



Senior College

# Subject Selection Guide



# 2026

**MARIST REGIONAL COLLEGE**

---

## About this Guide

The Senior College Subject Selection Guide serves as a roadmap for students navigating their academic journey. Tailored to their final years of education, this guide equips seniors with essential information, enabling them to make informed decisions about their subject choices. From outlining available courses to detailing prerequisites and offering insights into career pathways, the guide empowers students to craft a personalised curriculum that aligns with their interests, aspirations and future goals.

### Key Dates 2025

Tuesday 5 August	Subject Advice Evening
Thursday 14 August	Online Subject Selection opens
Sunday 17 August	Online Subject Selection closes
Monday 18 August	Web Preferences – print and give to your PCGL

## Checklist - Have you?

- Attended a Pathway Planning interview (Year 10 compulsory, Year 11 welcome)
- Completed your Online Subject Selection, printed your receipt and submitted this receipt to your PCGL by Monday, 18 August 2025



## Contents

From the Principal.....	3
From the Deputy Principal - Learning and Teaching.....	4
Who can provide advice? .....	5
How to choose subjects - the process .....	6
Online subject selection information .....	7
Student's preference receipt example .....	8
The Tasmanian Certificate of Education (TCE) .....	9
Tertiary entrance: University ATAR .....	10
UTAS University Connections Program & High Achievers Program.....	11
UCAT Testing.....	13
Pathways to University.....	13
What do I do now?.....	14
My pathway planning.....	14
The online web TCE planner .....	15
Senior College Subjects offered in 2026.....	16
Specific information on available courses.....	18
Cradle Coast Trade Training Centre .....	70
Vocational Education and Training & School Based Apprenticeships.....	71
Work Placements & MRC Trade Training Centres.....	72
Vocational Education and Training - Specific Course Information.....	73

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

*Jeremiah 29:11*

hope and a future

# Mission Statement

“Inspired by the Marist and Mercy charisms, we invite all to a faith relationship through formation, and an excellence in holistic education”



# values

## Hospitality

We strive to be, as a community, open and generous towards each other.

## Respect

We respect each person’s dignity and uniqueness, recognising that each person is created by God.

## Justice

We seek to be open and honest in our dealings with one another, reflecting our motto ‘Love the Truth’.

## Compassion

We commit to supporting each other sensitively in times of need.

## Responsibility

We accept an obligation to work collaboratively to maintain a vibrant learning community which is inclusive, encourages excellence and is safe and enjoyable.



HOSPITALITY



RESPECT



JUSTICE



COMPASSION



RESPONSIBILITY

# From the Principal

**Marist Regional College — where tradition meets excellence, and every student is known, valued, and supported.**

Marist is more than just a school — it's a community. As a Catholic college with a proud heritage, we offer a wide range of opportunities in a nurturing environment that promotes both academic success and personal growth. Our students are encouraged to thrive in all areas of life — spiritually, intellectually, socially, and emotionally.



What sets Marist apart is the unique spirit and sense of connection that defines our culture. Families often say there's just something different about Marist — a genuine warmth, a strong sense of belonging, and a shared commitment to high expectations and care.

We've made a deliberate choice to adopt an explicit, knowledge-rich curriculum. Our preferred teaching approach is direct instruction — a clear and structured method proven by research to be highly effective. While some may describe this as “old school,” we see it as evidence-based teaching that works. It ensures that students build strong foundations and are well-prepared for further study, work, and life beyond school.

Many students choose to attend Marist Regional College for Years 11 and 12 because we maintain the supportive structures developed in Year 10, while also treating and supporting them as young adults. We are proud of our outstanding staff, who understand the importance of delivering a rich and high-quality Senior College experience.

Our College understands its mission and purpose, guided by a clear vision and strategic direction for the future. Marist Regional College currently holds the second-highest secondary enrolment in Catholic Education Tasmania — a testament to the strength of our programs and the trust families place in us. There's a reason why more students are enrolling than ever before, and why they are accessing a greater breadth of opportunities than ever before.

We are excited for the future and look forward to what lies ahead for our students, staff, and the broader Marist community.

## Learning Tips

At Marist Regional College, we encourage students to maintain a healthy balance between study, leisure, co-curricular activities, and part-time work. While part-time employment helps develop important life skills, research shows that working more than eight hours per week can negatively impact academic performance. Students are encouraged to prioritise their studies and wellbeing, ensuring that work commitments do not interfere with their learning or personal development.

To support academic success, students have access to study periods designed for independent learning and research. Our well-equipped library provides an ideal space for focused study, and we offer free access to specialist tutors for one-on-one or small group support during study periods or break times. Every extra effort invested now will yield lasting benefits in future academic and career outcomes.

## Reporting to Parents/Guardians

Parents and guardians receive regular feedback through the College's Learning Management System (MEL). We strongly encourage active engagement with MEL, as it supports students in managing their learning and staying on track. In addition to continuous updates, families receive two formal reports: a Semester One Report generated by the College, and an End of Year Report provided by TASC or the relevant VET course provider. Parent-Teacher evenings offer valuable opportunities for in-person conversations with teachers alongside your son or daughter.

If a teacher has concerns about a student's learning progress at any point, they will make contact via MEL to inform families. These messages serve as important early indicators that additional support at home may be needed, and prompt action can make a significant difference in student outcomes.

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

Kind Regards,

**Mr Shayne Kidd**  
Principal

# From the Deputy Principal - Learning and Teaching

This Subject Selection Guide aims to inform students and parents/guardians about the options available for Senior Secondary study at Marist Regional College in 2026.

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



## The Senior College Curriculum

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

At Marist Regional College students can select programs that lead to University and/or further study through Vocational Education and Training (VET) programs. Students can elect to undertake a UTas Higher Education Program (HAP), a School-based Apprenticeship or work towards a trade certificate while completing their TCE. Many students at MRC combine VET and TASC subjects for a rounded and diverse experience.

This guide is designed to assist with the selection of subjects for Years 11 and 12. It contains information about each subject we offer at the College, and also contains details of the process of accreditation at the end of Year 12; the Tasmanian Certificate of Education (TCE) and the Australian Tertiary Admissions Rank (ATAR). Utilising this guide, in conjunction with seeking subject advice, will enable students and their parents to make informed decisions.

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

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

Think about the courses that:

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

With best wishes, and every success,

**Mrs Emily Sass**

Deputy Principal - Learning and Teaching

# Who can provide advice?

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

**Mrs Emily Sass Deputy Principal - Learning & Teaching**

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

**Email:** esass@mrc.tas.edu.au

**Mrs Marion Weeks Careers & Pathways Advisor**

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

**Email:** mweeks@mrc.tas.edu.au

**Mr Steven King Acting Timetable Coordinator**

Careers advice, timetabling, subject counselling, subject changes

**Email:** sking@mrc.tas.edu.au

**Mr Brett Argent TASC Liaison Officer**

Careers advice, TASC requirement advice, Tasmanian Certificate of Education Points advice

**Email:** bargent@mrc.tas.edu.au

**Miss Jennifer Reeves VET and School Based Apprenticeship Coordinator**

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

**Email:** jreeves@mrc.tas.edu.au

**Ms Rebekah Taylor Director of Student Support**

Development of individual learning programs for students with disabilities or learning support and extension, as well as pathways planning support and programs to meet your students' needs.

**Email:** rtaylor@mrc.tas.edu.au

Learning Area	Learning Area Leader / Heads of Department	
Art	Mrs Celena Kapene-Laing	claing@mrc.tas.edu.au
Behavioural Sciences	Ms Amy-Rose Langmaid	alangmaid@mrc.tas.edu.au
Business	Mr Brad Simpson	bsimpson@mrc.tas.edu.au
Design & Production (Metal/Wood)	Mr Joshua Mackie	jmackie@mrc.tas.edu.au
Digital Technologies	Mr Steve King	sking@mrc.tas.edu.au
Drama	Mr Tom Lamb	tlamb@mrc.tas.edu.au
English	Ms Danica Scolyer	dscolyer@mrc.tas.edu.au
Food and Fibres	Ms Karina Lemon	klemon@mrc.tas.edu.au
Health & Physical Education	Mr Alex Johnstone	alexjohnstone@mrc.tas.edu.au
Humanities	Mrs Sarah Farrow	sfarrow@mrc.tas.edu.au
Languages	Mrs Sarah Farrow	sfarrow@mrc.tas.edu.au
Mathematics	Mr Mike Clancy	mclancy@mrc.tas.edu.au
Outdoor Education	Mr Toby Skene	tskene@mrc.tas.edu.au
Religious Education	Mrs Caroline Brett	cbrett@mrc.tas.edu.au
Science	Mrs Donna Scott	dscott@mrc.tas.edu.au
The Arts	Mr Tom Lamb	tlamb@mrc.tas.edu.au
Vocational Education & Training (VET)	Ms Jennifer Reeves	jreeves@mrc.tas.edu.au

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

# How to choose subjects – the process

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

## Before Subject Selection

1. Think about what you are good at and what you may like to do in the future – a job or career pathway.
2. Use this handbook as your best resource to access information.
3. Talk to your parents, teachers, friends, other students and people who have relevant knowledge or experience.
4. NOTE: A Pathway Planning meeting is compulsory for all Year 10 students and welcome for Year 11 students.
5. Mrs Weeks, Mrs Sass, Mr King, Miss Reeves (VET), Mr Argent and Ms Taylor will be accessible for individual interviews with students to discuss subject selection further.
6. You need to choose 5 subjects with 2 reserve choices. Your first choice must be Religious Education/Study Line. (If doing 'Studies of Religion 2 or 3' as a subject, this will be a full study line).
7. Attend the Subject Advice Night on **Tuesday 5 August 2025** with your parents/guardians.
8. Make a decision about your balanced learning program for 2026/2027.
9. Complete your online TCE Planner.

## After Subject Selection

1. You will be sent an email which has a link that takes you to the online subject selection platform, Web Preferences. Online subject selections begin on **Thursday, 14 August 2025**.
2. Make sure you are hooked up to a printer when you are ready to input your online selections. Check the settings BEFORE you log in.
3. Go through the steps outlined in your email. You need to choose 5 subjects with 2 reserve choices. Your first choice must be Religious Education/Study Line. You need to choose your subjects in order of preference, including your reserves.
4. Print out two copies of your Subject Selection Receipt.
5. Make sure that both you and your parents/caregivers sign BOTH Subject Selection Receipts.
6. Check your subject selections on your TCE Planner Tool. Print off a copy and staple to one copy of your Subject Selection Receipt.
7. Hand this into your Pastoral Care Teacher by **Monday, 18 August 2025**.
8. Wait until November to get your book list (text books, levies and stationery). This also states your subject selection confirmation for 2026, check your subjects. Remember, if there is a clash with your choices on the timetable it will default to your reserve choices. Subjects will be withdrawn if a subject fails to attract adequate numbers and your reserves will be allocated. Please see Mr King, if you wish to make late changes as soon as possible. This will ensure book list changes can take place prior to closure for the holidays. Year 12 students (2026) may need to change subjects early in 2026 in consideration of receiving TCE results.

**IMPORTANT**

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

# Online subject selection information

---

## Online Student Options

**Opens: Thursday 14 August ~ Closes: 17 August**

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

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

### 1 STEP ONE - Accessing Web Preferences

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

### 2 STEP TWO - Selecting Preferences

To select your preferences, press the 'Add Preferences' button located near the top left corner of the page and the 'Preference Selection' page will display. Follow the instruction on this page to select subjects from the drop-down list boxes. When you have finished, press the 'Submit Preferences' button. You can ONLY change your preferences TWICE before they are locked in.

### 3 STEP THREE - Validating Preferences

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

### 4 STEP FOUR - Finishing Up

Print your 'Preference Receipt' page by pressing the 'Print Receipt' button. Continue by pressing the 'Finish' button, which will return you to the home page. Exit by pressing the 'Log Out' button. You and your parent/guardian sign the printed receipt and return it to Pastoral Care Group Leader by **Monday 18 August 2025**.

# Student's preference receipt example

Student Preference Receipt

Receipt No: TSS8-1-1-160

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

Student: John Smith

EXAMPLE

Preference List - Example

Preference 1: Year 11 RE - The Power of Community

Preference 2: Psychology 3

Preference 3: English Foundations 2

Preference 4: History 2

Preference 5: Cert II in Construction

Preference 6: Contemporary Music and Songwriting 2

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

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

Print off this page and submit to Pastoral Care Group Leader by **Monday, 18 August 2025.**

# The Tasmanian Certificate Of Education

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

(TCE)

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

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

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

- Everyday adult reading, writing and communication (literacy) skills
- Everyday adult mathematics (numeracy) skills
- Everyday use of computers and internet (ICT) skills
  - ICT Standard;
    1. Achieving the overall award Satisfactory Achievement (SA), or higher in one of the 16 TASC courses that have the Use of Computers and the Internet Standard included in the course.
    2. Having passed the Use of Computers and the Internet Standard safety net test.
    3. Receiving recognition of use of computers and the internet as part of achieving all three of the other TCE standards:
      - o Participation and Achievement Standard - 120 credit points (with at least 80 credit points in studies at Level 2 or higher)
      - o Everyday Adult Standard: Reading, Writing and Communication (in English)
      - o Everyday Adult Standard: Mathematics.
- Completion of a full program as part of your senior secondary education and training
- Plans for your future pathway planning

## TCE – Credit Points & Complexity Levels

### What is a Credit Point Value?

Each course/VET unit that you do has been given a 'credit point' value. The 'credit point' value is the size rating of a course (the 'amount' of learning at or above a certain standard). For your result to count towards your credit points, you must achieve a PA (Preliminary Achievement) or above. You need 120 credit points to achieve your TCE.

### What does a Level of Complexity in a Subject mean?

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

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

# Tertiary entrance: University ATAR

## University Pathway

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

**You must achieve your TCE to receive an ATAR.**

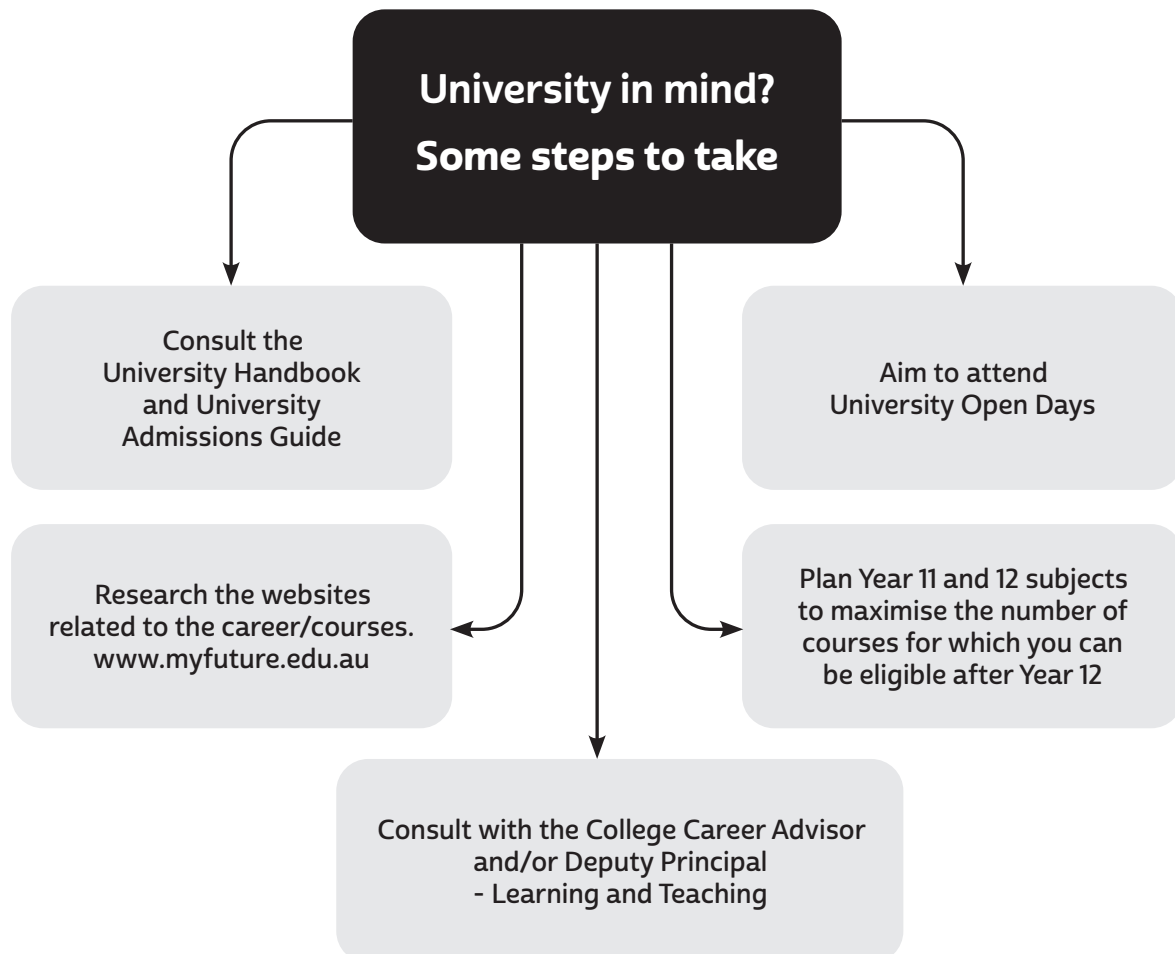
### TERTIARY ENTRANCE SCORE CALCULATION

The **ATAR** is calculated by using your best five (minimum four) Level 3 or Level 4 subjects accredited by TASC from Year 11 or Year 12.

