A young man in a light blue school shirt and dark blue apron is working in a woodshop. He is wearing safety glasses and using a hand saw to cut a piece of wood. In the background, another student is working at a table, and the workshop is filled with wood and tools.

2026 YEAR 9 & 10 SUBJECT SELECTION HANDBOOK



**ST VIRGIL'S
COLLEGE**

A Catholic boys school in the Edmund Rice tradition

We acknowledge the muwinina people, the Traditional Owners and Custodians who for thousands of generations, lived and cared for the land on which our College stands today.

We acknowledge the continuing relationship of Aboriginal and Torres Strait Islander peoples to Country that was never ceded and commit ourselves to the ongoing journey of Reconciliation.

RIGHT: Student representation of the Austins Ferry property, featuring the local flora and fauna and the Charter Touchstones.



**EDMUND RICE EDUCATION
AUSTRALIA**

At St Virgil's we aspire through our words and deeds to be faithful to the four touchstones of the EREA Charter:



Liberating Education



Gospel Spirituality



Inclusive Community



Justice and Solidarity

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PRINCIPAL'S WELCOME

I am delighted to welcome you to the pages that comprise our 2026 Subject Selection Handbook for students in Year 8 and 9.

The following pages of this Handbook demonstrate who we are as a Catholic school in the tradition of Blessed Edmund Rice and highlight the wonderful range of subjects that are on offer for your son to support him on his learning pathway.

The process of selecting subjects can be challenging. This Subject Handbook has been designed to provide important information to students and parents to assist in making informed decisions about future pathways.

Clear learning pathways for each subject area have been provided including Year 11-12 to allow each of our young men to make informed decisions about their education. For those boys considering further studies there is a broad range of subjects taught at the College by experienced, committed and professionally informed staff.

For boys who are unsure of their pathway there is a range of ways they can complete subjects that will help them to keep their options open. At all times during the subject selection process boys will be supported by ongoing Careers and Pathways Counselling from our trained and experienced staff.

Students will begin the process of subject selection during Term 3. The process involves student information assemblies, online subject selection, and course counselling



involving parents, students and staff.

We are excited to be able to provide these opportunities for your son as they realise their God-given gifts and talents.

With best wishes.

Jon Franzin
Principal

KEY CONTACTS

CAREER COUNSELLING Mr James Dalton	Full time availability Individualised and personalised career, planning advice, access to resources and application support
COURSE COUNSELLING Mrs Mary-Jane Anders	Individualised and personalised course pathway and planning advice
LEARNING & INNOVATION Mr Rohan Mitchell	Access to all the latest developments and opportunities for learning and qualifications Managing internal and external assessment requirements Supporting innovative teacher best-practice
STUDENT WELLBEING (ACTING) Mr William Geeves	Positive behaviour support Providing programmes in wellbeing and personal growth
LEARNING SUPPORT Mr Michael Farrell	Disability support including applications for Tasmanian Certificate of Educational Attainment (TCEA) Management of Reasonable Adjustments for external assessment
IDENTITY & MISSION (ACTING) Mr Thymon Venter	Spiritual and faith development Retreat and reflection Social justice and outreach Develop and strengthens the College's truth-telling curriculum
PSYCHOLOGISTS & COUNSELLOR Ms Kelsey Batchelor Mr Sam Dunn Mrs Lucinda Gear	Mental health support
INFORMATION COMMUNICATION TECHNOLOGY Mr Andrew Harrison	World-class online learning opportunities Technology to enhance and assist learning
CO-CURRICULAR Mr Michael Moschogianis	Sporting and cultural opportunities for competition and recreation Team SVC!

OUR SCRIPTURAL CONTEXT

Providing an authentic expression of the touchstones of the EREA Charter by 'acting justly, loving tenderly and walking humbly with God' (Micah 6:8).

OUR VISION

Inspired by the example of Jesus and the faithful service of Blessed Edmund Rice, we strive to create a learning community where each boy is known and valued, inspired and empowered to contribute to the realisation of a just, peaceful and hope-filled world for all.

OUR MISSION

We strive to build a Catholic learning community where we can become people of faith, generosity, excellence and integrity, connected in our desire to serve and care for each other, the marginalised and our environment.

OUR VALUES

COMMUNITY
INTEGRITY
JUSTICE
KINDNESS
LEARNING

LIBERATING EDUCATION

We offer a Liberating Education, based on a Gospel spirituality, within an Inclusive Community committed to Justice and Solidarity.



Liberating Education

We open hearts and minds, through quality teaching and learning experiences, so that through critical reflection and engagement each person is hope-filled and free to build a better world for all.

When engaging in a Liberating Education we demonstrate that we are prepared to move to new places in our thinking, we seek an authentic understanding of the issues facing our world, as described by the people experiencing those issues. We develop the skills and attributes to connect and collaborate with others as we learn and then speak a language of justice and peace.



Gospel Spirituality

We invite all people into the story of Jesus and strive to make his message of compassion, justice and peace a living reality within our community

Our foundation is in the Gospels, and Jesus is our example in all we do, say and strive to be. When we develop and nurture a deep sense of the spiritual in our lives, engaging in prayer and reflection with meaning and sincerity, we see the connections between ourselves and other faith traditions and value the shared wisdom of experiencing our world in this way.



Inclusive Community

Our community is accepting and welcoming, fostering right relationship and committed to the common good.

We share a common life within, amongst and alongside each other, developing our individual strengths by being affirmed and supported by each other. We learn about and value Aboriginal and Torres Strait Islander histories and cultures and we strive to make our journey of reconciliation one of truth and healing. We recognise the challenges faced by others, whose needs and abilities are different from ours and we celebrate their achievements as we would our own.



Justice and Solidarity

We are committed to justice and peace for all, grounded in a spirituality of action and reflection that calls us to stand in

solidarity with those who are marginalised and the Earth itself.

We create opportunities to form meaningful relationships with the marginalised, excluded and those who have been made poor. We look for, identify, and then challenge the barriers that keep us apart. We create opportunities to make the world a fairer, more inclusive and just place for everyone and we acknowledge and embrace our responsibility to do so.

LEARNING & TEACHING

'Inspired by the example of Jesus and the faithful service of Blessed Edmund Rice, we strive to create a learning community where each boy is known and valued, inspired and empowered to contribute to the realisation of a just, peaceful and hope-filled world for all.'

St Virgil's College Vision 2020 - 2024

The vision for our College gives clear direction to our Learning and Teaching approach. For each boy to be known and valued, we create learning and teaching experiences and opportunities that are based on the principles of formation and personalisation.

- Religious Education is taught explicitly to support our boys to come to understand the Catholic faith. Additionally, we create faith and spiritual formation experiences that surround our boys at every turn, meeting them where they are and welcoming them into a personal relationship with God.
- We use data to inform our practice. Data about the student's strengths and special abilities, results from diagnostic assessments and testing. Information about their interests and aspiration all contribute to our decision making and guide our planning.
- We provide a range of subject options that cover as many pathways and interests as possible, plus a broad array of co-curricular activities.

'... education is the most important gift we can give to people. That every individual can be transformed with the right educational opportunity.'

Sir Ken Robinson

- We use regular online feedback to ensure the boys and their families are informed about their progress and have up to date advice on the next step for successful learning and achievement.
- Our teachers use pedagogical approaches that are designed to meet the needs of boys including focusing on relationships and trust, negotiating options and providing choice, hands-on and active learning activities, small amounts of friendly competitions and tailoring the curriculum to create contextualised and real-world relevant lessons.
- We provide careers education and pathways counselling to support the boys to understand where they want to go and what they need to do to get there.
- We support boys with additional needs directly through in-class Learning Support Officer attention, specialised intervention and personal learning and behaviour plans.

PASTORAL CARE & WELLBEING

'Our values are an authentic lived representation of who we are and who we aspire to be.'

They shape and inform our culture and are clearly evidenced in all interactions with members of our community.

The authentic expression of our values defines our community and is the basis for all planning, decision making, reflection and renewal.'

St Virgil's College Values 2020 - 2024

The Pastoral Care and Wellbeing framework of St Virgil's has at its foundation what encompasses being a true Virgilian. Our behaviour formation model, The Virgilian Way, seeks to form our young men through our core values and through following in the footsteps of Blessed Edmund Rice. We expect a high standard from our young men and we expect to see in their deeds our values of community, kindness, learning, integrity and justice on display.

We have a dedicated pastoral care network who work with and for our young men each and every day. Their roles are to ultimately support, encourage, troubleshoot and guide our students through all that is associated with school life. From our Pastoral Care Teachers, who know your son best and see them each morning, to our Heads of House, Student Support Team and Director of Student Wellbeing we strive to give our students every opportunity to be the best version of themselves they possibly can be.

St Virgil's College has always had a great sense of ritual and tradition. We know that when our young men feel as though they belong and are connected they will be more likely to achieve successful outcomes. From community events, liturgical milestones, sporting activities, co-curricular activities; in the arts, music and drama, to outdoor education experiences and service learning programmes we strongly encourage boys to get involved. For it is through their involvement and participation they will build relationships with both their peers and staff and feel connected, engaged and welcomed. We are a connected and engaged community and acknowledge that we work with and for each other as members of the St Virgil's College community.

We strive to educate and form our young men through our Pastoral Care Program on the topics they need awareness of, ways of adapting, dealing with challenging times, support mechanisms in a variety of challenging

and diverse social and emotional issues.

Ultimately we want to create in our students a strong sense of moral and ethical behaviour and decision making, resilience and self belief with a focus on right relationships as men of integrity.

**THE
VIRGILIAN
WAY**

COMMUNITY

INTEGRITY

JUSTICE

KINDNESS

LEARNING



SENIOR YEARS

'Year 9 is the start of senior schooling as students transition into learning that is futures focused and pathways oriented. Students will have access to a suite of courses aligned to the Australian Curriculum and the Years 9 to 12 Curriculum Framework.'

Years 9 to 12 Project An Integrated Model for Course Design and Delivery, 2020

As part of Project 23, a collaborative effort between a number of southern Catholic Colleges, St Virgil's College intends to recommence provision of Year 11 and 12 by 2024 for the first time in 30 years, enabling us to provide our boys with a seamless pathway to their future.

This handbook outlines the learning and teaching pathways that are being designed to

meet the needs of every boy to realise their dreams and aspirations for their futures.

