

Senior Secondary Course Handbook 2024



Contents

From the Principal	2
What does it all mean?	3
TCE	
ATAR	
TE	
Year 11 and 12 Subject Selection	6
TASC Courses	8
University of Tasmania Courses	9
Vocational Education and Training (VET)	9
School-Based Apprenticeships	9
Veta Morphus (Christian Ministry and Theology)	10
Choosing Year 11 & 12 Subjects	11
Calvin Course Options	12
English and Languages	14
Mathematics	18
Humanities and Social Science	22
Science	29
The Duke of Edinburgh's International Award	36
Outdoor Education	37
Health and Physical Education	39
Creative and Performing Arts	45
Technologies	52
Beyond the Classroom	58
Tertiary Entrance Information	60
What Next?	62



From the Principal

Dear Parents and Carers,

Calvin Christian School has a long history of providing an exceptional educational program for our senior students. For over 30 years, we have been partnering with parents and students through this important period of their education. Our graduates can be found in a wide range of careers, including as surgeons, engineers, IT specialists, nurses, in the trades, education and much, much more.

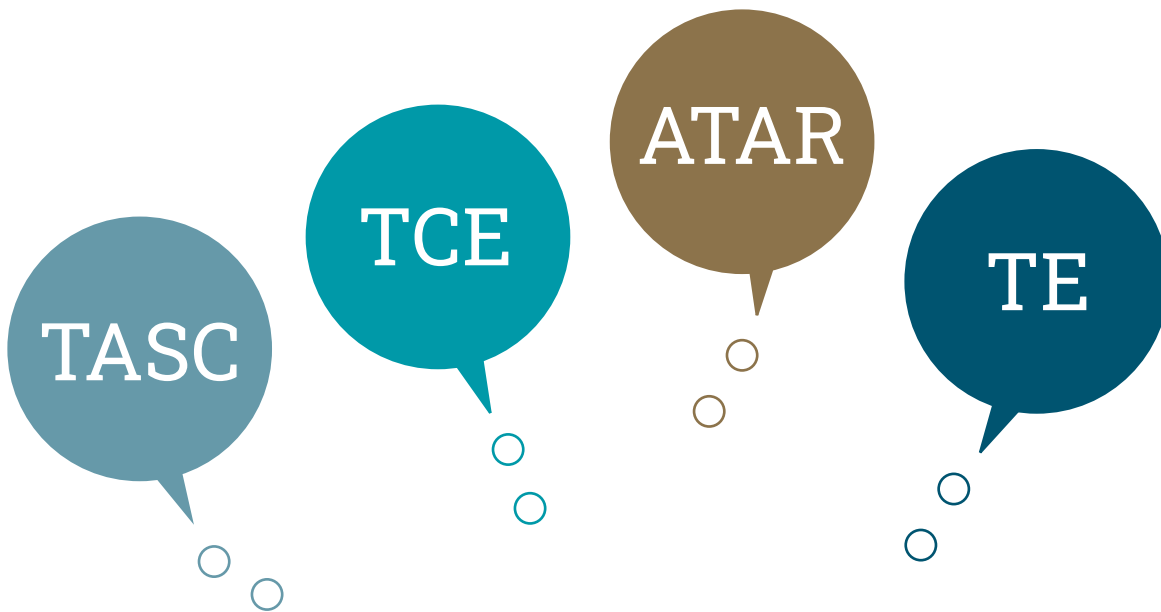
Almost 100% of our students enrolled in Year 11 go through to complete Year 12 with consistently 95% of our students achieving a Tasmanian Certificate of Education (TCE). They do this with an exceptionally high average tertiary admission rank (ATAR). A strength of our Year 11-12 program has been the connection and support provided for our students. Studying in an environment where they are known and where their teachers are approachable and accessible is an incredible benefit as students seek to navigate their senior secondary education. The demands on young people have increased over time and the value of studying in a supportive and nurturing Christian environment has never been clearer.

Our partnership with your family has many aspects—excellent academic instruction, academic support, extra-curricular and co-curricular options, community connection, pathway and general counselling, prayer, encouragement and support. We seek to maintain regular and open communication with you as parents and with your son or daughter through their varied life experiences and circumstances. Our focus on the broader spiritual, physical, social and academic wellbeing of our students is supported by our staff, Heads of Year, School Counsellor, Head of Students, Pathway Coordinator, TASC Liaison Officer and Deputy Principal.

I would encourage you to engage with us as you carefully consider options for your son or daughter next year. We pray for wisdom and insight as you navigate through this process and I want to assure you of the support of our exceptional senior secondary staff.

In His service,

Scott Ambrose
Principal

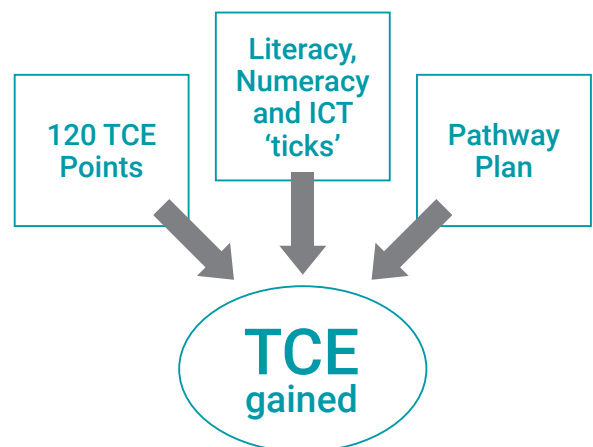


What does it all mean?

TCE - TASMANIAN CERTIFICATE OF EDUCATION

A student will be awarded the TCE by **TASC** (the Office of Tasmanian Assessment, Standards and Certification) if they have met the following requirements:

1. Demonstrate literacy, numeracy and ICT competence through the completion of courses that offer the following 'ticks'
 - Everyday adult reading and writing in English (literacy 'tick')
 - Everyday adult mathematics (numeracy 'tick').
 - Everyday adult use of computers and the internet (ICT 'tick')
 - Please note that students unable to demonstrate their competence in these areas through completion of courses may be eligible to sit the skills ('tick') test in Year 12
2. Complete a full program of senior secondary education and training (at least 120 points). At Calvin these are usually gained through successful completion of any TASC - accredited course offered at Calvin from Year 10–12. However, at least 80 of the 120 points must be at Level 2 or higher.
3. Develop and review plans for the future (usually done as a Transition Statement in Year 10).



Example of successful TCE Completion

Year 11 English Foundation 2	SA*	= 15 Points and Literacy Tick
Business Studies 2	SA	= 15 Points
General Maths 2	SA	= 15 Points and Numeracy Tick
Computer Graphics & Design 2	SA	= 15 Points and ICT Tick
Year 12 Outdoor Education 2	HA**	= 15 Points
Working with Children 2	CA***	= 15 Points
Drama Foundations 2	EA	= 15 Points
Biology 2	SA	= 15 Points and Literacy Tick

This student gained their TCE as they achieved a total of 120 TCE points and gained their Literacy, Numeracy and ICT ticks and completed a Pathway Plan.

*SA = Satisfactory Achievement **HA = High Achievement ***CA = Commendable Achievement

****EA = Exceptional Achievement

Points towards TCE can also be gained through the Duke of Edinburgh program, VET courses or units, UTAS courses and other community-based qualifications such as AMEB, Scouts, and Guides etc.

TE - TERTIARY ENTRANCE SCORE

Students who achieve a 'Satisfactory Achievement' or higher on a TASC Level 3 or 4 subject receive a TE score with their final grades. This TE score for each subject will be between 1 and 26. The Tasmanian Tertiary Entrance Score is calculated by adding the 5 best subject scores together. Three are counted from Year 12 and the other two are from either Year 11 or 12. The ATAR score is a scaled representation of the TE score, as explained below.

ATAR - AUSTRALIAN TERTIARY ADMISSION RANK

In Tasmania, to be eligible for an ATAR you must:

- Have completed two years of post-Year 10 study (Year 11, Year 12 or Year 13)
- Have satisfactorily completed at least four TASC Level 3 or Level 4 courses
- Have completed at least three TASC Level 3 or Level 4 courses in your final year of study (either Year 12 or Year 13)
- Have met the standards to be awarded a TCE

The ATAR is the percentile ranking of your Tertiary Entrance (TE) score. The ATAR ranges between zero and 99.95 and details the student's rank compared with other Year 12 students in their state. For example, in Tasmania an ATAR rating of 80.00 indicates that the student has an overall rating equal to, or better than, 80% of Year 12 school leavers in Tasmania. You can learn more about the ATAR at --> bit.ly/3MndlzH

The ATAR is used by Australian universities to allocate places to students. In Tasmania, it is the responsibility of the University of Tasmania to determine which courses count towards your ATAR.

Examples of calculation of an ATAR score:

Example 1

A student completes the following subjects:

Year 11 Maths Methods 4	CA	14.8
English 3	SA	3.2
Physical Sciences 3	EA	20.3
Food and Nutrition 3	EA	21.4
Year 12 Maths Specialised 4	CA	18.4
Biology 3	EA	21.0
Chemistry 4	HA	21.4
Psychology 3	SA	6.2
	TE score	102.5
	ATAR	97.10

Five scores are used to calculate ATAR. This example shows the best three subject scores from pre-tertiary subjects satisfactorily completed in Year 12, together with the next two best scores from either year.

The calculation of ATAR from TE score will vary from year to year according to UTAS calculations

Example 2

Year 11 Introduction to Psych & Soc 2	EA	
Design and Production 2	CA	
English 3	CA	9.2
Maths General 3	HA	16.3
Year 12 Visual Art 3	HA	17.4
Business Studies 3	HA	18.0
Psychology 3	CA	10.2
Computer Science 3	CA	13
	TE score	74.9
	ATAR	84.2

A minimum of four and a maximum of five scores are used to calculate ATAR. The best three subject scores from pre-tertiary subjects satisfactorily completed in Year 12, together with the next one or two best scores from either year (in this case, four from Year 12 and one from Year 11).

The calculation of ATAR from TE score will vary from year to year according to UTAS calculations

TASMANIAN CERTIFICATE OF EDUCATIONAL ACHIEVEMENT (TCEA)

The TCEA is a quality-assured certificate that records the participation and achievement of students for whom a standardised certificate such as the Tasmanian Certificate of Education (TCE) and Qualifications Certificate (QC) does not adequately detail their achievements. It provides students with disabilities and learning difficulties with suitable evidence of their senior secondary learning achievements using descriptive text. It is issued by TASC at the same time as the Tasmanian Certificate of Education (for eligible students) and the Qualifications Certificate. If you think you may be eligible for the TCEA, please discuss this with the Deputy Principal during Term Two as applications for the TCEA for the 2024 Year 12 cohort close mid 2024.

Year 11 and 12 Subject Selection





At Calvin, we offer a personalised program that is flexible enough to meet the diverse needs of our learners. While most students undertake TASC courses full time at Year 11 or 12 level, students also have access to UTAS courses, VET programs, School-based Apprenticeships and other options through discussion with the Pathways Coordinator.

Which Courses Should I Choose?

Subjects should be chosen carefully with knowledge and understanding of the requirements for gaining your TCE. These requirements are determined by the office of the Tasmanian Assessment Standards and Certification (TASC). Further details about certificates, syllabuses, courses and past examination papers are available at tasc.tas.gov.au.

TASC Courses

TASC provides a wide range of courses. These courses are regularly updated and this handbook contains the courses that are current for 2024. Current courses can be viewed online through the TASC website at tasc.tas.gov.au.

Please note that many TASC courses have been or are being reviewed. Courses listed in this handbook are current at the time of publication.

TASC Levels

TASC courses are categorised into four levels with Level 4 being the most demanding of the courses. Most TASC 3 and 4 courses are recognised as pre-tertiary courses as required for university entry (with the exception of Mathematics Methods Foundation 3 which is recognised in Tasmania, but not at mainland universities).

Points

Each course is awarded points, depending on the length/size of the course. All TASC 3 and 4 courses are worth 15 points. Details concerning all TASC levels and points for each subject, are found in the subject description pages.

Pre-tertiary courses are Year 11/12 subjects that are approved by the University of Tasmania and all mainland universities as tertiary admission subjects. These subjects attract ATAR points.

Assessment

In Year 11 and 12, student learning is assessed by means of regular class work and assignments (essays, reports, exercises, oral presentations, etc.) and by examinations. Awards for TASC 1 and 2 courses are determined internally by the teaching staff. Awards for TASC 3 and 4 courses are determined by a combination of an external assessment and an internal school assessment. Final results are then physically mailed or emailed to students by TASC towards the end of December.

Awards

Most TASC 2, 3 and 4 courses have five awards, which are based on students' achievements against the criteria stated in the course document:

EA – Exceptional Achievement

HA – High Achievement

CA – Commendable Achievement

SA – Satisfactory Achievement

PA – Preliminary Achievement (Note: a PA does not count towards University Entrance nor does it provide the Literacy, Numeracy and ICT 'tick' but is included in credit point calculations).

For TASC 3 and 4 subjects, the overall award is gained through a combination of internal grades (gained through work completed and marked during the year at Calvin) and external grades (gained through work assessed outside of Calvin, such as folios and examinations).

► UNIVERSITY OF TASMANIA COURSES

The University of Tasmania offers a number of programs accessible to Year 11 and 12 students at Calvin. These programs include:

UNIVERSITY CONNECTIONS PROGRAM

The University Connections Program allows eligible Year 11 and 12 students at Calvin to undertake introductory level university units at the same time or in addition to their TCE studies. Unit delivery is either school-based, school and university combined, or solely on-campus at the university. Many of the UCP courses provide students with both TCE and ATAR points.

For more information please visit --> bit.ly/3DR5BIH

HIGH ACHIEVER PROGRAM

This program provides high-achieving Tasmanian senior secondary school students with the opportunity to enrol in university units to complement and extend their TCE studies. To be eligible, students are required to demonstrate very high levels of academic performance at senior secondary level. For HAP enrolments, an EA in one or more subjects at Year 11 TASC 3 or 4 is required. Applications for HAP close in December this year.

For more information please visit --> bit.ly/3qws8Rw

Please note that the future University of Tasmania courses are subject to change so the current offerings should be taken as a guide only.

► VOCATIONAL EDUCATION AND TRAINING (VET)

VET provides excellent opportunities for students to follow pathways to higher qualifications and rewarding careers. Students receive industry recognition as well as TCE points for the units completed.

At Calvin, students have access to VET subjects in two different ways:

1. Off campus with an external Registered Training Organisation (must be negotiated with the Pathways Coordinator and approved by the Head of Secondary).
2. Through the Co-curricular program if undertaking accredited courses such as First Aid or the TAFE Barista course.

► SCHOOL-BASED APPRENTICESHIPS

A school-based apprenticeship or traineeship allows Year 10, 11 and 12 students to undertake a nationally recognised qualification as an apprentice or trainee while still attending school. Students who commence a school-based apprenticeship or traineeship may complete the qualification before leaving school; however, many of the higher level qualifications, particularly in the trade areas continue past the end of Year 12. Many of the school-based apprenticeships and traineeships provide pathways into careers in the trades and other vocations and give the trainee or apprentice a head start in their chosen career. It also provides employers with the opportunity to start training their future workforce from a very early age.

For further information visit the Skills Tasmania website and talk to the Pathways Coordinator or visit --> bit.ly/45gAr3L

▶ VETA MORPHUS (Certificate III in Christian Ministry and Theology)

Veta Morphus is a Vocational Education and Training course offered for students in Year 11 or Year 12. The program is focussed on Christian discipleship and training in Christian Ministry and Theology. Students will have a varied experience that includes a suitable ministry placement, peer group connection, mentoring, retreats, and Bible engagement.

