- An understanding of the sport, recreation and fitness industries

Pathways

Post-secondary pathways/suggestions

- SIS30521Certificate III in Sport Coaching
- SIS40321 Certificate IV in Sport Coaching

Future career pathways/suggestions

- Coaching Assistance
- Junior Coach
- Junior Trainer

SIT20322 CERTIFICATE II IN HOSPITALITY (RTO - GYC 1129)

Certificate II Hospitality provides students with an understanding of working front of house in the Hospitality Industry. This qualification provides the skills and knowledge for an individual to be competent in a range of activities and functions requiring operational knowledge and limited practical skills in a defined context.

Students will learn the skills required for working in a café, restaurant, or hotel. In a practical, industry realistic environment students will learn to serve and interact with customers, prepare espresso coffee and non-alcoholic beverages, and learn to prepare some simple food. Students will regularly participate in the College café preparing food and drinks.

Over the duration of the course students must participate in a minimum of 12 complete services to achieve this certificate.

To achieve this, students will be required to participate in:

- Both simulated and College functions (some run during school hours and other run out of school hours); and
- Work experience (each year). Students may also use work in the hospitality industry as to contribute to the 12 service periods required.

What will I learn from this course?

- How to meet, greet and interact with customers. This includes exceeding customer expectations to ensure repeat business.
- How to make and serve non-alcoholic beverages, espresso coffee and simple dishes
- How to set for a variety of functions, set tables and carry plates
- Further knowledge regarding current trends within the Tasmanian Hospitality Industry

Pathways

Post-secondary pathways/suggestions

- SIT30622 Certificate III in Hospitality
- SIT40422 Certificate IV in Hospitality
- SIT50422 Diploma of Hospitality Management

Future career pathways/suggestions

- Bar Attendant
- Bottle Shop Attendant
- Café Attendant
- Catering Assistant
- Food and beverage Attendant

SIT20421 CERTIFICATE II IN COOKERY (RTO - GYC 1129)

This new qualification has been designed with the Hospitality and Chef Industries at the forefront. Students will develop strong skills and knowledge in preparing and cooking a wide range of appetisers, salads, food presentation, modern food trends, sandwiches, and simple dishes. Further, hygiene and safety practices will be explored, in addition to completing the Responsible Service of Alcohol unit and French cookery principles.

Students will prepare food for the Café and complete functions where required. If you enjoy cooking and want to learn tricks of the trade with a qualified chef, then this qualification will strengthen skills and knowledge and prepare you for the future – whether cooking at home, or in a professional establishment. Work placement is a mandatory requirement. MacKillop Catholic College will organise placement of students at a pre-arranged Hospitality establishment.

Must love cooking and have a passion for creativity!

What will I learn from this course?

- Organisational and planning skills
- Preparation and presentation of a range of dishes, breads, pastries, cakes etc.
- How to work alongside qualified chefs and gain knowledge of hospitality industry

Pathways

Post-secondary pathways/suggestions

- SIT30821 Certificate III in Commercial Cookery
- SIT30622 Certificate III in Hospitality
- SIT40422 Certificate IV in Hospitality
- SIT50422 Diploma of Hospitality

Future career pathways/suggestions

- Breakfast Cook
- Catering assistant
- Fast Food Cook
- Sandwich Hand
- Takeaway Cook
- Apprenticeship

SIS20419 CERTIFICATE II IN OUTDOOR RECREATION (RTO - GYC 1129)

This course is designed for students wishing to work in the eco guiding and outdoor recreation industry. The adventure tourism industry is growing in Tasmania. Students could consider combining this qualification with Certificate II in Tourism or Hospitality which would provide skills suitable for work in a range of related industries.

What will I learn from this course?

- Skills and knowledge in conducting outdoor recreation sessions, maintaining overnight sites and managing equipment
- Example elective activities in this course include learning to assist in bushwalking, climbing, kayaking, snorkelling, rafting and mountain biking endeavours

Pathways

- Outdoor activity assistant
- Outdoor/tourism guide
- Certificate III in Outdoor Leadership



SKILL SET OUTDOOR RECREATION

OXP105118

Units of Competency

- AHCWRK323 Operate in isolated and remote situations
- BSBCMM211 Apply basic communication skills
- SISOFLD006 Navigate in tracked environments
- SISOBWG001 Bushwalk in tracked environments
- HLTAID011 Provide first aid
- SISXEMR003 Respond to emergency situations

What will I learn from this course?