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

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

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



Marist Regional College has a close connection to UTAS, which allows high achieving Year 11 and 12 students to undertake university courses in conjunction with their TASC subjects. They may undertake these courses without incurring HECS-Help fees. However, please note that these courses are subject to change because they are offered at the discretion of the University of Tasmania and cannot be guaranteed. The University Connections Program (UCP) allows Year 11 and 12 students to study university level units at the same time or in addition to their TASC courses.

## University Connections Program

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

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

### Full UTAS Units

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

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

### Performance Project Units

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

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

### Extension Units

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

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

Students interested in one or more of these programs need to speak to the teacher of the relevant subject, and then to Mr King/Mrs Sass concerning their eligibility and suitability for the program. **Students are responsible for completing the application and seeking the appropriate references before the due date.**

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

## UTAS High Achievers Program

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

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

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

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

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

### For Entry into HAP in Grade 12

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

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

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

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

### For Entry into HAP in Grade 11

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

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

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

# UCAT Testing

## What is UCAT Testing?

From 2019 the previously known UMAT test is replaced by a new test, the UCAT (University Clinical Aptitude Test). The UCAT is a mandatory admissions test for some Medicine, Dentistry and Clinical Sciences courses and programmes.

**Details of the test are available on the UCAT website [www.ucatofficial.com](http://www.ucatofficial.com)**

The UCAT is a 2-hour computer-based test. Candidates sit the test at Pearson VUE test centres. The test consists of five, separately timed, subtests:

- Verbal Reasoning
- Decision Making
- Quantitative Reasoning
- Abstract Reasoning
- Situational Judgement Test

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

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

# Pathways to University

## University Preparation Program

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

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

## Associate Degrees

An Associate Degree is a two-year (full-time) university qualification that you can do after Year 12 or having achieved a Certificate III or IV. Check individual courses for additional requirements.

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

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

## Diploma of University Studies

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

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

# What do I do now?

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

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

[www.myfuture.edu.au/](http://www.myfuture.edu.au/)

[www.australianapprenticeships.gov.au](http://www.australianapprenticeships.gov.au)

[www.jobsearch.gov.au](http://www.jobsearch.gov.au)

[www.mycareer.com.au](http://www.mycareer.com.au)

## My pathway planning

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

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

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

### Subject Change Disclaimer:

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

# The online web TCE planner

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

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

Please note that credit points for all VET Courses are pre-calculated and are shown on each VET page for easy reference.

The screenshot shows the TCE course planner interface. At the top, there is a navigation bar with links for Home, Students, Teachers, Schools and other providers, Parents, and TCE Top Page. The main header is 'TCE course planner' with a 'back to Students' link. Below the header, there are tabs for TASC, RFL, UTAS, VET Quals, and VET Units. A search bar contains the word 'outdoor' and a filter button 'Filter by study area or difficulty'. Below the search bar, there are two course cards: 'TASC - Level 2 - OXP215118 Outdoor Education' and 'TASC - Level 3 - OXP315118 Outdoor Leadership', both with 15 credit points and an 'Add to plan' button. To the right, a 'Your TCE course plan' panel shows a total of 65 TCE credit points. It lists the following courses: TASC - ENGLISH (TASC - Level 3 - ENG315117 English, 15 credit points), TASC - HEALTH AND PHYSICAL EDUCATION (TASC - Level 1 - OXP105118 Outdoor Experiences, 5 credit points), TASC - HUMANITIES AND SOCIAL SCIENCES (TASC - Level 3 - REL315124 Studies of Religion, 15 credit points), TASC - MATHEMATICS (TASC - Level 4 - MTM415117 Mathematics Methods, 15 credit points), and TASC - THE ARTS (TASC - Level 3 - ART315123 Visual Art, 15 credit points). Below the course list is an 'Everyday adult standards check' section with three items: 'Reading and writing standard' (checked), 'Mathematics standard' (checked), and 'Computers and internet standard' (unchecked). A red 'X' icon and text indicate 'TCE Credit Points not reached yet'.

## Using the TCE Planner

- Use the subject selection guide to see which courses the college is offering in 2025.
- Use the TCE course planner to see the number of TCE credit points you could achieve for your program of study and if your selected courses will meet the 'everyday adult' TCE standards (ticks).
- To share or save your plan, hit the share button and copy the URL for your plan. Please then print your plan and bring it to your Pathway Planning meeting in Term 3. To print the plan from the screen, press Ctrl + P.

# Senior College Subjects offered in 2026

Learning Area	Subject	TCE Points	Level	Literacy	Numeracy	ICT
Religious Education	Year 11 RE - The Power of Community • You, Your Family & the Community	5	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Community Service Learning	5	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Year 12 RE-Inspiring Change 2	5	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Studies of Religion 2	15	2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Studies of Religion 3	15	3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Arts	Visual Art 2	15	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Visual Art 3	15	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Art Studio Practice 3	15	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Musical Theatre 2	15	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Drama - Foundations 2 (Note: is <b>not</b> available in 2026 but is available in 2027)	15	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Drama 3 (Note: is <b>not</b> available in 2026 but is available in 2027)	15	3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Theatre Performance 3 (Note: is available in 2026 but <b>not</b> available in 2027)	15	3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Music Technology Projects - Foundation 2	15	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Contemporary Music and Songwriting 2	15	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	UTAS Music Technology Projects	15	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	UTAS Songwriting	15	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	UTAS Foundation Practical Study	15	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	UTAS Advanced Practical Studies	15	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	UTAS Advanced Music Technology Projects	15	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Media Production Foundations 2	15	2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Media Production 3	15	3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Humanities	Working with Children 2	15	2	<input type="checkbox"/>	<input type="checkbox"/>
Introduction to Sociology & Psychology 2		15	2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sociology 3		15	3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Psychology 3		15	3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Business Foundations 2		15	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business 3		15	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Economics 3 (Note: is <b>not</b> available in 2026 but is available in 2027)		15	3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accounting 3 (Note: is available in 2026 but is <b>not</b> available 2027)		15	3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Legal Studies 3		15	3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
History 2		15	3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ancient History 3 (Note: is <b>not</b> available in 2026 but is available in 2027)		15	3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modern History 3 (Note: is available in 2026 but is <b>not</b> available 2027)		15	3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
UTAS Sports and Recreation Management		15	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English		Essential Skills -Reading and Writing 2**	10	2	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	English Inquiry 2	15	2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	English Studio 2	15	2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	English Foundations 2	15	2	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	English 3	15	3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	English Literature 3	15	3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	English Studio 3	15	3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	EALD English 3**	15	3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health & PE	Fitness, Sport & Recreation Experiences • Sport and Recreation Experiences	10	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	• Fitness Experiences	5	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Outdoor Education 2	15	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Athlete Development 2	15	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Sport Science 3	15	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Health Studies 3	15	3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Learning Area	Subject	TCE Points	Level	Literacy	Numeracy	ICT
Languages	French 2	15	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	French 3	15	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Japanese 2	15	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Japanese 3	15	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mathematics	Essential Skills - Maths 2**	10	2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Essential Mathematics - Workplace 2**	15	2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	General Mathematics 2	15	2	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	General Mathematics 3	15	3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Mathematics Methods - Foundation 3	15	3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Mathematics Methods 4	15	4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Mathematics Specialised 4	15	4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Science	Biology 2	15	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Biology 3	15	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Physical Sciences - Foundation 2	15	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Physical Sciences 3	15	3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Environmental Science 3	15	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Chemistry 4	15	4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Physics 4	15	4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Technologies	Agricultural Enterprise 2	15	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Computer Graphics & Design Foundation 2	15	2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Computer Graphics & Design 3	15	3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Digital Technologies 2	15	2	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Design & Production - Textiles 2	15	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	UTAS Object Design	15	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Food, Cooking & Nutrition 2	15	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Food & Nutrition 3	15	3	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Design & Production -Wood 2	15	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Design & Production -Metal 2	15	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Housing and Design 3	15	3	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Mixed Field	Work Readiness	15	2	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Pathways to Work	15	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VET	Certificate II in Animal Care*	46	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Certificate I in Automotive Vocational Preparation	19	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Introduction to Baking	38	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Certificate II in Construction Pathways	27	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Introduction to Cookery	17	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Certificate II in Electrotechnology (Career Start)*	45	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Certificate II in Engineering Pathways ~	48	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Introduction to Hair and Beauty*	19	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Certificate II in Hospitality	28	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Introduction to Nursing and Health Occupations ~	22	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Partial Commercial Pilot Licence*	39	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Certificate II in Sport Coaching	24	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Short Courses	Certificate I in Basic Financial Literacy	19		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Provide First Aid	4		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Provide Responsible Service of Alcohol (RSA)	1		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Shipboard Safety Skillset	12		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	UTAS Accountability and Accounting	8	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\* Delivered at St Brendan Shaw College in Devonport

~ Delivered at TasTAFE Burnie Campus

\*\* Students need to meet access requirements for these courses

Note: Level 1 courses can be offered to eligible students

Note: Students can obtain the ICT tick by obtaining their 120 TCE Points and Literacy and Numeracy ticks



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

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

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

## Year 11

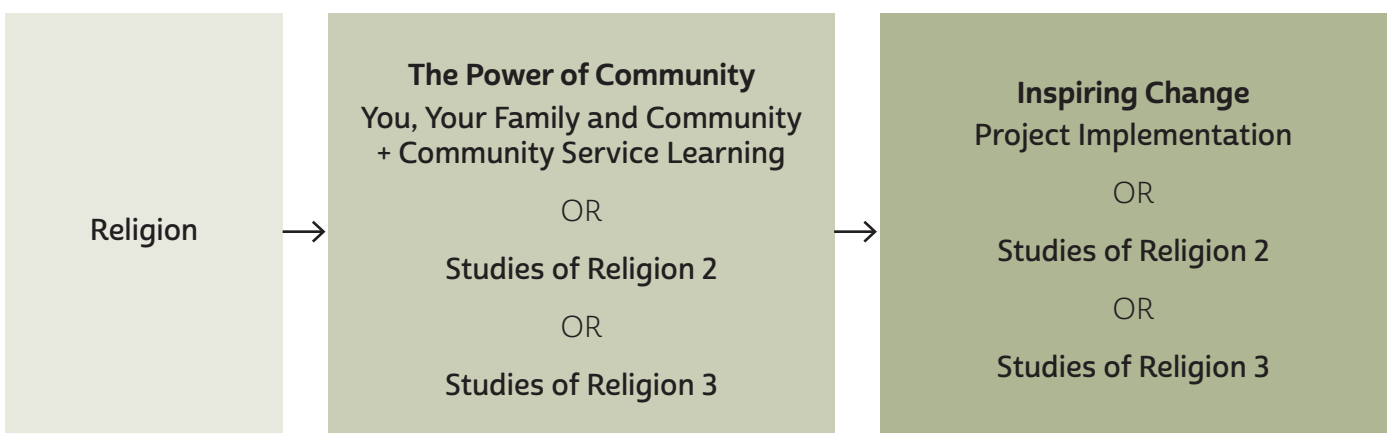
## Year 12

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

## Year 10

## Year 11

## Year 12



# Year 11 Religion – The Power of Community

All Year 11 students who are not undertaking 'Studies of Religion 2 or 3' will study both 'You, Your Family and the Community' and 'Community Service Learning' across the year, gaining 10 credit points. These courses take place in a double lesson each week, on the students' Study Line.

## BHY105116

### You, Your Family and Community 1

**Complexity Level:** 1

**TCE Points:** 5

**TCE Standards:**

Computers & Internet

Mathematics

Reading & Writing

**TASC Access:**

There are no access restrictions for entry into this course.

**MRC Recommendations:**

There are no pre-requisites for this course.

**Content:**

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

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

## CSL205118

### Community Service Learning 2

**Complexity Level:** 1

**TCE Points:** 5

**TCE Standards:**

Computers & Internet

Mathematics

Reading & Writing

**TASC Access:**

There are no access restrictions for entry into this course.

**MRC Recommendations:**

There are no pre-requisites for this course.

**Content:**

*Community Service Learning 2* will operate as part of Year 11 Religion, with *You, Your family and the Community* and will seek to provide students with a practical link to their religious education at Marist Regional College.

Working with a Community Service Provider, students identify a social injustice, discern an appropriate response, and design and implement a community service initiative using the 'See, Judge, Act' Catholic framework for responding to social injustice within our world. Students engage in group discussions, practical application of knowledge, excursions to community organisations, independent study, and reflection. Completion of additional volunteering, reflection activities and a logbook detailing their involvement is required.

# Year 12 Religion – Inspiring Change

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

PRJ205118

## Project Implementation 2

**Complexity Level:** 2

**TCE Points:** 5

**TCE Standards:**

Computers & Internet

Mathematics

Reading & Writing

**TASC Access:**

There are no access restrictions for entry into this course.

**MRC Recommendations:**

There are no pre-requisites for this course.

**Content:**

*Inspiring Change 2* is a College developed course based on the TASC Project Implementation subject. *Inspiring Change* is, as the name suggests, about being inspired and empowered to be change agents - identifying, learning about, and responding to an issue.

*Inspiring Change 2* starts by engaging students in an exploration of a wide range of contemporary justice-related social, moral, and ethical issues. Students are challenged to examine their own beliefs, values, and opinions in light of new or un-thought of perspectives and arguments. As a result, students develop the ability to be able to understand opinions and perspectives different to their own, show empathy towards others, and to think deeply and critically about information they are presented with.

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

## REL215124 Studies of Religion 2

**Complexity Level:** 2

**TCE Points:** 15

**TCE Standards:**

Computers & Internet   
Mathematics   
Reading & Writing

**TASC Access:**

There are no access restrictions for entry into this course.

**MRC Recommendations:**

'C' or higher in Year 10 English.

**Content:**

*Studies of Religion 2* explores religious diversity and the role that religion plays in society and in many people's lives. Learners will study details about specific religious traditions that will include aspects of spirituality, individual and communal faith.

*Studies of Religion 2* has an inquiry-based approach. This approach to investigating religious traditions is applied through different disciplines which include philosophy: exploring the links between belief and practice; sociology: investigating differences in religious institutions; theology: understanding how specific faiths work; history: understanding the foundation or evolution of a religious tradition.