Because of the dynamic nature of our own College restructure, and the reforms to education in Tasmania as a whole, this handbook has been published online rather than in hard copy. Our intention is to update this handbook regularly, so that our community has access to the latest information and advice.

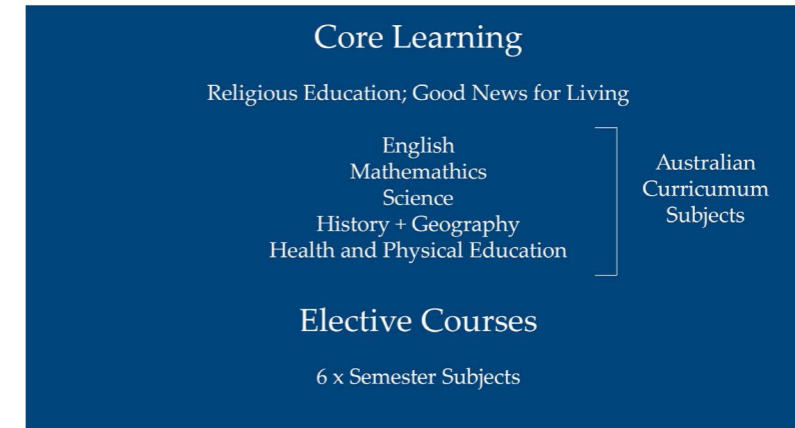


NAVIGATING THE SENIOR YEARS

There are many possible ways of participating in learning in the Senior Years at St Virgil's that comply with the requirements of the Education Act 2016.

Year 9

Core Learning + Elective Courses



Year 10

Core Learning + Elective Courses



Year 11 & 12



BASIC SENIOR YEARS TOOLKIT

Below you will find specific information pertaining to each acronym you'll hear throughout your senior education. We provide you with this information to assist in your planning as you look towards Year 11&12. The images are also links to relevant websites and videos to further extend your understanding.

WHAT DOES TASC MEAN?



The Tasmanian Assessment, Standards and Certification (TASC) are responsible for the development and accreditation of courses in all education sectors in Tasmania. They conduct and moderate assessment of accredited Senior Secondary courses, ensuring the development of appropriate standards including the quality of external assessment, including examinations. They are responsible for certification of student achievement including the following qualification.

All TASC accredited courses are defined by a level of complexity and are organised into five levels of difficulty; Preliminary Level, Level 1, 2, 3 and 4, with Level 4 being the most difficult. A summary of how each level contributes to the achievement of the TCE and an ATAR is given in the table below.

[Click here for further information on the Levels of Complexity for TASC Courses.](#)

Preliminary courses	Level 1	Level 2	Level 3 (Pre-tertiary)	Level 4 (Pre-tertiary)
<ul style="list-style-type: none"> Designed to develop skills to move into more demanding courses 	<ul style="list-style-type: none"> Designed to develop skills to move into more demanding courses Credit points contribute to the TCE 	<ul style="list-style-type: none"> Designed to develop skills to move into more demanding courses Credit points contribute to the TCE May provide evidence for Everyday Adult Standards 	<ul style="list-style-type: none"> Designed to develop skills to move into more demanding courses Credit points contribute to the TCE May provide evidence for Everyday Adult Standards Could contribute to the ATAR 	<ul style="list-style-type: none"> Designed to develop skills to move into more demanding courses Credit points contribute to the TCE May provide evidence for Everyday Adult Standards Could contribute to the ATAR

WHAT IS AN ATAR?

If you are considering a pathway to university, the Australian Tertiary Admission Rank (ATAR) is a ranking system to help you to do so, though it is not the only way. It compares you against your peers of your overall achievement in your top five Level 3 or 4 subjects that you have successfully completed in Year 11 and 12. To gain an ATAR, you must also meet all the requirements of the TCE. [Click here for a video](#) to further explain the ATAR.

WHAT IS THE TCE?

The Tasmanian Certificate of Education (TCE) is a qualification you are awarded in Year 11 and 12 when you finish school. To achieve the TCE you must meet five standards.

- Planning for Future Pathway Standard
- Participation and Achievement Standard: Complete a full senior secondary education and training program.
- Everyday Adult Standards in:
 - Reading, writing and communication (in English)
 - Mathematics
 - Use of computers and the internet

[This video](#) provides further information on what your TCE means.



WHAT DOES TCEA MEAN?

The Tasmanian Certificate of Education Achievement (TCEA) is a certificate you achieve if you are unable to get the TCE qualification. It provides an alternative pathway if your personal circumstance has impacted your learning. It will inform future employers what you have achieved in Years 11 and 12. [This video](#) provides more information on the TCEA.



WHAT IS A SCHOOL'S RECOMMENDATION PROGRAM?

An alternative means of entry to study at the University of Tasmania is through the School's Recommendation Program in which Year 12 students apply for early entry for up to five courses at the end of June. Rather than an ATAR, your application is based upon your Year 11 results and the College's recommendation, completed after midyear examinations. Offers are released from August to early November meaning you can secure your place at university before final exams. If you do not receive your dream course, your application can be re-assessed when your ATAR is released after examinations. The program does not apply for all courses, particularly those with a quota such as Medicine, Medical Radiation and Paramedicine and is only applicable for entry to University of Tasmania. Other universities rely on the ATAR for entrance. [Use this link for further information](#) on how the Schools Recommendation Program works.

WHAT DOES VET MEAN?

VET is an acronym for Vocational Education and Training (VET) and is very much a 'hands on' program that has a strong industry focus. VET programs focus on learning through doing. A VET qualification is recognised nationally and gives you real-life, practical and industry-relevant skills. Most VET courses give you the opportunity to complete work placements, making practical connections for future employment. [The VET explainer video](#) provides more information.

WHY DO I NEED AN ALP?

Whatever a young person wants to do in life, there is a pathway to take them there. It all starts with education and training. An Approved Learning Program (ALP) is a law that states when you complete Year 10 you are required to participate in a full time approved learning program until you complete Year 12, a Certificate III, or turn 18.

An ALP is an appropriate course of education or training through a school, college, registered training organisation or an employer. You will be required to inform St Virgil's of your plans before the end of Year 10. Your Principal will then issue you with a 'Transition Statement' to state you have informed the school of your intended ALP. Young people have a wide range of options to meet the requirement to stay in education and training. Don't know what to do? [Check out the options that are available](#) from students themselves.



Australian School-based Apprenticeship

An **Australian School-based Apprenticeship (ASbA)** is a paid, employment-based training arrangement with St Virgil's College and an employer. This means if you are in Year 10, 11 or 12 you can combine work, training and education to gain a nationally recognised qualification, usually at Certificate II or III level. There are some requirements for work, training and education:

WHAT ARE THE WORK REQUIREMENTS?

To participate in a minimum of 7.5 hours employment in the workplace each week. This can be one or two days at work in school time or after school hours, and on the weekend. You may also be asked to work additional hours in term holidays.

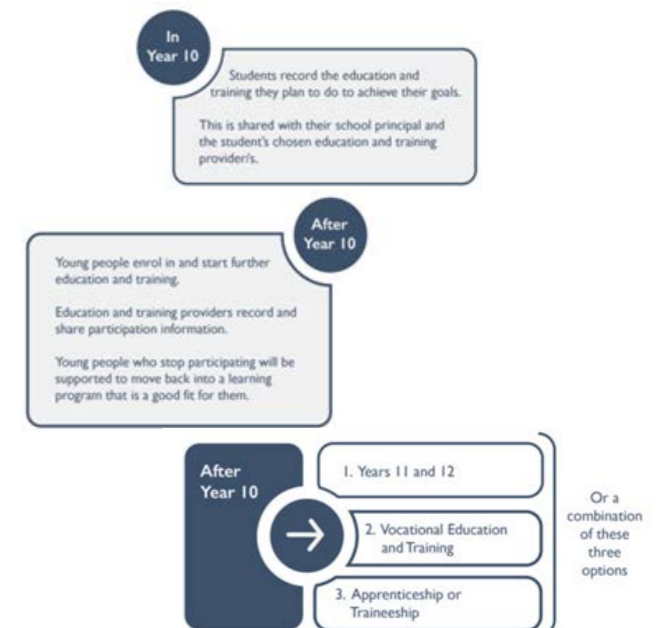
WHAT ARE THE TRAINING REQUIREMENTS?

To sign a Training Plan with your employer and a Registered Training Organisation (RTO) who is responsible for the training and assessment against the requirements of the qualification. You will be paid for any training in the workplace or off-site. [Click here to find the traineeships on offer in 2024.](#)

WHAT ARE THE EDUCATION REQUIREMENTS?

To commit to attending school when timetabled to do so. You must also study subjects that are complementary to the ASbA qualification and, in Year 11 and 12, contribute to the Tasmanian Certificate of Education (TCE). Every unit of competency achieved over the course of the contract will contribute points to your TCE.

[Check out this video](#) if you're interested in seeing more about an Australian School-based Apprenticeship (ASbA), or click on the image below for further information.



HOW DO I SELECT MY YEAR 9 & 10 ELECTIVES?

Students in Year 9 and 10 will undertake 60 periods of study per fortnight. This time is divided as follows:

- Compulsory Subjects: 42 periods
- Elective Subjects: 18 periods

Core Subjects

Core subjects are studied by all students in Year 9 and 10. The Core Subjects are:

- Good News for Living Religious Education
- Australian Curriculum English
- Australian Curriculum Mathematics
- Australian Curriculum Science
- Australian Curriculum Humanities
- Australian Curriculum Health and Physical Education

Click on the image on the right for more information on the Australian Curriculum.



Learning areas

Elective Subjects

The elective subjects for Year 9 are mostly offered in semesters. Year 10 students are able to undertake both full year and semester subjects. Students undertake three electives per semester. This handbook contains descriptions of the available elective subjects. The aim in Year 9 is to give you access to a wide variety of subjects to provide the greatest possible chance to explore your interests and possible learning pathways. In Year 10, we provide you with the opportunity to extend your skills through year-long subjects in non-compulsory subject areas in preparation for pathways into Year 11 and 12.

When choosing Year 9 electives, be mindful of a two-year program.

When choosing Year 10 electives, it is important to consider potential pathways to Year 11 and 12.

Pathway diagrams are provided throughout the handbook for both compulsory and elective subjects for your consideration to assist in planning a Year 9 and 10 program into Year 11 and 12.

It is essential that you carefully consider your final choices, as once the classes are published changes may be difficult to facilitate.

