

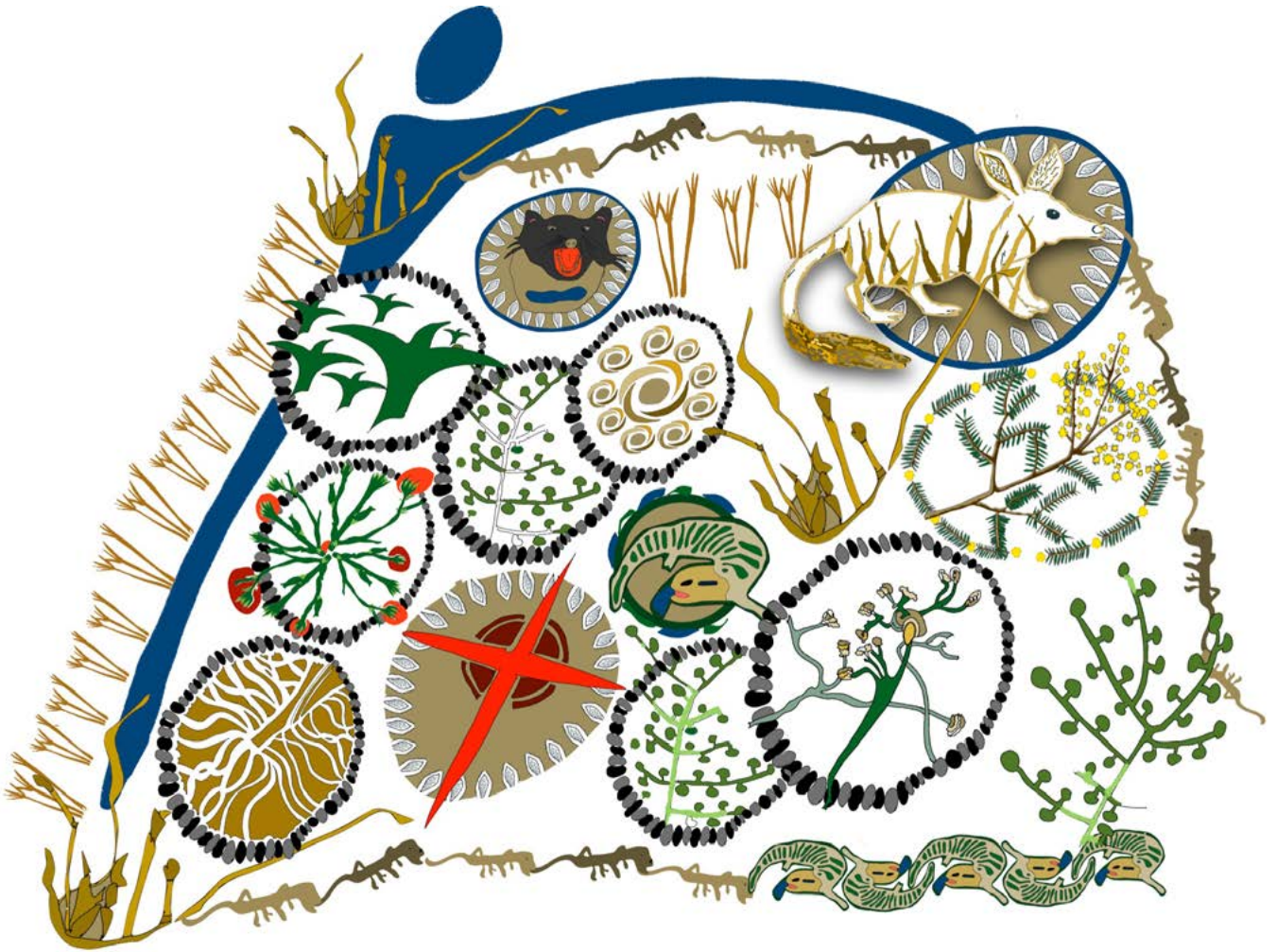


# 2027 YEARS 11&12 SUBJECT SELECTION HANDBOOK



**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.



# ST VIRGIL'S COLLEGE

*A Catholic boys school in the Edmund Rice tradition*

## **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

## Mr Jon Franzin

I am delighted to have this opportunity to welcome you into the pages that comprise our 2027 Years 11 and 12 Subject Handbook.