Throughout this course learners will have opportunities to work both individually and in a group. They will undertake projects that investigate different religious beliefs, values and practices. *Studies of Religion* is suitable for learners who are curious about different religious views. It also suits those wishing to broaden their inquiry and communication skills.

**Assessment:** Internal assessment including written and multimodal extended responses.

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

## REL315116 Studies of Religion 3

**Complexity Level:** 3

**TCE Points:** 15

**TCE Standards:**

Computers & Internet   
Mathematics   
Reading & Writing

**TASC Access:**

There are no access restrictions for entry into this course.

**MRC Recommendations:**

'C' or higher in Year 10 English.

**Content:**

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

In this course students will:

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

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

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



**ART215123**  
**Visual Art 2**

**Complexity Level:** 2

**TCE Points:** 15

**TCE Standards:**

- Computers & Internet
- Mathematics
- Reading & Writing

**TASC Access:**

There are no access restrictions for entry into this course.

**MRC Recommendations:**

There are no pre-requisites for this course.

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

Students must be highly motivated and able to work independently.

**Content:**

*Visual Art 2* is a course for students who would like to engage with a specific visual art studio from the available selection offered by their provider, and it may also prepare them for *Visual Art 3*. Students will undertake arts practice in a 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. Students 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 2* promotes innovation and creative and critical thinking skills, persistence and self-direction, all of which help prepare learners for their future.

*Visual Art 2* comprises of 3 modules, which are delivered sequentially.

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

## ART315123

### Visual Art 3

**Complexity Level:** 3

**TCE Points:** 15

**TCE Standards:**

Computers & Internet

Mathematics

Reading & Writing

**TASC Access:**

There are no access restrictions for entry into this course.

**MRC Recommendations:**

There are no pre-requisites for this course.



#### Content:

*Visual Art 3* is a course for students 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 3* has been developed for students seeking a pathway to tertiary studies or a career within the visual arts. Students 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 of the world and their own experience and a form of cultural transmission. The course encourages students to apply problem-solving skills, think creatively and analytically and engage with traditional, modern and contemporary art forms. Students apply and refine their skills in the research, analysis and criticism of art from a range of social, historical and cultural contexts, and express and identify meaning in artworks in increasingly sophisticated ways. Study of *Visual Art 3* promotes skill refinement, confidence, self-direction and innovation, all of which help prepare students for their future.

*Visual Art 3* comprises of 3 modules, which are delivered sequentially.

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

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

## ART315214

### Art Studio Practice 3

**Complexity Level:** 3

**TCE Points:** 15

**TCE Standards:**

Computers & Internet

Mathematics

Reading & Writing

**TASC Access:**

There are no access restrictions for entry into this course.

**MRC Recommendations:**

CA for Visual Art 3.

**Content:**

*Art Studio Practice 3* prepares students for the study of art at a tertiary level. 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 3* has been designed to enable students to develop meaningful conceptual knowledge through research and studio practice. It will challenge students to engage in reflective and critical analysis to refine, evaluate and articulate their ideas in the consolidation of their artistic practice. The course integrates knowledge and practice through active art investigation and participation in specialised and authentic learning experiences. It provides a framework for students to establish links and actively engage with local, national and international art communities. Students will negotiate a proposal for self-directed learning. Their sustained investigation will culminate in an exhibition and an interview.

This course consists of two compulsory areas of learning:

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

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

This course consists of internal and external assessment.

#### Year 10

Visual Art

#### Year 11/12

Visual Art 2  
ART215123

Visual Art 3  
ART315123

#### Year 12

Visual Art 3  
ART315123

Art Studio  
Practice  
ART315214

#### Post Secondary

TAFE  
University

Private Colleges

Freelance  
Self-employed  
artist

## MUT215120 Musical Theatre 2

**Complexity Level:** 2

**TCE Points:** 15

**TCE Standards:**

Computers & Internet

Mathematics

Reading & Writing

**TASC Access:**

There are no access requirements for this course.

**MRC Recommendations:**

Students wishing to enrol in *Musical Theatre 2*, are expected to have prior singing experience.

Students who undertake this course are required to participate in the College Musical.

**Content:**

*Musical Theatre 2* is an increasingly relevant performing art form for Australian audiences. In the study of *Musical Theatre 2*, learners work as members of a Musical Theatre ensemble, acquire music and performance skills and learn specialised techniques necessary for the performance of this sophisticated theatre genre.

The study of Musical Theatre builds social skills and increases self-confidence. *Musical Theatre 2* allows the exploration and expression of emotion and creativity. Learners will develop significant skills in rhythmic, body and spatial awareness.

There are four units of study in the *Musical Theatre 2* course:

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

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



SDS215117

**Drama - Foundations 2**  
- Available in 2027

**Complexity Level:** 2

**TCE Points:** 15

**TCE Standards:**

Computers & Internet

Mathematics

Reading & Writing

**TASC Access:**

There are no access restrictions for entry into this course.

**MRC Recommendations:**

Year 10 Drama recommended.

**Content:**

*Drama Foundations 2* is an introductory course that is designed to engage students in experiential learning experiences for the purpose of developing skills, knowledge and understanding in areas such as voice, movement, improvisation and role play. Students participate in public performances and attend live theatre performance for the purpose of reflection. Students undertaking *Drama Foundations 2* refine their public speaking, presentation, communication, and team-work skills and improve their self-confidence, capacity for empathy and concentration.

**Assessment:** Assessment is internal.

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

SDD315120

**Drama 3**  
- Available in 2027

**Complexity Level:** 3

**TCE Points:** 15

**TCE Standards:**

Computers & Internet

Mathematics

Reading & Writing

**TASC Access:**

There are no access restrictions for entry into this course.

**MRC Recommendations:**

Recommended for students with prior experience in Drama.

**Content:**

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

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

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

**Year 10**

Drama  
Foundation  
SDS215117



**Year 11/12**

Drama  
SDD315120  
  
Theatre  
Performance  
SDP315120



**Post Secondary**

Tafe  
University  
Employment →  
WACA, NIDA, VCA  
Associate Diploma Of  
Technical Theatre, Film & TV

SDP315120

## Theatre Performance 3

- Available in 2026

**Complexity Level:** 3

**TCE Points:** 15

**TCE Standards:**

Computers & Internet

Mathematics

Reading & Writing

**TASC Access:**

There are no access restrictions for entry into this course.

**MRC Recommendations:**

There are no pre-requisites for this course.

**Content:**

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

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

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



AUD215120

## Music Technology Projects - Foundation 2

**Complexity Level:** 2

**TCE Points:** 15

**TCE Standards:**

Computers & Internet

Mathematics

Reading & Writing

**TASC Access:**

There are no pre-requisites for this course.

**MRC Recommendations:**

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

**Content:**

*Music Technology Projects - Foundation 2* is the process of recording, acquiring, generating, manipulating and editing audio elements. It is employed in a variety of disciplines including film-making, television production, theatre, sound recording and reproduction, live performance, sound art, post-production and video game software development.

*Music Technology Projects - Foundation 2* is designed to allow learners opportunities to develop foundation skills across a wide range of aspects of audio design. Learners will carry out tasks and activities that involve developing a range of knowledge and skills, including some basic theoretical and/or technical knowledge and skills relevant to the wider audio/music technology industry. This foundation course provides knowledge and skills that prepare learners for the UTAS course *Music Technology*.

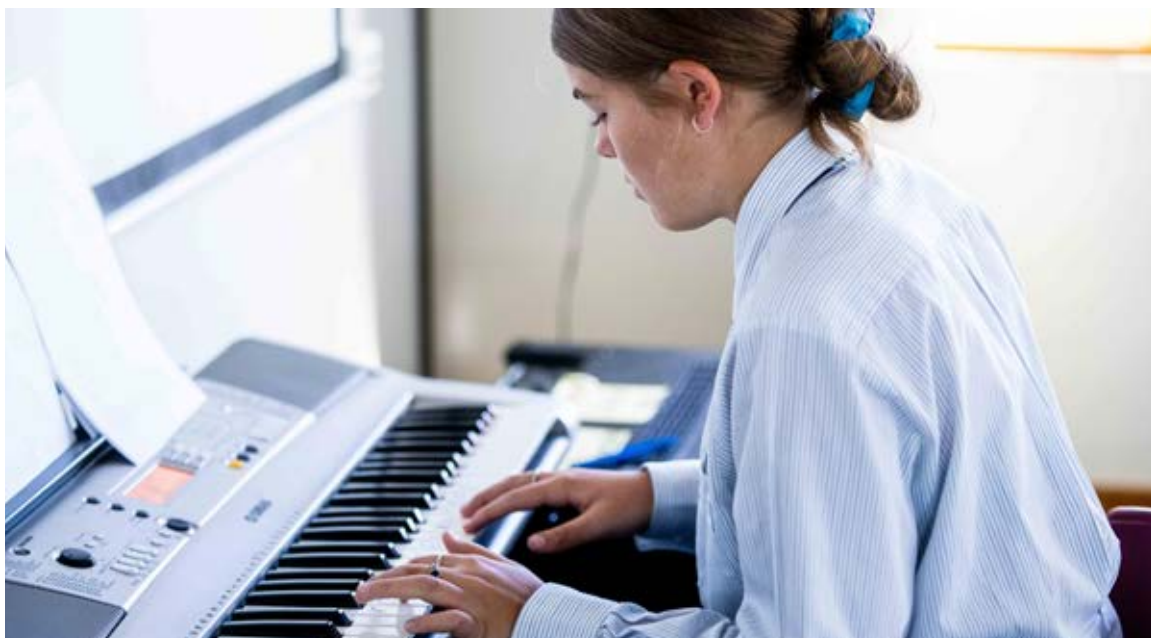
**Areas covered include:**

- A basic understanding of the music technology production processes and post-production skills
- Practical skills in music technology
- An understanding of the role audio engineering and music technology has in the contemporary arts.

**Comprising 5 (five) key areas of study:**

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

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



CMS215123

## Contemporary Music and Songwriting 2

**Complexity Level:** 2

**TCE Points:** 15

**TCE Standards:**

Computers & Internet

Mathematics

Reading & Writing

**TASC Access:**

There are no access restrictions for entry into this course.

**MRC Recommendations:**

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



**Content:**

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

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

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

**Areas covered include:**

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

**Studied through 3 (three) modules:**

**Module 1:** Composition and creativity

**Module 2:** Contemporary music industry knowledge and skills

**Module 3:** Performance and creative entrepreneurship

**Pathway:** Successful completion of *Contemporary Music and Songwriting 2* may lead to Certificate III in a field related to music (i.e: Sound), involvement in the entertainment industry, playing music for personal pleasure, leisure activities, social music sharing/creating/performing, part-time work as a musician and the study of related units in Contemporary Music at a Conservatorium of Music including UTAS Hobart.

# UTAS University Connections Program (UCP)

**Courses Available:**

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

**Courses when required:**

- FCP120 **Advanced Practical Study**
- FCJ111 **Advanced Music Technology Projects**

**TCE Points:** 15

**TCE Standards:**

- Computers & Internet
- Mathematics
- Reading & Writing

**Pre-requisites:**

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

**Requirements:**

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

**MRC Recommendations:**

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

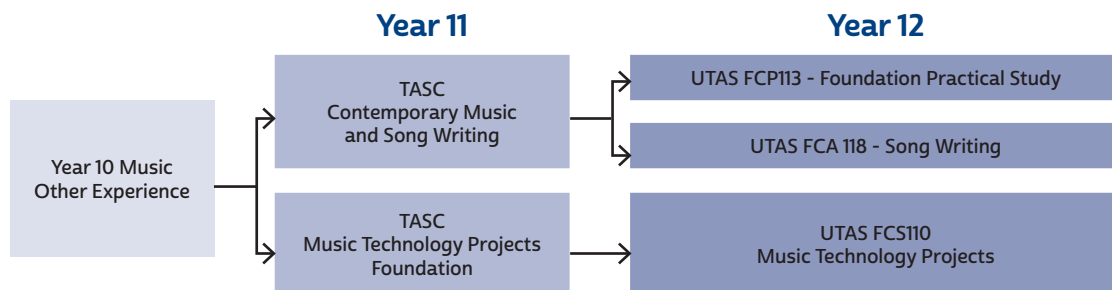
**Content:**

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

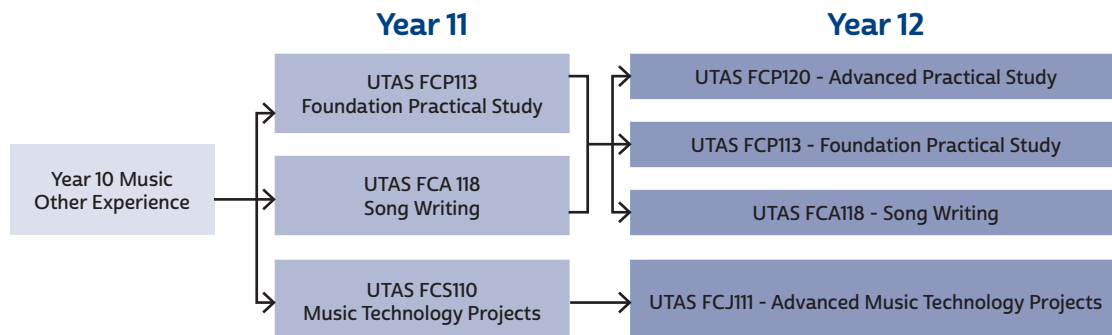
Courses are accessed via enrolment with the University of Tasmania and on completion of an eCAF form (Electronic Commonwealth Assistance Form) courses are provided FREE to college students. Courses are studied at school and are timetabled in the same way as all Senior College courses. All students will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

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

## Non Pre-tertiary to Pre-tertiary Pathway



## Pre-tertiary to Pre-tertiary Pathway



## MED215117

### Media Production Foundations 2

**Complexity Level:** 2

**TCE Points:** 15

**TCE Standards:**

Computers & Internet   
Mathematics   
Reading & Writing

**TASC Access:**

There are no access restrictions for entry into this course.

**MRC Recommendations:**

There are no pre-requisites for this course.

**Content:**

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

- Screen or
- Print and Digital Media

Students select an area of specialisation:

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

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

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

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

**Assessment:** Internal Assessment.

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

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

## MED315117

### Media Productions 3

**Complexity Level:** 3

**TCE Points:** 15

**TCE Standards:**

Computers & Internet   
Mathematics   
Reading & Writing

**TASC Access:**

There are no access restrictions for entry into this course.

**MRC Recommendations:**

There are no pre-requisites for this course.

**Content:**

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

This is a practical subject with activities including:

- Writing, video production
- Multimedia
- Analysis

Students select an area of specialisation:

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

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

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

**Pathway:** *Media Production 3* is aimed at students expressing an interest in working within the Media Industry. Students will be eligible to receive their ICT and English tick at the successful completion of this course.



## BHC215116

### Working with Children 2

**Complexity Level:** 2

**TCE Points:** 15

**TCE Standards:**

Computers & Internet

Mathematics

Reading & Writing

**TASC Access:**

There are no pre-requisites for this course.

**MRC Recommendations:**

Students have to be willing to apply for a Working with Vulnerable People Card through Service Tasmania.

**Content:**

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

This course has:

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

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

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

## BHX215118

### Introduction to Sociology & Psychology 2

**Complexity Level:** 2

**TCE Points:** 15

**TCE Standards:**

Computers & Internet	<input type="checkbox"/>
Mathematics	<input type="checkbox"/>
Reading & Writing	<input checked="" type="checkbox"/>

**TASC Access:**

There are no access restrictions for entry into this course.

**MRC Recommendations:**

There are no pre-requisites for this course.

**Content:**

This course introduces the disciplines of sociology and psychology and is a recommended pre-requisite for TASC studies in *Sociology and Psychology 3*.

Students will study three compulsory and two elective units:

1. An introduction overview of the disciplines of sociology and psychology and research methodology (compulsory)
2. Psychological Development (compulsory)
3. Sociology Youth Culture and Socialisation (compulsory)
4. Sociology of Gender (elective)
5. Forensic Psychology (elective)

The course introduces students to:

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

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

**Pathways:** This course provides a pathway to further education, training, and employment for careers such as human resources, teaching, police force, social work, childcare services, youth and detention centers, mental health services, nursing and government services.