Selection Process

The timeline for subject selection is as follows:

Wednesday 27 August	Subject Selection Evening
Thursday 28 August	Online Subject Selection Portal Opens
Thursday 11 September	Online Subject Selection Portal Closes



COURSES



THE ARTS

Contact Head of Department, Montgomery Wilson, for further information on The Arts electives, mwilson@stvirgils.tas.edu.au.

Year 9 Drama

Length	1 semester
Availability	Year 9
9-12 Focus Area	Discipline-based Study
Prerequisite	None

By the end of Year 9 Drama, students analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view. They use their experiences of drama practices from different cultures, places and times to evaluate drama from different viewpoints.

Students develop and sustain different roles and characters for given circumstances and intentions. They perform devised and scripted drama in different forms, styles and performance spaces. They collaborate with others to plan, direct, produce, rehearse and refine performances. They select and use the elements of drama, narrative and structure in directing and acting to engage audiences. They refine performance and expressive skills in voice and movement to convey dramatic action.

IN THIS COURSE I WILL LEARN:

- The history of all modern theatre and drama works through the Commedia dell'Arte style.
- The basics of Comedy, including in performance.
- To create drama performances through ensemble, paired and solo opportunities.
- To apply analysis skills to live performance.

PATHWAY TO YEAR 11/12

YEAR 9	YEAR 10	MAY LEAD TO
Year 9 Drama	Year 10 Drama	Drama Foundation 2
		Drama 3
		Theatre Performance (upon successful completion of Drama 3)

FUTURE EMPLOYMENT OPPORTUNITIES
Actor, Teacher, Lawyer, Emergency Services, Communications.

Year 10 Drama

Length	Full year
Availability	Year 10
9-12 Focus Area	Discipline-based Study
Prerequisite	1 semester in Year 9

Students explore how and why drama works are made by interpreting and responding to the works of others and by engaging in dramatic storytelling. They analyse how and why the elements of drama, performance skills and/or conventions are manipulated in drama they create, perform and/or experience. They explore and evaluate drama in a range of styles, as well as rehearse to prepare for and participate in dramatic performances. Students build personal confidence as they work individually and/or collaboratively to develop drama skills, knowledge and understanding through a range of drama performances. They use performance skills relevant to style and/or form to sustain belief, roles and characters in performances of improvised, devised and/or scripted drama for audiences. Learners will be given opportunities to attend and reflect upon live dramatic performances.

IN THIS COURSE I WILL LEARN:

- To create drama performances through ensemble, paired and solo opportunities.
- To explore and experience a variety of text and theatre styles.
- To perform in and contribute to the development of a devised piece.
- To perform for a live audience.

PATHWAY TO YEAR 11/12

YEAR 9	YEAR 10	MAY LEAD TO
Year 9 Drama	Year 10 Drama	Drama Foundation 2
		Drama 3
		Theatre Performance (upon successful completion of Drama 3)

FUTURE EMPLOYMENT OPPORTUNITIES
Actor, Teacher, Lawyer, Emergency Services, Communications.

Year 9 Music

Length	1 semester
Availability	Year 9
9-12 Focus Area	Discipline-based Study
Prerequisite	None

An essential textbook for this course requires a one-time fee of \$20.

By the end of Music, students will be able to discuss and analyse Music using appropriate language drawn from the elements of Music. Students will begin to develop their skills of performance and composition, having had experience of a variety of musical genres. They will learn the skills of aural recognition and analysis, recognising simple rhythms and pitch sequences.

IN THIS COURSE I WILL LEARN:

- The elements of Music, their application and how to express my musical ideas in the appropriate language of music.
- Develop my performance skills and technique on my chosen instrument.
- Identify the key aspects that contribute to creating a successful Music performance.
- To appreciate a variety of musical styles and recognise the key defining characteristics.

PATHWAY TO YEAR 11/12

YEAR 9	YEAR 10	MAY LEAD TO
Music (semester)	Music (full year)	Music Studies 2
		Contemporary Music and Songwriting 2
		Music Technology Projects – Foundation 2
		Music 3

FUTURE EMPLOYMENT OPPORTUNITIES
Performing Musician, Music specialist, Music Teacher, Teacher Aide, Instrumental Teacher.

Year 10 Music

Length	Full year
Availability	Year 10
9-12 Focus Area	Discipline-based Study
Prerequisite	1 semester in Year 9

An essential textbook for this course requires a one-time fee of \$20.

By the end of Music, students analyse different scores and performances aurally and visually. They evaluate the use of elements of music and defining characteristics from different musical styles. They use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions. Students interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles. They interpret and perform music with technical control, expression and stylistic understanding. They use aural skills to recognise elements of music and memorise aspects of music such as pitch and rhythm sequences. They use knowledge of the elements of music, style and notation to compose, document and share their music.

IN THIS COURSE I WILL LEARN:

- To extend my current technical and expressive skills in performance.
- To develop aural skills and understanding of the elements of music.
- How traditional music has developed over time and influenced contemporary music.
- To identify musicians through the style of their music.

PATHWAY TO YEAR 11/12

YEAR 9	YEAR 10	MAY LEAD TO
Music (semester)	Music (full year)	Music Studies 2
		Contemporary Music and Songwriting 2
		Music Technology Projects – Foundation 2
		Music 3

FUTURE EMPLOYMENT OPPORTUNITIES
Performing Musician, Music specialist, Music Teacher, Teacher Aide, Instrumental Teacher.

Year 9 Visual Art

Length	1 semester
Availability	Year 9
9-12 Focus Area	Discipline-based Study
Prerequisite	None

Students will evaluate how representations communicate artistic intentions in artworks they make and view. They evaluate artworks and displays from different cultures, times and places. They analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas. They identify influences of other artists on their own artworks. Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.

In this course, learners have an opportunity to experiment and work in a range of artistic studio areas in the visual arts.

IN THIS COURSE I WILL LEARN:

- To make connections between history, culture and ancient art objects.
- How functional objects convey multiple messages and meanings.
- To experience, make, and respond to works of art across a range of studio areas.

PATHWAY TO YEAR 11/12

YEAR 9	YEAR 10	MAY LEAD TO
Visual Art (semester)	Visual Art (full year)	Arts 1
		Art Practice 2
		Visual Art 2
		Visual Art 3
		Art Studio Practice (upon successful completion of Visual Art 3)

FUTURE EMPLOYMENT OPPORTUNITIES

Artist, Teacher, Graphic Designer, Architect, Interior designer, Copywriter, Photographer, Social Media Manager, Creative Director, Art Director.

Year 10 Visual Art

Length	Full year
Availability	Year 10
9-12 Focus Area	Discipline-based Study
Prerequisite	1 semester in Year 9

In a progression of the skills developing in Year 9, this course allocates significant time for students to develop a resolved body of work in a single studio area which demonstrates their understanding of visual art as a form of communication and a way to make sense of the world and their own personal and cultural experiences. Throughout the year, students will also develop a journal incorporating both written and visual documentation focused on reflecting on ideas and concepts relating to their own work and the work of other artists.

IN THIS COURSE I WILL LEARN:

- To make connections between history, culture and ancient art objects.
- How functional objects convey multiple messages and meanings.
- To experience, make, and respond to works of art across a range of studio areas.

PATHWAY TO YEAR 11/12

YEAR 9	YEAR 10	MAY LEAD TO
Visual Art (semester)	Visual Art (full year)	Arts 1
		Art Practice 2
		Visual Art 2
		Visual Art 3
		Art Studio Practice (upon successful completion of Visual Art 3)

FUTURE EMPLOYMENT OPPORTUNITIES

Artist, Teacher, Graphic Designer, Architect, Interior designer, Copywriter, Photographer, Social Media Manager, Creative Director, Art Director.

Introduction to Photography

Length	1 semester
Availability	Year 9
9-12 Focus Area	Personal futures
Prerequisite	None

By the end of Introduction to Photography, students can analyse how social and cultural values and alternative points of view are portrayed in images they make, interact with and distribute. They evaluate how genre and media conventions and technical and symbolic elements are manipulated to make representations and meaning.

Students produce images that communicate points of view for different contexts. They integrate and shape technical and symbolic elements for specific purposes, meaning and style.

IN THIS COURSE I WILL LEARN:

- To use a variety of camera techniques.
- To use software to enhance and manipulate images.
- To use the elements and principles of photography.
- To analyse other's photography.
- To compose photos for specific purposes.

PATHWAY TO YEAR 11/12

YEAR 9	YEAR 10	MAY LEAD TO
Introduction to Photography	NA	Arts 1
		Art Practice 2
		Visual Art 2

FUTURE EMPLOYMENT OPPORTUNITIES

Social Media Influencer, Photographer, Marketing, Real Estate.

FOOD TECHNOLOGY

Contact Head of Department, Belinda Straatsma, for further information on Food Technology electives, bstraatsma@stvirgils.tas.edu.au.

Coffee and Café

Length	1 semester
Availability	Year 9
9-12 Focus Area	Professional Studies
Prerequisite	None

By the end of Coffee and Café, students will have developed design thinking and practical skills to become confident designers of solutions within a hospitality setting.

Students will develop practical skills in food preparation and presentation, including how to make a variety of barista-style coffees and café-style menu items. Emphasis is placed on safe and hygienic practices, time management, and collaborative work in a simulated café environment.

Using the design process, students will apply critical and creative thinking to develop their own café concept. This includes generating design ideas, developing branding and menu options, planning café layouts, and evaluating sustainability and user needs.

By the end of the course, students will have developed transferable skills in project planning, food production, customer service, and enterprise. They will be confident in using design thinking to propose innovative and meaningful solutions that reflect current food trends and consumer preferences.

IN THIS COURSE I WILL LEARN:

- Prepare and present a range of café-style foods and barista coffees using safe, hygienic, and efficient practices
- Plan and design key elements of a café, including the menu, branding, kitchen workflow, and layout
- Demonstrate knowledge of workplace health and safety, including safe use of equipment, handling of hot beverages and food, and correct cleaning and sanitising procedures
- Work effectively in a team, developing communication, time management, and customer service skills
- Build confidence and capability for further study or work in the food and hospitality industry

PATHWAY TO YEAR 11/12

YEAR 9	YEAR 10	MAY LEAD TO
Coffee and Café	Hospitality/ Food Studies	Food and Hospitality Enterprise 2
		Food, Cooking and Nutrition 2
		Food and Cooking Essentials 2
		Food and Nutrition 3
		VET Certificate I in Hospitality
		VET Certificate II in Cookery

FUTURE EMPLOYMENT OPPORTUNITIES
Barista, Chef, Hospitality Service.