- bushwalking and navigation skills
- first aid and how to respond to multiple emergencies
- how to preserve life and be safe in remote areas
- technical knowledge and safety skills required to participate in adventure recreation and/or expedition experiences
- personal and social skills and how to operate as an effective group member
- what it takes to be in the services of parks and wildlife, police employment in the emergency response area Traineeship

This subject would suit someone who:

- enjoys unique and challenging experiences and has a sense of adventure
- has good time management and organisational skills to enable significant participation in at least three different outdoor activities
- likes completing new or tough tasks that provide a sense of achievement and satisfaction
- wants to test and develop their personal, interpersonal and technical skills force, fire brigade, ambulance service

Possible Pathways Post 11/12

- employment in area such as: parks and wildlife, police force, fire brigade, ambulance service, defence force, outdoor guiding, adventure tourism, natural science, further training
- Outdoor Leadership 3 or tertiary studies
  Please note: this is a combined VET/TASC course. Students also complete TASC Outdoor Experiences OXP105118 which has five (5) TCE points.

NURSING AND ALLIED HEALTH OCCUPATIONS (RTO - 1129)

CERTIFICATE III IN ALLIED HEALTH ASSISTANCE (HLT33021)

Please note this course may be taught at either MacKillop depending on numbers or on-site at our partner campus of GYC Hobart

Course Outline

During this course you will be exposed to a broad range of health occupations. This qualification reflects the role of a new worker wanting to become an allied health assistant and gain entry to the aged care, disability and other health sectors. Students will learn a range of skills and knowledge to support individuals in their health and care requirements.

What will I learn from this course?

- how to communicate and work with others in allied health
- research skills, to recognise healthy body systems
- organisational skills needed to participate in safe work practices
- how to prepare and maintain beds
- practical skills to assist clients with movement
- how to prepare and serve food to clients

Pathways

- Disability support
- Aged care
- Enrolled nurse
- Health occupations
- Partial completion of the Certificate III in Allied Health Assistance provides an entry level pathway into the allied health sector

GLOBAL FITNESS INSTITUTE

SIS30321

SIS20322 CERTIFICATE III IN FITNESS (RTO - 21793)

Course Outline

The Certificate III in Fitness is the entry level fitness instructor course for those looking to work in the fitness industry.

In this course you will develop a thorough knowledge of anatomy and physiology, along with the skills and knowledge to carry out client health assessments and fitness testing. Our Fitness Instructor course will teach you how to develop fitness programs, conduct fitness training for individuals and/or groups.

You will learn the importance and benefits of healthy eating and regular exercise.

Our delivery mode includes the flexibility of online theory content, videos, online support and the option of face-to-face practical training. Global Fitness Institute is the place to get your Nationally recognised Fitness Qualification.

What will I learn from this course?

- about working with clients as a fitness instructor
- how the body works
- about basic nutrition
- how to effectively deal with customers and clients
- how to stay safe and healthy in the workplace, including first aid

In typical lessons I might:

- plan and instruct a group exercise class
- learn about the risks involved in some fitness activities
- use exercise equipment
- maintain exercise equipment

This course would suit someone who:

- is interested in this area
- has an interest in working with clients

Pathways

- employment as a fitness instructor
- further study in the area

TASTAFE VET COURSES

CPC20220 CERTIFICATE II IN CONSTRUCTION PATHWAYS (RTO 60142)

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

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

There is a maximum number of students permitted entry into this course.

Pathways

Post-secondary pathways/suggestions

- CPC30220 Certificate III in Carpentry
- CPC40120 Certificate IV in Building and Construction
- CPC60121 Advanced Diploma of Building Surveying
- Further training TasTAFE

Future career pathways/suggestions

- Apprenticeship
- Brickie's Labourer
- Trade's Assistant
- Construction Assistant
- Builder's Labourer

TASTAFE VET COURSES

UEE22025 CERTIFICATE II IN ELECTROTECHNOLOGY (RTO 60142)

Gaining a TasTAFE qualification in Electrotechnology can set you on a path to an incredibly rewarding and exciting future career. The training provided is not only for people looking to enter the Electrotechnology industry, but also for existing Electrotechnology workers who would like to increase their skills and knowledge.