## BHS315116

### Sociology 3

**Complexity Level:** 3

**TCE Points:** 15

**TCE Standards:**

Computers & Internet	<input checked="" type="checkbox"/>
Mathematics	<input type="checkbox"/>
Reading & Writing	<input checked="" type="checkbox"/>

**TASC Access:**

There are no access restrictions for entry into this course.

**MRC Recommendations:**

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

Introduction to Sociology or Psychology.

**Content:**

*Sociology 3* is the scientific study of human society and social behaviour. This course presents an introduction to the discipline, its theories and its research methods. It explores the relationship between the individual, culture and society. Showing how social and cultural forces influence personal experience and group behaviour. It covers culture, socialisation, society, social groups, and deviance. It examines various forms of social inequality, showing how political, economic, and ideological factors underlie social, racial, and ethnic, gender and age stratification. It covers four major social institutions: family, education, work, and the media.

**Assessment:** Assessment is based on internal work.

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

**Pathway:** The study of *Sociology 3* can lead to employment in government and community organisations including, for example, cultural and community development, or work with minority and ethnic groups. It can lead to work in fields that address such issues as crime and substance abuse, youth and family matters, industrial relations, social justice, and social issues related to health care.

## BHP315116 Psychology 3

**Complexity Level:** 3

**TCE Points:** 15

**TCE Standards:**

Computers & Internet

Mathematics

Reading & Writing

**TASC Access:**

There are no pre-requisites for this course.

**MRC Recommendations:**

A solid result in Year 10 History and/or English would be an advantage to students with the level of essay/response writing and analytical skills required for this course. Introduction to Sociology and Psychology and/or A/B in Year 10 English.



**Content:**

The knowledge, skills and understandings developed from studying *Psychology 3* include individual differences, psychobiological processes, learning, memory and an understanding of methods of inquiry in psychology.

Units to be studied will include:

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

**Assessment:** Assessment will be based on internal work, as well as:

- A 3 hour examination
- An externally assessed investigation project

Therefore, a strong grounding in formal writing skills, including reports and essays is essential.

**Pathways:** This subject is ideal for students considering a career as a psychologist, counsellor, nurse, welfare workers, police officer, lawyer or teacher.



## BST215116

### Business Studies Foundation 2

**Complexity Level:** 2

**TCE Points:** 15

**TCE Standards:**

Computers & Internet   
Mathematics   
Reading & Writing

**TASC Access:**

There are no pre-requisites for this course.

**MRC Recommendations:**

There are no pre-requisites for this course.

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

**Content:**

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

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

*Business Studies Foundation 2* is divided into six (6) compulsory units of study:

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

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

## BST315116

### Business Studies 3

**Complexity Level:** 3

**TCE Points:** 15

**TCE Standards:**

Computers & Internet   
Mathematics   
Reading & Writing

**TASC Access:**

There are no pre-requisites for this course.

**MRC Recommendations:**

A solid result in Year 10 History and/or English would be an advantage to students with the level of essay/response writing and analytical skills required for this course. A solid result in Year 10 Maths would be an advantage to students with the level of financial language and problem solving required for this course.

**Pathway:** *Business Studies 3* establishes a basis for tertiary study in business and commerce, and further education, training and employment in the fields of small-to-medium enterprise, business management, human resource management, financial management, commerce, marketing and operations management and corporate systems management.

**Content:**

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

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

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

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

**ECN315116****Economics 3****- Available in 2027****Complexity Level:** 3**TCE Points:** 15**TCE Standards:**Computers & Internet Mathematics Reading & Writing **TASC Access:**

There are no pre-requisites for this course.

**MRC Recommendations:**

A solid result in Year 10 History and/or English would be an advantage to students with the level of essay/response writing and analytical skills required for this course.

**Content:**

The study of *Economics 3* gives students an appreciation of our standard of living and how this is affected by events locally, nationally and in the global arena. Students learn skills in cost benefit analysis, modelling and communication. This course examines microeconomic issues such as pricing, production possibilities and the interaction of demand and supply, and macroeconomic issues such as inflation, unemployment and growth.

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

**Course Content:**

*Economics 3* is divided into 4 units of study:

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

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

**Pathway:** *Economics 3* is a course designed for students interested in careers in commerce, government, financial professions, business/project management, journalism and entrepreneurship.

**ACC315116****Accounting 3****- Available in 2026****Complexity Level:** 3**TCE Points:** 15**TCE Standards:**Computers & Internet Mathematics Reading & Writing **TASC Access:**

There are no pre-requisites for this course.

**MRC Recommendations:**

A solid result in Year 10 Mathematics would be an advantage to students with the level of essay/response writing and analytical skills required for this course.

**Content:**

Financial matters affect every member of our society. By studying *Accounting 3*, learners develop an understanding of the fundamentals of business financial management. In our current environment, small businesses are the largest employers; many learners will find themselves self-employed or working in small business and there is a high probability that they will have to engage in some form of accounting practice.

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

**Course Content:**

*Accounting 3* is divided into 5 units of study:

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

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

**Pathway:** *Accounting 3* introduces learners to the environment of accounting and establishes a foundation for tertiary study in accounting and finance and further education, training and employment in finance and management across a wide range of businesses and in their personal lives.

LST315117

## Legal Studies 3

**Complexity Level:** 3

**TCE Points:** 15

**TCE Standards:**

Computers & Internet

Mathematics

Reading & Writing

**TASC Access:**

There are no pre-requisites for this course.

**MRC Recommendations:**

A 'B' in Year 10 History and/or English would be an advantage to students with the level of essay/response writing and analytical skills required for this course.



### Content:

This course aims to develop an awareness of the law and the structures and processes of the Australian Legal System. It requires objective, creative, and wide-ranging inquiry into the legal system and its operation in society. *Legal Studies 3* develops an understanding of the rights and responsibilities of citizens in the Australian and International legal and political systems.

### Course Content:

*Legal Studies 3* is divided into 4 parts:

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

**Part 2:** Australian Federal Constitutional Government

**Part 3:** Australian/International Law including topical inquiry

**Part 4:** Dispute Resolution - Civil and Criminal

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

**Pathway:** *Legal Studies 3* is designed for students who are interested in further study and work in the fields of the legal profession, government positions, policing, journalism, court administration and social work.



## HIS215124

## History 2

**Complexity Level:** 2**TCE Points:** 15**TCE Standards:**Computers & Internet Mathematics Reading & Writing **TASC Access:**

There are no pre-requisites for this course.

**MRC Recommendations:**

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

**Content:**

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

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

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

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

**Assessment:**

Internal assessment consisting of presentations and reports

**Pathway:**

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

## ANH315117

### Ancient History 3

- Available in 2027

**Complexity Level:** 3

**TCE Points:** 15

**TCE Standards:**

Computers & Internet

Mathematics

Reading & Writing

**TASC Access:**

There are no pre-requisites for this course.

**MRC Recommendations:**

A minimum 'B' in Year 10 History and/or English would be an advantage to students with the level of essay/response writing and analytical skills required for this course.

**Content:**

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

The study of *Ancient History 3* illustrates the development of some of the distinctive features of contemporary societies, including social organisation, systems of law, governance, and religion. It is also concerned with the possible motivations and actions of individuals and groups, and how they shaped the political, social, and cultural landscapes of the ancient world. In this course students will continue to develop the historical skills and understandings delivered in the Foundation to Year 10 History curriculum. Learners develop transferable skills associated with the process of historical inquiry and communication.

The course has THREE sections:

- **Section A** - Investigating the Ancient World
- **Section B** - Structure of an Ancient Society
- **Section C** - The Nature of Power and Authority in an Ancient Society.

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

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

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

## HSM315117

### Modern History 3

- Available in 2026

**Complexity Level:** 3

**TCE Points:** 15

**TCE Standards:**

Computers & Internet

Mathematics

Reading & Writing

**TASC Access:**

There are no pre-requisites for this course.

**MRC Recommendations:**

A minimum 'B' in Year 10 History and/or English would be an advantage to students with the level of essay/response writing and analytical skills required for this course.

**Content:**

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

*Modern History 3* extends on the course work undertaken in Year 10 History, and explores World War Two in more depth. Learners will also be introduced to Post World War II history with a focus on one area of study from the Cold War; Australia's engagement with key Asian nations; migration; and issues impacting on global peace and security. Students will understand events that have shaped the contemporary world as well as analysing the change and continuity that is present in our current political systems; belief systems; social and economic lives and global power relationships.

The course has THREE sections:

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

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

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

## UCP004

## UTAS Sports and Recreation Management

**TCE Points:** 15

**TCE Standards:**

Computers & Internet

Mathematics

Reading & Writing



**Pre-requisites:**

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

**Requirements:**

All students wishing to study a UTAS course must be enrolled with the University of Tasmania which MRC assist with.



**Content:**

This unit examines the network of sport administration—from neighbourhood clubs to global sporting bodies—with special focus on Tasmania's evolving sport ecosystem. During the unit, you'll dive into the numbers behind the games—analysing participation data, financial metrics, and community engagement statistics to craft strategic solutions for real organisations facing real challenges. The unit develops your communication prowess to translate complex sport management concepts into compelling presentations and proposals that resonate with stakeholders at all levels. You'll tackle the industry's most pressing issues head-on— from sustainability and inclusion to digital transformation—preparing you to navigate the evolving landscape with confidence and vision.

**Topics covered include:**

Term 1 - Behind the scenes of sporting organisations.

Term 2 - The Future of Sport

Term 3 - Money and Marketing in Sport

Term 4 - Sporting Facility Management

**Learning outcomes**

In this unit, you'll learn to:

- Interpret and apply theories, principles, and concepts integral to improving sports and recreation management activities for community.
- Analyse and interpret sports data and evidence and recommend solutions for sports and recreation management organisations to serve the community.
- Effectively communicate sport and recreation theory and practice.
- Critically evaluate major challenges in and across sports and recreation management contexts.

**Assessment:**

Four written assessment items across the year and a final capstone assessment piece reflecting on learning across the year.

**Other information:**

Students who successfully complete this unit receive 15 TCE points. Subject results are also eligible for inclusion in the calculation of the ATAR, where applicable. Upon successful completion of this unit, students may also receive credit into further University of Tasmania studies, this is determined on a case-by-case basis.



## ERW210114

### Essential Skills – Reading and Writing 2

**Complexity Level:** 2

**TCE Points:** 10

**TCE Standards:**

Computers & Internet

Mathematics

Reading & Writing

**TASC Access:**

Access to this course is restricted to learners who cannot meet the learning outcomes before entry to the course. Providers of this course will have an assessment process to identify the level of support learners need to attain requisite levels of literacy competence.

**MRC Recommendations:**

Enrolment in this course is restricted to students who were unable to meet the Year 10 standard in English. Eligibility is determined by the Deputy Principal Learning and Teaching, Director of Student Support and the English teacher.

**Content:**

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

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

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

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

## ENT215123 English Inquiry 2

**Complexity Level:** 2

**TCE Points:** 15

**TCE Standards:**

Computers & Internet	<input type="checkbox"/>
Mathematics	<input type="checkbox"/>
Reading & Writing	<input checked="" type="checkbox"/>

**TASC Access:**

There are no access requirements for entry into this course.

**MRC Recommendations:**

There are no pre-requisites for this course.

**Content:**

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

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

A significant part of the course is the achievement of tangible outcomes such as creating texts and carrying out activities. There is a high degree of flexibility in the syllabus to meet the educational and social needs of particular student groups.

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

**Pathway:** Recommended for students preferring a vocational pathway.



## ENS215124 English Studio 2

**Complexity Level:** 2

**TCE Points:** 15

**TCE Standards:**

Computers & Internet	<input type="checkbox"/>
Mathematics	<input type="checkbox"/>
Reading & Writing	<input checked="" type="checkbox"/>

**TASC Access:**

There are no pre-requisites for this course.

**MRC Recommendations:**

There are no pre-requisites for this course.

**Content:**

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

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

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

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

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

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

## ENG215117 English Foundations 2



**Complexity Level:** 2

**TCE Points:** 15

**TCE Standards:**

Computers & Internet

Mathematics

Reading & Writing

**TASC Access:**

There are no access requirements for entry into this course.

**MRC Recommendations:**

There are no pre-requisites for this course.

**Content:**

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

In *English Foundations 2* students work with a range of texts such as novels, films, and news articles, to explore social issues presented by text composers. They will research and apply their own experiences of society when responding to ideas and they will also compose their own texts. Students are expected to work both collaboratively and independently. They will learn about concepts, ideas and language that will provide greater understanding of the construction of texts in order to prepare them for Level 3 subjects.

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

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

## ENG315117 English 3

**Complexity Level:** 3

**TCE Points:** 15

**TCE Standards:**

Computers & Internet

Mathematics

Reading & Writing

**TASC Access:**

*English 3* builds on *English Foundations 2* and contains all elements of senior secondary Australian Curriculum: English Units 3 and 4. An understanding of the *English Foundations 2* content is assumed knowledge for learners undertaking this course. The cognitive complexity of *English 3* content increases from *English Foundations 2*.

It is highly recommended that learners study *English 3* have either successfully completed English Foundations Level 2, attaining an award of CA or above, or successfully completed Year 10 Australian Curriculum English attaining an award of 'A' (or strong B), or have attained its equivalent knowledge, skills and understanding.

**MRC Recommendations:**

'A' (or strong 'B') at Year 10 or 'CA' or above at English Foundations 2.

**Content:**

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

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

**Assessment:** A 3-hour external examination.

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

## ENL315114

## English Literature 3

**Complexity Level:** 3**TCE Points:** 15**TCE Standards:**Computers & Internet Mathematics Reading & Writing **TASC Access:**

There are no access requirements for entry into this course.

**MRC Recommendations:**

'A' (or strong 'B') or higher at Year 10 or 'CA' at English Foundations 2. This course is recommended for students who prefer analysis of literature.

**Content:**

*English Literature 3* focuses on the study of literary texts, developing students as independent, innovative, and creative learners and thinkers who appreciate the aesthetic use of language, evaluate perspectives and evidence, and challenge ideas and interpretations. *English Literature 3* explores how literary texts shape perceptions of the world and enable us to enter other worlds of the imagination. In this course learners actively participate in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums, and forms. Learners enjoy and respond creatively and critically to literary texts drawn from the past and present and from Australian and other cultures. They reflect on what these texts offer them as individuals, as members of Australian society, and as world citizens.

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

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



## ENS315124

## English Studio 3

**Complexity Level:** 3**TCE Points:** 15**TCE Standards:**Computers & Internet Mathematics Reading & Writing **TASC Access:**

There are no pre-requisites for this course.

**MRC Recommendations:**

This course requires an 'A' (or strong 'B') at Year 10 or 'CA' at English Foundations 2 or English Studio 2.

**Content:**

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

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

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

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

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



## HPE105118 & HPE110118

### Fitness, Sport & Recreation Experiences

**Complexity Level:** 1

**TCE Points:** 15

**TCE Standards:**

Computers & Internet

Mathematics

Reading & Writing

**TASC Access:**

There are no pre-requisites for this course.

**MRC Recommendations:**

There are no pre-requisites for this course.