Hospitality/Food Studies

Length	Full year
Availability	Year 10
9-12 Focus Area	Professional Studies
Prerequisite	1 semester in Year 9 Coffee and Café

This dynamic course offers two exciting streams — one focusing on VET Hospitality and the other on Food Studies — both running within the same class timetable. Students can choose the stream that aligns with their interests and future goals.

Intro to VET Hospitality Stream (Guilford Young College RTO No. 1129)

Designed for students interested in pursuing VET Hospitality in Years 11 and 12, this stream builds a strong understanding of the hospitality industry — covering both front-of-house and back-of-house operations. It is the first step to gaining qualifications as a chef. Students will contribute to school-related catering functions throughout the year — gaining valuable real-world experience in a supportive learning environment.

Please note: Students in the VET stream will undertake several competency-based assessments in addition to their normal assessments. It is important to note that students will work on units that could count towards the full certificate if they choose to enrol in one in the future. Most students have the opportunity to complete 3 units at St. Virgil's College. Units from this course can contribute to SIT20322 Certificate II in Hospitality or SIT20421 Certificate II in Cookery.

Food Studies Stream

This stream develops essential food preparation and cooking skills within a domestic context. Students will apply safe food handling practices and food safety hygiene procedures while working individually and in teams to prepare key foods for a range of contexts. They will explore the nutritional, sensory, and functional properties of food, prepare healthy meals, and consider cultural and environmental aspects of food in Australia — including Indigenous foods — and from around the world.

IN THIS COURSE I WILL LEARN:

- Implement essential life skills and develop a strong work ethic to support future part-time or full-time job opportunities.
- Understand and apply Workplace Health and Safety (WH&S) guidelines.
- Develop confident customer service and communication skills.
- Learn and apply industry-standard hygiene, cleaning, and food safety requirements.
- Gain practical skills in simple cooking and non-alcoholic beverage preparation, including knife techniques and food/beverage presentation standards used in the hospitality industry.
- Prepare and present a wide range of food and beverage products with attention to quality and presentation.

PATHWAY TO YEAR 11/12

YEAR 9	YEAR 10	MAY LEAD TO
Coffee and Café	Hospitality/ Food Studies	Food and Hospitality Enterprise 2
		Food, Cooking and Nutrition 2
		Food and Cooking Essentials 2
		Food and Nutrition 3
		VET Certificate I in Hospitality
		VET Certificate II in Cookery

FUTURE EMPLOYMENT OPPORTUNITIES
Food product developer, nutrition consultant, event assistant.

DESIGN & TECHNOLOGIES

Contact Head of Department, Rohan Mitchell, for further information on Design & Technologies electives, rmitchell@stvirgils.tas.edu.au.

Automotive Systems

Length	1 semester or full year
Availability	Year 9 (semester) & Year 10 (full year)
9-12 Focus Area	Professional Studies
Prerequisite	1 semester in Year 9 to study a full year in Year 10

By the end of Automotive Systems, students will understand how to develop designed solutions that address identified needs or opportunities. Students will learn how various vehicle systems operate, how to diagnose issues, and how to design or repair automotive components, combining the principles of mechanics, electronics, and engineering to understand and solve problems related to vehicles.

Students will evaluate the features of automotive components and assess their suitability within automotive systems. They will create designed solutions based on a critical analysis of needs or opportunities, connecting and developing design ideas and processes of increasing complexity while justifying their decisions. They will apply sequenced production and management plans independently and collaboratively, making adjustments as needed throughout the process. Additionally, students will select and use appropriate technologies skilfully and safely to produce high-quality solutions that are fit for purpose.

IN THIS COURSE I WILL LEARN:

- How force, motion and energy are used to create engineering solutions.
- To work flexibly to test, select and use appropriate technologies to create safe solutions.
- To apply design thinking, creativity, innovation and enterprise skills.
- To critically evaluate products to improve design and technology.
- To work independently and collaboratively on the production and management of designs, and making adjustments as necessary to ongoing improvement.

PATHWAY TO YEAR 11/12

YEAR 9	YEAR 10	MAY LEAD TO
Automotive Systems (semester)	Automotive Systems (full year)	Automotive and Mechanical Technologies 2 VET Certificate I and II Automotive Vocational Preparation

FUTURE EMPLOYMENT OPPORTUNITIES

Repair Equipment, Mechanic, Auto Electrician, Welder, Engineer.

Design in Metal

Length	1 semester or full year
Availability	Year 9 (semester) & Year 10 (full year)
9-12 Focus Area	Professional Studies
Prerequisite	1 semester in Year 9 to study a full year in Year 10

By the end of Design in Metal, students will have designed, constructed, and evaluated their own projects. They will confidently use a variety of materials, hand tools, power tools, and processes to create effective design solutions.

Students will learn to safely use a range of hand and power tools to cut, shape, join, and finish metal components. They develop their design ideas into practical projects, applying problem-solving skills and documenting their process through project journals while building confidence in workshop safety and craftsmanship.

Students will develop design solutions within a metalwork context based on a given project brief. They will generate and connect design ideas and processes of increasing complexity, justifying their decisions along the way. Projects will be communicated and documented through a detailed project journal. Students will independently and collaboratively apply sequenced production and management plans during the creation of their designs, making adjustments as necessary. They will select and use appropriate technologies skilfully and safely to produce high-quality solutions suited to the intended purpose.

IN THIS COURSE I WILL LEARN:

- To develop and create effective design solutions in metalwork
- To communicate and document the design and production process clearly
- To select and use appropriate tools, technologies, and materials for metal projects
- To work safely and responsibly in the workshop environment to produce quality metalwork

PATHWAY TO YEAR 11/12

YEAR 9	YEAR 10	MAY LEAD TO
Design in Metal (semester)	Design in Metal (full year)	Automotive and Mechanical Technologies 2 Design and Production 2 VET Certificate II in Engineering Pathways (Metal Trades)

FUTURE EMPLOYMENT OPPORTUNITIES

Fitter and Turner, Boilermake/Welder, Sheetmetal trades, Furniture Maker.

DESIGN & TECHNOLOGIES

Design in Wood

Length	1 semester or full year
Availability	Year 9 (semester) & Year 10 (full year)
9-12 Focus Area	Professional Studies
Prerequisite	1 semester in Year 9 to study a full year in Year 10

By the end of Design in Wood, students will understand the factors influencing design decisions and the technologies used to create wood-based products. When developing solutions for identified needs or opportunities, students will evaluate the properties of wood and their suitability for the intended purpose.

Students will learn to safely use a range of hand and power tools to measure, cut, shape, join, and finish wood. They apply problem-solving skills as they develop their design ideas into practical projects, adapting and improving their work throughout. Students also document their process and decisions through detailed project journals, developing both technical skills and workshop safety awareness.

Students create designed solutions for wood-based projects based on critical evaluation. They establish success criteria, including sustainability considerations, and use these to evaluate their designs and processes. Projects are communicated and documented clearly, with students independently applying sequenced production and management plans, adjusting as necessary to improve outcomes.

IN THIS COURSE I WILL LEARN:

- To critically analyse social, ethical, and sustainability factors that impact designed solutions
- To investigate and assess how the characteristics and properties of materials, systems, components, tools, and equipment can be combined to create effective wood-based designs
- To work safely while testing, selecting, justifying, and using appropriate technologies and processes in designing with wood
- To explore and evaluate how different technologies can be integrated to produce wood products
- To develop creative and practical design solutions using wood

PATHWAY TO YEAR 11/12

YEAR 9	YEAR 10	MAY LEAD TO
Design in Wood (semester)	Design in Wood (full year)	Design and Production 2 VET Certificate II in Construction Pathways

FUTURE EMPLOYMENT OPPORTUNITIES

Building and Construction, Architecture, Product Design.

Graphics and Design

Length	1 semester
Availability	Year 9
9-12 Focus Area	Professional Studies
Prerequisite	None

By the end of Graphics and Design, students will understand how professionals in graphic design consider various factors that influence design decisions and use technologies to produce effective design solutions. They will identify necessary changes to improve graphic design outcomes and evaluate the features and purposes of graphic design technologies.

Students will explore design principles such as colour, typography, and layout, and use digital tools to create and refine images, logos, posters, and other digital graphics. They develop design briefs based on real-world problems or opportunities, create and iterate design solutions, and communicate their ideas visually for different audiences. Students also learn about production processes for print and digital media, collaborate on group projects, and consider sustainability in their design choices.

Students create designed solutions within graphic design contexts based on a critical evaluation of needs or opportunities. They establish criteria for success, including sustainability considerations, and use these to evaluate their ideas, design solutions, and processes. Projects will be communicated and documented for diverse audiences, including marketing purposes, both independently and collaboratively.

IN THIS COURSE I WILL LEARN:

- To develop, modify, and communicate graphic design ideas using creativity and innovation
- To investigate and make judgements to create solutions for graphic design challenges
- To analyse needs or opportunities to develop graphic design briefs and select appropriate materials, systems, components, tools, and equipment
- To develop graphic design plans using digital technologies to manage projects individually and collaboratively, considering time, cost, risk, and production processes
- To evaluate sustainable design ideas, processes, and solutions against success criteria
- To investigate and assess how different technologies can be combined to create graphic design products

PATHWAY TO YEAR 11/12

YEAR 9	YEAR 10	MAY LEAD TO
Graphics and Design	NA	Computer Graphics and Design - Foundation 2 Computer Graphics and Design 3

FUTURE EMPLOYMENT OPPORTUNITIES

Graphic Designer, Web Designer, Product Designer, Artist, Set Designer, Architect, Film Maker, Art Manager/Director, Event Planner, Social Media Manager, Video Game Designer, Fashion Designer, Industrial Designer, User Experience Designer, Creative Director, Teacher, Academic, Illustrator, Information Architect.

DIGITAL TECHNOLOGIES

Contact Head of Department, Mr Andrew Harrison, for further information on Digital Technologies electives, aharrison@stvirgils.tas.edu.au.

Digital Factory

Length	1 semester
Availability	Year 9
9-12 Focus Area	Discipline-based study
Prerequisite	None

By the end of Digital Factory, students can plan and develop their own innovative digital products. They can investigate and provision specific digital systems that achieve the desired outcomes of their own projects.