Entry to this course is via interview and school-based selection with potential students expected to provide evidence of their ability to connect and work collaboratively with others, their potential for active engagement with Christian faith and life, effective literacy skills, and ability to work independently when required.

Please note this course has a levy of \$450



Choosing Year 11 and 12 Subjects

POINTS TO CONSIDER WHEN CHOOSING YOUR YEAR 11 AND 12 COURSES

- You are required to achieve a minimum of 120 TCE Points throughout your time in Year 10-12. We recommend this is achieved by attaining a minimum of 60 TCE points (4 subjects) each year, in Year 11 and 12. Use the course description section to ensure that your desired subjects cover these requirements. At Calvin, Year 11 and 12 students are expected to study at least four subjects each year; however, this can be made up of courses offered through VET or UTAS options as well as TASC courses offered through Calvin.
- Students wishing to maximise their ATAR score are encouraged to study two Level 3 subjects in Year 11 and three or four Level 3 or 4 subjects in Year 12. The remaining program of study can be made up of subjects of interest from among the Level 2 and 3 offerings.
- We recommended that students undertake at least one English course and one Mathematics course in their Year 11/12 studies. Many mainland universities require the completion of an English Level 3 subject as a prerequisite to university admission.
- It is important that students thoroughly check any 'Expectations of Learners' for Year 11/12 courses or prerequisites for future career or course choices. This can be done by consulting the TASC website, planning for discussions with the Pathways Coordinator or by contacting relevant institutions for information. Mathematics Methods Foundation 3 is recognised by UTAS but may not be at other Australian universities.
- Students should continue a course of study that gives a breadth of subjects to ensure balance in their educational program, and so that possible future options are not eliminated due to poor subject selection.
- Valuable employment skills and experience can be gained through the study of a Vocational Education subject in Year 11 and Year 12. In most workplaces, computing and ICT skills are widely sought after.
- Students should thoroughly discuss their preferences with their parents/carers. Counselling and support can be provided by subject teachers, Heads of Department, Head of Year and the Pathways Coordinator at Calvin. Students should be realistic in regard to their choices by choosing a course that is matched with their abilities.
- Initially students will be asked to indicate desired courses of study for next year. This information is then used for planning purposes. Subject selection will occur in Terms 2 and 3 via the online Edval Choice Portal. Login details and instructions will be provided via email.

Calvin Course Options for 2024/2025

TASC, University of Tasmania and VET

Please note that TASC, TAFE, University of Tasmania and VET course developers/providers can change their courses and offerings from year to year. Thus the course information provided in this booklet should be checked in conjunction with the information presented on the websites of TASC, TAFE and the University of Tasmania later in the year or early next year. This is particularly relevant for the following subjects that have or are being reviewed: General Maths 2 and 3, Essential Skills Maths, Essential Skills ICT, Visual Art 2, Visual Art 3 and Contemporary Music and Songwriting 2.

Course Key Level 3 and 4 Courses in bold are pre-tertiary and attract an ATAR Score

L Course provides the **Literacy tick**

N Course provides the **Numeracy tick**

ICT Course provides the **Information, Communication, Technology (ICT) tick**

- **English and Language-based Subjects**

English Foundations TASC Level 2^L

English TASC Level 3^L

English Literature TASC Level 3^{L, ICT} (offered in 2024)

English Writing TASC Level 3^{L, ICT} (offered in 2025)

German - TASC Level 2

German TASC Level 3

- **Mathematics Based Subjects**

Essential Skills - Maths TASC Level 2^N

General Mathematics TASC Level 2^N

General Mathematics TASC Level 3^N

Mathematics Methods – Foundation TASC Level 3^N

Mathematics Methods TASC Level 4^N

Mathematic Specialised TASC Level 4^N

- **Humanities and Social Science-based Subjects**

Introduction to Sociology and Psychology TASC Level 2^L

Working with Children TASC Level 2

Modern History TASC Level 3^L (offered in 2025)

Ancient History TASC Level 3^L (offered in 2024)

Studies of Religion TASC Level 3^L

Psychology TASC Level 3^{L, ICT}

Environmental Science TASC Level 3

Business Studies - Foundation TASC Level 2

Business Studies TASC Level 3

Legal Studies TASC Level 3^L (offered in 2024)

Economics TASC Level 3^L (offered in 2025)

VETA Morplus Certificate 3

- **Science-based Subjects**

Environmental Science TASC Level 3
Biology TASC Level 2
Biology TASC Level 3
Physical Sciences TASC Level 3^N
Chemistry TASC Level 4^N
Physics TASC Level 4^N

- **Health, Outdoor and Physical Education based Subjects**

Community Sport and Recreation TASC Level 2
Outdoor Education TASC Level 2
Sport Science TASC Level 3
Outdoor Leadership TASC Level 3^L
Food Cooking and Nutrition TASC Level 2
Food and Nutrition TASC Level 3^L
Health Studies TASC Level 3^L

- **Arts-based Subjects**

Visual Art TASC Level 2
Visual Art TASC Level 3
Art Studio Practice TASC Level 3
Drama Foundations TASC Level 2
Drama TASC Level 3
Contemporary Music & Songwriting TASC Level 2
Music TASC Level 3
UTAS Music - University College Program

- **Technology-based Subjects**

Digital Technology (this subject is comprised of three, 5 point TASC Level 2 courses):

- Essential Skills - Using Computers & the Internet TASC Level 2 (5 points)^{ICT}
- Computer Applications TASC Level 2 (5 points)^{ICT}
- Project Implementation TASC Level 2 (5 points)

Data Science and Digital Solutions TASC Level 3^{ICT} (offered in 2025)

Computer Science TASC Level 3^{ICT} (offered in 2024)

Computer Graphics and Design TASC Level 3^{ICT}

Computer Graphics and Design TASC Level 2^{ICT}

Design and Production TASC Level 2

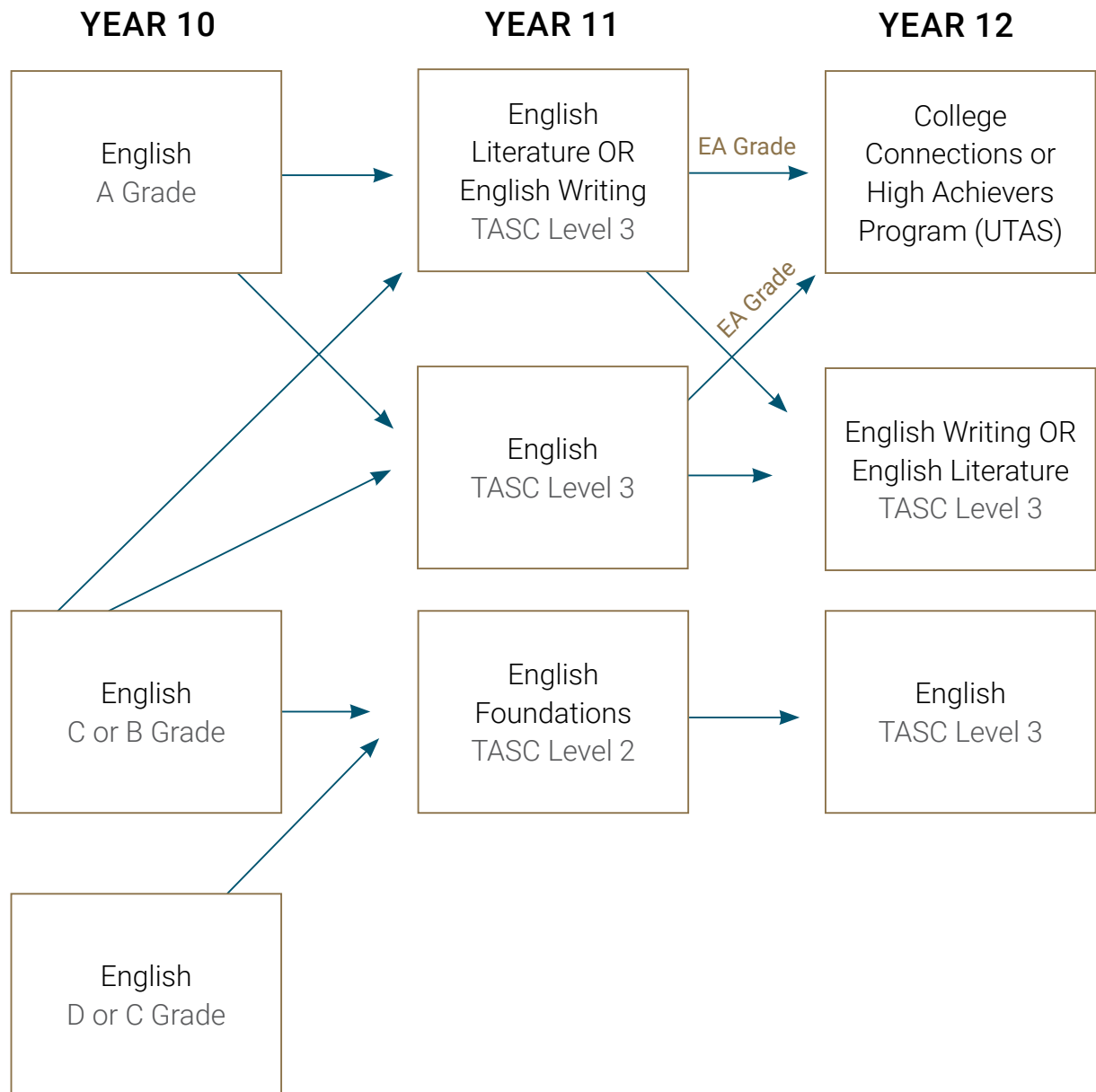
Housing and Design TASC Level 3^{ICT}

Object Design–UTAS University College Program

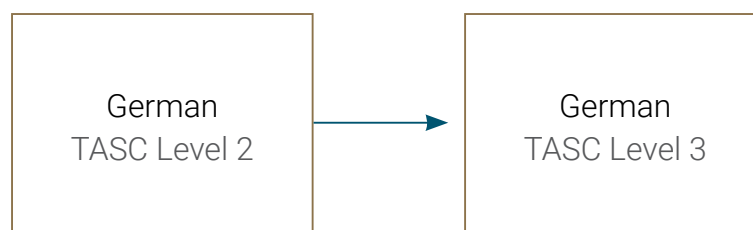
Please note that while all courses will be offered for selection on the Edval Choice system, the final determination of subjects for 2024 depends on student numbers and staffing constraints. Subjects with insufficient numbers of students to run as a full subject may be offered under varying situations, such as through a Lecture and Tutorial arrangement or as a combination of face-to-face teaching and online components.

English and Languages

Possible **English** Pathways for Year 10–12



Possible **GERMAN** Pathways for Year 11–12



English and Languages

ENGLISH FOUNDATIONS

ENG215117

TASC Level 2–15 points

Demonstrates the Literacy Standard

Expectations of Learners

Completion of Year 10 English at a C or D standard.

Subject Description

English Foundations is concerned with the development of students as effective critical thinkers and users of language in society.

In this subject, students will use language and texts from their world and approach each text to:

- Develop an understanding of how values and experiences shape construction and interpretations of texts
- Negotiate, reflect upon and take responsibility for learning
- Communicate ideas accurately in a large range of modes.

Areas of study

The course is divided into four major strands: Ideas and Issues, Texts and Contexts, Applications, and Negotiated Learning. Study of the strands is through planned learning sequences including picture books, films, novels and songs.

Assessment

This subject will be internally assessed.

Pathway

This is an ideal pathway for students to develop their English literacy skills if they have achieved a 'C' or 'D' Standard in Year 10 English. English Foundation will develop essential skills for Year 11 students wanting to prepare for the academic demands of a pre-tertiary subject.

ENGLISH

ENC315117

TASC Level 3–15 Points

Demonstrates the Literacy Standard

Expectations of Learners

Completion of English Foundations TASC Level 2 or a B standard or above in Year 10 English is recommended.

Subject Description

In English, students will study language, literacy, media and literature with an emphasis on contemporary Australian contexts. They will develop their analytical, critical thinking and communication skills. They will compare texts according to cultural context, mode, genre and ideas and create imaginative, interpretive and analytical responses. They will study one Australian text, a novel or play, expository (non-fiction) text, film and another multimodal text, for example, a media text.

Areas of study

- Genre study exploring representations of themes and ideas through three texts
- Adaptation study examining differences in meaning when a text is adapted into a different genre.
- Close study of a text focusing on detailed analysis and differing interpretations and perspectives
- Negotiated study of an idea in three media texts in different forms on one of four prescribed ideas.

Assessment

This course is both internally and externally assessed.

Pathways

This subject is particularly useful for any field of university study. Employers are looking for people who can express their ideas in the written form. A pre-tertiary English subject is a prerequisite for study at a mainland university.

English and Languages

ENGLISH LITERATURE (offered in 2024)

ENL315114

TASC Level 3–15 Points

Demonstrates the Literacy Standard

Demonstrates the ICT Standard

Expectations of Learners

Completion of English Foundations TASC Level 2, English TASC Level 3 or an A or B in Year 10 English is recommended.

Subject Description

This subject explores how literary texts shape perceptions of the world. Students will appreciate the aesthetic use of language, evaluate historical and contemporary perspectives, and explore ideas and interpretations in poetry, drama, novels and films, allowing them to make connections with other fields of study, such as history, art, music, drama and languages.

Areas of study

- Texts in contexts – the study of a unified theme in poems from different historical and cultural contexts
- Single text study (Shakespeare) – analysis of how the treatment of ideas in a play interact with the audience, society and culture
- Comparative text study (novel and film) – analysis of how similar ideas and issues are developed in different texts and consideration of a range of interpretations
- The independent study—focused on a text students select from a prescribed list to produce analytical, creative and reflective writing

Assessment

External assessment consists of a two-hour examination and an independent study.

Pathways

A pre-tertiary English subject is a prerequisite for study at a mainland university. All pre-tertiary English subjects are equally valued by tertiary institutions for purposes of enrolment. English Literature is an excellent subject to prepare for a future in film, literature, history, languages, art, drama, journalism, law or politics.

ENGLISH WRITING (offered in 2025)

ENW315114

TASC Level 3 – 15 Points

Demonstrates the Literacy Standard

Demonstrates the ICT Standard

Expectations of Learners

An A or B in Year 10 English is desirable.

Subject Description

This subject allows students to investigate texts and create their own, producing a significant body of original work. Emphasis is given to developing skills in crafting writing and investigating other writers' approaches.

Areas of Study

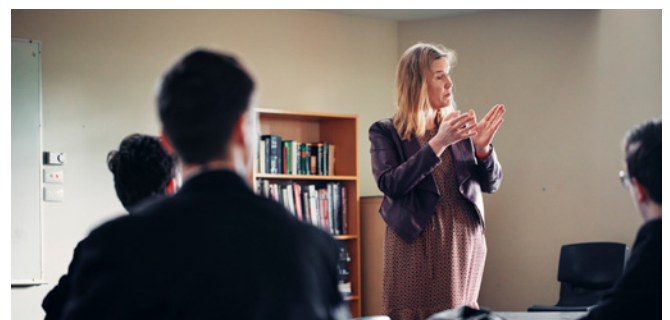
- The Craft of Writing
- Writers and Their Writing
- Ideas, Issues and Texts
- Writing and Technology
- The Writing Project

Assessment

Students' internal assessment is based on their performance in class work, as well as creative, reflective and analytical writing of different lengths. A folio comprised of the students' major work, a reflective statement and two other selected pieces from the course are assessed externally.