The courses in Electrotechnology cover a wide range of electrical, instrumentation, control and communication technologies. This industry offers many highly paid, specialised roles including jobs installing and maintaining light and power, designing and installing new hardware platforms, conducting networking and automation, and working with the internet and fibre-optics. With so many different fields available, the tricky bit will be deciding on which pathway suits you best!

SKILL SET DISCOVER YOUR PERSONAL STYLE (RTO 60142)

Discover Your Personal Style is a pathway in the Hairdressing and Beauty Industries. Specifically designed for Year 11 and 12, this program offers practical sessions, participating in lash and brow services and hair styling.

This course will give you an insight into becoming a Hairdresser, Make-up Artist or Beauty Therapist. Guest speakers and demonstrations in make-up and hairdressing are integral part of this course.

Course duration

1 day per week at TasTAFE Campbell street, Campus, over 10 months during the school calendar year.

Course units

- SHBBMUP002 Design and Apply Make-up
- SHBHDES001 Dry Hair to Shape (GHD curls)
- SHBHCLS001 Apply hair Colour Products
- SHBBBOS001 Apply Cosmetic Tanning
- SHBXWHS003 Appy Safe Hygiene Health and Work Practices

Course outcome

On successful completion, students will receive a Statement of Attainment for the units completed. Total of 18 Points will be credited towards the TCE.

TASTAFE VET COURSES

22701VIC CERTIFICATE II IN PLUMBING (PRE-APPRENTICESHIP) CLARENCE CAMPUS (RTO 61042)

The plumbing industry is one of the most diverse and vibrant trades within the construction sector and plays a significant role in the Tasmanian and broader Australian economy.

As one of the original licensed trades, Plumbers are directly responsible for the health and safety of the community through the provision of safe drinking water supplies, sanitation, stormwater drainage and gas systems.

This pre-apprenticeship Plumbing program is a nationally recognised qualification that focuses on preparing you for employment as an apprentice with job-ready skills of immediate value to employers.

Course Duration
2 Years

Course Outcome
You will get the practical skills and knowledge you need to enhance your employability as an apprentice plumber with this pre-apprenticeship program.



SEAFOOD AND MARITIME TRAINING

MAR10424
CERTIFICATE I MARITIME OPERATIONS (COXSWAIN GRADE 2 NEAR COASTAL)
In partnership with Seafood and Maritime Training (RTO 7074)

This will run in 2028

Course Outline
This course focuses on practical seamanship skills that will increase employability within the maritime sector. The Maritime Operations (Coxswain Grade 2 Near Coastal) qualification, which is delivered externally by the Seafood and Maritime Training will provide students with the knowledge and practical skills to command and operate commercial vessels less than 12 meters in length within sheltered waters. Please note due to the cost of this qualification that parents will be required to cover additional costs.

The MAR10418 Certificate I in Maritime Operations (Coxswain Grade 2 Near Coastal) units are delivered off-site at the Seafood and Maritime Training between multiple campuses.

What will I learn from this course?
- seamanship skills for vessels
- how to command and operate vessels less than 12 metres in length
- how to operate outboard motors of unlimited propulsion power
- how to operate inboard motors of less than 100 kW propulsion power
- maritime safety and emergency procedures
- how to splice rope and tie knots commonly used in the maritime industry

In typical lessons I might:
- undertake specialised practical training within the maritime sector
- learn to tie knots
- engage in fire suppression training
- learn how to safely evacuate a sinking ship
- use and maintain equipment and machinery
- command and captain a crew in a boat while doing activities on the river

This subject could lead me to:
- further study
- work within any sectors of the maritime industry



PARTNER CAMPUS COURSES

CERTIFICATE II IN AUTOMOTIVE VOCATIONAL PREPARATION (AUR20720)

Please note this course is taught on-site at one of our partner campuses and may be subject to class sizes

Course Outline

This entry-level qualification is designed to help students build basic knowledge and to prepare for a career in the automotive industry. The Certificate II in Automotive Vocational Preparation is a pre-apprenticeship course. It is for students who would like to develop their skills and knowledge to progress to becoming qualified as a light vehicle automotive technician or motor mechanic.

What will I learn from this course?