#### Content:

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

#### Sport and Recreational Experiences:

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

Elements which are central to this course include:

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

Learners will undertake study in two (2) Units:

**Unit A:** Sport Experiences

**Unit B:** Recreation Experiences

For more information, please visit TASC website:

[www.tasc.tas.gov.au/students/courses/health-and-physical-education/hpe105118-2](http://www.tasc.tas.gov.au/students/courses/health-and-physical-education/hpe105118-2)  
[www.tasc.tas.gov.au/students/courses/health-and-physical-education/hpe110118-2](http://www.tasc.tas.gov.au/students/courses/health-and-physical-education/hpe110118-2)

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

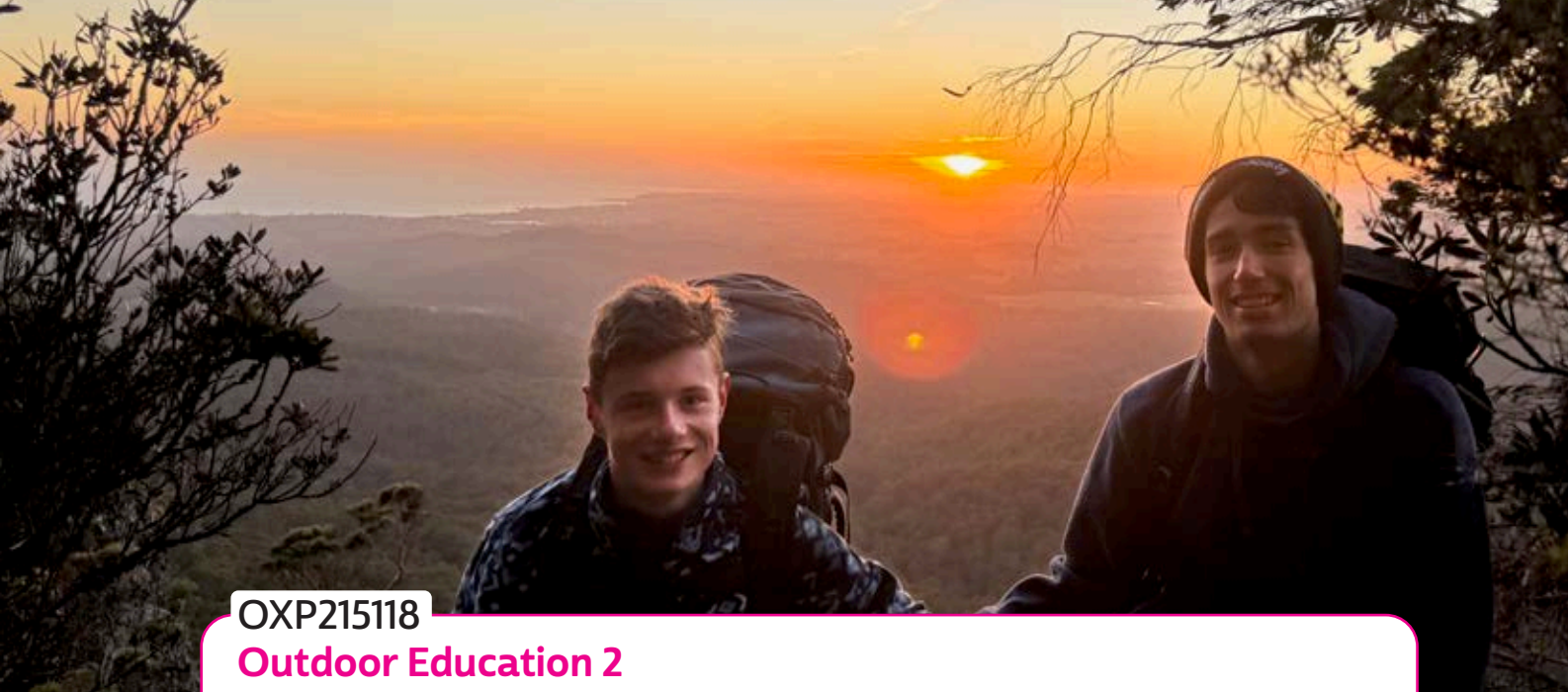
Elements which are central to this course include:

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

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

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

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



## OXP215118

### Outdoor Education 2

**Complexity Level:** 2

**TCE Points:** 15

**TCE Standards:**

- Computers & Internet
- Mathematics
- Reading & Writing

**TASC Access:**

Learners must have the capacity to demonstrate fundamental technical skills applicable to selected outdoor activities to ensure that safety elements and education challenges are aligned at an appropriate level. The capacity to work in teams and interact with others are fundamental aspects of this course. Learners with physical disabilities can access this course and receive an award commensurate with their demonstrated ability to successfully meet the criteria and standards.

**MRC Recommendations:**

Students must be able to complete:

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

**Content:**

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

Practical sessions will involve many outdoor experiences including- surfing/body boarding, snorkelling, kayaking, mountain biking, orienteering, archery, camp cooking. Students will study outdoor equipment theory, nutrition, navigation, water-safety, weather interpretation and First Aid.

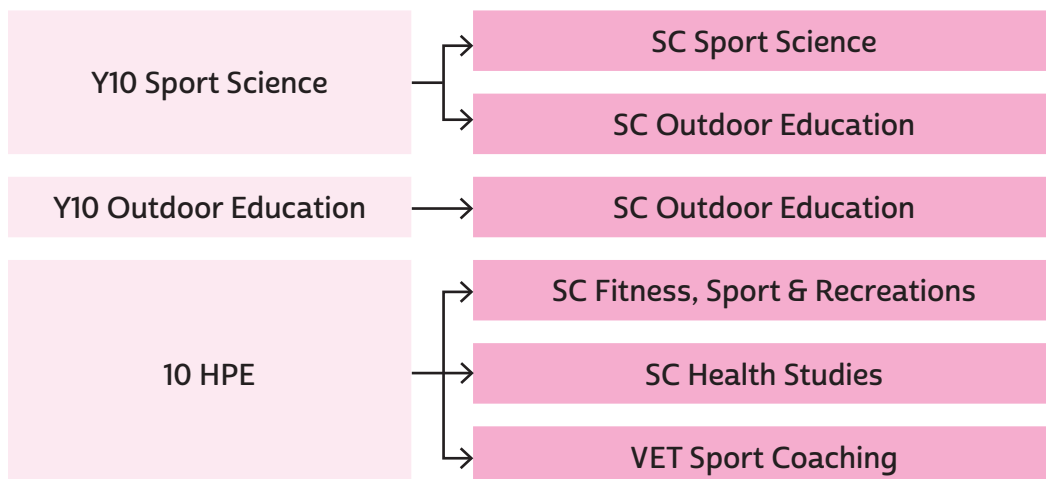
Day and overnight activities may include: a canyoning excursion, white-water rafting, rock-climbing/abseiling, bush walking and snow skiing. Students will need to commit a small amount of time out of school.

**Assessment:** Internal practical and theoretical tasks.

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

#### Year 10

#### Senior College



## ATH215118

## Athlete Development 2

**Complexity Level:** 2

**TCE Points:** 15

**TCE Standards:**

Computers & Internet

Mathematics

Reading & Writing

**TASC Access:**

Learners must:

- Have a supporting reference from a sporting body, coach and/or other qualified individual (eg: a past coach, club official, past or current HPE teacher) who is prepared to endorse the enrolment and verify the athlete's capacity to successfully complete the course.

Compete in a recognised sporting competition in the year they undertake the course.

- Be involved in a physical preparation, sport-specific coaching and technical training program.
- Be aware that while inclusive of learners with varying levels of talent and athletic development of learners in competitive (not recreational) sport context.

**MRC Recommendations:**

Students must:

- Be a motivated learner
- Be an independent learners
- Show initiative to improve

**Content:**

This course includes 3 modules:

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

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

**Pathways:** *Athlete Development 2* is the perfect subject choice for anyone looking at a career in the Health & Fitness Industry, Personal Training, Professional Sport, Exercise Science, Health Science and Bachelor of Physical Activity, etc.



## SPT315118

### Sports Science 3

**Complexity Level:** 3

**TCE Points:** 15

**TCE Standards:**

Computers & Internet	<input type="checkbox"/>
Mathematics	<input type="checkbox"/>
Reading & Writing	<input type="checkbox"/>

**TASC Access:**

Learners must have basic knowledge and understanding of body's respiratory, circulatory and muscular systems.

**MRC Recommendations:**

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

**Content:**

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

**Areas of Study:**

**Exercise Physiology:** How the body's fundamental physiological processes contribute to sporting performance, the methods by which physiological performance can be maximised (including energy systems, energy continuum, the recovery process, O<sub>2</sub> transport system) and how to achieve a training effect.

**Skill Acquisition:** Using information in the environment to learn, improve and master motor skills, and the process which enable motor skills to be executed and modified to meet environmental parameters, including the information processing model, input, decision making, timing, output, feedback, and Biomechanical analysis.

**Sports Psychology:** The influence of psychological processes on sporting performance, identification of psychological techniques for maximising sporting performance and understanding that these techniques are most effective when used regularly as part of an athlete's training program, including self-image and positive reinforcement (feedback), goal setting, strategy planning, motivation, arousal/anxiety, mental rehearsal, relaxation, and attention control (concentration).

**Assessment:**

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

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

## HLT315118

### Health Studies 3

**Complexity Level:** 3

**TCE Points:** 15

**TCE Standards:**

Computers & Internet	<input type="checkbox"/>
Mathematics	<input type="checkbox"/>
Reading & Writing	<input checked="" type="checkbox"/>

**TASC Access:**

There are no pre-requisites for this course.

**MRC Recommendations:**

Health Studies follows on from experience in Year 10 Health and Physical Education. Completing work to a consolidating level in the Personal, Social and Community Health strand in Year 10 is a must.

**Content:**

*Health Studies 3* aims to develop awareness and skills in relation to:

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

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

**Assessment:**

- Internal and external examinations
- Assignments
- Investigations

**Pathways:** It is intended that students will develop inquiry, research, problem-solving, decision-making and communication skills which may lead to further education in this area.

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

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

### FRN215123

#### French 2

**Complexity Level:** 2

**TCE Points:** 15

**TCE Standards:**

- Computers & Internet
- Mathematics
- Reading & Writing

**TASC Access:**

There are no pre-requisites for this course.

**MRC Recommendations:**

This course can be a continuation of French from earlier years. However, students with no language background are also welcome to enrol. Studying *French 2* will provide the opportunity to develop skills of listening, speaking, reading and writing at an advanced level.

**Content:**

Studies in French will enable students to:

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

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

### FRN315114

#### French 3

**Complexity Level:** 3

**TCE Points:** 15

**TCE Standards:**

- Computers & Internet
- Mathematics
- Reading & Writing

**TASC Access:**

This Level 3 course is designed for learners who have successfully completed French - *Foundation Level 2* or its equivalent.

**MRC Recommendations:**

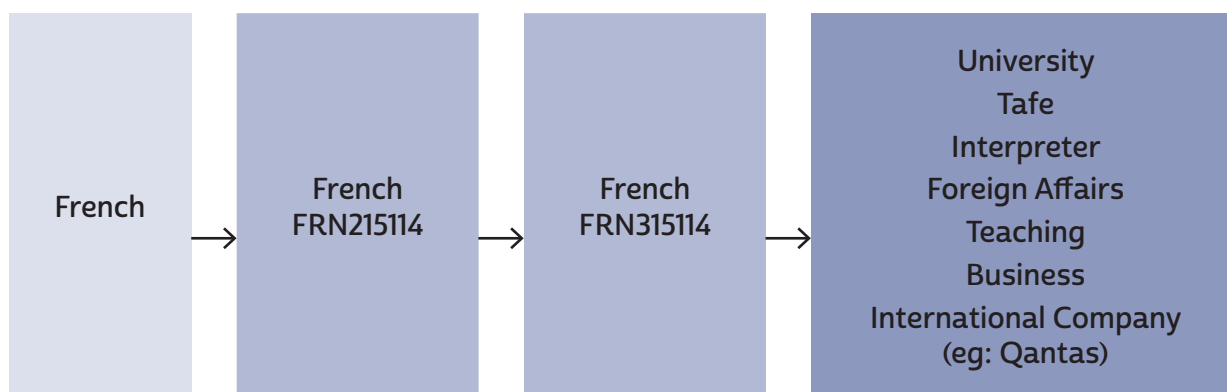
It is highly recommended that students will have completed the Level 2 equivalent of all languages courses before choosing to study Level 3. However, if students are wishing to enter straight into Level 3 they need to consult with the Department Head of Languages, Mrs Sarah Farrow, their current Languages teacher and the Deputy Principal, Learning and Teaching.

#### Year 10

#### Year 11

#### Year 12

#### Post-Secondary



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



## JPN215123 Japanese 2

**Complexity Level:** 2

**TCE Points:** 15

**TCE Standards:**

Computers & Internet

Mathematics

Reading & Writing

**TASC Access:**

There are no pre-requisites for this course.

**MRC Recommendations:**

Study in Year 9 or 10 Japanese.

*Japanese 2* will provide the opportunity to develop skills of listening, speaking, reading and writing at a more advanced level. Students will also advance their knowledge of Japanese culture and further explore the comparison of Japanese and Australian ways of life with an increased emphasis on geography, economy, history, sports and leisure, transport, traditions, art and crafts.

**Content:**

Study of *Japanese 2* will enable students to:

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

**Assessment:** Level 2 by internal exam

**Pathway:** The opportunities for a career using *Japanese 2* are boundless. Students can combine Japanese with international relations, economics, business and teaching related subjects in order to develop global skills and relevant knowledge for the 21st Century. Students study at a non pre-tertiary level in Year 11 and can continue onto the pre-tertiary level in Year 12.

## JPN315114 Japanese 3

**Complexity Level:** 3

**TCE Points:** 15

**TCE Standards:**

Computers & Internet

Mathematics

Reading & Writing

**TASC Access:**

This Level 3 course is designed for learners who have successfully completed Japanese - Foundation Level 2 or its equivalent.

**MRC Recommendations:**

It is highly recommended that students will have completed the Level 2 equivalent of all languages courses before choosing to study Level 3. However, if students are wishing to enter straight into Level 3 they need to consult with the Department Head of Languages, Mrs Sarah Farrow, their current Languages teacher and the Deputy Principal, Learning and Teaching.

**Content:**

Through studying *Japanese 3*, learners gain access to Japanese-speaking communities in Japan and in many other countries, including Australia. The ability to communicate in Japanese will (in conjunction with other skills acquired in the study of this course) provide learners with enhanced vocational opportunities and the possibility to apply Japanese culture and language skills to work, further study, training or personal interests.

This course builds on Japanese - Foundation and provides a pathway to the study of Japanese at university level.

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

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





MTN210114

## Essential Skills - Mathematics 2

**Complexity Level:** 2

**TCE Points:** 10

**TCE Standards:**

Computers & Internet



Mathematics



Reading & Writing



**TASC Access:**

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

**MRC Recommendations:**

Enrolment in this course is restricted to students who were unable to meet the Year 10 standard in Mathematics. Eligibility is determined by the Deputy Principal Learning and Teaching, Director of Student Support and the Maths teacher.

**Content:**

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

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

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

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

MEW215123

**Essential Mathematics  
- Workplace 2**



**Complexity Level:** 2

**TCE Points:** 15

**TCE Standards:**

Computers & Internet

Mathematics

Reading & Writing

**TASC Access:**

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

**MRC Recommendations:**

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

**Content:**

*Essential Mathematics - Workplace 2* enables students to develop essential mathematical skills and understanding.

They will study:

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

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

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

**Assessment:** By internal assessment.

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

MTG215123

**General Mathematics 2**

**Complexity Level:** 2

**TCE Points:** 15

**TCE Standards:**

Computers & Internet

Mathematics

Reading & Writing

**TASC Access:**

There are no pre-requisites for this course.

**MRC Recommendations:**

Recommended for students who have achieved a Grade 'C' or above in Year 10 Mathematics.