Pathways

This subject benefits anyone who is interested in the composition and crafting of imaginative texts of a publishable quality. It is valuable for those considering tertiary study in English literature, creative writing, arts, law or journalism, but also develops important transferrable skills in inquiry, collaboration and communication.



English and Languages

GERMAN 2

GRM215114

TASC Level 2–15 Points

Expectations of Learners

This course has no prerequisites, however it would be advantageous to have firstly studied German in Year 9 or 10.

Subject Description

This course introduces students to current German and provides the opportunity for them to develop their communication skills. It focuses on learning and communicating in situations directly relevant to the student's age and interests. Students will further study the contemporary culture of German-speaking communities and compare them to Australian culture.

Areas of Study

Students learn to understand and express themselves in German, drawing upon the key modules. The three 50-hour modules cover:

- Module 1: Identity
- Module 2: Responsibility
- Module 3: Legacy

Assessment

The subject will be internally assessed.

Pathways

The ability to communicate in German may, in conjunction with other skills, provide students with enhanced vocational opportunities.

GERMAN 3

GRM315114

TASC Level 3–15 Points

Expectations of Learners

An SA in German Foundation TASC Level 2 or equivalent is essential.

Subject Description

The study of German contributes to the students overall education particularly in the areas of communication, cross-cultural understanding, literacy and general knowledge. It also promotes understanding of differing attitudes and values within the wider Australian community and beyond. This course builds on German Foundation and provides a pathway to the study of German at university level.

Areas of study

Students learn to understand and express themselves in German, drawing upon the following areas of study:

- The Individual, including: the Personal World, Education, and Daily Life;
- German-Speaking Communities, including: Past and Present, People and Places, the Arts and Entertainment
- The Changing World, including: Social Issues, Travel and Tourism, and the World of Work

Assessment

The subject is assessed internally and externally. External assessment consists of an oral and written examination.

Pathways

The ability to communicate in German may, in conjunction with other skills, provide students with enhanced vocational opportunities.



Mathematics

ESSENTIAL SKILLS – MATHEMATICS

MTN210114

TASC Level 2–10 Points

Demonstrates the Numeracy Standard

Expectations of Learners

Access to this course is restricted to students who cannot meet the learning outcomes before entry to the course. Students will complete an assessment prior to commencing the course.

Subject Description

Mathematics impacts upon the daily life of people everywhere and helps them to understand the world in which they live and work. The Essential Skills – Maths course is designed for students who require a structured and tightly focused course to develop their numeracy skills to the standard expected by the TCE requirement for everyday adult mathematics.

Areas of Study

- Calculator skills
- Calculating with rational numbers
- Measurement
- 2D and 3D shapes
- Maps and plans
- Graphs, tables and charts

Assessment

Assessment will include unit tests and assignments.



GENERAL MATHEMATICS 2

MTG215123

TASC Level 2–15 Points

Demonstrates the Numeracy Standard

Subject Description

This subject enables learners to broaden their mathematical experience beyond Year 10. It provides different scenarios for incorporating mathematical arguments and problem solving. Learners will apply mathematical concepts and techniques to communicate arguments, solve problems and explain reasonableness of solutions. In this course, learners will model and investigate situations with and without the use of technology. By working collaboratively, they will reflect upon and broaden their own thinking.

Areas of Study

This course consists of three 50-hour modules.

Module 1: Mathematical modelling, problem solving and reasoning

Module 2: Linear algebra, matrices and finance

Module 3: Univariate data analysis, right-angled trigonometry, shape and measurement

Assessment

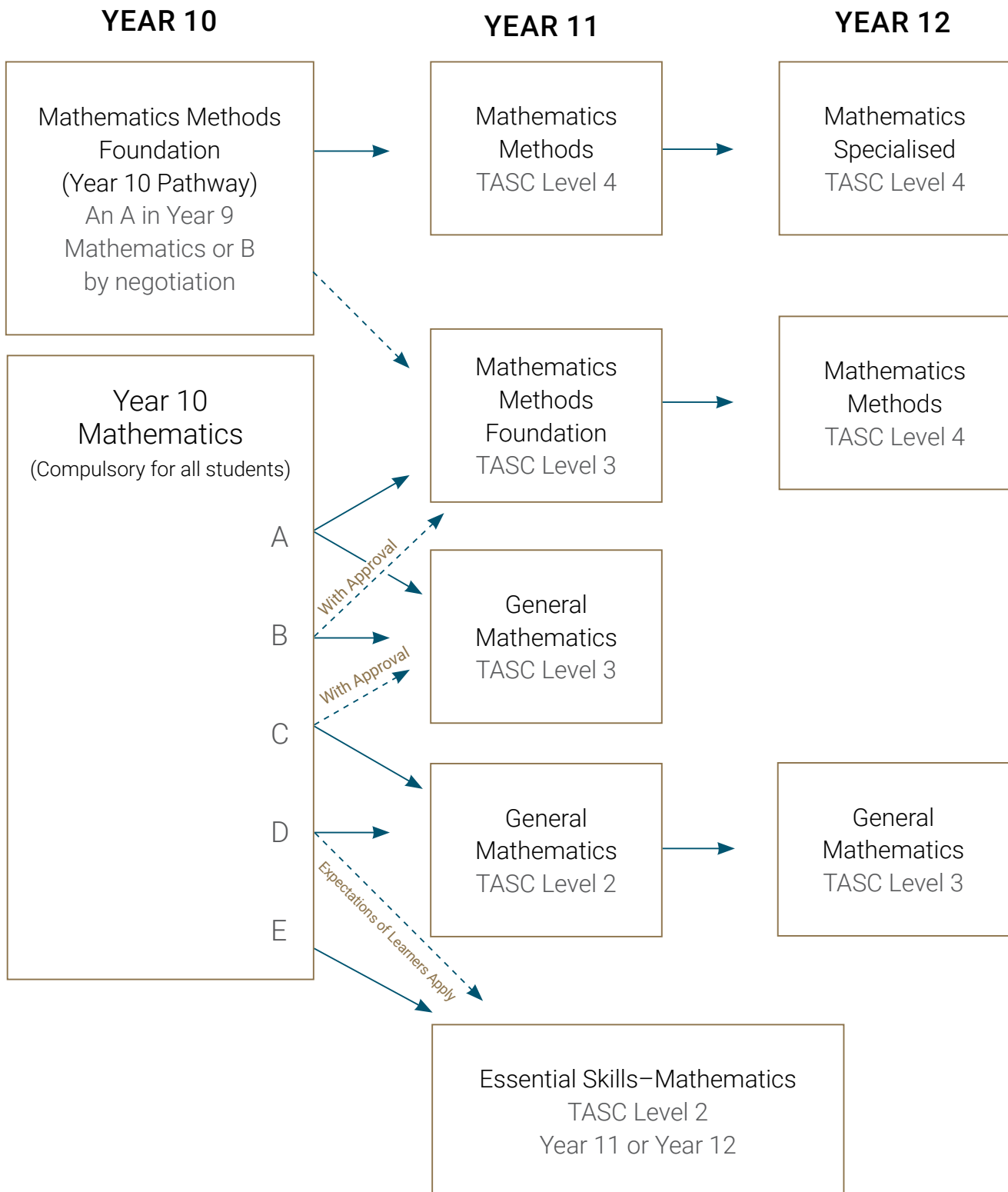
Assessment will include unit tests, assignments and investigations

Pathways

General Mathematics Level 2 provides a clear pathway to study General Mathematics Level 3 and additionally provides foundational knowledge to support students undertaking other non-STEM TASC-accredited Level 2 and Level 3 courses, requiring mathematical competence. It may also provide a pathway to vocational training courses requiring mathematical competence.

Mathematics

Possible **Mathematics** Pathways for Year 10–12



Mathematics

GENERAL MATHEMATICS 3

MTG315123

TASC Level 3–15 Points

Demonstrates the Numeracy Standard

Subject Description

General Mathematics Level 3 enables learners to extend their mathematical experience beyond Year 10 with increasing sophistication. It provides increasingly abstract scenarios for incorporating mathematical arguments and problem solving. Learners will apply mathematical concepts and techniques to communicate reasoned arguments, solve problems and explain reasonableness of solutions. In this course, learners will model and investigate situations with and without the use of technology. By working collaboratively, they will reflect upon and extend their own thinking.

Areas of Study

The course will consist of three 50 hour modules:

Module 1: Mathematical modelling, problem solving and the statistical Investigation process

Module 2: Statistical analysis and situations involving growth and decay in sequences

Module 3: Core: Loans, investment and annuities.

Elective: Practical problems in the two-dimensional plane either trigonometry and earth geometry or graphs, networks and decision mathematics

Assessment

Assessment will include unit tests, an internal mid-year examination and an external final examination.

Pathways

General Mathematics Level 3 has a clear pathway from Australian Curriculum Mathematics F-10 and the General Mathematics Level 2 course. General Mathematics Level 3 provides a pathway into a wide range of educational and employment opportunities, including continuing their studies at university or TAFE. While the successful completion of this course will gain entry into some post-secondary courses, other courses may require the successful completion of Mathematics Methods – Level 4.

MATHEMATICS METHODS FOUNDATION 3

*Please note that this subject is recognised as a pre-tertiary subject in Tasmania but not at mainland universities

MTM315117

TASC Level 3–15 Points

Demonstrates the Numeracy Standard

Expectations of Learners

Grade A (or B on teacher recommendation) at Australian Curriculum Mathematics Year 10.

Subject Description

This course provides the necessary prerequisites for the study of Mathematics Methods level 4 in which the major themes include function modelling, calculus and statistics. Students contemplating further study in mathematics, or who wish to continue their study of disciplines in which mathematics has an important role, should consider this subject. These disciplines include engineering, the sciences, medicine, commerce, economics, health, and social sciences.

Areas of Study

- Algebra
- Functions and their graphs
- Calculus
- Probability and Statistics

Assessment

Assessment will include unit tests, an internal mid-year examination and an external final examination.

Pathways

This subject may lead students into Mathematics Methods TASC Level 4.

Mathematics

MATHEMATICS METHODS

MTM415117

TASC Level 4–15 Points

Demonstrates the Numeracy Standard

Expectations of Learners

Successful completion of Mathematics Methods Preparation (Studied in Year 10) or Mathematics Methods Foundation TASC Level 3 (Studied in Year 11).

Subject Description

Mathematics Methods is a prerequisite for several university faculties. These vary from university to university, but generally include areas such as mathematics, geomatics, engineering, physical sciences and some health sciences. This course aims to provide able students with further opportunities to gain deeper insights into the structure of mathematics, meet intellectually challenging situations and develop desirable mathematical skills and attitudes.

Areas of Study

- Functions and their graphs
- Circular Functions
- Differential Calculus
- Integral Calculus
- Probability and Statistics

Assessment

Assessment will include unit tests, an internal mid-year examination and an external final examination.

Pathways

This subject may lead students into Mathematics Specialised TASC Level 4.

MATHEMATICS SPECIALISED

MTS415118

TASC Level 4–15 Points

Demonstrates the Numeracy Standard

Expectations of Learners

Successful completion of Mathematics Methods.

Subject Description

Mathematics Specialised is designed for students with a strong interest in mathematics, including those intending to study mathematics, statistics, all sciences and associated fields, economics or engineering at university. This course provides opportunities, beyond those presented in Mathematics Methods, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively.

Areas of Study

- Sequences and Series
- Matrices and Linear Transformations
- Differential and Integral Calculus
- Complex Numbers

Assessment

Assessment will include assignments, investigations, unit tests, an internal mid-year examination and an external final examination.

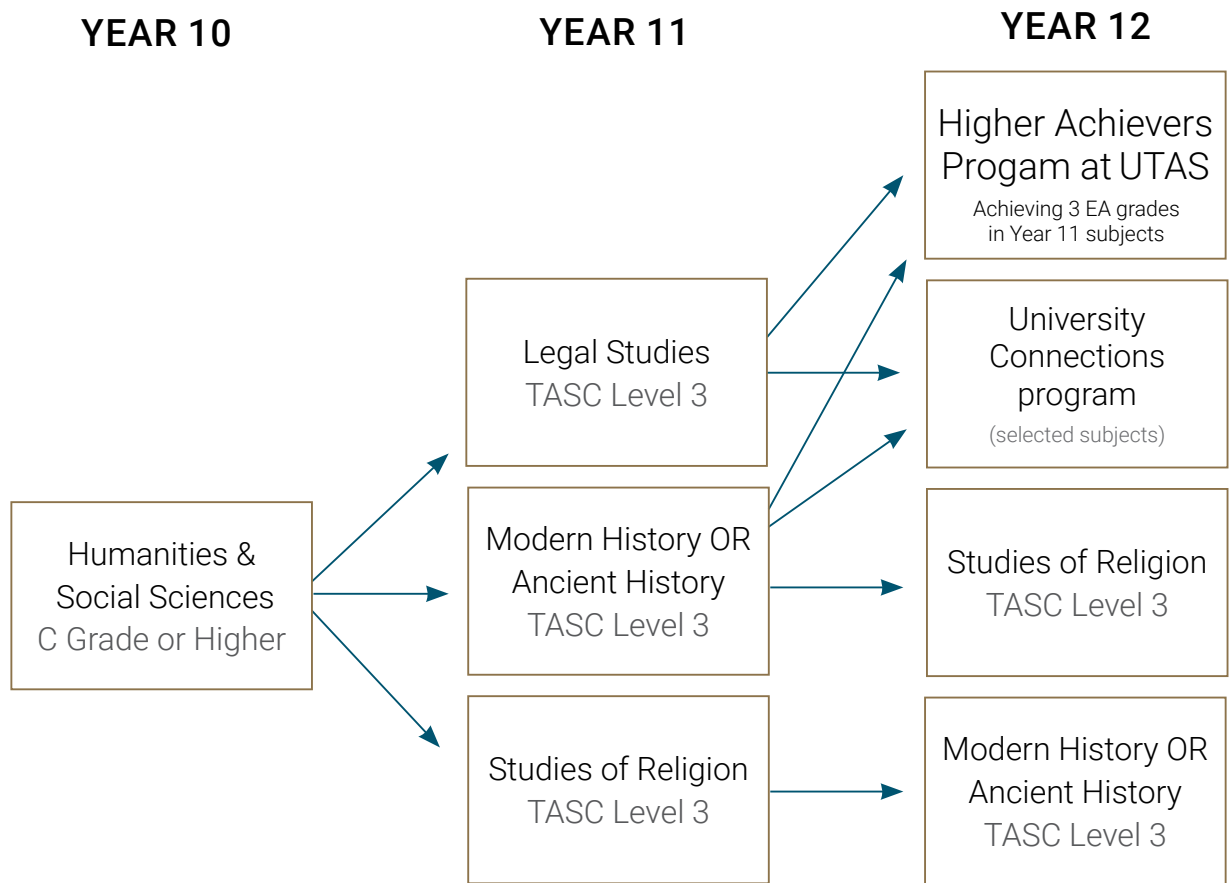
Pathways

Mathematics Specialised is highly recommended for any student planning to study Mathematics, Physical Sciences or Engineering at university.