- how to service vehicles
- experience working on small and large motors
- an understanding of skills required to use tools of the trade
- Pathways
- automotive mechanic
- automotive electrician
- automotive retail
- may also lead to work involving outdoor power equipment, bicycles and marine engines

CERTIFICATE II IN ANIMAL CARE (ACM20121)

Please note this course is taught on-site at one of our partner campuses and may be subject to class sizes

Course Outline

This qualification is an entry into the animal care industry. Students will provide care for animals in workplaces such as animal shelters, boarding facilities, sanctuaries and veterinary clinics.

What will I learn from this course?

- animal care hygiene
- feeding
- health care
- general animal wellbeing

Pathways

- veterinary nurse
- animal groomer
- dog trainer
- wildlife ranger
- agriculture
- Certificate IV in Veterinary Nursing

PARTNER CAMPUS COURSES

CERTIFICATE I IN DEFENCE SKILLS (DEF10117)

Please note this course is taught on-site at our partner campus of GYC Glenorchy and may be subject to class sizes

Course Outline
This program is designed for students who are considering entry to the Australian Defence Force (ADF) on either a fulltime or part-time basis. Students will participate in activities designed to develop skills, knowledge and attitudes that will assist in entry and service within the ADF as well as other similar roles such as Police and other emergency services.

What will I learn from this course?

- an introduction to a range of roles in the ADF (Army, Navy, Air Force)
- an introduction to core skills required for service in the ADF/Emergency
- interaction with current and past Defence Force members
- assistance in meeting the requirements for service in the ADF
- the ability to challenge yourself, increase teamwork effectiveness and develop resilience
- navigation and patrolling techniques
- ceremonial activities
- communication skills
- survival techniques.

Pathways

- entry into the Australian Defence Force
- work in a range of other industries:
- outdoor
- government
- community service

CERTIFICATE III IN EARLY CHILDHOOD EDUCATION AND CARE (CHC30125)

Please note this course is taught on-site at one of our partner campuses and may be subject to class sizes

Course Outline
Students work on units towards the qualification providing future opportunities in the Early Years sector. Students need to be motivated to work closely with young children and develop the required skills for effective interactions. They should consider this as part of a two-year plan to gain the maximum number of units delivered at Guilford Young College.

What will I learn from this course?

- understanding of children's health and safety
- provision of quality care environments
- effective communication

Pathways

- Early Years education
- CHC50121 Diploma of Early Childhood Education and Care
- partial completion of the Certificate III in Early Childhood Education and Care provides an entry level pathway into the child care sector

YOUR CHOICE YOUR FUTURE

IN FAITH AND HOPE AND LOVE

CERTIFICATE II IN ENGINEERING PATHWAYS (METAL TRADES) (MEM20422)

Please note this course may be taught at one of our partner campuses and may be subject to class sizes

Course Outline
Students have the opportunity to develop skills in welding, using machines for metal folding, making a project and working in engineering worshops.

What will I learn from this course?

- written and graphic communications
- reading and interpreting drawings
- problem solving
- soldering
- fabrication
- safe use of hand and power tools
- machining
- welding
- workshop safety
- team work

Pathways

- Towards careers in metal fabrication, machining, welding, jewellery design and manufacturing and plumbing trades.



RELATIONSHIP TO VOCATIONAL EDUCATION AND TRAINING

Pathways to Work Level 1 is a foundational course designed to prepare learners for VET programs. It focuses on developing core, transferable skills essential for various work contexts, sectors and occupations. This course serves as a precursor to entry level VET programs, building learners' capacity to perform competently in the workplace.

- Identify work options and demonstrate application skills.
- Understand the role of employment agencies.
- Recognise responsibilities and practices in work situations.
- Plan and implement simple tasks in a work context.
- Use digital systems to connect and present information.
- Work cooperatively to achieve team goals.
- Respond appropriately to diversity.
- Communicate using workplace conventions.
- Apply basic numeracy skills in familiar contexts.

Possible Pathways Post Senior Secondary School

- Entry level VET programs
- Apprenticeships and traineeships
- Supported employment opportunities
- Further vocational study in various industry areas
- Entry level positions in diverse sectors

PATHWAYS TO WORK 1

15 TCE POINTS

The future workforce for young Australians will be characterised by flexibility and continuous change. Routine jobs will be limited, with outsourcing, contract work, and flexible arrangements becoming the norm. Young people need diverse opportunities to build confidence, understand and respect themselves and others, and develop appropriate social interactions for the workplace. they must acquire transferable skills such as working safely, reliability, teamwork, clear communication, problem solving and respecting diversity.