As you may know, St Virgil's had a 93 year period of offering Years 11 and 12 at Barrack St and had a distinguished history in helping to form some of the State's leading minds. From Premiers, Lawyers, Surgeons, Trades People, Academics, Business Leaders and all things in between, all were able to experience a liberating education at St Virgil's that ultimately shaped the direction of their lives. Some of their faces adorn the wall of our Heritage Hall and I am always moved to see our current students looking at them and dreaming of their own future.

30 years later we again have the opportunity to offer a Liberating education, based upon the foundations of our touchstones, that will provide each young man in our care with the requisite skills and experiences, complemented by faith, values, optimism and self-confidence to take up their place in the world beyond the College gates of our amazing Austins Ferry campus.

The following pages of this Handbook demonstrate who we are as a Catholic school in the tradition of Blessed Edmund Rice and highlight the amazing subject range we can offer your son to optimally support him in his journey through the senior secondary years.

Through our partnership with other Project 23 Schools we will offer a full range of VET opportunities and School Based Apprenticeships for students dreaming of a career in the trades, whilst still wishing to experience the full range of curricular and co-curricular opportunities available in Years 11 and 12.

For boys wishing to transition to 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 most doors open. At all times of the subject selection process boys will be supported by ongoing Careers and Pathways Counselling from our trained and experienced staff.

These are very exciting times for our young men who will experience the opportunity to complete their secondary education with their friends, supported by teachers who truly know them and how they best learn. In forming these strong partnerships between home, school and your son, we will be able to work together on ensuring that he receives a liberating education that helps him fulfil his God given potential so that one day he may be that face on the Heritage Hall that future Virgilians look up to and commence the formation of their own dreams.



# 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.

## 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 b

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.

## 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 meanin and sincerity, we see the connections between ourselves and other faith traditions and value the shared wisdom of experiencing our world in this way.

## 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.

## 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

# KEY CONTACTS

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

# 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 2026 - 2029

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.
- 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, specialise intervention and personal learning and behaviour plans.

*'... 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

# 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 2026 - 2029

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 programs 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 Student Wellbeing 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



ST VIRGIL'S  
COLLEGE

# SENIOR SECONDARY

This Handbook provides a comprehensive range of subjects available for consideration when you plan your two-year Year 11 and 12 pathway.

The comprehensive range of courses offered within this Handbook is possible due to a cooperative agreement between Guilford Young College, MacKillop Catholic College, St Aloysius Catholic College, St Mary's College and St Virgil's College. Collaborative planning and timetabling allow students to study a course offered at one of the cooperative schools, maximising their course and pathway options. Should you have any questions regarding the cooperative arrangement, you can contact Mrs Mary-Jane Anders or Mr Rohan Mitchell.

Specialty courses are also offered by arrangement with a number of external education providers. Additional expenses may be incurred by students for equipment and resources required by the course. External providers will advise students of any such requirements. See Vocational Education and Training commencing page 114.

Every attempt is made to provide the courses a student selects. At times, however, courses may not be available if there is an insufficient number of students interested in studying a particular course, or a course is full. In the event that a course is unavailable, our Course/Career Counselling Team will provide advice on appropriate course choices and alternate pathways.

The following sections provide you with an overview of things you need to consider as you explore the subjects offered in planning a two-year course. Such considerations include the type and requirements of qualifications available, the learning nature and type of subjects available and overarching considerations when choosing your course.

# QUALIFICATIONS IN YEARS 11 & 12

## What is TASC?



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 course, 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 qualifications

## Tasmanian Certificate of Education (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 four standards.

- **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. To meet the Participation and Achievement Standard, TASC assigns a size value



(or credit points) to each TASC accredited or recognised course and VET certificates and units of competency. It represents how big the course is based upon class contact time.