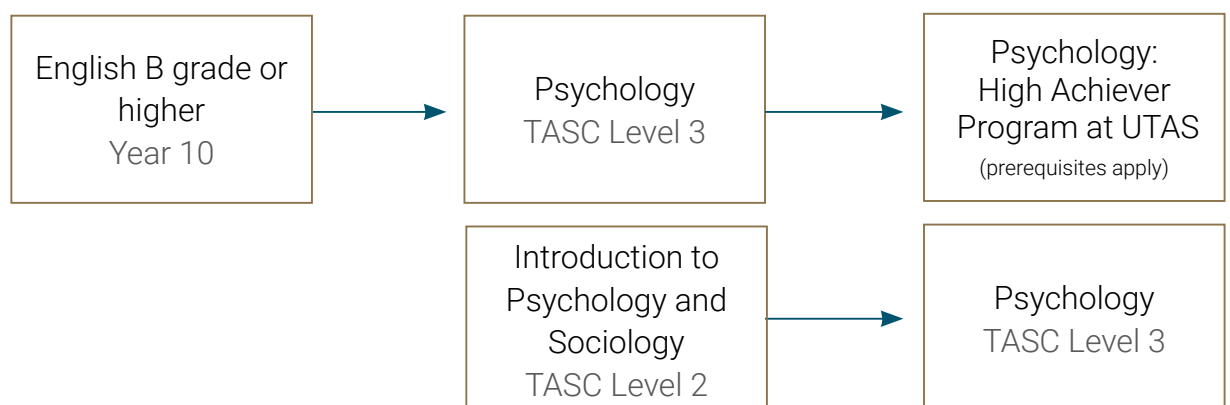


Humanities and Social Science

Possible **Humanities and Social Science** Pathways for Year 10–12



Psychology Possible Pathway for Year 10-12



Humanities and Social Science

WORKING WITH CHILDREN

BHC215116

TASC Level 2–15 Points

Subject Description

This course focuses on equipping students to confidently work with children up to age seven. Students will learn the theories of how children develop and learn, develop an understanding of the rules and requirements when working with children and have opportunities to grow and apply their knowledge during weekly practical sessions in the primary school. During practical lessons, students will gain experience in running activities with individual students as well as small group and whole class.

Units Covered:

Safety, Child Growth and Development, Guiding Behaviour, Nutrition, Play and Sustainable Practices

Areas of study

On completion of this course, students will be able to:

- Prepare, design, and deliver developmentally appropriate activities with children
- Learn ways to engagingly teach and support children
- Apply the principles of behavioural management
- Discuss and apply developmental theories to child learning
- Create and manage safe and hygienic environments for children

Assessment

Assessment for this course is internal and criterion based.

Pathways

This subject will provide foundational understanding and good practice for any students looking to work with children in a paid (teaching, child-care, social-work, health-care etc.), or volunteer capacity (churches, sports coaching etc.)

INTRODUCTION TO SOCIOLOGY AND PSYCHOLOGY

BHX215118

TASC Level 2–15 Points

Demonstrates the Literacy Standard

Expectations of Learners

Australian Curriculum C in English is desirable. This course may be studied in either Year 11 or 12.

Subject Description

This subject gives you an introduction to the two disciplines of Sociology and Psychology. It explores the topics of culture, society, the brain and how they affect and influence individual and social behaviour. This subject introduces the research methodology used in the disciplines of Sociology and Psychology.

Units covered include Youth Culture, Lifespan Development, Forensic Psychology and Gender.

Assessment

This subject will be internally assessed.

Pathways

This subject is relevant to a wide range of subjects, particularly as a background for Psychology TASC Level 3.



Humanities and Social Science

PSYCHOLOGY

BPH315116

TASC Level 3–15 Points

Demonstrates the Literacy Standard

Demonstrates the ICT Standard

Expectations of Learners

Completion of Introduction to Sociology and Psychology and a 'C' in Australian Curriculum English is desirable. This course may be studied in either Year 11 or 12.

Subject Description

This subject provides an introduction to the study of human behaviour. It examines research methods and major psychological processes such as individual differences, states of consciousness, learning and memory.

Areas of study

- Individual differences
- Psychobiological processes; one of visual perception or consciousness
- Human learning
- Remembering
- Research and Inquiry

Assessment

Assessment is both internal and external. Internal assessment is based on the students' performance in assignments, independent research reports and the mid-year examination. Students' external assessment is comprised of two components – an end-of-year examination and an independent research assignment, which accounts for around 20 percent of course time.

Pathways

This subject is a useful background for study in psychology or sociology and for those who wish to work in welfare, psychology, student counselling and the healthcare, teaching or legal professions.

STUDIES OF RELIGION

REL315124

TASC Level 3–15 Points

Demonstrates the Literacy Standard

Expectations of Learners

An A, B or high C grade in Year 10 English or History is desirable.

Subject Description

This subject explores a number of religious and nonreligious worldviews and investigates the impact of religious traditions on groups and individuals in society. It is a subject of growing significance in a rapidly changing world.

Areas of study

- An introduction to studies of religion. This is an overview of religious traditions encouraging students to reflect on the diversity, practice and meaning of religion
- The study of a major religious tradition (such as Buddhism, Christianity, Hinduism, Islam or Judaism) and its key teachings about the nature of the universe, God and humanity, moral behaviour and the afterlife
- The study another religious tradition and its particular teachings about either ethics or suffering in significant detail
- A guided but independent depth study into an issue of student choice, including women and religion, religion and contemporary wars, religious ethics, science and religion or Aboriginal Spiritualities.

Assessment

Students are assessed through small research projects, essays, presentations to the class, contributions to group work and class discussions. There is an external examination at the end of the year.

Pathways

Courses in comparative religion; the sociology, psychology or anthropology of religion; the history of religion; religious art; and the philosophy of religion are available in most mainland universities and in New Zealand. In Tasmania, units of study in the philosophy of religion, the psychology of religion, the history of religion, and the sociology of religion have been offered at UTAS.

Humanities and Social Science

ANCIENT HISTORY - OFFERED IN 2024

ANH315117

TASC Level 3 – 15 Points

Demonstrates the Literacy Standard

Expectations of Learners

An A or B in Year 10 English or History is desirable.

Subject Description

This subject allows students to study life in an early civilization, considering how the world and its people have changed, as well as the significant legacies that exist into the present.

Areas of study

- Investigating the Ancient World (studying an ancient site and key event)
- Structure of Ancient Societies (political, economic, religious, and social elements)
- The Nature of Power and Authority in an Ancient Society (studying the life of a significant ancient personality)

Assessment

Students' internal assessment is based on their performance in class work, independent research assignments and essays. There is an external examination at the end of the year.

Pathways

This subject benefits anyone who is interested in the ancient forging of human civilization as we know it. Whilst valuable for those considering tertiary study in history, archaeology, arts or law, it also develops important transferrable skills in inquiry, research and communication.

MODERN HISTORY - OFFERED IN 2025

HSM315117

TASC Level 3–15 Points

Demonstrates the Literacy Standard

Expectations of Learners

An 'A' or 'B' in Year 10 English or History is desirable.

Subject Description

This subject offers students an opportunity to study various aspects of the modern world. Studying these events gives an understanding of current developments.

Areas of study

- Modern Western Nations in the 20th Century
- Modern Asian Nations in the 20th Century
- The Changing World Order (1945–2010)

Assessment

Students' internal assessment is based on their performance in class work, independent research assignments and essays. There is an external examination at the end of the year.

Pathways

This subject benefits anyone who is interested in understanding the background to our modern world. Whilst valuable for those considering tertiary study in history, arts or law, the skills and understanding gained are beneficial in any area of future study.

Humanities and Social Science

BUSINESS STUDIES FOUNDATION

BST215116

TASC Level 2–15 Points

Expectations of Learners

A solid background in Mathematics would be an advantage.

Subject Description

This subject is the study of the various aspects of organising and operating a business in Australia. Students develop enterprise skills and attitudes by applying their knowledge and understanding to preparing a business plan for an original business idea of their own.

Areas of study

- An introduction to the business environment
- Business in the economy
- Establishing a small business
- Operating a small business - marketing
- Operating a small business - accounting and finance
- Business inquiry—preparing a business plan.

Assessment

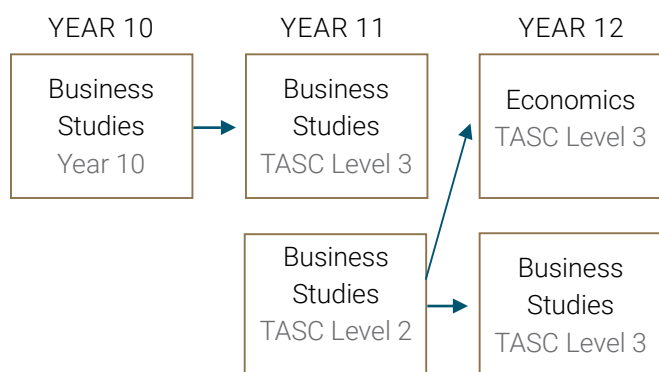
Assessment is based on performance in:

- Tests in the first five 'Areas of study'
- Being enterprising—Plan Your Own Enterprise, a major assignment involving the preparation of a business plan, including a portfolio of supporting material such as a business web page

Pathways

This subject is useful for those with an interest in business and as a precursor to Accounting TASC Level 3 and Business Studies TASC Level 3.

Possible **Business Studies**
Pathways for Year 10-12



Humanities and Social Science

BUSINESS STUDIES

BST315116

TASC Level 3–15 Points

Expectations of Learners

Business Studies Foundation BST215116 is an advantage.

Subject Description

This subject is the study of the nature, aims and functions of business. Students will develop understanding of business organisations and the markets they serve. They will learn about their internal workings, management and decision making processes.

Areas of study

- The business environment
- Operations & Marketing
- Human resource management
- Financial management
- Business Inquiry—preparing a feasibility study

Assessment

Internal assessment based on performance in class work, tests, topic assessment tasks and a feasibility study. There is an external examination at the end of the year.

Pathways

This subject is particularly valuable for those considering tertiary study in business or working in the fields of accounting, management or finance. These would include government positions, financial professions, business management, law and journalism, finance, business ownership, entrepreneur.



Humanities and Social Science

LEGAL STUDIES (offered in 2024)

LST315117

TASC Level 3 – 15 points

Demonstrates the Literacy Standard

Subject Description

Legal Studies Level 3 gives learners core knowledge and equips them to describe and assess essential principles, features and institutions of our legal and political systems, and how they operate locally, nationally and in an international context. The course promotes understanding of the dynamic nature of Australia's liberal democracy, its interactive processes, and the pursuit of equity and justice under the rule of law. Study of this course will develop research and communication skills as learners identify and assess: structures and processes of government; sources of law; how the criminal justice system is structured and works; and how law and politics have both a national and international dimension. Legal Studies Level 3 enables learners to apply knowledge, skills, and values they acquire to make sound and well-informed judgements in their role as active citizens at local, state, national and global levels.

Areas of Study

The course has four (4) parts:

- Part 1 – Principles and Practices of Australia's Westminster Parliamentary System of Government
- Part 2 – Australian Federal Constitutional Government
- Part 3 – Australian and International Law
- Part 4 – Dispute Resolution: Civil and Criminal.

Assessment

This course has internal assessment and a three-hour external exam.

Pathways

Legal Studies Level 3 prepares learners for tertiary studies in areas such as law, government, police studies, international relations and journalism. It also provides links to employment pathways in vocations such as: government positions; the legal profession; policing; journalism; court administration; and social work.

ECONOMICS (offered in 2025)

ECN315116

TASC Level 3 – 15 points

Demonstrates the Literacy Standard

Expectations of Learners

An A or B in Year 10 HASS is desirable.

Subject Description

Economics Level 3 investigates the choices which individuals, groups and societies face as they confront the ongoing problem of satisfying their unlimited wants with a limited amount of resources. The study of Economics supports an understanding of the nature of decision-making, our demands for the allocation of resources, and how we distribute those resources. Learners 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.

Areas of Study

- An Introduction to Economics
- Economic Management
- Australia and the Global Economy
- Investigation into a Contemporary Economic Issue

Assessment

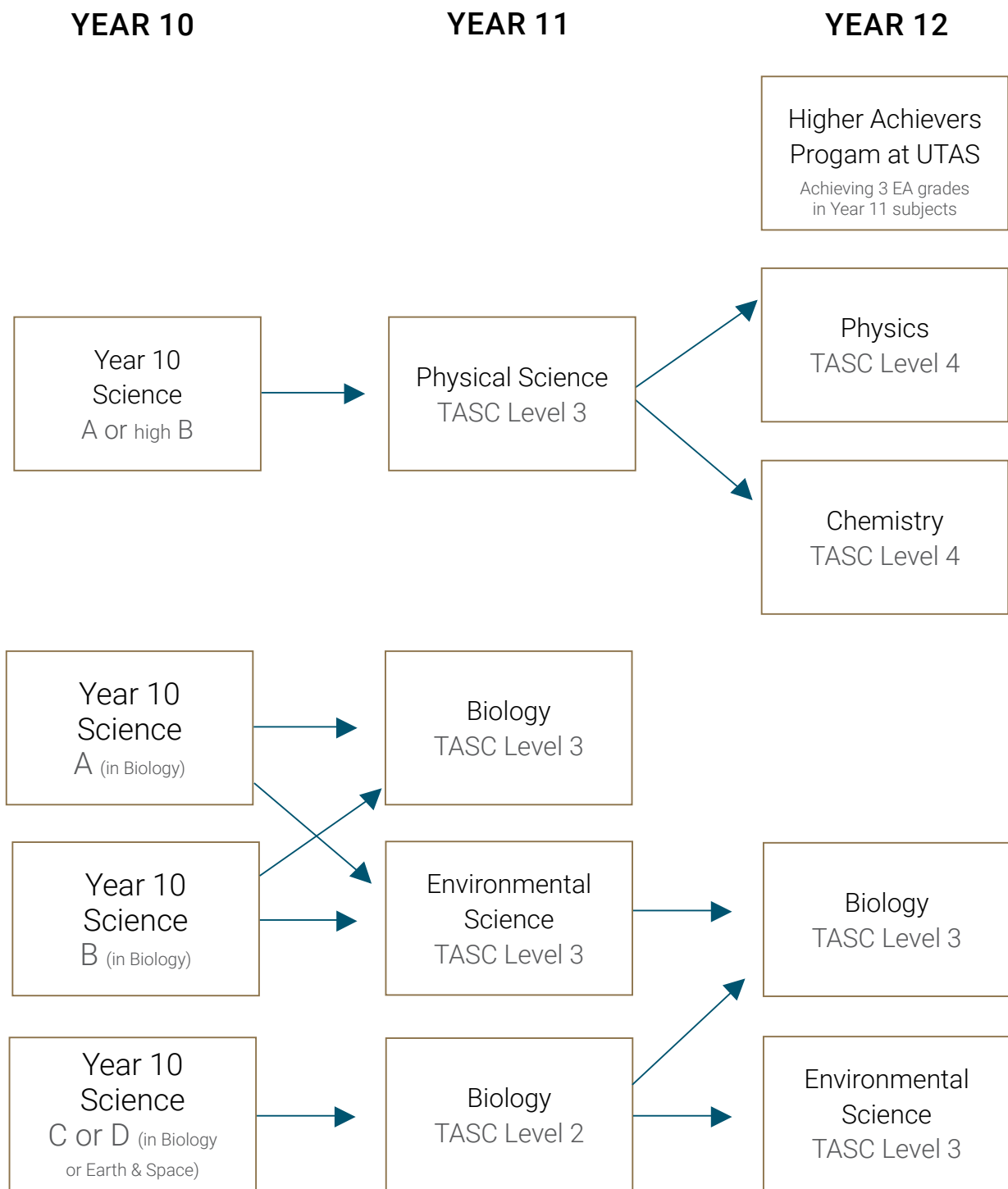
External assessment includes a 3-hour examination.