Students investigate, implement and evaluate current software used to provide the various forms of communication utilised in the digital space. Students will experience a combination of class-based and independent projects which include, but are not limited to: robotics, retro gaming console development and animation, autonomous coding projects, 3D modelling and architectural model visualisation, virtual and augmented reality (mixed reality), project planning, computer game development and core computer theory.

IN THIS COURSE I WILL LEARN:

- To design and create the user experience of a digital system by developing risk models, evaluating alternative designs, and assessing functionality, accessibility, usability, and aesthetics.
- To develop a portfolio of evidence, with an emphasis on planning, recording development and milestones.
- To create interactive solutions for sharing ideas and information online, considering social contexts.
- The positive function of evaluation, critique, accountability, and self-reflection.

PATHWAY TO YEAR 11/12

YEAR 9	YEAR 10	MAY LEAD TO
Digital Factory	Digital Technologies	Digital Technologies 2
		Engineering Design 2 (Robotics & Gaming)
		Data Science & Digital Solutions 3
		Computer Science 3
		Computer Graphics & Design: Foundation 2
		Electronics & Advanced Technologies 2 & 3

FUTURE EMPLOYMENT OPPORTUNITIES

Computer Science, Engineering, Design Technologies, Mechatronics, Electrical Trades.

Digital Technologies

Length	Full year
Availability	Year 10
9-12 Focus Area	Discipline-based study
Prerequisite	None

By the end of Digital Technologies, students can develop and modify innovative digital solutions, decompose real-world problems, and critically evaluate solutions. Students will develop their skills in 3D development and physics simulations, acquire an understanding of foundational computer security, the complexity of artificial intelligence, and develop hardware and software-based devices. They will acquire, interpret and model complex data with databases. Students will develop an understanding of computer networks and communication systems.

Students explain how digital systems manage, control and secure access to data, and model cyber security threats and vulnerabilities, investigating real-world case studies and visualised datasets. They use advanced features of digital tools to create interactive content, and to plan, collaborate on, and manage agile projects.

IN THIS COURSE I WILL LEARN:

- How to model and simulate the interaction of physical objects in dynamic 3D generated environments.
- The role of encryption to protect digital systems, and the various threats that exist within the scope of cyber-security.
- How information is propagated within a computer wired and wireless networks, and how to develop customised radio transmitters to encrypt and send data.
- The underlying technologies of artificial intelligence systems, the ethical issues raised, and the practical application of this technology in creative endeavours.
- How data is stored, in both discrete and relational models, and the impact of large data sets on the modern digital world.

PATHWAY TO YEAR 11/12

YEAR 9	YEAR 10	MAY LEAD TO
Digital Factory	Digital Technologies	Digital Technologies 2
		Engineering Design 2 (Robotics & Gaming)
		Data Science & Digital Solutions 3
		Computer Science 3
		Computer Graphics & Design: Foundation
		Electronics & Advanced Technologies 2 & 3

FUTURE EMPLOYMENT OPPORTUNITIES

Computer & Data Science, Information Systems (IT), Science, Design Technologies, Gaming, Robotics.

Introduction to Engineering Design

Length	Full year
Availability	Year 10
9-12 Focus Area	Transdisciplinary Studies
Prerequisite	A or B in Year 9 Australian Curriculum Mathematics is suggested

By the end of Engineering Design students can research, evaluate, create, and modify both conceptual and real-world engineering products and processes. Students learn to generate engineering solutions from design briefs, within varying product/process design frameworks, utilising the student's own conceptual design to create a completed engineered product.

Students will develop engineering design knowledge, skills, and processes through project-based learning, whilst gaining and applying knowledge of industry standards of design, manufacture, and safety. Students will experience 3D printing, computer aided design (CAD), fabrication techniques, prototyping, and production of the final product. Students develop mechanical, electrical, electronic, and computer skills during the course. Where practical, this learning and skills is elevated through external engineering competitions/challenges: the UTAS Science & Engineering Challenge and the Tasmanian Model Solar Car (TMSC) challenge will be attended.

IN THIS COURSE I WILL LEARN:

- How to utilise scientific, technological, engineering, and mathematical (STEM) knowledge within engineering design to produce a product/process.
- How to develop an engineering design concept into a real product, through utilising the acquired understanding of design processes, materials, prototyping, and creating an end solution – a physical product/process.
- How to effectively collaborate with fellow designers to facilitate an engineering design solution.

PATHWAY TO YEAR 11/12

YEAR 9	YEAR 10	MAY LEAD TO
NA	Introduction to Engineering Design	Engineering Design 2
		Engineering Design 3
		Computer Graphics & Design Foundation 2
		Computer Graphics & Design 3
		Computer Science 3
		Data Science & Digital Solutions 3

FUTURE EMPLOYMENT OPPORTUNITIES

Engineering, Computer Science, Science, Multiple Trade Options, Graphics, Digital Design using CAD.

HEALTH & PHYSICAL EDUCATION

Contact Head of Department, Mr Justin Mahoney, for further information on Health & Physical Education electives, jmahoney@stvirgils.tas.edu.au.

Australian Curriculum Health & Physical Education

The Australian Curriculum Health and Physical Education course is compulsory in Year 9 and 10. The course aims to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.

HOW COULD THIS HELP ME IN YEAR 11/12?

There are many Health and Physical Education courses to choose from in Year 11 and 12. Students can choose to start with a foundation course in Year 11 to further develop skills and understanding before a Level 3 course in Year 12. Speak to a Health and Physical Education teacher or regularly check this page for updates about which course may best suit your interest and skills.

Pathway Opportunities in Year 11&12

Sport



Health



Fit4Life

Length	1 semester
Availability	Year 9
9-12 Focus Area	Personal futures
Prerequisite	Keen interest in improving fitness knowledge and pushing own fitness levels. C or above in Year 8 HPE.

By the end of Fit4Life, students will identify and evaluate the components of a structured fitness program and make adjustments to meet personal fitness goals. They will outline strategies and opportunities to build and maintain lifelong fitness.

Through a variety of fitness activities, students will demonstrate a high level of engagement while following instruction and direction from group leaders. They will communicate ideas and information about fitness experiences to others. They will set and reflect on personal fitness goals. They will apply psychological strategies to successfully engage with community fitness programs and facilities. They will contribute and cooperatively collaborate with others to attain group goals.

IN THIS COURSE I WILL LEARN:

- How to live and promote an active lifestyle.
- How to work collaboratively in a team.
- How to set goals to reach new achievements and learn new skills.
- How to create an individual fitness plan for ongoing improvement in living a healthy life.
- How to self-reflect for continuous improvement.

PATHWAY TO YEAR 11/12

YEAR 9	YEAR 10	MAY LEAD TO
Fit4Life	Athlete Development	Community Sport & Recreation 2
		Sport Science - Foundation 2
		Athlete Development 2

FUTURE EMPLOYMENT OPPORTUNITIES

Sport Participation, Sport Coaching, Fitness Instructing, Personal Training, Personal Health and Fitness.

Athlete Development

Length	Full year
Availability	Year 10
9-12 Focus Area	Professional Studies
Prerequisite	Student should be recognised as excelling in their sport and playing in a recognised sporting competition (not recreationally).

By the end of Athlete Development, students will know the theoretical understanding and practical abilities necessary for improving athletic performance. They will be provided with a balance of applied knowledge and skill development and be given the opportunity to explore different training methods and principles leading to the development of personal training sessions. Students must demonstrate an interest in improving their own athletic performance and MUST be taking part in organised training as a member of a recognised sporting competition or team in a chosen sport or sports. This is an essential requirement to be able to relate individual athletic performance to the subject's activities and assessment.

IN THIS COURSE I WILL LEARN:

- How to review, apply and refine methods of physical preparation to maximise personal performance.
- How to personally plan, schedule and review tools to organise and manage a personalised annual training and competition plan.
- How to implement and monitor progress in an integrated physical preparation and sport-specific technical training program.
- How to communicate ideas and information in a variety of forms.
- How to recognise and explain critical factors that influence personal sporting performance.

PATHWAY TO YEAR 11/12

YEAR 9	YEAR 10	MAY LEAD TO
Fit4Life	Athlete Development	Community Sport & Recreation 2
		Sport Science - Foundation 2
		Athlete Development 2

FUTURE EMPLOYMENT OPPORTUNITIES

Outdoor Activities, Education Manager, Personal Trainer, Secondary School Teacher (Physical Education), Sports Administrator, Sports Coach, Sports Development Officer.

Introduction to Science of Sport

Length	1 semester
Availability	Year 9
9-12 Focus Area	Discipline-based study
Prerequisite	C in Australian Curriculum Science and adequate level of fitness (recommended)

Students selecting this subject need to be aware that it is a predominantly theoretical subject that uses some practical experiences reinforce the learning of key concepts. Students should have a good background in Science and an interest in the scientific nature of sport. Students participate in practical laboratory-based activities where an adequate level of fitness is recommended. By the end of Science of Sport, students can correctly use terminology when discussing sport science concepts in relation to sporting performance. Students can access, synthesise and apply principles related to performance analysis, functional anatomy, motor skills, sport psychology, fuels and energy systems, and performance enhancement. Students can also identify trends and relationships that exist in sport science data and information.

IN THIS COURSE I WILL LEARN:

- How the muscular and skeletal systems impact movement.
- How the cardiovascular and respiratory systems impact of oxygen and nutrient delivery to muscle cells and the removal of waste and by-products from the cells.
- How performance and sports can be analysed, basic biomechanical principles, and the fuels that are required to create energy.
- How basic anatomy and physiology of the human body work in a physical activity or sporting context.
- To recognise environmental, mental, physical and social factors that influence sporting performance.
- To apply learning to sport and recreational activities and practical laboratory-based activities, using technology to assess performance.

PATHWAY TO YEAR 11/12

YEAR 9	YEAR 10	MAY LEAD TO
Introduction to Science of Sport	Science of Sport	Sport Science – Foundation 2 Community Sport and Recreation 2

FUTURE EMPLOYMENT OPPORTUNITIES

Exercise Scientist, Physiotherapist, Injury Rehabilitation, High Performance Coaching, Sports Medicine, Biomechanist, Sports Psychologist, Nutritionist & Personal Training.