This course aims to help young people become inclusive, responsible and sensitive to others' experiences. Through practical work exposure, learners become active, responsible citizens who understand how to contribute to their community through work. Employers have identified key areas for young people to focus on in preparing for work. This course helps learners plan for their future, understand their relationship to work, and gain essential skills for the rapidly changing world of work. It prepares learners for entry level jobs, supported employment and further vocational study across various industries.

WORK READINESS 2

Reading and Writing Standard
Mathematics Standard
Computers and Internet Standard

15 TCE POINTS

The Future of Work for Young Australians

The future of work for young Australians will be marked by flexibility and continuous change in how, what, and where they work. Future jobs will differ significantly from those of the past, with routine jobs becoming scarce. Outsourcing, contract work, and flexible arrangements will be the norm. School leavers may expect to have up to 17 different jobs across five industry areas during their careers, many in roles that do not yet exist.

Preparing young people for this evolving job market and lifelong learning is crucial.

The skills needed to thrive in this knowledge-focused world will differ from those of the past, requiring non-technical employability skills such as planning, organising, and decision making that are transferable across various contexts. Employers in Australia have identified key areas for young people to focus on, including gaining more exposure to the world of work while at school, improving job search and application skills, transferring skills between contexts, and developing positive workplace attributes like responsibility and reliability.



Course Description

Work Readiness Level 2 prepares learners for their careers and further education, particularly in vocational education and training (VET) programs. It builds on the Australian Curriculum: Work Studies and complements Personal Pathway Planning Level 2, which focuses on self-understanding and future planning. Work Readiness Level 2 aims to develop core skills necessary for planning, participating in, and maintaining work.

This course is based on the Core Skills for Work

Developmental Framework and the Australian Core Skills Framework, which provide a common reference for developing criteria, content, assessment, and relationships to other courses. These frameworks emphasize skills relevant across all industry sectors, identified by employers as crucial for workforce participation. The course focuses on the Advanced Beginner stage of the Core Skills for Work Developmental Framework, which follows a developmental approach informed by the Novice to Expert Model of Skills Acquisition.

Key Benefits

- Prepares learners for the rapidly changing world of work
- Develops essential, transferable employability skills
- Provides exposure to real-world work environments
- Enhances job search and application skills
- Builds a foundation for further education and vocational training

Work Readiness Level 2 equips young people with the skills and knowledge needed to succeed in a dynamic and competitive job market.

AUSTRALIAN SCHOOL BASED APPRENTICESHIPS
AT MACKILLOP CATHOLIC COLLEGE

What are school based apprenticeships?
Apprenticeships and Traineeships for School-aged Learners (ApTSLs) are a learning pathway that combine paid employment and on-the-job training under a formal training contract.

Features of school based apprenticeships
- Apprenticeships and traineeships can be undertaken full-time, part-time or as a school-based apprenticeship/traineeship.
- A school-based apprenticeship or traineeship offers flexibility. It enables a student in Year 10, 11 and 12 to combine school, work, and training to achieve a nationally recognised qualification.
- Students are expected to attend school and work toward their Tasmanian Certificate of Education (TCE).
- Students in Years 11 and Year 12 can undertake a part-time apprenticeship/traineeship.
- A school-based apprenticeship or traineeship enables a Year 10, 11 and 12 student to combine work and training to achieve a nationally recognised qualification, while still attending school and working toward their Tasmanian Certificate of Education (TCE).

Steps in the apprenticeship and traineeship process
- A discussion between the employer and both the student and their guardians.
- A discussion with the College Head of Learning VET and Vocational Studies and the College Career Advisor.
- Meeting with an APPRENTICESHIP NETWORK PROVIDER and your prospective employer.
- Begin the signup process.

What role does MacKillop Catholic College play in this process?
- Once your paperwork is processed the Principal will endorse your proposed learning arrangement.
- MacKillop Catholic College will provide ongoing Pastoral and Academic supervision and support for the young person undertaking a school-based apprenticeship or traineeship facilitated by the Learning Leader VET and Vocational Studies and the Career Advisor.




Howrah PLUMBING
International Women's Day



Our Pledge to You

With committment and care we will endeavour to prepare every student to walk into their future fully equipped with relevant skills and expertise to successfully pursue their ambitions and purpose, with maturity, confidence and a whole world of enthusiasm!

The next step is yours to take.

Create your future.

YOUR NOTES



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