Pathways

Business Studies – Foundation Level 2 provides a pathway to this course but is not a pre-requisite. The study of Economics Level 3 provides a foundation in the discipline of Economics; acts as a pathway to further education, training and employment in government, commerce, industry and education; and provides knowledge and skills that are relevant for living in society.

Science

Possible **Science** Pathways for Year 10–12



Science

PHYSICAL SCIENCES

PSC315118

TASC Level 3–15 Points

Demonstrates the Numeracy Standard

Expectations of Learners

Australian Curriculum A or B. A good understanding of mathematics is highly desirable. This course may be studied in either Year 11 or 12.

Subject Description

Physical Sciences is an integrated subject providing students with an introduction to the disciplines of Physics and Chemistry whilst keeping students' options open for the future. During the course of the year, there are five major topics covered; including areas of Physics and Chemistry

Areas of study

- Radioactivity and atomic structure
- Motion, momentum and force
- Energy, power, electricity.
- Periodic table, bonding and introduction to Organic Chemistry
- Reactions associated with acids, bases and precipitation, calculations of masses or reactant and products

Assessment

Assessment takes the form of tests, formal and informal practical reports, experimental research investigations and written assignments. There are two 3-hour examinations, one internal (mid-year) and one external at the end of the year.

Pathways

Physical Sciences is a prerequisite to studying Physics TASC Level 4 and/or Chemistry TASC Level 4 in Year 12. A solid understanding of physical and chemical concepts is highly desirable for further study in any area of science and technology. Physical Sciences is a prerequisite for the Bachelor of Engineering at UTAS; however, if students enroll in the Bachelor of Engineering at UTAS they may be disadvantaged with respect to other students if they do not also have Physics TASC Level 4 and Chemistry TASC Level 4.

At mainland universities, Physical Sciences TASC Level 3 is not recognised as a prerequisite for Physics 1 or Chemistry 1. Students will therefore only be able to enroll in Foundation units in first year Physics or Chemistry.



Science

CHEMISTRY

CHM415115

TASC Level 4–15 Points

Demonstrates the Numeracy Standard

Expectations of Learners

A solid grounding in Physical Sciences is recommended. Students should have completed Maths Methods Foundations 3 or General Mathematics 3 or be studying either concurrently.

Subject Description

Chemistry is about materials, their uses, their structures and properties, and how these can be modified by chemical reactions. Students will study topics that enable them to answer questions such as:

How can the alcohol content in wine be determined?

How does a car battery produce electricity?

How are reactive metals like sodium and potassium produced?

What causes rusting and what can be done to prevent it?

What useful patterns can be discerned in the Periodic Table and why do they occur?

How does the structure of an organic molecule determine its physical properties and how it reacts?

What determines the speed of chemical reactions?

Where does the energy in chemical reactions come from?

What is chemical equilibrium and how can it be changed?

Areas of study

There are three major topic areas with a term devoted to each:

- Electrochemistry – oxidation and reduction, electrochemical cells, electrolysis and corrosion
- Thermochemistry, kinetics and equilibrium
- Organic chemistry, gases and the Periodic Table

Woven through each of these topics are the calculations associated with each area.

Assessment

Assessment is both external and internal.

The external component is a three-hour examination covering all theory areas. The internal assessment is based on weekly practical reports and assignments and major tests at the end of each topic. There will be a three-hour mid-year examination.

Pathways

At university level, chemistry is a prerequisite for medicine (surgery), biomedical science, agricultural science, biotechnology and medical research, chemistry, environmental science, marine science, and pharmacy. Chemistry TASC Level 4 is highly advantageous (ie. Students chances of success in the following university courses will be greatly improved) in Bachelor of Engineering (First year Chemistry of Materials), Antarctic science, maritime engineering, education (secondary), exercise science and health science.



Science

PHYSICS

PHY415115

TASC Level 4–15 Points

Demonstrates the Numeracy Standard

Expectations of Learners

It is expected that students have successfully completed Physical Sciences TASC Level 3 and have studied Mathematics Methods TASC Level 4 or General Mathematics TASC Level 3, or are studying them concurrently.

Subject Description

This is a demanding and intellectually stimulating subject that helps students understand how the universe works from the scale of subatomic particles to galaxies. It builds on the foundations of Physical Sciences but goes into much greater detail. There is a consistent emphasis on solving numerical problems, so a strong grasp of mathematics is advantageous. There are weekly practicals and assignments.

Areas of Study

There are four major topics covered through the course of the year.

- Newtonian Physics examines graphs of motion, more complex projectile motion, momentum and forces in two dimensions, satellites and gravity, work, energy and power
- Electromagnetism describes the forces between charges, the motion of charged particles in electric and magnetic fields and induction—the generation of electricity
- Waves investigate how energy is transmitted and how musical instruments use resonance to generate sound. The wave nature of light is considered
- Modern and nuclear physics investigates the particle nature of light and explores the interconversion of mass and energy. The topic culminates with a study of special relativity and the standard model

Assessment

Assessment takes the form of tests, practical reports, and written assignments. There are two 3 hour examinations, one internal in the middle of the year and one external at the end of the year.

Pathways

Physics TASC Level 4 is a prerequisite at university for maritime engineering and any science course with physics as a major or minor area of study or that requires Physics 1 in the first year. Physics TASC4 is highly advantageous (i.e. students' chances of success in the following university courses will be greatly improved) in engineering (1st year Engineering Statics and Dynamics), Antarctic science and marine science (oceanography), education (secondary), health science (medical radiation science), and ADFA (physical sciences and engineering).



Science

BIOLOGY 2

TASC Level 2–15 Points

Expectations of Learners

This course requires learners to collaborate with others and work under direction in practical situations. Learners are required to apply some mathematical skills from Australian curriculum Year 10 Maths.

Subject Description

In Biology Level 2 learners will understand the basic building blocks of biology. Learners will explore cell structure, processes and function. They will investigate organ systems and their place within multicellular organisms. They will apply this knowledge when inquiring into ecosystems and biodiversity. Learners will use these concepts to explore one or more contexts or themes; for example, human biology, agriculture, environmental biology, biochemistry or marine studies. Learners will come to understand how applying biological knowledge is central to society. They will explore relationships between biology and society and investigate the processes of biological discovery. They will use practical inquiry to engage with and understand the natural world.

Areas of Study

In Biology Level 2, learners will undertake three areas of study:

Module 1: Science as a human endeavour and science inquiry

Module 2: Cell biology

Module 3: Multicellular organisms and environmental interactions

Assessment

Learners are required to complete a number of tasks to show understanding in each of the three Modules. These tasks will include inquiry based pieces, a folio, investigations, short responses and extended

responses. This course is assessed internally.

Pathways

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



Science

BIOLOGY 3

BIO315124

TASC Level 3–15 Points

Expectations of Learners

An 'A' or 'B' in Australian Curriculum Year 10 Science, particularly in the Biology component. Environmental Science and Society TASC Level 3 and Physical Science TASC Level 3 would be an advantage prior to taking this subject in Year 12.

Subject Description

People have an innate interest in life in its diverse forms. They visit zoos and nature reserves, care for pets and are curious about how their own bodies function. Biology is the scientific extension of this human tendency and the course introduces students to the fundamental processes that support life at all levels of biological organisation. Biology also considers the importance of scientific investigation in developing our biological understanding and will develop students' interpretive, analytical and investigative skills.

Areas of study

Biology Level 3 builds on the fundamentals learned in Biology Level 2 or Australian Curriculum: Science in Year 10. This course enables learners to consider all living organisms and the processes that contribute to maintaining life. Learners also have opportunities to further develop transferable skills in areas such as literacy, numeracy and critical thinking.

They will do this through the study of biological concepts that include:

- molecular and cellular processes of organisms
- how species adapt, evolve and survive
- how organisms respond to change in internal and external environments
- the mechanisms organisms have that prevent and fight disease.

Assessment

Assessment is in the form of class tests, written assignments, and practical work and scientific reports. There are two examinations, the second of which is

externally assessed.

Pathways

The knowledge, understanding and methodology obtained from the study of biology are important in all studies involving the natural and medical sciences at university. Biology TASC Level 3 is highly advantageous (i.e. students' chances of success in the following university courses will be greatly improved) in medicine (surgery), biomedical science, biomedical engineering, biotechnology and medical research, marine and Antarctic science, exercise science, health science, nursing and pharmacy.



Science

ENVIRONMENTAL SCIENCE

EVS315118

TASC Level 3–15 points

Expectations of Learners

Australian Curriculum A, B or C in Science. A good understanding of Mathematics is desirable.

This course may be studied in either Year 11 or 12.

Subject Description

Environmental Science is designed for students who have an interest in the natural environment, wilderness and cultural values, environmental management, human impact studies, ecology, sustainability, resources use and the real life application of Science. Environmental Science has a strong field component and a focus on answering environmental questions and problems through the collection, analysis and interpretation of field data and the associated results. Students will investigate how individuals and societies have different values and beliefs and the different perceptions of environmental change. This subject encourages students to apply scientific thinking skills to real life environmental management issues while also investigating the concepts of sustainability and sustainable resource use.

Areas of study

- Environments (natural and human) and their ecology
- Human dependence on the natural environment
- Impact of human activity on the environment
- Political, legal, ethical, social and economic factors affecting management of the environment

Assessment

Assessment is based upon a wide range of written assignments, practical work and field trip reports. There are two examinations, the second of which is externally assessed. Students are also required to complete case studies carried out over four weeks.

Pathways

The study of Environmental Science and Society TASC Level 3 provides preparation for a career in marine biology, environmental management, fisheries, forestry, agriculture, public health, tourism, journalism, the media, economics and law. It may provide a pathway to Biology TASC 3.



The Duke of Edinburgh's International Award

Calvin Christian School is an Award Centre, offering this Award. The Duke of Edinburgh's Award is an internationally-recognised youth development program, open to all Australians aged 14-24. It provides them with the opportunity to explore their potential, purpose, passion and place in the world through self-paced challenges. To achieve the Award at Bronze, Silver or Gold level, students must complete activities in the following areas:

- Learning a skill,
- Improving their physical wellbeing,
- Providing voluntary service to their community, and
- Experiencing an adventurous journey in a new environment.

The activities must be regular, self-directed by the student, and have an element of challenge (see the chart below for details)

TASC Recognition

Students completing the Duke of Edinburgh's Award will receive TCE points accredited to them. This includes:

Bronze Award – 12 TCE credit points

Silver Award – 15 TCE credit points (8 TCE credit points if Bronze already awarded)

Gold Award – 38 TCE credit points (19 TCE credit points if Bronze or Silver already awarded)

In addition, completion of the Duke of Edinburgh's Award provide some additional credit or preferences for some mainland universities.



Service



Physical Recreation



Skill



Adventurous Journey

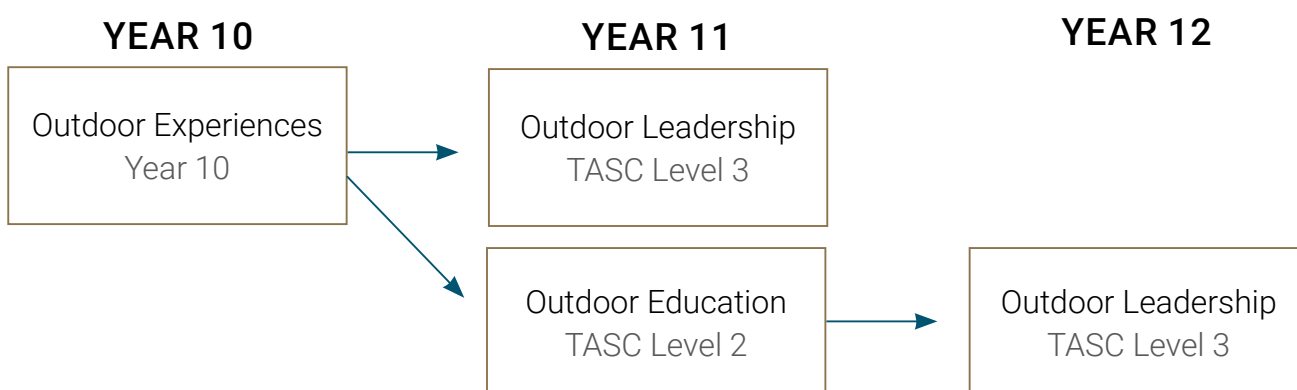


Residential Project

	Service	Physical Recreation	Skill	Adventurous Journey	Residential Project
BRONZE	3 months	3 months	3 months	2 days/1 night	N/A
14+ years				(1 x practice journey & 1 x qualifying journey)	Gold Level only
Averaging at least 1 hour per week. Plus additional 3 months for a Major Section-either Service, Skill or Physical Recreation *					
SILVER	6 months	6 months	6 months	3 days/2 nights	N/A
15+ years				(1 x practice journey & 1 x qualifying journey)	Gold Level only
Averaging at least 1 hour per week. Plus additional 6 months of a Major Section if Bronze Award not completed. *					
GOLD	12 months	12 months	12 months	4 days/3 nights	5 days/4 nights
16+ years				(1 x practice journey & 1 x qualifying journey)	
Averaging at least 1 hour per week. Plus additional 6 months of a Major Section if Silver Award not completed. *					

Outdoor Education

Possible **Outdoor Education** Pathways for Year 10–12



OUTDOOR EDUCATION

OXP215118 TASC

Level 2–15 Points

Please note this subject has a levy of \$300

Expectations of Learners

Students considering undertaking this course must be aware of the complexity of the content and the high level of physical activity required.

The capacity of the student to demonstrate fundamental movement skills applicable to selected outdoor activities is a requirement of the course.

Teamwork and interaction with others are fundamental aspects of this course. **In addition to this, there is one afternoon class each week that will finish late and alternate collection arrangements must be made. This may impact work or sporting commitments.**

Subject Description

Outdoor Education provides students with a challenging learning experience. It is designed to engage students in a holistic way to develop a range of personal and interpersonal skills. The course includes a theory component of approximately 50 hours and a practical component of 100 hours.

Areas of study

- The physical self (through physical activity)
- The cognitive self (through questioning and reflection)
- The emotional self (exploring themselves and their relationships to others)

Students will have the opportunity to develop practical

skills in many of the following areas:

- White water rafting
- Flat and white water kayaking
- Mountain biking
- Rock climbing and abseiling
- Snow environment skills
- Surfing
- Camping
- Weather
- Navigation and bushwalking
- Goal setting
- Planning and risk assessment

Students will be expected to participate in at least one overnight expedition. Expeditions offered may include white water kayaking/rafting, rock climbing and a self-contained expedition. Two thirds of the course is practically based, thus students choosing Outdoor Education will need to be prepared to forego some recess, lunchtimes and weekends to cover the practical part of the course.

Assessment

The course is internally assessed.

Pathways

Outdoor Education leads directly into Outdoor Leadership for those wishing to develop leadership skills. The development of personal skills and self-awareness in outdoor education will help prepare students for vocational pathways such as guiding, adventure tourism, the natural sciences, the defence forces, police forces, fire and forestry departments and business as well as further education in the VET or tertiary system.

Outdoor Education

OUTDOOR LEADERSHIP

OXP315118

TASC Level 3–15 Points

Demonstrates the Literacy Standard

Please note this subject has a levy of \$300

Expectations of Learners

It is expected that students will have completed Outdoor Education prior to entry, though for exceptional students, with strong practical skills, direct entry can be negotiated with the teacher. The capacity to demonstrate fundamental movement skills applicable to selected outdoor activities is required. High levels of leadership responsibility and physical activity are required. Teamwork and interaction with others is a fundamental aspect of this course.