**Content:**

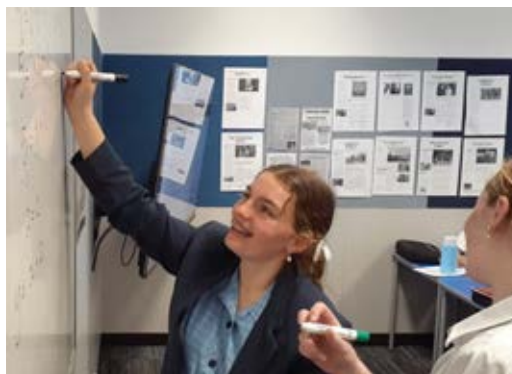
*General Mathematics 2* enables students to broaden their mathematical experience beyond Year 10. It provides different scenarios for incorporating mathematical arguments and problem solving. They will study:

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

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

**Assessment:** By internal assessment.

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



## MTG315123 General Mathematics 3



**Complexity Level:** 3

**TCE Points:** 15

**TCE Standards:**

Computers & Internet   
Mathematics   
Reading & Writing

**TASC Access:**

*General Mathematics Level 3* has a clear pathway from Australian Curriculum Mathematics F-10 and General Mathematics Level 2.

**MRC Recommendations:**

Recommended for students who achieved a 'CA' in General Mathematics 2 or achieved a Grade 'B' or above in Year 10 Mathematics.

**Content:**

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

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

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

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

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

## MTM315117 Mathematics Methods - Foundation 3

**Complexity Level:** 3

**TCE Points:** 15

**TCE Standards:**

Computers & Internet   
Mathematics   
Reading & Writing

**TASC Access:**

It is recommended that learners attempting this course will be concurrently studying Grade 10 Australian Curriculum: Mathematics or have previously achieved at least a 'B' grade in that subject.

**MRC Recommendations:**

Recommended for students who have achieved a Grade 'B' or above in Year 10 Mathematics, with strong algebra skills (Extending in the Number and Algebra Strand in Year 10).

**Content:**

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

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

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

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

## MTM415117 Mathematics Methods 4

**Complexity Level:** 4

**TCE Points:** 15

**TCE Standards:**

Computers & Internet	<input type="checkbox"/>
Mathematics	<input checked="" type="checkbox"/>
Reading & Writing	<input type="checkbox"/>

**TASC Access:**

It is highly recommended that learners attempting this course will have successfully completed either of the courses Mathematics Methods Foundation Level 3 or the AC Mathematics 10A subject with some additional studies in introductory calculus.

**MRC Recommendations:**

Recommended for students who have achieved a 'CA' or above in Mathematics Methods 3.

**Content:**

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

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

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

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



## MTS415118 Mathematics Specialised 4

**Complexity Level:** 4

**TCE Points:** 15

**TCE Standards:**

Computers & Internet	<input type="checkbox"/>
Mathematics	<input checked="" type="checkbox"/>
Reading & Writing	<input type="checkbox"/>

**TASC Access:**

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

**MRC Recommendations:**

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

**Content:**

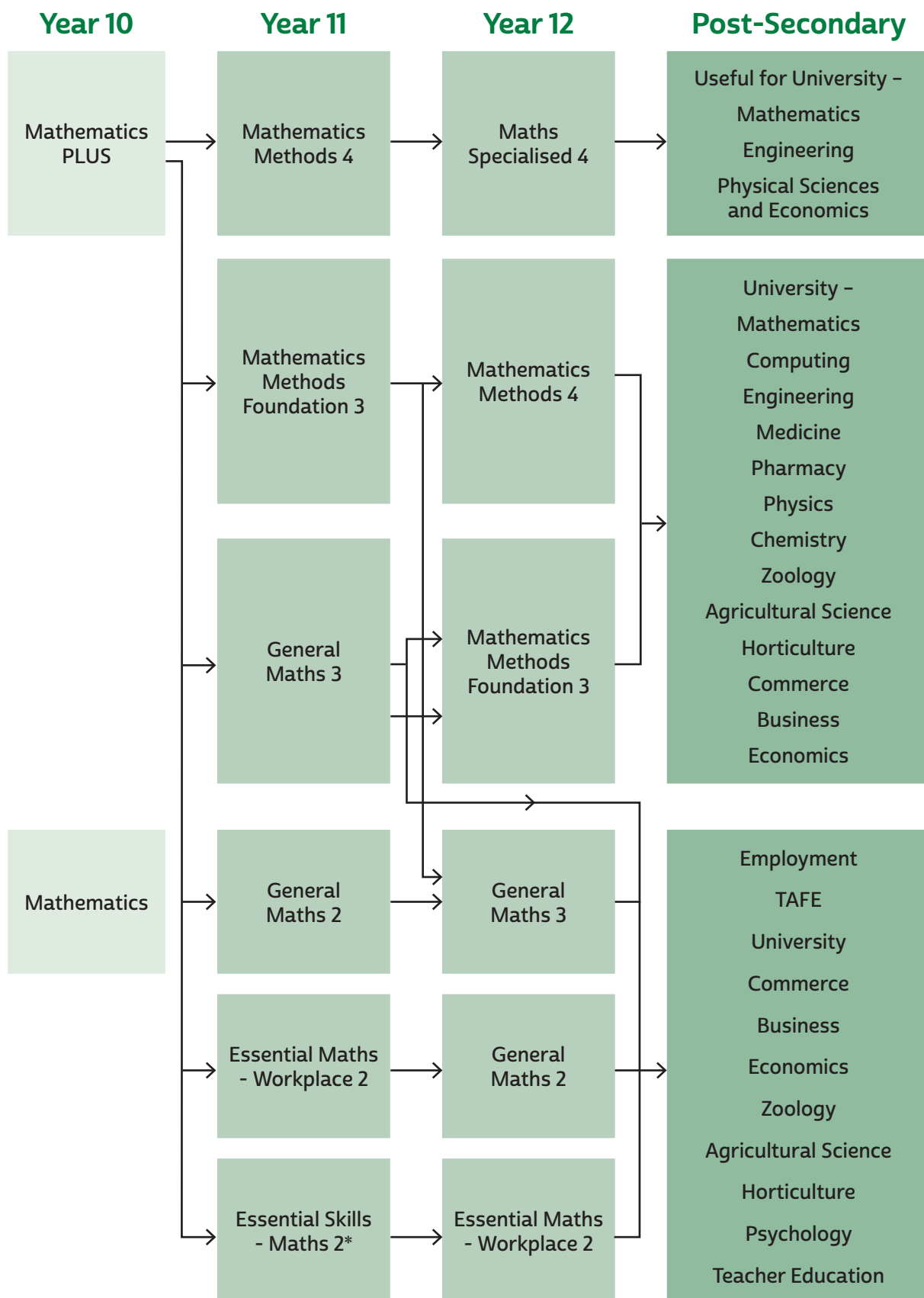
This course has an academic mathematical focus. Topics studied are Complex Numbers, Sequences and Series, Calculus and Matrices. It is usually studied by Year 12 students. The topics are based on their intrinsic mathematical worth and their role in a sequence of ideas which will be further developed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

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

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

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

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





**BIO215123**  
**Biology 2**

**Complexity Level:** 2

**TCE Points:** 15

**TCE Standards:**

Computers & Internet

Mathematics

Reading & Writing

**TASC Access:**

No access requirements for this course.

**MRC Recommendations:**

Recommended for students who have achieved a C or above in Year 10 Science, English and Mathematics.

**Content:**

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

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

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

**Core Module 3:** Multicellular organisms and Environmental interactions

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

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

## BIO10315124

### Biology 3

**Complexity Level:** 3

**TCE Points:** 15

**TCE Standards:**

Computers & Internet	<input type="checkbox"/>
Mathematics	<input type="checkbox"/>
Reading & Writing	<input type="checkbox"/>

**TASC Access:**

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

**MRC Recommendations:**

Recommended for students who have achieved a C or above in Biology 2 or an A or B or above in Year 10 Science, English and Mathematics.

**Content:**

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

Content covered in this subject:

- Conducting biological research and experimentation
- Regulation of biological systems
- Biological persistence and diversity
- Immunology
- Genetics

**Assessment:** Internal work and an external exam.

**Pathway:** *Biology 3* is a pre-requisite\* or has been identified as highly advantageous for the study of agricultural science, applied science, aquaculture, biochemistry, botany, chemistry, dentistry, dietetics, engineering, food technology, forensic science, geology, health science, human movement, nursing, marine science, medicine, pharmacy, physics, physiotherapy, psychology, sports science, teaching, viticulture, wine making and zoology.

\* Pre-requisites vary from one institution to another.

## PSC215118

### Physical Sciences – Foundation 2

**Complexity Level:** 2

**TCE Points:** 15

**TCE Standards:**

Computers & Internet	<input type="checkbox"/>
Mathematics	<input type="checkbox"/>
Reading & Writing	<input type="checkbox"/>

**TASC Access:**

No access requirements for this course.

**MRC Recommendations:**

Recommended for students who have achieved a C or above in Year 10 Science and Mathematics.

**Content:**

*Physical Sciences – Foundation 2* is a non pre-tertiary course that will introduce students to the study of physics and chemistry. It would suit students who enjoy practical science but feel that they are not ready for a pre-tertiary science course.

Students must have developed a mature and responsible attitude so they can work safely in a laboratory, independently or in a group as a big part of this course engages students in practical work.

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

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

**Pathway:** This subject may lead to pre-tertiary *Physical Sciences 3*.



## PSC315118

## Physical Sciences 3

**Complexity Level:** 3**TCE Points:** 15**TCE Standards:**

Computers & Internet	<input type="checkbox"/>
Mathematics	<input checked="" type="checkbox"/>
Reading & Writing	<input type="checkbox"/>

**TASC Access:**

No access requirements for this course.

**MRC Recommendations:**

Recommended for students who have achieved a C or above in Year 10 Science, English and Mathematics.

**Content:**

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

Content covered in this subject:

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

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

**Pathway:** *Physical Sciences 3* is a pre-requisite to Physics and Chemistry and has been identified as highly advantageous for University level courses in agricultural science, applied science, aquaculture, biochemistry, botany, chemistry, dentistry, dietetics, engineering, food technology, forensic science, geology, health science, human movement, nursing, marine science, medicine, pharmacy, physics, physiotherapy, psychology, sports science, teaching, viticulture, wine making and zoology.

## ESS315118

## Environmental Science 3

**Complexity Level:** 3**TCE Points:** 15**TCE Standards:**

Computers & Internet	<input type="checkbox"/>
Mathematics	<input type="checkbox"/>
Reading & Writing	<input type="checkbox"/>

**TASC Access:**

No access requirements for this course.

**MRC Recommendations:**

Recommended for students who have achieved a CA in a Level 2 Science course or a B or above in Year 10 Science, English and Mathematics.

**Content:**

*Environmental Science 3* is designed for students who have an interest in the natural environment, science and its applications to environmental management. In studying Environmental Science, students develop their investigative, analytical and communication skills, and apply these to their understanding of environmental issues in order to engage in public debate, solve problems and make evidence-based decisions about contemporary environmental issues in society.

Content covered in this subject:

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

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

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

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

## CHM415115 Chemistry 4

**Complexity Level:** 4

**TCE Points:** 15

**TCE Standards:**

Computers & Internet	<input type="checkbox"/>
Mathematics	<input checked="" type="checkbox"/>
Reading & Writing	<input type="checkbox"/>

**TASC Access:**

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

**MRC Recommendations:**

Achieved a CA in Physical Sciences 3.

**Content:**

*Chemistry 4* provides students with a contemporary and coherent understanding of matter and its interactions. It focuses on investigating the physical and chemical properties of substances, chemical reactions and processes, and interactions of matter and energy. It further develops students' understandings of Science as a continually developing body of knowledge, the role of experiments on competing theories, the provisional nature of scientific explanations and the interdisciplinary nature of science, and the impact of science on society.

Content covered in this subject:

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

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

**Pathway:** *Chemistry 4* is a pre-requisite\* or has been identified as highly advantageous for the study of agricultural science, applied science, aquaculture, biochemistry, botany, chemistry, dentistry, dietetics, engineering, food technology, forensic science, geology, health science, human movement, nursing, marine science, medicine, pharmacy, physics, physiotherapy, psychology, sports science, teaching, viticulture, wine making and zoology.

\* Pre-requisites vary from one institution to another.

## PHY415115 Physics 4

**Complexity Level:** 4

**TCE Points:** 15

**TCE Standards:**

Computers & Internet	<input type="checkbox"/>
Mathematics	<input checked="" type="checkbox"/>
Reading & Writing	<input type="checkbox"/>

**TASC Access:**

No access requirements for this course.

**MRC Recommendations:**

Physical Science 3 and at least General Mathematics 3.

**Content:**

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

Content covered in this subject:

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

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

**Pathway:** *Physics 4* is a pre-requisite\* or has been identified as highly advantageous for the study of agricultural science, applied science, aquaculture, biochemistry, botany, chemistry, dentistry, dietetics, engineering, food technology, forensic science, geology, health science, human movement, nursing, marine science, medicine, pharmacy, physics, physiotherapy, psychology, sports science, teaching, viticulture, wine making and zoology.

\*Pre-requisites vary from one institution to another.



## AGR215117

### Agricultural Enterprise 2

**Complexity Level:** 2

**TCE Points:** 15

**TCE Standards:**

Computers & Internet

Mathematics

Reading & Writing

**TASC Access:**

There are no access restrictions for entry into this course.

**MRC Recommendations:**

There are no pre-requisites for this course.

**Content:**

*Agricultural Enterprise 2* introduces learners to farming systems and operations through an integrated Science, Technologies, Engineering and Mathematics (STEM) inquiry. STEM education integrates concepts that are usually delivered as separate subjects in different classes and emphasises the application of knowledge to real-life situations. STEM learning is typically based around finding a solution to a real-world problem and tends to emphasise project-based learning. Students learn the theory of food and fibre production, and associated agricultural industries, through a focus on Managed and Natural Systems, Animal Production and Plant Production. Learner understanding is demonstrated by engaging in an agricultural enterprise.

**Assessment:** Internal Assessment

**Pathway:** *Agricultural Enterprise 2* may be used as a pathway in Aquaculture, Horticulture, Conservation and Land Management, Agriculture and Animal Studies.

## CGD215118

### Computer Graphics & Design Foundation 2

**Complexity Level:** 2

**TCE Points:** 15

**TCE Standards:**

Computers & Internet	<input checked="" type="checkbox"/>
Mathematics	<input type="checkbox"/>
Reading & Writing	<input type="checkbox"/>

**TASC Access:**

No access requirements for this course.

**MRC Recommendations:**

There are no requirements for this course.

**Content:**

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

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

**Assessment:** Internal assessment.

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



## CGD315118

### Computer Graphics & Design 3

**Complexity Level:** 3

**TCE Points:** 15

**TCE Standards:**

Computers & Internet	<input checked="" type="checkbox"/>
Mathematics	<input type="checkbox"/>
Reading & Writing	<input type="checkbox"/>

**TASC Access:**

No access requirements for this course.

**MRC Recommendations:**

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

**Content:**

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

The course has three components:

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

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

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

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

DGT215124

## Digital Technologies 2

**Complexity Level:** 2

**TCE Points:** 15

**TCE Standards:**

Computers & Internet

Mathematics

Reading & Writing

**TASC Access:**

No access requirements for this course.

**MRC Recommendations:**

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

**Content:**

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

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

**This course consists of three 50-hour modules:**

- Digital Systems and security
- User design and programming
- Interactions and impacts

**Work requirements include:**

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

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



## DAP215116

### Design & Production - Textiles 2

**Complexity Level:** 2

**TCE Points:** 15

**TCE Standards:**

Computers & Internet

Mathematics

Reading & Writing

**TASC Access:**

No access requirements for this course.

**MRC Recommendations:**

There are no requirements for this course.

**Content:**

*Textiles 2* is a subject that allows for students to produce textile based designed solutions through the use of the design process. Students are expected to complete a folio of work for assessment that comprises of one major and one or two minor projects. Students will work with textiles in order to create clothing, wearable art, artefacts, accessories, or soft furnishings. Design practices used by current designers will be explored.