As a general rule, 10 nominal hours equals one credit point. For TASC subjects this tends to be given as 5, 10 or 15 credit points, representing 50, 100 and 150 hours of class contact time, respectively, with the majority of TASC course of 150 hours or 15 credit points. Credit points for VET Qualifications or units vary, depending on the size of the unit or qualification. Each unit is worth approximately 1 - credit points. **To meet the Participation and Achievement Standard of the TCE, you must gain 120 credit points with at least 80 credit points in studies at Level 2 or higher.**

Our Handbook provides a summary of the TCE credit points you can receive for successful completion of each course. There is also a summary of which Everyday Adult Standards for which each course provides evidence. Some subjects do not provide evidence for any of the Everyday Adult Standards.

You can also use the [TCE course planner](#) to assist you to track your achievement of the TCE as you consider and plan your Year 11 and 12 course.

## Tasmanian Certificate of Educational Achievement (TCEA)

The Tasmanian Certificate of Educational 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.



## Qualifications Certificate

The Qualifications Certificate is a certificate available to all Tasmanians who gain one or more post Year 10 qualifications, accredited or recognised by TASC and will be issued once you finish your senior secondary education. It can include

- TASC accredited senior secondary courses
- VET qualifications or units of competence
- Other TASC recognised qualifications such as AMEB examinations, University of Tasmania High Achiever Program (HAP) courses
- Higher education qualification
- Other Australian state or international qualifications that are recognised by TASC



Your certificate can be updated at any time, for a fee, to reflect new qualifications that you achieve throughout your career and so becomes a formal record of your life-long education and training.

## Vocational Education and Training (VET)

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. The availability of VET courses can be found further in our Handbook.

## Tertiary Entrance Score (TES)

For each TASC Level 3 and 4 course and selected High Achiever and University Connections Programs courses you successfully complete (a Satisfactory Achievement or higher) you will receive a course score through a process called 'scaling'. Your scaled score is based upon how well you did in the course. Your top five scores from two years of senior secondary school are added together, three of which must be from your final year. This is your Tertiary Entrance

Score (TES). Your TES is used to calculate your Australian Tertiary Admission Rank (ATAR).

Scaling of subjects is inconsistent from year to year and cannot be predicted. A subject that has a high scaled score in one year, has been known to be low the next year. When planning a course, make sure you choose subjects that align to your interests and goals, rather than simply the possibility of gaining a high TES. You are more likely to do better in subjects that you enjoy, rather than those choosing simply for the score.

## Australian Tertiary Admission Rank (ATAR) and University Entrance

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 your overall achievement using your TES against your peers in that year. In addition, you must meet all the requirements of the TCE.

An alternative means of entry to study at the University of Tasmania only 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, Nursing 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.

As well as an ATAR, some university courses require prerequisites that a student must have passed to be eligible for enrolment. These prerequisites do not need to be subjects that contribute to your ATAR. Moreover, many universities require students to have at least a Satisfactory Achievement (SA) in a Level 3 English course. [Watch this video](#) or [go here for further information](#) on ATAR and University entrance requirements. You should research the ATAR and prerequisites required for the University courses you are interested in.

# CURRICULUM FRAMEWORK FOR YEAR 9-12

The Year 9-12 Curriculum Framework includes five focus areas of learning. You will see these in the summary table for each subject for those for which a focus area has been allocated.

To learn more about each focus area as you plan your future pathway, click on the images below.



## Discipline-based Study



## Professional Studies



## Work-based Learning



## Personal Futures



## Transdisciplinary Projects

# TYPES OF SUBJECTS

## TASC Courses

TASC courses are those that are developed and accredited by the Office of Tasmanian Assessment, Standards and Certification. Each TASC accredited course are defined by level of complexity.

All TASC courses 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.](#)

Assessment of TASC subjects is against criteria with related standards. Your performance against the criteria will be rated as:

- 'A', 'B' or 'C' as defined by the standards of the criteria
- 't' indicates achievement less than the standard specified for the 'C' rating
- 'z' indicates there has been no evidence of achievement

Final awards are given at the completion of study of a course based upon the final ratings of the criteria as determined by algorithms given in each course document.