Subject Description

Through this course students will experience and learn leadership skills, group management, communication, problem solving, decision-making, logistics, environmental care and safety in an outdoor-based adventure environment.

There is an emphasis on applying critical and innovative thinking to solve problems in response to the environmental, technical and personal challenges experienced in outdoor education. Students will be provided with opportunities to connect with, and reflect on, their own and others' relationships with the environment. Students undertaking Outdoor Leadership will participate in one or more recreation activities, developing technical skills and using the activities as a means for applying knowledge of theoretical situations. Outdoor Leadership is an academically rigorous course which will require a high degree of motivation and independent learning. Students will be expected to complete research assignments and academic work under minimal supervision. The guidelines recommend the course consists of approximately 100 hours theory and minimum 50 hours practical. Students will have the opportunity to apply their leadership skills in a variety of Outdoor Education expeditions.

Assessment

This course is internally and externally assessed through practical observation and written work including evidence of practical application, research essays and an Individual Outdoor Leadership Project. There is also an internal mid-year and external end of year exam.

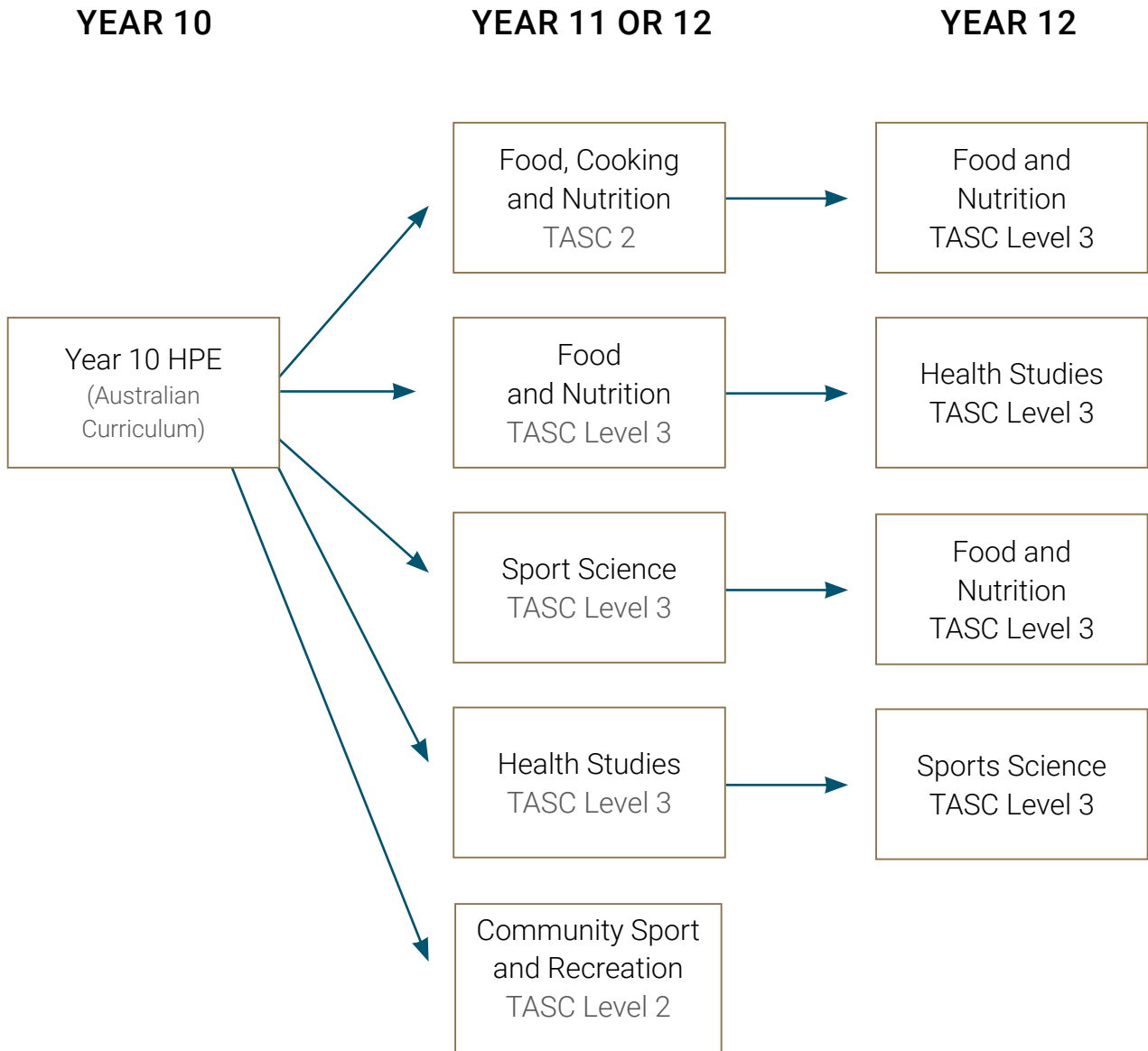
Pathways

Outdoor Leadership provides an excellent platform for students wishing to move into areas of employment where there is a requirement for good team workers and managers. The leadership and group skills developed in this course will prepare students for a variety of careers including management, business, the Defence Forces, State Police, Ambulance, Fire Departments, the Antarctic Division and Adventure Tourism. Outdoor Leadership also provides direct pathways to related VET and higher education courses.



Health and Physical Education

Possible **Health and Physical Education** Pathways for Year 10–12



Health and Physical Education

SPORT SCIENCE

SPT315118

TASC Level 3–15 Points

Expectations of Learners

Students are assumed to have basic knowledge and understanding of the body's respiratory, circulatory and muscular systems. Satisfactory completion of courses in the area of life sciences/biology or a 'B' level understanding of biology at Australian Curriculum Year 10 level would be evidence of such knowledge and understanding.

Subject Description

This subject will provide students with an opportunity to develop a theoretical and applied understanding of the factors which influence sporting performance.

Study will be undertaken in three major areas:

- Physiology of exercise
- Skill Acquisition
- Psychological factors that affect sporting performance

As well as the three core units, students will undertake scientific investigative studies on sport science related topic based on research, innovation or training methodology. This is a challenging subject which will suit those with a genuine interest in furthering their knowledge of the foundations of human performance. Sports Science can help prepare students for tertiary study, in particular in the fields of movement studies, physiotherapy and studies in medical fields.

Assessment

Assessment is in the form of class tests, written assignments and practical work. There are two examinations, an internal mid-year exam and external end of year exam.

Pathways

This subject will benefit students if they are interested in further study or a career in health and allied health, physiotherapy, human movement, exercise science, coaching, education, medicine or health science.

COMMUNITY SPORT AND RECREATION

HPE215118

TASC Level 2 – 15 Points

Please note this subject has a levy of \$100

Expectations of Learners

Learners undertaking this course must be aware of the level of physical activity required. Participants must be prepared to participate fully in a range of practical recreation experiences which comprise approximately two thirds of this course.

The capacity to demonstrate fundamental movement skills applicable to selected activities/sports is an essential requirement of the course. Learners with physical disabilities can access this course and receive an award commensurate with their ability to successfully meet the criteria and standards.

Teamwork and interaction with others and the wider community are fundamental to this course.

Subject Description

Community Sport and Recreation Level 2 provides learners with practical involvement in a range of socially based physical activities, roles and experiences. A major element of the course is building awareness of the many lifestyle and lifelong health benefits gained through regular involvement in recreational and sporting activities. The course also aims to engage learners in physical activity in a way that promotes immediate as well as long-term benefits for: personal growth; movement skills and fitness; interpersonal skills; and the ability to interact with others in a safe, non-threatening and enjoyable environment.

Assessment

Assessment is in the form of tasks related to physical literacy and well-being. Class tests and involvement in community sport and other fitness facilities and programs also form part of the assessments.

Continues over...

Health and Physical Education

Pathways

Community Sport and Recreation Level 2 enhances learners' opportunities for employment, enterprise, further study, leisure and lifelong learning. It provides an opportunity for learners to experience the challenge and fun of active participation in physical activity while developing beneficial vocational and life skills including: balancing priorities, managing time and experiencing the value of a healthy lifestyle.

The skills developed in Community Sport and Recreation may be oriented towards work, personal fitness, and general health and wellbeing.

Learners completing Community Sport and Recreation may use it for its foundation to personal development and life preparation and/or to prepare for a wide range of personal, vocational and further education and training options.

Study in the health and recreation areas can establish a basis for further education and employment in the fields of fitness, outdoor recreation and education, sports administration, community health and recreation and sport.

HEALTH STUDIES

HLT315118

TASC Level 3–15 points

Demonstrates the Literacy Standard

Expectations of Learners

There are no Expectations of Learners for this subject; however, a B grade or above in Year 10 Science, SOSE or English is recommended for undertaking Health Studies in Year 11.

Subject Description

Through undertaking Health Studies, learners will investigate health in the context of Personal Health, Australian Health and Global Health. This approach using layered perspectives provides a continuum of learning where learners will develop the knowledge, skills and understanding to enable a global perspective of health.

Health Studies consists of four compulsory units:

Unit 1 - Introductory to Health

Unit 2 - Personal Health

Unit 3 - Australian Health

Unit 4 - Global Health

Assessment

Assessment is in the form of a range of internal assessments including a mid-year exam. In each of Units 2, 3 and 4, learners are required to undertake an individual investigation which is internally assessed. The three-hour end-of-year examination is externally assessed.

Pathways

This course provides a strong basis for learners going on to further vocational and/or tertiary study including areas such as health and physical education, exercise science, health science, nursing, health administration and management, physiotherapy, pathology, pharmacy, social work, psychology, and a wide range of health &

Health and Physical Education

allied health careers.

FOOD, COOKING & NUTRITION

FDN215118

TASC Level 2–15 points

Subject Description

Food, Cooking and Nutrition enables students to learn about, prepare and consume healthy foods, thereby providing a foundation for informed decision-making and improving dietary habits.

Areas of study

Food, Cooking and Nutrition Level 2 aims to build practical skills in the planning, preparation and assessment of food, including the principles and practices that ensure safe preparation of food within a domestic context. Learners develop the capacity to be discerning consumers and to select and prepare foods to meet individual and family nutritional needs. Learners will also develop an awareness of a range of factors which affect individuals' food choices.

Assessment

Assessment is based on food preparation and safe and hygienic work practices. Assessment is internal by practical activities and research.

Pathways

This course provides a pathway to Food and Nutrition Level 3. It has been designed to give students life skills including an understanding of current environmental issues related to Australian Food. It supports students working towards allied health, sports, community, hospitality and education focused career paths.



Health and Physical Education

FOOD AND NUTRITION

FDN315118

TASC Level 3–15 points

Demonstrates the Literacy Standard

Subject Description

Food and Nutrition provides a broad study of food issues which have ongoing relevance to individuals and community health and wellbeing. The knowledge, skills and attitudes gained during the course will have applications in, and benefits for, academic, vocational and general life experiences. Students will learn to analyse and draw evidence-based conclusions in response to nutrition and food information, food advertising and current dietary data and trends.

Areas of study

- Apply an understanding of nutrition, food and health to analyse and modify diets, menus and recipes
- Analyse the influences and interrelationships between factors affecting food choices of individuals and groups
- Analyse information and data regarding food related issues
- Analyse the impact of current and emerging food production, processing and marketing techniques on the environment, current and future food supply and health
- Locate and critically analyse food and nutrition related information
- Design and evaluate nutrition promotion strategies.
- Work individually and as a member of a team to manage and organise resources to complete tasks within agreed timeframes
- Communicate ideas and information in a range of appropriate formats

Assessment

This course is internally and externally assessed through assignments, group discussions, individual projects and an internal mid-year and external end of year exam.

Pathways

This course provides a pathway to tertiary study in the Health and Medical Sciences, Dietetics, Nutrition, Environmental Health and Community Health areas. Education, especially in Design and Technology and Health and Physical areas, is also a possible pathway. Further vocational pathways include Hospitality, Fitness, Recreation, Retail, Community and Children's Services and Food Enterprise as learners can value-add to their training package.

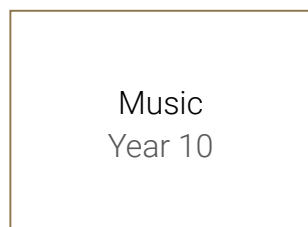
Food and Nutrition Level 3 provides learners with a solid background to study food and health related university courses. It also assists learners to identify and undertake careers in food-related industries along with developing knowledge and skills to enhance their own health and wellbeing.



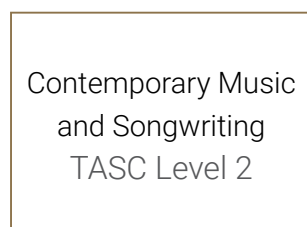
Creative and Performing Arts

Possible Music Pathways for Year 10–12

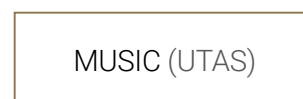
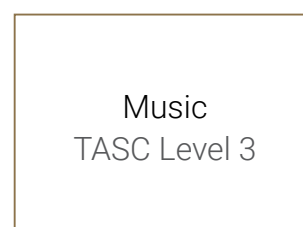
YEAR 10



YEAR 11

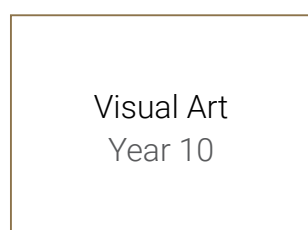


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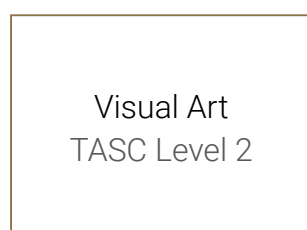


Possible Visual Arts Pathways for Year 10–12

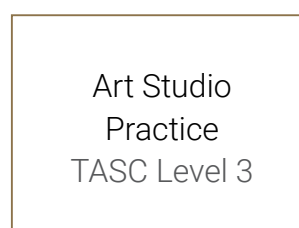
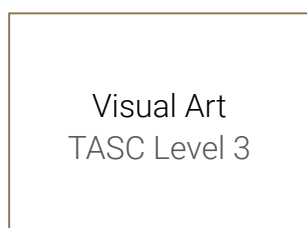
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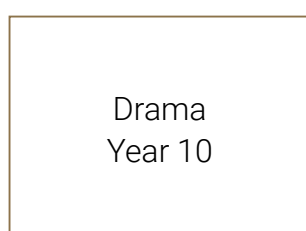


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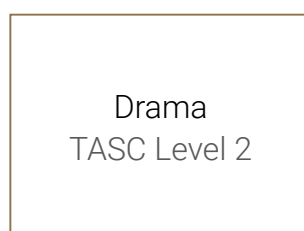


Possible Drama Pathways for Year 10–12

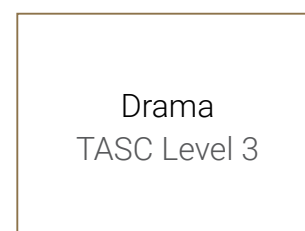
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YEAR 11



YEAR 12



Creative and Performing Arts

CONTEMPORARY MUSIC AND SONGWRITING

CMS215123

TASC Level 2 – 15 points

Expectations of Learners

Prior music, singing, performing and songwriting experience is recommended for Contemporary Music and Songwriting Level 2.