Science of Sport

Length	Full year only
Availability	Year 10 only
9-12 Focus Area	Discipline-based study
Prerequisite	B or above in Introduction to Science of Sport

By the end of Year 10 Sport Science, students correctly use sport science terminology when discussing exercise physiology, skill acquisition, biomechanics and sport psychology concepts in relation to sporting performance. Students describe principle related to exercise physiology, skill acquisition, biomechanics and sport psychology to given situations and apply these in theoretical and practical contexts. Students identify trends and relationships that exist in sports science data and information. Students critically analyse sources of information and extract meaning to form a considered response and reach valid conclusions about sport science issues. Students apply scientific investigative methodologies appropriate to a specific topic. They identify where digital technologies can be used to enhance the quality of investigations and they communicate using sport science language.

IN THIS COURSE I WILL LEARN:

- The factors that impact sports performance including sport psychology as a concept.
- To investigate the way people learn sport skills, including skill acquisition.
- How training affects human performance and exercise physiology.
- To process, analyse and interpret data to solve problems.
- To identify, describe and recall facts, definitions, terminology and principles as they relate to various contexts through the study, observation of, and engagement in, physical activity.
- The relationship between physiology, skill acquisition and sports psychology and their effect on performance.
- To integrate and apply understanding of exercise physiology, skill acquisition, and sport psychology to develop appropriate strategies for improving performance in various sporting contexts.

PATHWAY TO YEAR 11/12

YEAR 9	YEAR 10	MAY LEAD TO
Introduction to Science of Sport	Science of Sport	Sport Science – Foundation 2 Community Sport and Recreation 2

FUTURE EMPLOYMENT OPPORTUNITIES

Exercise Scientist, Physiotherapist, Injury Rehabilitation, High Performance Coaching, Sports Medicine, Biomechanist, Sports Psychologist, Nutritionist & Personal Training.

Recreational Leadership

Length	1 semester
Availability	Year 9
9-12 Focus Area	Discipline-based study
Prerequisite	None

By the end of Recreational Leadership, students will have planned and undertaken a variety of service and sports-related activities. Students will focus on developing decision making, teamwork and leadership and developing a new set of skills.

Students, through the medium of coaching, service teaching and reflection, learn to impart knowledge and skills to younger children and act as relevant and positive role models.

Students develop the knowledge and skills to undertake a variety of service and sports related activities. This course assists students in developing the capacity to adopt administrative roles in community sport and recreation, the skills of coach, trainer, first aid officer, referee and fitness leader. In the context of this course it may be possible for students to acquire recognised qualifications in these areas.

IN THIS COURSE I WILL LEARN:

- To plan and organise a sporting event or activity.
- To take responsibility for a group of primary students in a sporting activity.
- To develop and apply leadership skills in a sporting environment.
- To coach and umpire an AFL football team or game.
- To apply basic Australian First Aid practices to ensure a safe sporting environment.

PATHWAY TO YEAR 11/12

YEAR 9	YEAR 10	MAY LEAD TO
Recreational Leadership	Outdoor Education	Community Sport & Recreation 2 Outdoor Education 2 Outdoor Leadership 3

FUTURE EMPLOYMENT OPPORTUNITIES

Health and PE Teacher, Sporting Coach, AFL Umpire, AFL Coach, Sporting Trainer, Summer Camps Leader.

HUMANITIES

Contact Head of Department, Alison Haddon-Cave, for further information on Humanities electives, ahaddoncave@stvirgils.fas.edu.au.

Australian Curriculum History & Geography

The Australian Curriculum History and Australian Curriculum Geography are compulsory subjects in Year 9. In Year 10, Australian Curriculum History remains compulsory. The Year 10 course aims to develop students' knowledge and skills across two strands: Historical Knowledge and Understanding and Historical Skills. The Year 9 course provides a study of the history of the making of the modern world from 1750 to 1918, alongside Civics and Citizenship, and Geography. Whereas in Year 10, students study the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context.

There are several Humanities courses to choose from in Year 11 and 12. Students can choose to start with a foundation course in Year 11 to further develop skills and understanding before a

Level 3 course in Year 12. Speak to a Humanities teacher or regularly check this page for updates about which course may best suit your interest and skills.

HOW COULD THIS HELP ME IN YEAR 11/12?

- The relationship between the old and new world
- Ideas and social movements that changed the world
- The establishment of modern Australia and its effects on the indigenous inhabitants
- Australia's entry onto the global stage
- Changes to Australia and its people during the 20th Century
- The rights and responsibilities of people in a modern society
- Immigration and its social, economic effects on modern Australia

Pathway Opportunities in Year 11&12

Behavioural Science

YEAR 10	COURSES IN YEAR 11	MAY LEAD TO
No previous experience	Focus on Children 1	<ul style="list-style-type: none"> ▶ Working with Children 2 ▶ Introduction to Sociology and Psychology 2
C in Year 10 Australian Curriculum English	Working with Children 2	<ul style="list-style-type: none"> ▶ Introduction to Sociology and Psychology 2 ▶ Sociology 3 ▶ Psychology 3
C or above in Year 10 Australian Curriculum English	Introduction to Sociology and Psychology 2	<ul style="list-style-type: none"> ▶ Sociology 3 ▶ Psychology 3
B or above in Year 10 Australian Curriculum History or English	Psychology 3	<ul style="list-style-type: none"> ▶ Sociology 3 ▶ Tertiary study or future careers needing an understanding of human behaviour
	Sociology 3	<ul style="list-style-type: none"> ▶ Psychology 3 ▶ Tertiary study or future careers needing an understanding of organisational behaviour of humans

Civics and Citizenship

YEAR 10	COURSES IN YEAR 11	MAY LEAD TO
C or above in Year 10 Australian Curriculum Mathematics and English	Business Studies 2	<ul style="list-style-type: none"> ▶ Accounting 3 ▶ Business Studies 3 ▶ Economics 3
B or above in Year 10 Australian Curriculum Mathematics and English OR B in 9/10 Business Studies elective	Business Studies 3	<ul style="list-style-type: none"> ▶ Tertiary study or future careers in business
B or above in Year 10 Australian Curriculum Mathematics and English	Accounting 3	<ul style="list-style-type: none"> ▶ Tertiary study or future careers in finance
C in Year 10 Australian Curriculum English	N/A	<ul style="list-style-type: none"> ▶ Legal Studies 3

History and Geography

YEAR 10	COURSES IN YEAR 11	MAY LEAD TO
No previous experience	Tasmanian Aboriginal Studies 2	<ul style="list-style-type: none"> ▶ First Nations Studies 3
B or above in Year 10 Australian Curriculum History or English	First Nations Studies 3	<ul style="list-style-type: none"> ▶ Tertiary study or future careers in humans or history
C or above in Year 10 Australian Curriculum History, Geography or English	History 2	<ul style="list-style-type: none"> ▶ Ancient History 3 ▶ Australia in Asia and the Pacific 3 ▶ Environmental Science 3
		<ul style="list-style-type: none"> ▶ Tertiary study or future careers in historical knowledge would be beneficial
B or above in Year 10 Australian Curriculum History or English	Ancient History 3	<ul style="list-style-type: none"> ▶ Australia in Asia and the Pacific 3 ▶ Environmental Science 3 ▶ Environmental Science 3
	Modern History 3	
B or above in Year 10 Australian Curriculum History, Geography or English	Geography 3	<ul style="list-style-type: none"> ▶ Environmental Science 3 ▶ Geography 3
	Australia in Asia and the Pacific 3	

Year 9 Business Studies

Length	1 semester
Availability	Year 9
9-12 Focus Area	Discipline-based Study
Prerequisite	C in Australian Curriculum English and Mathematics

By the end of Year 9 Business Studies, students will be able to describe and use business terms, concepts and processes to describe business situations. Students can apply appropriate business and financial tools, concepts and processes to interpret data and information for business purposes. Students will analyse business situations and the forces that influence the operation of a business and predict outcomes.

Students will be able to select and use business terms and language conventions to convey meaning. Students will also describe functions of business and entrepreneurship in contemporary Australian environments, assess data and information and draw evidence-based conclusions about business performance, and make logical decisions.

IN THIS COURSE I WILL LEARN:

- The functions of business and entrepreneurship in contemporary Australian environments.
- The features of operations management, human resource management, marketing management and financial management.
- To apply tools, techniques and processes to assess data and information and draw evidence-based conclusions about business performance.
- To assess the effectiveness of business practices and management strategies.
- To analyse the social, ethical, economic and environmental implications and consequences of business and enterprise practices.

PATHWAY TO YEAR 11/12

YEAR 9	YEAR 10	MAY LEAD TO
Year 9 Business Studies	Year 10 Business Studies	Business Studies – Foundation 2
		Accounting 3
		Business Studies 3
		Economics 3

FUTURE EMPLOYMENT OPPORTUNITIES

Small Business Owner, Self-Employer, Business Management, Human Resources.

Year 10 Business Studies

Length	Full year
Availability	Year 10
9-12 Focus Area	Discipline-based Study
Prerequisite	1 semester in Year 9

The course continues to develop the knowledge, understanding and skills from Year 9 and those that inform students about the small business environment in Australia. They will develop skills that enable them to identify contemporary small business opportunities, investigate these by collecting and interpreting relevant information and data, apply business reasoning and concepts to make informed decisions and reflect on, evaluate and communicate their conclusions. Business Studies fosters business literacy that will ensure and equips students with a working knowledge of issues surrounding the various aspects of business management.

Year 10 Business Studies is an introduction to establishing and operating a small business. It examines the ways people within business manage resources to achieve the objectives of the organisation, particularly marketing and accounting and finance. Students will have a practical opportunity to combine their knowledge and skills to develop a business plan for an enterprising idea of interest.

IN THIS COURSE I WILL LEARN:

- Business knowledge: To define and use basic business terms, concepts and processes to describe small business situations.
- Business reasoning: To apply appropriate business and financial models, concepts and processes to interpret business information and record and report financial information for small business purposes.
- Business decision-making: To examine business situations and the forces that influence the operation of small businesses to determine the validity of management actions and to formulate recommendations to improve business performance.
- Business communication: To select and use business terms and language conventions to convey meaning to stakeholders.
- Business inquiry skills: To develop skills in the inquiry method of learning as they apply them to the preparation of a business plan.

PATHWAY TO YEAR 11/12

YEAR 9	YEAR 10	MAY LEAD TO
Year 9 Business Studies	Year 10 Business Studies	Business Studies – Foundation 2
		Accounting 3
		Business Studies 3
		Economics 3

FUTURE EMPLOYMENT OPPORTUNITIES

Small Business Owner, Self-Employer, Business Management, Human Resources.