The awards are:

- EA - Exceptional Achievement
- HA - High Achievement
- CA - Commendable Achievement
- SA - Satisfactory Achievement
- PA - Preliminary Achievement

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

## VET Subjects

VET subjects combine practical, hands-on learning with a strong focus on industry and work readiness. Students can include VET in their study programs for meeting the Participation and Achievement Standard of the TCE. TASC does not recognise completion of VET units or qualification as evidence that a student has achieved an 'Everyday Adult

Standard.' VET qualifications align with complexity levels for achievement of the TCE as shown below.

VET subjects are assessed on your level of competency against criteria using the possible ratings of:

- Competent
- Not Yet Competent

Qualification Type	Level	Purpose
Certificate	Level 1	Qualifies individuals with basic functional knowledge and skills to undertake work, further learning and community involvement
Certificate I	Level 2	Qualifies individuals to undertake mainly routine work and as a pathway to further learning
Certificate II	Level 3	Qualifies individual who apply a broad range of knowledge and skills in varied contexts to undertake skilled work and as a pathway for further learning

## University Connections Program (UCP)

Through partnership between the University of Tasmania, Tasmanian Schools and TASC, this program provides the opportunity for Year 11 and 12 students to undertake introductory university units specifically designed for senior secondary students. As such, it provides an opportunity for challenge and extension. Students enrolled in UCP subjects have the opportunity to be exposed to new subject areas and learning opportunities and to experience some of the wider aspects of university including different teaching styles and learning approaches while also studying at the College.

Successfully completed UCP units may be credited to a relevant degree when a student enrolls at the University of Tasmania. This provides the student with the opportunity to accelerate their degree or the possibility to undertake additional subjects in their degree to extend their study program. There are no university course fees for UCP units, though there may be costs associated with textbooks and learning materials.

Most UCP units can contribute to the TCE and the ATAR. For further information see the [UCP unit offerings](#) and the [UCP Handbook](#).

## High Achiever Programs (HAP)

The High Achiever Program provides for high-achieving secondary students to start university early as part of their TCE. By enrolling in university subjects to extend and enhance their TCE studies. Depending on the chosen units, students will be required to attend lectures, tutorials or workshops and will be assessed along with first- or second year University students. There are no course costs for HAP subjects, though there may be costs associated with textbooks and other learning materials. Units successfully completed may be credited to a relevant degree when a student enrolls at the University of Tasmania; thus potentially accelerating their degree or providing the opportunity to extend their study program by making room for additional subjects.

All successfully completed HAP units contribute to the TCE and ATAR.

Applications for HAP courses must be made in the year prior to the year of study via a [HAP application form](#) and is best suited to Year 12 students. Applications open in late September and close mid-December and are assessed by a HAP Admission Panel. Late applications are not accepted. In your application you must provide evidence of exceptional academic achievement from at least three Level 3 and 4

Year 11 subjects with Exceptional Achievement (EA) in the general discipline being applied for.

Further information on [HAP application requirements and form](#) can be found in the link with a list of potential [HAP units](#) available to consider in your planning.

## Australian School-based Apprenticeships (ASbA)

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 11 or 12, you can combine work, training and education to gain a nationally recognised qualification, usually a 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 off site. [Click here to find the traineeships on offer in 2024](#). This link will be updated for 2024 once released.

### 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 contribute to the TCE. Every unit of competency achieved over the course of the contract will contribute to points to your TCE.

Click the photo below for further information.



# REASONABLE ADJUSTMENTS

TASC recognises that some Tasmanian senior secondary students may not be able to access or participate in TASC accredited courses on the same basis as other students without access to reasonable adjustments.

Grounds for eligibility include a condition, impairment or disability as identified in a learning plan or diagnosis humanitarian entrant (refugee) student status, personal circumstance or misadventure. For further information on grounds of eligibility please refer to the [TASC Reasonable Adjustments Policy found here](#).

Application for reasonable adjustments require the completion of an [application form](#) accessible from the TASC website along with supporting evidence dependent on the grounds for which the application is made, but often requires evidence provided by a medical professional and/or counsellor stating the condition and what adjustment/s are requested for the student. Applications must be submitted to TASC through the College within a strict time frame and no later than the end of Term 1. Communication regarding this will be sent from the College early in Term 1.