Subject Description

Contemporary Music and Songwriting Level 2 is about contemporary music, the contemporary music industry and the types of knowledge, skills and understanding needed to be a contemporary musician or songwriter. provides opportunities for creative expression and the development of aesthetic appreciation. The course is a vehicle for learners to engage with and create music. That music can range from abstract experimentation to music that responds to current ideas and issues or expresses personal viewpoints and experiences. Students develop an understanding of and respect for contemporary music and contemporary music practices across different times, places, cultures and contexts. Students listen to, perform, improvise, compose and analyse songs and music through a range of independent and collaborative experiences. The course develops basic music literacy, skills in music technology and covers music industry topics such as workplace health and safety and copyright issues.

Assessment

Students will be assessed on a variety of tasks including performance pieces, projects, recorded pieces and written responses.

Pathways

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

MUSIC

MSM315120

TASC Level 3–15 Points

Expectations of Learners

Music is a Level 3 course requiring prior learning in music skills – performance and theory – for a selected instrument. Learners undertaking this course require prior learning in music skills – performance and theory – for a selected instrument. The characteristic of Grade 4 Music qualifications are indicative of the entry level of skills required.

Subject Description

Learners develop comprehensive skills in performing, creating and listening to music. Learners study a range of music styles and genres (e.g. classical, contemporary, jazz) to gain a broad understanding and knowledge of the characteristics of different music styles and genres. Learners will reflect upon and apply their understanding of music through their performance musicianship, engaging in the creative process and through exercising their analytical listening. Learners will develop comprehensive knowledge of musical literacy including theory knowledge and aural skills.

Areas of Study

Learners study four common units (Music Performance Skills, Create and Present Original Music Statements, Critical Listening Analysis, Music Literacy: Theory Knowledge and Aural Skills) and must select between a performance and a composition option.

Assessment

This subject has both internal and external assessment components.

Pathways

Music Level 3 may lead on to further study in University of Tasmania College Music Foundation Practical Study or tertiary music study.

Creative and Performing Arts

MUSIC - University of Tasmania

UTAS FCP113

Foundation Practical Study – 15 Points

Please note that this course is offered through the University of Tasmania and enrolment is not guaranteed

Expectations of Learners

Performance Strand: Recommended instrumental/vocal technical standard (AMEB Grade 6), history of private tuition, college interview/audition and acceptance.

Composition Strand: It is required that musicians attempting the FCP113 composition 'strand' demonstrate sufficient background of composition training and development. As a guide, success in the TASC Music 3C Composition Unit is recommended, or FCP113 entrance/acceptance can be based on the provision of a range of work (composition folio) demonstrating strong musical literacy, score writing skill including notational software familiarisation and a broad musical understanding of musical styles.

Subject Description

This unit (FCP113) is the first of two University Connections Program music units for year 11/12 students aimed at providing an intensive course of study in performance or composition designed to build skills to allow a successful audition into the Bachelor of Music Degree.

This is a 'Full UTAS Unit'. When successfully completed, this unit will count towards ATAR and will attract 15 TCE points.

Areas of Study

As part of this course, students are required to undertake the following:

- Concert/Performance Attendance
- Performance Participation
- Recital Preparation
- Class Attendance

Assessment

Assessment is carried out collaboratively between conservatorium staff members and the school teacher and has both internal and external assessment components. It is assessed against four criteria: Technical ability, Musicianship, Music performance skills and Communication of ideas and information. Learners submit a portfolio to UTAS in late September as part of this course.

Pathways

See Subject Description



Creative and Performing Arts

VISUAL ART 2

ART215123

TASC Level 2–15 Points

Expectations of Learners

Students are required to engage with artworks and artists. This engagement may be in either a physical (off campus) or virtual manner. There are no prerequisites for this course.

Subject Description

Visual Art Level 2 is a course for learners who would like to engage with a specific visual art studio, and it may also prepare them for Visual Art Level 3. Learners will undertake arts practice in ONE studio area and learn specialised skills, techniques and knowledge. Methods and processes specific to the studio of choice are explored so that students develop visual literacy skills the ability to interpret and make meaning from information presented in images; technical skills, and knowledge and understanding of traditional, modern and contemporary art forms. Learners begin to develop skills in the research, analysis, and criticism of art from different social, historical and cultural contexts and learn to express and identify meaning in artworks. Study of Visual Art Level 2 promotes innovation and creative and critical thinking skills, persistence and self-direction, all of which help prepare learners for their future.

Areas of Study

This course consists of three modules.

Module 1: Artwork and meaning

Module 2: Approaches to artmaking

Module 3: Concepts and consolidation

Students engage with a single visual art studio area.

VISUAL ART 3

ART315123

TASC Level 3–15 Points

Subject Description

Visual Art Level 3 is a course for learners who would like to broaden and deepen their understanding and application of artistic practice, perception and visual literacy, the ability to interpret and make meaning from information presented in images. Visual Art Level 3 has been developed for learners seeking a pathway to tertiary studies of a career within the visual arts. Learners develop a resolved body of work in a single studio area which demonstrates their understanding of visual art as a form of communication, a way to make sense go the world and their own experience and form of cultural transmission. The course encourages learners to apply problem-solving skills, think creatively and analytically and engage with traditional, modern and contemporary art forms. Learners apply and refine their skills in the research, analysis and criticism of art from a range of social, historical and cultural contexts, and espresso and identify meaning in artworks in increasingly sophisticated ways. Study of Visual Art Level 3 promotes skill refinement, confidence, self-direction and innovation, all of which help prepare learners for their future. This course is a prerequisite to study Art Studio Practice ART315214.

Areas of Study

This course consists of three modules.

Module 1: Visual thinking - Interpreting art

Module 2: Investigation & exploration

Module 3: Context a& resolution

Students engage with a single visual art studio area.

Assessment

At the end of the year, students curate an exhibition of their portfolio of artworks. Final assessment is conducted internally by the teacher and externally by an examination panel.

Creative and Performing Arts



ART STUDIO PRACTICE

ART315214

TASC Level 3–15 Points

Expectations of Learners

Students are required to complete Visual Art 3 Level 3 (or equivalent) as a prerequisite.

Subject Description

The course consists of two compulsory areas of learning: Conceptual Knowledge and Practice. Learners are required to prepare a research paper, visual schematic overview, artist's statement and present an exhibition.

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

Areas of Study

Students cover the following areas of study; Research –Active Investigation, Critical Analysis, Reflection, Proposal, Studio Practice and Exhibition.

Assessment

Final assessment is conducted at the end of the year by marking the students exhibition with all support material. It is marked internally and externally by the examination panel.

Pathways

This subject is useful for further study or work in the arts, particularly if students intend to study Fine Art, Graphic Design or work in the photographic industry.



Creative and Performing Arts

DRAMA FOUNDATIONS

SDS215117

TASC Level 2–15 Points

Expectations of Learners

It is expected that students will have completed Year 9 and/or 10 Drama prior to entry, though students with strong practical skills may enrol.

Participation in ensemble tasks is necessary for students to complete the requirements of this course. Students are required to attend at least two (2) live theatre performances in order to form and express considered opinions on the drama works of others.

Subject Description

This subject is the first in a suite of Drama courses. In the course, students explore how and why drama works are made by interpreting and responding to the works of others and by engaging in dramatic storytelling. They develop the skills, techniques and processes of drama through the performance of simple scripted works, and works they have devised.

Personal confidence and drama skills, knowledge and understanding are developed through a range of drama tasks. Students are involved in gathering information, devising drama, exploring text, reflecting and rehearsing to prepare for, and participate in, dramatic performances. Students will be given opportunities to attend and reflect upon live dramatic performances.

Areas of Study

Students will explore the following aspects of the subject:

- The Foundations of Drama and Dramatic Storytelling
- Dramatic Texts
- Naturalistic and Non-naturalistic performance
- Devising drama
- Forming and expressing opinions on drama works

Assessment

Assessment is internal, continuous and is formative. Drama Foundations is also assessed using major performance projects and written assessment tasks.

Pathways

Drama Foundations Level 2 may lead to further study in Drama Level 3 and/or Theatre Performance Level 3.



Creative and Performing Arts

DRAMA

SDD315120

TASC Level 3–15 Points

Literacy Standard

Expectations of Learners

Successful completion of Drama Foundation TASC Level 2 is required or appropriate experience in the performing arts.

Subject Description

Students will be provided with practical and creative opportunities to acquire drama skills, knowledge and understanding. Through a practical and theoretical study of drama, students are exposed to a wide range of experiences and stagecraft. Students develop an understanding of the creative and collaborative processes and skills needed to make drama works.

Areas of Study

- Skills Development focuses on the development of core skills in voice, physical movement, improvisation and character development, group dynamics, memorisation, and the incorporation of drama terms and vocabulary
- Exploring and Devising uses drama skills, techniques and processes to explore, devise and communicate ideas in a dramatic form
- Presenting and reflecting focuses on the presentation of polished drama works to an audience, and the ability to reflect and comment on personal drama experiences
- Live Theatre Analysis involves observing, identifying, analysing and discussing the work of others

Assessment

This is a Level 3 subject. There is an externally assessed practical examination at the end of the year. Written examinations take place internally mid-year and externally at the end of the year. Assessment is criteria based.

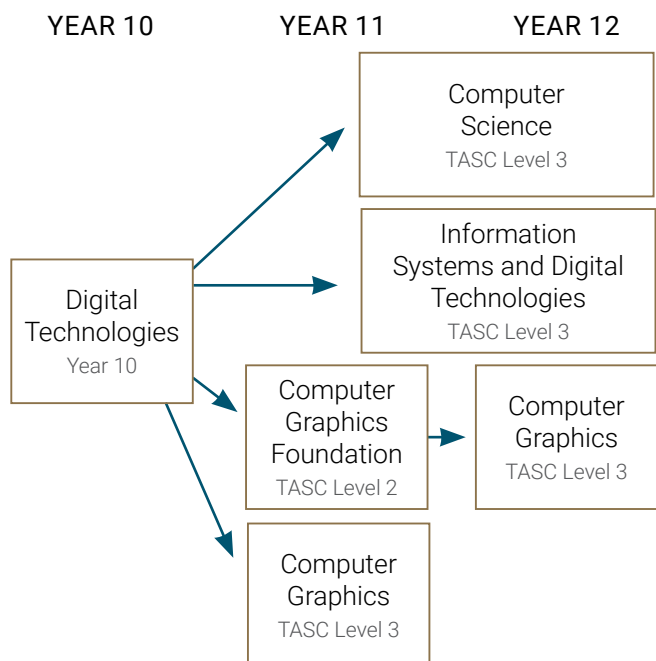
Pathways

TASC Level 3 Drama may be used as a pathway course leading to studies in Theatre Performance, TASC Level 3. The study of TASC Level 3 Drama is relevant to students who wish to pursue further study at tertiary level, in vocational educational training settings or to pursue industry or community-related pathways. It is also relevant for students wishing to extend their performing arts and communication skills.



Technologies

Possible Digital Technology Pathways for Year 10–12



DIGITAL TECHNOLOGIES

TASC Level 2 – 15 Points (5 Points x 3)

Please note: this full-year subject is comprised the following three, 5-point, TASC Level 2 subjects.

Expectations of Learners

Students must have a working laptop computer.

Subject Description

In these subjects, students study the skills and concepts relating to the use of communication and information technology and the development of practical computer skills.

Areas of study

- An essential skills module
- Application modules
- Multimedia production
- Programming project
- Office skills
- Computer systems
- Project management

Assessment

Students' internal assessment is based on their performance in regular practical assignments, tests and projects.

Pathways

This subject is useful if students have an interest in information technology, and as a background for Information Systems and Digital Technologies TASC 3 and Computer Science TASC3.

ESSENTIAL SKILLS – USING COMPUTERS AND THE INTERNET

ECS205114

TASC Level 2–5 Points, 2021

Demonstrates the ICT Standard

COMPUTER APPLICATIONS

ITC205114

TASC Level 2–5 Points

Demonstrates the ICT Standard

PROJECT IMPLEMENTATION

– Computing and ICT

PRJ205118

TASC Level 2–5 Points

Technologies

DATA SCIENCE AND DIGITAL SOLUTIONS - OFFERED IN 2025

DSD315124

TASC Level 3 – 15 points

Expectations of Learners

Learners undertaking this course must be able to interact confidently with a contemporary personal computer system in an appropriate learning environment. This course requires learners to collaborate with others. Collaborators could include peers, community members, teachers or industry professionals.

Previously submitted work cannot be used in meeting the requirements of Data Science and Digital Solutions Level 3. Therefore, a learner cannot use work that has already been presented for assessment for a previously or concurrently studied TASC accredited or recognised senior secondary course.

Learners require access to the following resources to be able to demonstrate the learning outcomes of the course:

- appropriate laptop, notebook or desktop computer
- a printer
- internet access
- a range of software tools that may include database software, local web servers, content management systems and developer tools.

Subject Description

This course is designed for learners who are interested in the wider implications of the use technology to individuals and to workplace environments.

Learners will apply a professional approach to:

- explore methods of data collection, management and analysis
- understand and apply project management techniques
- collaborate with others to identify a need or opportunity and to evaluate processes and products
- investigate digital system weaknesses in terms of ethical data management, privacy and cyber security
- apply a safe by design approach to development of

digital solutions

- undertake a real-world case study that uses data to design a solution to user problems.

Areas of study

- This course consists of three 50-hour modules.
- Module 1: People, data and digital systems
- Module 2: Data-driven design
- Module 3: From problem to solution

Assessment

The external assessment for this course will be a folio submission. Internal assessments include regular assignments, case studies and other tasks.

Pathways

Data Science and Digital Solutions Level 3 provides a useful background to learners considering 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.



Technologies

COMPUTER GRAPHICS AND DESIGN

CGD215118

TASC Level 2–15 Points

Demonstrates the ICT Standard

Expectations of Learners

Students need to be able to operate a computer in order to complete a range of programs and access documentation.

Subject Description

Computer Graphics and Design - Foundation Level 2 provides applied learning opportunities for learners with an interest in computer graphics who are looking to foster a career within design-based industries and/or wish to prepare for further study in Computer Graphics and Design Level 3. The subject engages learners in solving design challenges and presenting their ideas or solutions as digital graphic solutions. Design projects allow learners: to demonstrate their skills and understandings of design principles and processes; to understand problems; propose possibilities; and to develop creative solutions.

Areas of study

Students undertake five units:

- Design Foundation
- Digital Imaging
- 3D Modelling
- Animation
- Elective Topic

Assessment

Students undertake at least four design projects as part of this course.

Pathways

On successful completion of this course, learners will have attained the knowledge and skills to progress to Computer Graphics and Design Level 3 and/or entry level vocational education and training (VET) pathways in the areas such as: engineering; building design; computing; visual arts; and design.

COMPUTER GRAPHICS AND DESIGN

CGD315118

TASC Level 3–15 Points

Demonstrates the ICT Standard

Expectations of Learners

Students need to be able to operate a computer in order to complete a range of programs and access documentation.

Subject Description

This subject extends and applies students' understanding of computer graphic processes, concepts and skills. They use design principles and practice to freely explore diverse applications, prepare high quality graphic presentations conforming to contemporary industry practice and develop an understanding of the use of computer graphics and design across a diverse range of industries and its application to solving problems likely to be faced by industry.

Areas of study

Computer graphics and the design process
Computer hardware and software systems
3D modelling solutions
2D graphic solutions
Animation
Multimedia for presentation
Management of resources and projects

Assessment

Assessment is by set tasks that include design briefs and research assignments. On occasions, students work as a member of a team. There are two externally assessed components—a personal portfolio and a written three-hour examination.