**Assessment:** This subject is criteria based.

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

## FSF104 - Object Design 3

### UTAS - University Connections Program

**Complexity Level:** 3

**TCE Points:** 15

**TCE Standards:**

Computers & Internet

Mathematics

Reading & Writing

**Prerequisites**

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

**Content:**

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

**Learning outcomes:**

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

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

**Teaching format**

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

**Assessment**

- Project Proposal
- Project Journal
- Designed Object
- Reflection

**Other information:**

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

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

## FDN215118 Food, Cooking & Nutrition 2

**Complexity Level:** 2

**TCE Points:** 15

**TCE Standards:**

Computers & Internet	<input type="checkbox"/>
Mathematics	<input type="checkbox"/>
Reading & Writing	<input type="checkbox"/>

**TASC Access:**

There are no access restrictions for entry into this course.

**MRC Recommendations:**

There are no pre-requisites for this course.

### Content:

Food education enables learners to develop an understanding of basic nutrition, and the skills and knowledge to select appropriate foods and cooking methods to create meals. This empowers learners to make responsible, healthy, sustainable food choices for life. Food choices impact directly on the wellbeing of individuals, families and communities. Health issues are a major concern in Tasmania and the development of nutrition awareness, food knowledge and preparation skills have been recognised as factors which can contribute to the improvement of the health of Tasmanians.

*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.

**Assessment:** Internal Assessment

**Pathway:** This course provides a pathway to *Food and Nutrition 3*. It supports students working towards allied health, sports, community, hospitality and education focused career paths.



## FDN315118 Food and Nutrition 3

**Complexity Level:** 3

**TCE Points:** 15

**TCE Standards:**

Computers & Internet	<input type="checkbox"/>
Mathematics	<input type="checkbox"/>
Reading & Writing	<input checked="" type="checkbox"/>

**TASC Access:**

No access requirements for this course.

**MRC Recommendations:**

A good standard in Mathematics is strongly recommended.

### Content:

The study of *Food and Nutrition 3* provides a broad understanding of food issues which have ongoing relevance to individuals and community, health and well-being. The knowledge, skills and attitudes gained during the course will have applications in academic, vocational, and general life experiences.

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

Topics studied will include:

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

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

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

## DAP215116

### Design & Production – Metal or Wood 2

**Complexity Level:** 2

**TCE Points:** 15

**TCE Standards:**

Computers & Internet

Mathematics

Reading & Writing

**TASC Access:**

No access requirements for this course.

**MRC Recommendations:**

There are no requirements for this course.

**Content:**

*Design and Production – Metal or Wood 2* is a subject that caters for students with experience in working with wood or metal who would like to continue their studies to develop specialised skills. Through using the Design Process, students will use wood or metal medium in order to design, produce and evaluate their designed solutions. Students will create a design folio. It will be expected that students will use a diverse range of graphical solutions to communicate their design proposals.

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

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

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



#### Year 10

Metal Technology  
Wood Technology  
Introduction to  
Automotive

#### Year 11/12

Design &  
Production  
DAP215116  
Certificate II  
in Construction  
Pathways  
CPC20211  
Certificate II  
in Engineering  
Pathways  
MEM20422

#### Post-Secondary

School of Fine Furniture  
TAFE  
Diploma of Fine Arts  
Apprenticeships  
eg: carpenter,  
joiner,  
welder,  
boilermaker,  
fitter and turner,  
automotive mechanic

## HDS315118 Housing and Design 3

**Complexity Level:** 3

**TCE Points:** 15

**TCE Standards:**

Computers & Internet

Mathematics

Reading & Writing

**TASC Access:**

No access requirements for this course.

**MRC Recommendations:**

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

**Content:**

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

- Design Communication
- Design and Systems Thinking
- Form and Function
- Passive Solar
- Design and Sustainability
- Project Management.

Design Communication will be covered first. Project Management and application of processes, methods, knowledge, skills, and Design Thinking will be integrated in their delivery throughout the course.

### Unit 1. Design Communication - 20 hours

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

### Unit 2. Design and Systems Thinking - 20 hours

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

### Unit 3. Form and Function - 40 hours

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

### Unit 4. Passive Solar Design and Sustainability - 25 hours

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

### Unit 5. Project Management - 45 hours

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

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

- architectural and spatial design principles
- environmentally sustainable practices
- information about needs, precedents and influences. The design briefs provide a foundation for completing an externally assessed individual design folio on a topic of their choice. Learners must complete work requirements which involve both individual and collaborative design work.

**Pathways:** This course is a pathway for students intending to proceed to training and tertiary study in the following: Architecture and Environmental Design, Interior Design and Building Design or Urban Planning. It is also relevant for students pursuing pathways in Design Teaching, Spatial Design, Landscape Design and Furniture Design. Housing and Design has links with the Science, Technologies, and Arts learning areas. It complements senior secondary courses in Art, Graphics (including computer graphics) and Environmental science.

## WRK215117

### Work Readiness 2

**Complexity Level:** 2

**TCE Points:** 15

**TCE Standards:**

Computers & Internet	<input checked="" type="checkbox"/>
Mathematics	<input checked="" type="checkbox"/>
Reading & Writing	<input checked="" type="checkbox"/>

**TASC Access:**

There are no access requirements for this course.

**MRC Recommendations:**

Enrolled in a VET subject.

**Content:**

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

#### **Relationship with Senior Secondary Vocational Education and Training (VET) Programs**

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

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

**Criteria:**

The assessment for Work Readiness Level 2 will be based on the degree to which the learner can:

1. identify and describe career and work options
2. identify responsibilities, expectations and accepted practices in a work-related context
3. use and apply literacy skills and knowledge in a work-related context
4. uses entrepreneurial thinking and problem solving strategies
5. work collaboratively and cooperatively to achieve team goals
6. identify and respond to diverse perspectives
7. plan, organise and implement tasks
8. use digital systems and technologies in a work-related context

## WRK115117

### Pathways to Work 1

**Complexity Level:** 1

**TCE Points:** 15

**TCE Standards:**

Computers & Internet	<input type="checkbox"/>
Mathematics	<input type="checkbox"/>
Reading & Writing	<input type="checkbox"/>

**TASC Access:**

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

**MRC Recommendations:**

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

**Content:**

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

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

#### **Relationship to Vocational Education and Training (VET)**

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



# Cradle Coast Trade Training Centre

## Vocational Education and Training

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

## Tasmanian Certificate of Education

VET programs are offered as part of senior college selection, which enables students to finish their schooling with either a full or partial qualification. A Statement of Attainment is provided for all short and introductory courses. These courses allow students the opportunity to transition smoothly into further training, apprenticeships or further learning. VET programs give students Australian recognised credentials alongside their school studies, extending their career pathway options.

## Programs

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

## Competency-Based Training

Each qualification and introductory course comprise of competency standards set by industry. Units of Competencies (UoC's) have points attached to each unit, which if completed successfully, points will go towards the TCE. If a student completes all Units successfully, then the Qualification or Statement of Attainment will be awarded. For any vocational qualification that is not fully completed a Statement of Attainment is automatically issued, including short and/or introductory courses.

*Building Brighter Futures*

# AUSTRALIAN SCHOOL-based APPRENTICESHIP/TRAINEESHIP

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

## Marist Regional College Policy

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

## Benefits

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

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

## Endorsement

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

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

## WORK PLACEMENT

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

### Preparation for the workforce and further learning

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

### Qualifications that require work placement include:

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

## MARIST REGIONAL COLLEGE TRADE TRAINING CENTRES

### Automotive

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

### Baking

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

### Construction

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

### Cookery and Hospitality

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

## ACM20121

### Certificate II in Animal Care

**Credit Point Value:** 46 (Subject to change)

**Total Course Length:** 2 years/ **1 full day per week at St Brendan Shaw College**

**Pre-requisites/Recommendations:**

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

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

---

## ANIMAL CARE INDUSTRY

### Years 11 & 12 Education and Training

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

### Possible Career Pathways

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

### Post Secondary Pathways

ACM30122: Certificate III in Animal Care Services

ACM30219: Certificate III in Animal Technology

ACM30321: Certificate III in Wildlife and Exhibited Animal Care

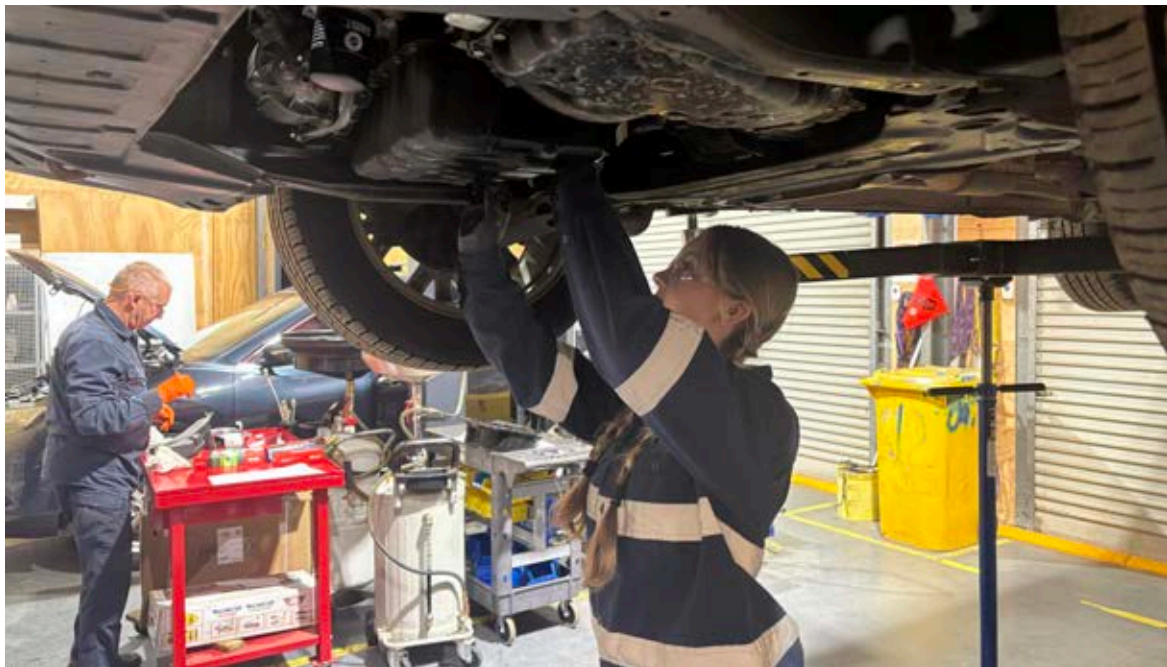
VET Brochures detail specific requirements for all VET courses. Compulsory work placement.

School-based Traineeship opportunities.

Additional fees apply (TBC).

**Delivered and assessed off campus at St Brendan Shaw College in partnership with Guilford Young College (RTO 1129)**



**AUR10120****Certificate I in Automotive Vocational Preparation****Credit Point Value:** 19 (Subject to change)**Total Course Length:** 2 years/1 full day per week.**Pre-requisites/Recommendations:**

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

Successfully completed units of competency in the Year 10 introductory course will automatically transfer to the full qualification in Senior College.

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

**AUTOMOTIVE INDUSTRY****Years 11 & 12 Education and Training**

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

**Possible Career Pathways**

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

**Post Secondary Pathways**

AUR20720: Certificate II in Automotive Vocational Preparation

AUR20520: Certificate II in Automotive Servicing Technology

AUR30720: Certificate III in Outdoor Power Equipment Technology

VET Brochures detail specific requirements for all VET courses.

Compulsory work placement.

School-based Apprenticeship opportunities.

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

## FBP20221

### Introduction to Baking

**Credit Point Value:** 38 (Subject to change)

**Total Course Length:** 1 year/1 full day per week

**Pre-requisites/Recommendations:**

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

### BAKERY INDUSTRY

#### Years 11 & 12 Education and Training

This short skill set course describes the skills and knowledge of a baker's assistant working in a commercial baking environment. Electives have been chosen that are fun and interactive, giving students the opportunity to develop wide skills and knowledge, baking an extensive range of sweet and savoury products.

#### Units of Competency include:

FBPRBK3005: Produce basic bread products

FBPRBK3009: Produce biscuit and cookie products

FBPRBK3001: Produce laminated pastry products

FBPRBK3002: Produce non laminated pastry products

#### Possible Career Pathways

This short skills set course provides a pathway to consider working in bakeries as an assistant, cafes, coffee shops and restaurants for students who wish to explore different food and hospitality establishments.

#### Post Secondary Pathways

FBP20221: Certificate II in Baking

FBP30521: Certificate III in Baking

FBP30321: Certificate III in Cake and Pastry

FBP30421: Certificate III in Bread Baking

VET Brochures detail specific requirements for all VET courses.

School-based Apprenticeship opportunities.

Course delivery is subject to sufficient demand and a confirmed service agreement with TasTAFE.

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



## CPC20220 Certificate II in Construction Pathways



**Credit Point Value:** 27 (Subject to change)

**Total Course Length:** 2 years/1 full day per week

**Pre-requisites/Recommendations:**

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

Successfully completed units of competency in the Year 10 introductory course will automatically transfer to the full qualification in Senior College.

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

## CONSTRUCTION INDUSTRY

### Years 11 & 12 Education and Training

This qualification provides occupational outcomes applicable to a majority of construction work sites. It also has core units of competency that are required in many Certificate III qualifications. This course covers hands on skills and knowledge, which are required for carpentry at entry level. Students will learn to plan and organise work, use construction tools and equipment, work safely at heights, erect and dismantle, restricted height scaffolding, interpret plans and specifications, and carry out concreting to simple forms.

### Possible Career Pathways

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

### Post Secondary Pathways

CPC30220: Certificate III in Carpentry

CPC40120: Certificate IV in Building and Construction

VET Brochures detail specific requirements.

School-based Apprenticeship opportunities.

Course delivery is subject to sufficient demand and a confirmed service agreement with TasTAFE.

**Delivered and assessed at school at the Construction Training Shed in partnership with TasTAFE (Reg. 60142)**

## SIT20421

### Introduction to Cookery

**Credit Point Value:** 17 (Subject to change)

**Total Course Length:** 1 year/1 full day per week

**Pre-requisites/Recommendations:**

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

---

## FOOD & HOSPITALITY INDUSTRY

**Years 11 & 12 Education and Training**

### Introduction to Cookery

This Food & Hospitality short skills set prepares you for a world of opportunities in the dynamic and fast paced hospitality industry. You will develop strong skills and knowledge in preparing and cooking a wide range of sweet and savoury dishes. You will learn hygiene, basic methods of cookery, vegetable, fruit and farinaceous products. Modern food trends will be explored in addition to completing the Provide Responsible Service of Alcohol (RSA) and Provide First Aid certificates.

#### Units of Competency include:

SITHCCC027: Prepare dishes using basic methods of cookery

SITHCCC030: Prepare vegetables, fruit, eggs and farinaceous dishes

SITXFSA005: Use hygiene practices for food safety (pre-requisite)

SITHFAB021: Provide responsible service of alcohol

The short course Provide First Aid is part of this partial qualification and will run one full day, which includes HLTAID009 Provide cardiopulmonary resuscitation. HLTAID010 Provide basic emergency life support and HLTAID011 Provide first aid

#### Possible Career Pathways

This short skill set course provides a pathway to work in kitchens in organisations such as restaurants, hotels, catering operations, clubs, pubs, cafes, and coffee shops.

#### Post Secondary Pathways

SIT20421: Certificate II in Cookery

SIT30821: Certificate III in  
Commercial Cookery

SIT30622: Certificate III in Hospitality

---

VET Brochures detail specific requirements for all VET courses.

Interviews will form part of the enrolment and selection process.

School-based Apprenticeship opportunities available.

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



UEE22020

**Certificate II in Electrotechnology (Career Start)**

**Credit Point Value:** 45 (Subject to change)

**Total Course Length:** 2 years/ **1 full day per week at St Brendan Shaw College**

**Pre-requisites/Recommendations:**

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

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

**ELECTROTECHNOLOGY INDUSTRY****Years 11 & 12 Education and Training**

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

**Possible Career Pathways**

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

**Post Secondary Pathways**

UEE30820: Certificate III in Electrotechnology Electrician

UEE32220: Certificate III in Air Conditioning and Refrigeration

**Pre-requisites:** Solid math results, B at end of Year 10 preferred. Spaces are limited and subject to interest. VET Brochures detail specific requirements. Compulsory work placement.