Aboriginal Studies

Length	1 semester
Availability	Year 9
9-12 Focus Area	Discipline-based Study
Prerequisite	None

By the end of Aboriginal Studies, students understand the complexity and differing cultural perspectives of Tasmanian Aboriginal history and identity. Students develop reflective and culturally sensitive responses to the Tasmanian Aboriginal narrative. The course further provides all learners, Indigenous and non-Indigenous, with understandings which will benefit them by exploring shared histories and involve themselves in active reconciliation. Additionally it will assist the Tasmanian community by helping to identify and combat racism. Significantly, in the context of the 2017 Uluru Statement, it represents a form of makarrata; the coming together after a struggle.

Students learn the rich cultural, political and social heritage of Tasmanian Aborigines, which in turn, relates strongly to the development of intercultural understanding, personal and social capabilities and ethical understanding of Tasmanian learners.

IN THIS COURSE I WILL LEARN:

- To communicate historical and anthropological ideas and information.
- To apply inquiry skills to plan and undertake investigations into historical and contemporary Aboriginal issues.
- To use evidence and historical terms, concepts and ideas to support and assess interpretations and arguments.
- To identify and describe Tasmanian Aboriginal culture and cultural practices, early to contemporary.
- To identify and describe different perspectives, experiences and effects of colonisation on Tasmanian Aboriginal societies.
- To identify and describe the role and contribution of Tasmanian Aboriginal people, historically and in the contemporary period.
- To identify and describe historical and cultural issues of land and place from the perspectives and beliefs of Tasmanian Aboriginal people.

PATHWAY TO YEAR 11/12

YEAR 9	YEAR 10	MAY LEAD TO
Aboriginal Studies	NA	Tasmanian Aboriginal Studies 2 First Nations 3

FUTURE EMPLOYMENT OPPORTUNITIES

Historian, Research Analyst, Heritage Officer, Policy Adviser, First Nations Work Based Employment.

Introduction to Psychology and Sociology

Length	Full year
Availability	Year 10
9-12 Focus Area	Discipline-based Study
Prerequisite	None

Introduction to Sociology and Psychology uses an interdisciplinary approach to allow students to develop an understanding of themselves and other individuals, groups and institutions within society and across cultures.

Introduction to Psychology & Sociology explores common human experiences and the interaction between motivation and behaviour. Through evidence based research and using the research and methodology of sociology and psychology, students are encouraged to analyse social phenomena and individual behaviours.

Students will develop an understanding of the scientific method of social inquiry to gather quantitative and qualitative evidence that can be used to explain social phenomena, human behaviour and issues. The basic concepts and theoretical perspectives will be applied to develop understanding of psychological development and youth culture. Learners will also study two specialist topics – one drawn from Sociology, the other from Psychology.

Through this course, learners gain valuable insights and understandings of both themselves and their worlds.

IN THIS COURSE I WILL LEARN:

- Behavioural knowledge: To outline and use basic terms, concepts and ideas as they describe human behaviour and motivation; social and cultural concepts; personal, social and cultural identity; individual development and interactions within societies and cultures.
- Behavioural reasoning: To apply appropriate theories and mathematical and statistical techniques to interpret empirical evidence and information from a variety of sources.
- Behavioural analysis: To examine evidence and the forces that influence behaviour to form conclusions about social phenomena, human behaviour and social issues and draw evidence-based conclusions.
- Behavioural communication: To select and use basic behavioural terms and language conventions to convey meaning to interested parties.
- Behavioural inquiry skills: To develop basic skills in the scientific method of social inquiry as they investigate social phenomena.

PATHWAY TO YEAR 11/12

YEAR 9	YEAR 10	MAY LEAD TO
NA	Introduction to Psychology & Sociology	Sociology 3 Psychology 3 Legal Studies 3

FUTURE EMPLOYMENT OPPORTUNITIES
Teacher, Lawyer, Psychologist, Human Resources.

Legal Studies

Length	Full year
Availability	Year 10
9-12 Focus Area	Discipline-based Study
Prerequisite	None

Legal Studies enables students to develop the knowledge and skills necessary to become active and informed citizens.

Legal Studies allows students to develop an awareness of the law as it relates to individuals in Australian society. Legal Studies provides learners with knowledge and understanding of the Australian legal system and extends their skills of research, investigation, data use and analysis, critical thinking and applied learning. Students will also undertake evaluations of Australia's legal and political systems in order to deepen their understanding of Australia's systems of law.

IN THIS COURSE I WILL LEARN:

- To identify the need for law, its sources and categories
- To describe the roles and responsibilities of the different levels of government in Australia
- To describe the powers and jurisdiction of the different levels of policing and law enforcement in Australia
- To describe consumer rights and responsibilities, and responsibilities of traders under Australian consumer law
- To describe sources of legal advice and assistance in matters of family law
- To describe the legal basis and employer and employee rights and obligations under Australian employment law
- To describe dispute resolution processes in matters of consumer, family and employment law.

PATHWAY TO YEAR 11/12

YEAR 9	YEAR 10	MAY LEAD TO
NA	Legal Studies	Legal Studies 3

FUTURE EMPLOYMENT OPPORTUNITIES

Police Service or Officer, Lawyer, Business Manager, Teacher.

Geography

Length	Full year
Availability	Year 10
9-12 Focus Area	Discipline-based Study
Prerequisite	None

The study of geography draws on learners' curiosity about the diversity of the world's places and their peoples, cultures and environments.

Geography provides a structured framework to investigate and analyse a range of challenges and associated opportunities facing Australia and the global community. These challenges include rapid change in biophysical environments, the sustainability of places, dealing with environmental risks and the consequences of international integration. Through the study of Geography students develop the ability to identify, evaluate and justify appropriate sustainable approaches to geographical issues. They will also have a much deeper understanding of the interconnections between places and the dynamic nature of the world in which they live.

IN THIS COURSE I WILL LEARN:

- Knowledge and understanding of the challenges affecting the sustainability of places; changing land covers; and globalisation in a range of spatial contexts.
- Understanding and application of the concepts of place, space, environment, interconnection, sustainability, scale and change through inquiries into geographical phenomena and issues.
- Capacity to be accomplished, critical users of geographical inquiry and skills, and have the ability to think and communicate geographically.
- Ability to identify, evaluate and justify alternative responses to the geographical challenges facing humanity, and propose and justify actions taking into account environmental, social and economic factors.

PATHWAY TO YEAR 11/12

YEAR 9	YEAR 10	MAY LEAD TO
Year 9 Geography	Year 10 Geography	History 2 Australia in Asia and the Pacific 3 Environmental Science 3 Geography 3

FUTURE EMPLOYMENT OPPORTUNITIES

Environmental Management, Surveyor, Teacher, Meteorologist, Conservationists, Researcher, Tourism Worker.

OUTDOOR EDUCATION

Contact Head of Department, Mr Ben Jarvis, for further information on Outdoor Education electives, bjarvis@stvirgils.tas.edu.au.

Outdoor Education

Length	Full year
Availability	Year 10
9-12 Focus Area	Discipline-based Study
Prerequisite	None

This course is designed to foster independence, self-sufficiency and positive relationships within the context of several outdoor activities through elements of skills and knowledge, human-nature relationships, conservation & sustainability, as well as health and wellbeing.

AREAS OF LEARNING

- Basic skills and techniques associated with several outdoor activities.
- Appropriate use of resources, equipment and procedures.
- Application of appropriate safety processes.

IN THIS COURSE I WILL LEARN:

- To apply basic skill sets and techniques and safety practices related to specific outdoor activities.
- Communication and personal organisational skills.
- To set and reflect on personal goals related to outdoor recreational activities.

ASSESSMENT INCLUDES

- Internally assessed journal and logbook

PATHWAY TO YEAR 11/12

YEAR 9	YEAR 10	MAY LEAD TO
NA	Outdoor Education	Community Sport and Recreation 2 Outdoor Education 2 VET Certificate II (SIS20419) in Outdoor Recreation

FUTURE EMPLOYMENT OPPORTUNITIES

Guiding, Adventure Tourism, Natural Sciences, Defence Forces, Training Academies such as State or Federal Police, Fire and Forestry Departments.

LANGUAGES

Contact Lead Teacher, Ms Sannia Su, for further information on Languages electives, ssu@stvirgils.tas.edu.au.

Chinese

Length	Full year only
Availability	Year 9 and Year 10
9-12 Focus Area	Discipline-based Study
Prerequisite	An interest in studying Chinese in Year 11 and 12

By the end of Year 10 Chinese, students can use written and spoken Chinese to interact with peers and other Chinese speakers to exchange information and opinions about personal interests and experiences. With support, they share information about broader topics of interest, such as education, travel, sport, teenage life and popular culture. When collaborating in shared tasks and activities, they use set phrases and modelled language to transact and make arrangements. They analyse and extract information from a range of spoken and written texts and multimodal sources. They understand gist and predict the meaning of unfamiliar words and expressions from context, grammatical and vocabulary knowledge.

Students are able to ask and respond to questions using spontaneous language. They can provide explanations, opinions and reasons. Students apply appropriate conventions of pronunciation, rhythm and phrasing in speech. Students read *hànzì* with the help of *pīnyīn*, and compose spoken or written texts with familiar *hànzì*.

IN THIS COURSE I WILL LEARN:

- To socialise with peers and adults using spoken Chinese.
- To inform others of personal interests and experiences in Chinese.
- To read and write familiar *hànzì* with the help of *pīnyīn*.
- To translate Chinese language into English to infer meaning from texts.
- The systems of language, including conventions, pronunciation, rhythm and phrasing.

PATHWAY TO YEAR 11/12

YEAR 9	YEAR 10	MAY LEAD TO
Chinese	Chinese	Chinese – Foundation 2 Chinese 3

FUTURE EMPLOYMENT OPPORTUNITIES

Translator, Interpreter, Tour Guide, Immigration Officer, Flight Attendant, Teacher, Military, Robotics, Gaming.

MATHEMATICS

Contact Head of Department, Mrs Jo Berriman, for further information on Mathematics electives, jberriman@stvirgils.tas.edu.au.

Australian Curriculum Mathematics

The Australian Curriculum Mathematics course is compulsory in Year 9 and 10. The course aims to develop students' understanding of mathematical concepts and processes, enabling them to pose, explore and solve problems in the content areas of Number and Algebra, Measurement and Geometry, and Statistics & Probability.