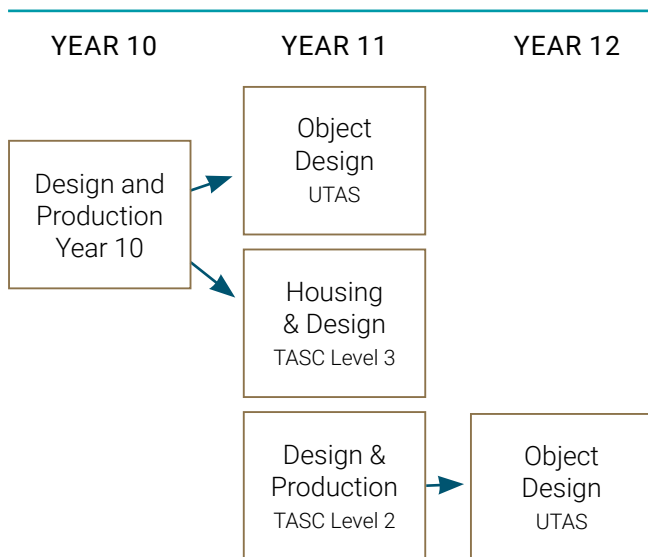
Pathways

This subject may lead into many areas such as industrial/product design, maritime engineering and architecture.

If students are planning to go into the workplace, they will be well grounded in computer hardware and software systems and the principles and practice associated with the production of computer graphics in a design context.

Technologies

Possible Design Technology Pathways for Year 10–12



DESIGN AND PRODUCTION

DAP215116

TASC Level 2–15 Points

Subject Description

This subject is based on the process of designing, making and appraising. Through working with timbers, metals, stone and glass, students will be involved in a variety of practical problem-solving situations that lead to the development of skills, techniques and processes.

Areas of study

Design techniques–design process.
Create innovative and original solutions.
Strengths and joining techniques.
Develop a knowledge of materials finishes.
Processes and application to individual work.
Appraising style and technique of contemporary design makers.

Assessment

Assessment is based on project work, evidence of the application of the design process in a folio and a negotiated research topic.

Pathways

This subject prepares students for study at the School of Fine Furniture, University Art School, apprenticeships in building and construction, cabinet makers and personal enjoyment.



HOUSING AND DESIGN

HDS315118

TASC Level 3–15 Points

Demonstrates the ICT Standard

Expectations of Learners

Although there are no formal Expectations of Learners the ability to sketch and develop design solutions are important skills for the successful study of this course.

Subject Description

In this pre-tertiary subject, students will develop design and layout skills for housing. They will undertake design briefs to learn about aspects such as: environmentally sustainable housing, interior design and housing for specific needs

Assessment

This subject has both an internal and an external assessment component including a folio and exam.

Pathways

This subject has applications in architecture, environmental design, urban planning, interior design, social work and education.

OBJECT DESIGN

UNIVERSITY COLLEGE PROGRAM

FSF104

TASC Level 3–15 Points

Please note that this course is offered through UTAS and enrolment is not guaranteed

Expectations of Learners

No prior knowledge is required. However, students are expected to have basic computer skills, the ability to write assignments using programs such as Microsoft Word, and have developed core skills in Design and Production or equivalent subject area.

Subject Description

Object Design is a project-based subject. Students attend a one-day symposium that includes designer talks, technical demonstrations and an introduction to their project brief. Students then work with teachers in their 'home' colleges on completing a design in response to the project brief.

Areas of Study

Students will be required to produce a major design piece for assessment, backed up by a project journal and a drawing, model or project plans. Completed student works will be presented at a group exhibition in a professional gallery setting,

On completion of this unit, students will individually, and in collaboration with others, demonstrate:

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

Assessment

Completed student works will be presented at a group exhibition in a professional gallery setting, which will also form the basis of the student assessment process. Assessment will be via panel led by UTAS staff.

Pathways

Object Design leads to possible study and careers in design including furniture, textiles, Fine Arts and Architecture.



Technologies

COMPUTER SCIENCE - OFFERED IN 2024

ITC315118

TASC Level 3–15 Points

Demonstrates the ICT Standard

Expectations of Learners

Students need to be able to operate a computer in order to complete a range of programs and access documentation.

Subject Description

This subject examines how computers work and interconnect. There is a strong emphasis on programming using the Java language.

Areas of study

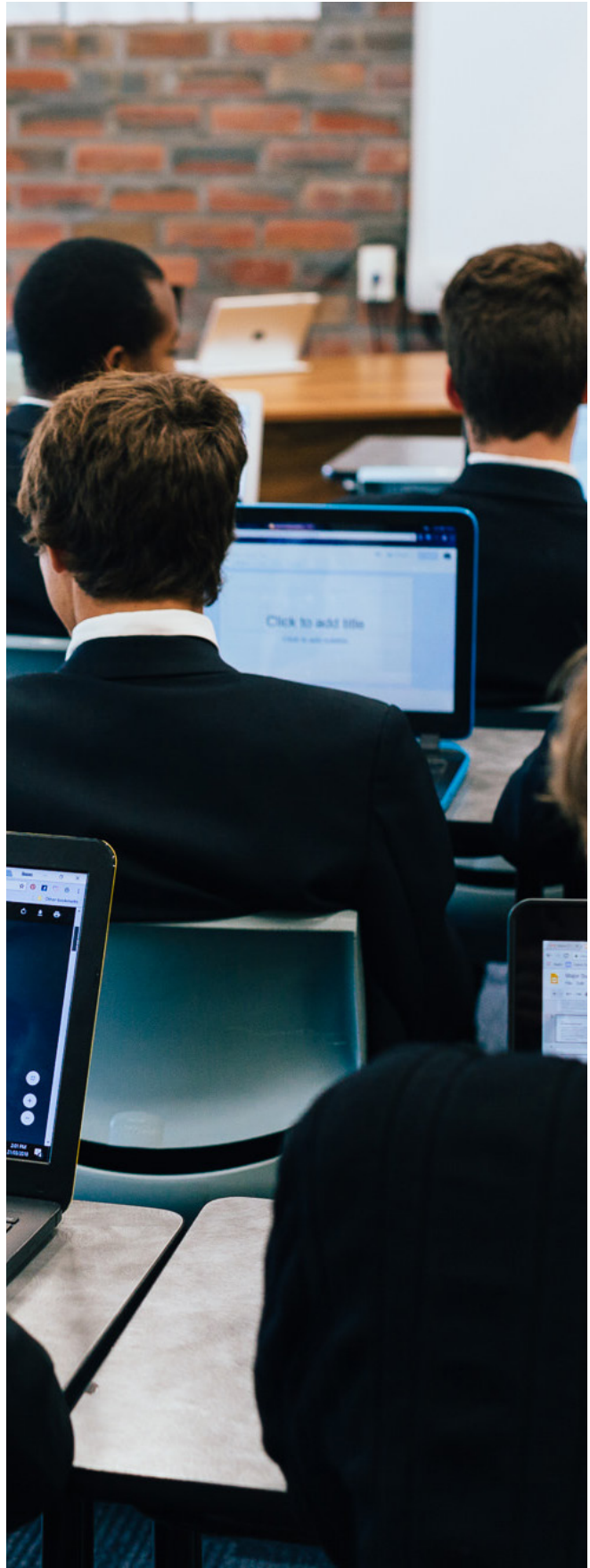
- How data is represented in a computer.
- Logic.
- Algorithms.
- Programming (Java).
- Negotiated project.
- Project management (SDLC).
- Ethics and ICT careers.

Assessment

Students' internal assessment is based on their performance in regular tests, programming and networks assignments. There is an external examination at the end of the year.

Pathways

This subject is highly technical and designed for those with a strong interest in studying computing or engineering at tertiary level.

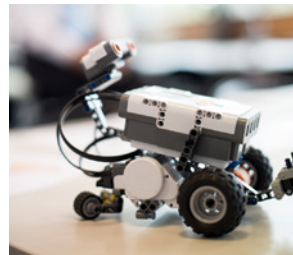
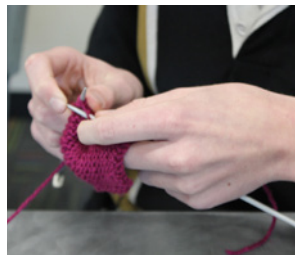


Beyond the Classroom

At Calvin, we look beyond the classroom to provide learning opportunities for our students. We partner with a number of community organisations to provide students with diverse learning environments and experiences.

Co-curricular

A co-curricular program is provided to all Calvin Year 7–12 students both inside the school timetable and outside of regular school hours. All students are involved in a compulsory co-curricular session on Thursday afternoon each fortnight. The co-curricular options offered to Calvin students over the past few years have included:



- First Aid Certificate
- Barista Course
- Surfing
- Chess
- Tennis
- Mountain Biking
- Basketball
- Sailing
- Ice Skating
- Creative Writing
- Kite making
- Athletics
- Worship Band
- STEM
- Woodwork
- Swimming
- Table Tennis
- Knitting
- Self Defense
- Cross Country
- AFL
- Netball
- Rugby
- Macrame
- Soccer
- Philosophy
- Puppet making
- Gridiron
- Learn Face Painting
- Pickleball
- Debating
- Archery
- Golf

Beyond the Classroom

Leadership and service

At Calvin Christian School we offer a variety of opportunities and programs to students that build skills in leadership and service. In Years 11 and 12, a selection of students form the **Student Council**. This group heads up all major school events, including assemblies, the Graduation and Thanksgiving service, and plays a key role in representing the school in events such as the Anzac Day service. The Student Council also take significant leadership in engagement with community and running events such as the Biggest Morning Tea.

In addition, senior students are given the opportunity to be part of the **Building Bridges program**. This program connects Year 10 - 12 students with a small group of Year 7 students to guide and mentor them through their first year of High School.

There are also a variety of key leadership positions available in our **House system**. Senior students who fill the role of House Captain are given responsibility in coordinating major sporting carnivals and mentoring younger students to build community and collective House spirit.

Our Senior students all form an important part of our school community. In addition to our formal leadership structure other opportunities exist in the form of mentoring, tutoring and teaching younger students on both academic, sporting and pastoral activities.



Pastoral care

Staff at Calvin are committed to engaging with each student in a holistic manner. Our pastoral care program is structured to ensure that each student and family have clear and consistent points of contact who can provide support, encouragement and guidance during the school journey.

Our Heads of Year, Head of Students, Pathway Coordinator and School Counsellor all play an important role in being proactive in encouraging a positive mindset at school, identifying and dealing with problems early on and providing connection and communication between home and school. Please do not hesitate to contact any of these people, via the school office, should the need arise.

Mission Trip

Once it has been deemed safe to travel again students in Years 10, 11 and 12 are also able to participate in a **mission trip** to Vanuatu. This provides an exciting opportunity for leadership development and Christian service for our senior students. The team travels to Nguna Island, an outer island off the north coast of Vanuatu. Calvin partners with Missionary Ventures Australia in the organisation of these exciting mission trips.



Tertiary Entrance Information



Entry to University of Tasmania

The University's minimum entry requirements are based on the TCE offered by the TASC. Full details regarding entry are available in the Admissions Guide at utas.edu.au/future-students

While it is unclear whether it will be extended for 2024 and beyond, UTAS is currently running their 'School's Recommendation Program' for enrolment. Application is based on the school's recommendation and Year 11 results, rather than ATAR score. This means Year 12 students can apply for up to five courses at the end of May and receive an offer from UTAS in July. The Schools Recommendation Program is open to almost all UTAS courses including new flexible double degrees, undergraduate degrees and Associate degrees. Quota based courses like Medicine or Paramedicine are not included in the program, however students can apply early for these courses and Tasmanian students will be prioritised.

Degree Courses

To be admitted applicants must satisfy the following four requirements:

- They must spend at least two years in post-Year 10 full-time study for the TCE and must study a combination of subjects designed for Years 11 and 12
- They must obtain a Satisfactory Achievement (SA) result or better in a minimum of four pre-tertiary subjects chosen from the schedule of subjects approved by the University
- They must obtain the minimum of four subjects in not more than two sittings
- They must obtain at least an SA in three of the pre-tertiary subjects in Year 12

If applicants meet the minimum entry requirements they are not guaranteed a place. All courses at the University are subject to quota selection. Selection of Tasmanian applicants for most courses will be based on their ATAR score. The ATAR score is calculated by aggregating the scores of your best three TCE subjects, taken in Year 12, together with the best score/s of up to two other approved pre-tertiary subjects (see explanation earlier in the handbook). Applicants may compete for entry with only the four subjects required to satisfy minimum entry requirements, instead of the five. Concessional entry based on an adjusted score. If applicants do not meet any of the above requirements, it is still possible to gain entry to University. Applicants who do not meet the above requirements will be considered for their course preferences on a concessional basis, or an alternative University entry pathway. To be considered for concessional entry an applicant's performance in the TCE and any supporting evidence of their capacity to undertake higher education study will be assessed. Supporting evidence may take the form of advice from the Principal or Careers Counsellor.

Associate Degrees

An associate degree program is also offered at the University of Tasmania. Some students may elect to apply for this if they are:

- School leavers who achieve a TCE (or ATAR) but who are not eligible/prepared/interested in studying a bachelor degree
- Students who want to gain skills and knowledge to start a career
- Students interested in learning about innovation and future jobs
- Students with industry/professional experience who would like to gain some academic credentials



Tertiary Entrance Information

This is a viable alternative to the traditional university entrance. More information can be found at the University website utas.edu.au/college/study-with-us/associate-degrees or by consulting the Pathways Coordinator.

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

Faculty Prerequisites

Some faculties use other criteria for entrance or require specific Year 11 or Year 12 subjects. For example, Fine Arts may assess a folio of work as an entrance requirement. Details of requirements are contained within the University of Tasmania Handbook or website utas.edu.au/courses.

For the University of Tasmania their Admissions Guide has enrolment details. Minimum entry requirements to undergraduate courses normally require satisfactory achievement (SA) in at least four subjects from the list above. Admission to some degree courses, however, requires prerequisite subjects. For further information, contact the Careers Counsellor or the University.

Mainland Universities

As a general rule mainland Universities use the same entrance requirements as the University of Tasmania with two important differences. Most require a Satisfactory Achievement in a pre-tertiary English. Furthermore, Mathematics Methods Foundation 3 is not recognised as a pre-tertiary subject at mainland Universities. If a mainland University is being considered it is essential that entry requirements of that University are checked through contact with the institution.

All courses at mainland Universities must be applied for through each state's admissions centre. Each will have a fee attached for administration of the application.

Queensland - [QTAC](#)

Victoria - [VTAC](#)

New South Wales - [UAC](#)

South Australia - [SATAC](#)

Western Australia - [TISC](#)



What Next?

- Discuss your course interests and possible choice with parents and subject teachers
- Meet with the Pathways Coordinator to discuss career options and construct a Pathway Plan
- Investigate UTAS, TAFE, VET or Apprenticeship options if desired
- Consider TASC 'Expectations of Learners' and university prerequisites
- Choose subjects and fill out a TCE Course plan located on the TASC website tasc.tas.gov.au/students/course-planner
- Confirm all TCE points are achieved through your plan
- Confirm the Literacy, Numeracy and ICT ticks are achieved through your plan
- Enroll in subjects online using the online Edval Choice Portal
- Meet with the Pathways Coordinator to confirm courses for 2024



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Calvin Christian School is part of CHRISTIAN SCHOOLS TASMANIA