School-based Apprenticeship opportunities.

Additional fees apply (TBC).

**Delivered and assessed off-campus at St Brendan Shaw College in partnership with Guilford Young College (RTO 1129).**

## MEM20422

### Certificate II in Engineering Pathways

**Credit Point Value:** 48 (Subject to change)

**Total Course Length:** 2 years/**1 full day per week at TasTAFE Burnie campus**

**Pre-requisites/Recommendations:**

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

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

---

## ENGINEERING INDUSTRY

### Years 11 & 12 Education and Training

#### Certificate II in Engineering Pathways

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

#### Possible Career Pathways

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

#### Post Secondary Pathways

MEM20219: Certificate II in Engineering (Production Technology)

MEM31922: Certificate III in Engineering (Fabrication Trade)

MEM30219: Certificate III in Engineering (Mechanical Trade)

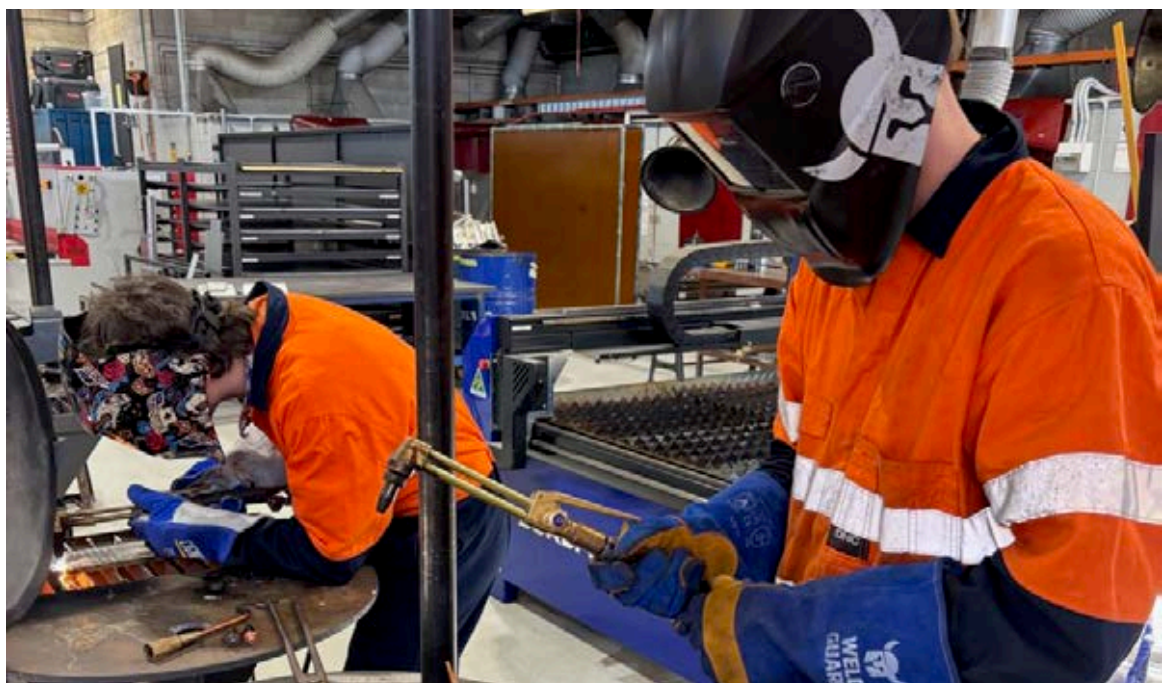
VET Brochures detail specific requirements.

School-based Apprenticeship opportunities available.

Course delivery is subject to sufficient demand and a confirmed service agreement with TasTAFE.

Additional fees apply (TBC).

**Delivered and assessed off campus at TasTAFE Burnie in partnership with TasTAFE (Reg. 60142)**



SHB20216

## Introduction to Hair and Beauty



**Credit Point Value:** 19 (Subject to change)

**Total Course Length:** 1 year/ **1 full day per week at St Brendan Shaw College**

**Pre-requisites/Recommendations:**

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

### Hairdressing Industry

#### Years 11 & 12 Education and Training

This introductory course will provide students with an insight into the world of the hairdressing industry. Specifically designed for Year 11 and Year 12 students, this one year program offers practical sessions that are relevant to industry expectations. Also, communication and working as part of a team, health and safety and retail knowledge is part of this course.

Students have the opportunity to complete a short skill set course over one year in a purpose built trade training centre and continue into the second year to complete the full qualification – SHB20216 Certificate II in Salon Assistant should a student be looking for a career pathway into the hairdressing field.

#### Year 1: Units of Competency include:

- SHBHIND001: Maintain and organise tools, equipment and work areas
- SHBXIND003: Comply with organisational requirements within a personal services environment
- SHBXCCS007: Conduct salon financial transactions
- SHBHDES002: Braid hair
- SHHBAS002: Provide head, neck and shoulder massages for relaxation
- SIRRMER001: Provide visual merchandise displays

#### Possible Career Pathways

This short skills set course provides students with an interest to continue into the second year to complete a full qualification in SHB20216 Certificate II in Salon Assistant.

#### Post Secondary Pathways

- SHB30416: Certificate III in Hairdressing
- SHB30121: Certificate III in Beauty Services
- SHB30516: Certificate III in Barbering

VET Brochures detail specific requirements for all VET courses.

**Delivered and assessed off campus at St Brendan Shaw College in partnership with Guilford Young College (RTO 1129).**

SIT20322

## Certificate II in Hospitality

**Credit Point Value:** 28 (Subject to change)

**Total Course Length:** 2 years/timetabled lessons

**Pre-requisites/Recommendations:**

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

Successfully completed units of competency in the Year 10 introductory course will automatically transfer to the full qualification in senior college.

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

---

### FOOD & HOSPITALITY INDUSTRY

#### Years 11 & 12 Education and Training

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

#### Possible Career Pathways

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

#### Post Secondary Pathways

SIT30622: Certificate III in Hospitality

SIT40422: Certificate IV in Hospitality

VET Brochures detail specific requirements. Compulsory work placement.

School-based Traineeship opportunities available

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



## Introduction to Nursing and Health Occupations



**Credit Point Value:** 22 (Subject to change)

**Total Course Length:** 1 year/**1 full day per week at TasTAFE Burnie campus**

**Pre-requisites/Recommendations:**

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

### NURSING & HEALTH OCCUPATION INDUSTRIES

**Years 11 & 12 Education and Training**

#### Introduction to Nursing and Health Occupations

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

Students will utilise the TasTAFE purpose built aged care facilities during the year.

#### Units of Competency include:

- BSBMED301: Interpret and apply medical terminology appropriately
- HLTAAP001: Recognise healthy body systems
- CHCCCS002: Assist with movement
- CHCCCS012: Prepare and maintain beds
- HLTAID011: Provide first aid
- HLTAID010: Provide basic emergency life support
- HLTAID009: Provide cardiopulmonary resuscitation

#### Possible Career Pathways

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

#### Post Secondary Pathways

- CHC32015: Certificate III in Community Services
- HLT33021: Certificate III in Allied Health Assistance
- HLT54121: Diploma of Nursing

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

Course delivery is subject to sufficient demand and a confirmed service agreement with TasTAFE.

**Delivered and assessed off campus at TasTAFE Burnie campus in partnership with TasTAFE (Reg. 60142).**

## AVI50222 (Partial) Commercial Pilot Licence



**Credit Point Value:** 39 (Subject to change)

**Total Course Length:** 2 years/**1 full day per week at St Brendan Shaw College**

**Pre-requisites/Recommendations:**

**Specialist course information – students are required to have passed a CASA Class 1 or 2 Medical before commencement of flying prior to course start date.**

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

Students need to enrol in this partial course in Year 11 to complete this 2-year short skill set course. On successful completion students will receive a statement of attainment for the units undertaken which are part of the Diploma of Aviation (Commercial Pilot Licence course).

### AVIATION INDUSTRY

#### Years 11 & 12 Education and Training

This course is aimed at students who have an interest in training for a career as a pilot or in the aviation industry. The course allows students the opportunity to work towards or attain a Private Pilot Licence (PPL). In the first year, students will gain knowledge about aerodynamics, engines and performance, navigation, meteorology, air law and human factors. In addition, students will complete practical flight training each year (25 hours per year) which will be organised outside of school hours by the student and Tristar Aviation in Launceston. The second year will be outlined in further detail in the VET Brochure.

#### Possible Career Pathways

Emergency Service Pilot  
Airline Pilot  
Flying Instructor  
Air Force or Airline Pilot

#### Program Costs

Additional fees will apply to the course. Interested students and their families are advised to book a meeting with Miss Jen Reeves to discuss course specifics.

#### Post Secondary Pathways

Private Pilot Licence (PPL) completion  
Commercial Pilot Licence  
Diploma of Aviation  
Advanced Diploma of Aviation  
Bachelor of Aviation

VET Brochures detail specific requirements for all VET Courses

**Delivered and assessed off-campus at St Brendan Shaw College in partnership with Tristar Aviation Co Pty Ltd (RTO 22509)**

SIS20321

## Certificate II in Sport Coaching

**Credit Point Value:** 24 (Subject to change)

**Total Course Length:** 1 year/timetabled lessons

**Pre-requisites/Recommendations:**

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

### SPORT INDUSTRY

#### Years 11 & 12 Education and Training

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

#### Possible Career Pathways

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

#### Post Secondary Pathways

SIS30521: Certificate III in Sport Coaching

SIS40321: Certificate IV in Sport Coaching

VET Brochures detail specific requirements. Compulsory work placement.

It is highly encouraged that students have a current Working with Vulnerable People card through Service Tasmania.

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



## FNS10120

### Certificate I in Basic Financial Literacy

**Credit Point Value:** 19 (Subject to change)

This qualification is designed to facilitate an understanding of the Australian financial services marketplace and personal financial situations to address the needs of increased nationwide financial literacy. This qualification provides learners with the basic skills and knowledge to pursue further learning in a variety of sectors in the financial services industry.



**Units of Competency include:**

FNSFLT211: Develop and use personal budgets

FNSFLT212: Develop and use savings plans

FNSFLT213: Develop knowledge of debt and consumer credit

FNSFLT214: Develop knowledge of superannuation

FNSFLT215: Develop knowledge of the Australian financial system and markets

FNSFLT216: Develop knowledge of taxation

Available to eligible students only in consultation with the Deputy Principal Learning and Teaching  
VET Brochures detail specific requirements for all VET courses.

**Delivered and assessed at school online in partnership with Youth Development and Training (RTO 31892).**

## Shipboard Safety Skill Set

**Credit Point Value:** 12 (Subject to change)

This short skill set is Nationally accredited and required if you want to work on any small commercial fishing or trade vessel. This training sets you up for a career on the water. It provides you with everything you need to work on a vessel.



**Duration:** 2 full days

**Pre-requisites:** adequate medical fitness, minimum age of 16 years

**Location:** Launceston, including practical training at Bell Bay – Australian Maritime College (AMC)

**Course includes:**

- Fire fighting at the AMC's Fire-fighting Centre
- Survival at sea in the AMC's purpose-built Survival Centre
- Safe working practices

**Units of Competency include:**

- MARF027: Apply basic survival skills in the event of vessel abandonment
- MARF028: Follow procedures to minimise and fight fires on board a vessel
- MARF029: Meet work health and safety
- MARF030: Survive at sea using survival craft

These units make up part of the full qualification MAR10418 Certificate I in Maritime Operations (Coxswain Grade 2 Near Coastal).

An Expression of Interest form will be organised mid-year to ascertain numbers and logistics of travel and accommodation.

This course will only go ahead should minimum numbers be met.

Additional fees apply (TBC).

VET Brochures detail specific requirements for all VET courses.

Delivered and assessed at school (on-line component) and at the Australian Maritime College for the practical assessments (RTO 60131).

## HLTAID011 Provide First Aid

**Credit Point Value:** 4 (Subject to change)

HLTAID009: Provide Cardiopulmonary Resuscitation

HLTAID010: Provide Basic Emergency Life Support

HLTAID011: Provide First Aid



All units describe the skills and knowledge required to provide first aid response to a casualty in line with first aid guidelines determined by the Australian Resuscitation Council (ARC) and other Australian national peak clinical bodies.

All units apply to all persons who may be required to provide an emergency response in a range of situations, including community and workplace settings.

This short skill set certificate is delivered on site at the College. There are several VET qualifications where the First Aid course is part of levies.

A fee will be incurred by students who are not affiliated with a VET program. This course will be offered to students throughout the school calendar year.

Delivered and assessed at school in partnership with third party arrangements with Allens Training (RTO 90909).

## SITHFAB021 Responsible Service of Alcohol (RSA)

**Credit Point Value:** 1 (Subject to change)

This unit describes the performance outcomes, skills and knowledge required to responsibly sell, serve or supply alcohol.

Responsible practices must be undertaken wherever alcohol is sold, served or supplied, including where alcohol samples are served during on-site product tastings. This unit therefore applies to any workplace where alcohol is sold, served or supplied, including all types of hospitality venues, packaged liquor outlets and wineries, breweries and distilleries.

The unit applies to all levels of personnel involved in the sale, service, including promotional service and supply of alcohol in licensed premises. Those selling or serving alcohol may include food and beverage attendants; packaged liquor salespersons selling in person, over the phone or online; winery, brewery and distillery cellar door staff; delivery services and supplier sales representatives. The unit also applies to security staff who monitor customer behaviour and to the licensee who is ultimately responsible for responsible service of alcohol (RSA) management.

The unit incorporates the knowledge requirements, under state and territory liquor licensing law, for employees engaged in the sale, service or supply of alcohol. Certification requirements differ across states and territories. In some cases, all people involved in the sale, service including promotional service and supply of alcohol in licensed premises must be certified in this unit. This can include the licensee and security staff.

A student must be the age of 16 years at the time of enrolment to complete this course.

This short skill set certificate is delivered on site at the College.

This course will be offered to students throughout the school calendar year. Enrolment and cost information will be advised once dates have been finalised.

Delivered and assessed at school in the Cradle Coast Trade Training Centre, in partnership with third party arrangements with Workforce Development (RTO 60103).



## UCP003

# UTAS Accountability and Accounting

**Complexity Level:** 3

**TCE Points:** 8

### Unit Description:

This unit will help you understand the role that accounting plays in providing accountability. We move beyond introductory accounting and explore the important role that accounting has in organisations, society and the environment. After completing this unit, you'll have the fundamental management and financial accounting knowledge, tools for analysing organisations' external reports and a comprehension of how of accounting can be used to address social responsibility, ethical conduct and sustainability.

### Learning Outcomes:

On completion of this unit, you will be able to:

- Analyse the role of accountability and accounting for all areas of organisational performance
- Apply management accounting tools to make informed decisions about organisational performance
- Apply financial accounting principles and techniques to make informed decisions about organisational performance
- Produce written artefacts, individual and in a team environments, using professional language and standards common to business professionals and peers

### Teaching Format:

This unit is based around a weekly 2-hour workshop. Workshops will be for you to work through activities and case studies with your facilitator. In addition to workshops, content will be delivered via the University's online learning environment, MyLO. This may involve the following:

- Watching online recorded seminars
- Preparing answers to selected questions and problems

### Assessment:

Written Artefact (5%), Essay (20%), Case study assignment (35%) Exam (40%).

### Other Information:

Students are able to register their interest with Mr Brad Simpson  
bsimpson@mrc.tas.edu.au







**MARIST REGIONAL COLLEGE**

PO Box 588, Burnie, Tasmania 7320  
Telephone: (03) 6432 7600  
Email: [subjectqueries@mrc.tas.edu.au](mailto:subjectqueries@mrc.tas.edu.au)  
Website: [www.mrc.tas.edu.au](http://www.mrc.tas.edu.au)