HOW COULD THIS HELP ME IN YEAR 11/12?

There are many Mathematics courses to choose from in Year 11 and 12. Students can choose to start with a foundation course in Year 11 to further develop skills and understanding before a Level 3 course in Year 12. Regardless of the level of complexity, all students are encouraged to choose at least 1 Mathematics course in Year 11 or 12.

Pathway Opportunities in Year 11&12

YEAR 10	COURSES IN YEAR 11	MAY LEAD TO
An interest or need to develop mathematical skills for work or life C or D in Year 10 Australian Curriculum Mathematics	▶ Essential Mathematics – Workplace 2	▶ More efficient use of mathematical skills in everyday and workplace contexts
	▶ Essential Mathematics – Personal 2	▶ Essential Mathematics – Personal 2
Basic algebra skills AND C in Year 10 Australian Curriculum Mathematics	▶ Essential Mathematics – Personal 2	▶ More efficient use of mathematical skills in everyday and personal contexts
	▶ General Mathematics 2	▶ Essential Mathematics – Workplace 2
Good algebra skills AND B in Year 10 Australian Curriculum Mathematics	▶ General Mathematics 2	▶ More efficient use of mathematical skills in everyday and workplace contexts
	▶ General Mathematics 3	▶ General Mathematics 3
Very good algebra skills AND B in Year 10 Australian Curriculum Mathematics	▶ General Mathematics 3	▶ Some tertiary and TasTAFE subjects (check university and TasTAFE course guides)
	▶ Mathematics Methods Foundation 3	▶ Mathematics Methods 4
	▶ Mathematics Methods Foundation 3	▶ Other STEM related pre-tertiary subjects
CA in Mathematics Methods Foundation 3	▶ Mathematics Methods 4	▶ Tertiary study in mathematics, chemistry and physics
	▶ Mathematics Methods 4	▶ Mathematics Specialised
		▶ Tertiary studies in Physical Sciences, Technology Engineering and Mathematics (STEM), Computer Science, Commerce and Economics

Year 9 Extension Mathematics

Length	Full year
Availability	Year 9
9-12 Focus Area	Discipline-based Study
Prerequisite	B or above in Australian Curriculum Mathematics

If aiming to do TASC Mathematics Methods in Year 10, you should take this course in Year 9.

This course must be studied as a full-year course concurrently with Year 9 Australian Curriculum Mathematics. By the end of Extension Mathematics, students will have completed Year 10 Australian Curriculum Mathematics. Students recognise the connection between simple and compound interest. They solve problems involving linear equations and inequalities. They make the connections between algebraic and graphical representations of relations. Students solve surface area and volume problems relating to composite solids. They recognise the relationships between parallel and perpendicular lines. Students apply deductive reasoning to proofs and numerical exercises involving plane shapes. They compare data sets by referring to the shapes of the various data displays. They describe bivariate data where the independent variable is time. Students describe statistical relationships between two continuous variables. They evaluate statistical reports.

Students expand binomial expressions and factorise monic quadratic expressions. They find unknown values after substitution into formulas. They perform the four operations with simple algebraic fractions. Students solve simple quadratic equations and pairs of simultaneous equations. They use triangle and angle properties to prove congruence and similarity. Students use trigonometry to calculate unknown angles in right-angled triangles. Students list outcomes for multi-step chance experiments and assign probabilities for these experiments. They calculate quartiles and inter-quartile ranges.

IN THIS COURSE I WILL LEARN:

- To solve equations including linear and quadratic equations.
- To extend algebraic manipulation and modelling skills.
- To solve linear simultaneous equations.
- To solve composite surface area and volume problems.
- To use statistical measures to describe data.
- To solve trigonometric problems.

PATHWAY TO YEAR 11/12

YEAR 9	YEAR 10	MAY LEAD TO
Year 9 Extension Mathematics	TASC Mathematics Methods Foundation 3	Essential Skills – Personal 2
		Essential Skills – Workplace 2
		General Mathematics 2
		General Mathematics 3
		Mathematics Methods – Foundation 3
		Mathematics Methods 4

FUTURE EMPLOYMENT OPPORTUNITIES

Engineering, Science Careers, Commerce, Economics, Health and Social Sciences, Teacher.

TASC Mathematics Methods Foundation 3

Length	Full year
Availability	Year 10
9-12 Focus Area	Discipline-based Study
Prerequisite	B or above in Year 9 Extension Mathematics

- This course must be studied as a full-year course over the Core Maths line, plus 1 elective line.
- Students must sit the end of year external examination to complete this course.
- Essential items for this course require additional costs of \$250 for a calculator and \$90 for a textbook.

By the end of the TASC Mathematics Methods Foundation 3, students will be able to manipulate algebraic expressions and solve complex equations. Students learn to recognise linear, quadratic and cubic functions. They can also understand logarithmic, exponential and trigonometric functions. They make sense of differentiating from first principles.

Students manipulate algebraic expressions and solve equations. They sketch linear, quadratic and cubic functions. Students can use logarithmic, exponential and trigonometric functions. They use differential calculus in the study of functions.

IN THIS COURSE I WILL LEARN:

- To organise and undertake practical tasks.
- To solve problems using algebra, functions, graphs, calculus, probability and statistics.
- To interpret and evaluate mathematical information and ascertain the reasonableness of solutions to problems.
- To communicate arguments and strategies when solving problems.
- To decide when or when not to use technology when solving problems.
- About complex algebraic expressions and equations.
- To understand use linear, quadratic and cubic functions.
- To use logarithms, exponentials and trigonometric functions.
- To understand and use calculus for mathematical solutions.
- To use probability and statistics to make informed predictions.

PATHWAY TO YEAR 11/12

YEAR 9	YEAR 10	MAY LEAD TO
Year 9 Extension Mathematics	TASC Mathematics Methods Foundation 3	Essential Skills – Personal 2
		Essential Skills – Workplace 2
		General Mathematics 2
		General Mathematics 3
		Mathematics Methods – Foundation 3
		Mathematics Methods 4

FUTURE EMPLOYMENT OPPORTUNITIES

Most Science Careers, Engineering, Technology Fields, Commerce and Economics, Health and Social Sciences.

SCIENCE

Contact Head of Department, Mr Daniel Robinson, for further information on Science electives, drobinson@stvirgils.tas.edu.au.

Australian Curriculum Science

The Australian Curriculum Science course is compulsory in Year 9 and 10. The course aims to invite students to observe, think, question, and investigate the world. Students are encouraged to develop a responsible attitude towards their place on the planet and to treasure the living and nonliving parts of the environment. The course focuses on three integrated strands: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills that are covered in all classes.

HOW COULD THIS HELP ME IN YEAR 11/12?

There are many Science courses to choose from in Year 11 and 12. Students can choose to start with a foundation course in Year 11 to further develop skills and understanding before a Level 3 course in Year 12.

Pathway Opportunities in Year 11&12

YEAR 10	COURSES IN YEAR 11	MAY LEAD TO
A need or interest in developing scientific literacy skills C in Year 10 Australian Curriculum Science	▶ Transdisciplinary Science 2	▶ Transdisciplinary Science 3 ▶ Other Level 3 Sciences
B or above in Year 10 Australian Curriculum Science	▶ Transdisciplinary Science 3	▶ Tertiary study or future careers involving science related to inquiry
A need or interest in developing scientific literacy skills C in Year 10 Australian Curriculum Science	▶ Biology 2	▶ Biology 3 ▶ Environmental Science 3 ▶ Geography 3 ▶ Food and Nutrition 3 ▶ Sport Science 3
An interest in environmental issues and management AND B or above in Year 10 Australian Curriculum Science	▶ Environmental Science 3	▶ Biology 3 ▶ Geography 3 ▶ Tertiary study or future careers related to environmental management
A need or interest in physical sciences C in Year 10 Australian Curriculum Science	▶ Physical Science – Foundation 2	▶ Physical Sciences 3
B or above in Year 10 Australian Curriculum Science	▶ Physical Science 3	▶ Chemistry 4 ▶ Physics 4 ▶ Tertiary study or future careers related to the physical sciences

Extension Science

Length	Full year
Availability	Year 10
9-12 Focus Area	Discipline-based Study
Prerequisite	B or above in Australian Curriculum Science

Extension Science is a course for Year 10 students designed to prepare them for success in any Year 11 or 12 science course. This course is split into four main components with each term being occupied by its own unit.

The first unit taught is physics and will be preparing students for half of the requirements for the Physical Sciences 3 course. This unit will focus on kinematics and mechanics and will cover everything from defining motion mathematically to predicting projectile motion.

The second unit taught is chemistry and will be preparing students for the second half of the requirements of the Physical Sciences 3 course. This will focus mainly on fundamentals of chemical reactions, periodic table, basic stoichiometry and gravimetric analysis.

The third unit taught is inquiry based. This prepares students for the courses Transdisciplinary Sciences 2 and 3. This part of the course also prepares students to be better scientists by improving their ability to think critically, collect data and complete a research project that will be taken over the entire term. This will be supported with the teacher in the room teaching investigative science basics like, hypothesis testing, data collection, data analysis etc.

The fourth and final unit taught in the subject is a biology unit. This is taught in order to prepare students for the Biology 3 and Environmental Sciences 3 courses. In this course students will mainly focus on cellular biology and interactions within an ecosystem or organism.

IN THIS COURSE I WILL LEARN:

- To predict the position of an object under linear, rectilinear and projectile motion.
- To predict the concentration of a solution using gravimetric analysis.
- To predict the shape of a hydrocarbon based on the name.
- How to outline the atomic interactions based on the chemical properties of the molecules.

- To create a hypothesis for a chosen investigation.
- How to test a hypothesis using statistical analysis.
- How to deliver scientific research information to a specific audience.
- Outline the structure of function of: organelles within a cell; and cells within an organism.
- Outline the structure and function of factors of an ecosystem and discuss the interrelated nature of ecology.

PATHWAY TO YEAR 11/12

YEAR 9	YEAR 10	MAY LEAD TO
Year 9 Science	Extension Science	Physical Science 3 Biology 3 Environmental Science 3 Tranpdisciplinary Science 3

FUTURE EMPLOYMENT OPPORTUNITIES

Agriculturalist, Horticulturist, Conservationist, Food Production, Farmer, Farm Hand, Plant Nursery and Land Management.



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