Provision is made for emergency applications for physical injury or illness that occur after the end of Term 3 which may impede a student undertaking their examinations.

Examples of possible adjustments available for examinations include:

- Adapted exam papers such as for the visually impaired
- Assistive technology
- Medication taken into the examination room including food or drink
- Use of a computer
- Ergonomic furniture
- Extra time
- Accommodation for poor grammar, handwriting or spelling
- Noise cancelling headphones
- A reader or scribe
- Use of a separate or smaller examination room
- Borderline consideration

The specific adjustments applied/approved for each student is dependent on the diagnosed condition, impairment or disability and what will assist them during an examination.

TASC assesses and provides their final decision to you and the College of what has been approved.

For further information or to discuss reasonable adjustments in line with current learning plans, contact our Head of Learning Support, Mr Michael Farrell,

# HOMEWORK

Homework is an essential part of the experience of Senior Secondary, no matter which level or subject. Throughout their time at St Virgil's students develop organisational skills and learn to create a structured study time at home. This is nowhere more important than in Year 11 and 12.

Homework should be meaningful tasks which support students to obtain new knowledge, a new skill, or have a new experience, and to make real-life connections to the content that they are learning in the classroom. However, homework should not consist of a rudimentary task that is simply assigned to students. Meaningful homework at SVC is an opportunity to differentiate and, or consolidate or extend learning. It also encourages students to develop regular study habits and refine necessary skills to learn independently.

In Years 11 and 12 a minimum of two hours of homework per day is expected, or as required.

The designation 'as required' refers to a minimum of 2 hours with the expectation that students will exceed this where necessary to fulfill their academic obligations, particularly in the case of undertaking Level 3 or 4 TASC subjects. The types of homework expected of students in Years 11-12 include but are not limited to:

- Preparing for a new topic
- Reading class texts
- Completing assessment tasks
- Doing research and extra reading
- Reviewing learning, notes and ideas
- Setting goals
- Editing work

It is strongly recommended that students develop a study habit and find a consistent time in the day that work best for them. Study time should be used regardless of outstanding tasks or homework.

# ACADEMIC INTEGRITY

The principles of academic integrity are to act with honesty, trust, responsibility and respect. Therefore, the College has a legal responsibility to clearly communicate to learners, parents and staff the expectations for compliance of the Guidelines for Academic Integrity. The authenticity and academic integrity of all work submitted for assessment must be assured, including externally assessed folios. Teachers are committed in teaching students to act responsibly by ensuring their work is authentic and original. Furthermore, these guidelines align with the College's ICT strategic plan where teachers model and students learn that reliability, security and privacy underpin our work. In aligning with these guidelines, students will also learn to use digital environments and tools responsibly, safely and ethically. Breaches of Academic Integrity will be followed by fair, effective and efficient resolution, in accordance with the College's guidelines. Further information can be found in the TASC [Academic Integrity Guide](#).

Year 11&12 students will be informed of the guidelines and expectations for [Academic Integrity](#) produced by TASC:

- A senior assembly focused on learning and teaching at the beginning of the academic year.
- A Pastoral Care session where students can ask questions and read the Guidelines for Academic Integrity, TASC Academic Integrity Guide.
- A student declaration form confirming they have read and understood the guidelines. This document is uploaded to their profile on SIMON
- Subject teachers inform students of how the guidelines apply to their subject and the referencing style used.
- Students are expected to adhere to the guidelines of the College at which they are studying across campuses. Guidelines can be accessed via the College LMS.

The College uses a plagiarism checker upon submission of work to ensure that all work is unique and the work of the individual student.

If a student's work is found to not be their own, a process is in place that follows the sequence outlined below.

If a student cheats in a test or exam, the student receives a Z in all criteria. No option to re-sit is available, Zs are documented on SIMON and parents are informed. To avoid any misunderstanding, an outline of what constitutes a minor, moderate and major breach is illustrated below. Continued breaches of a minor level will become a moderate breach at the discretion of the College, and subsequently a major breach.

## Minor Breach

- Academic material is not cited, including quotes and paraphrased material.
- A reference list is missing at the end of a body of work

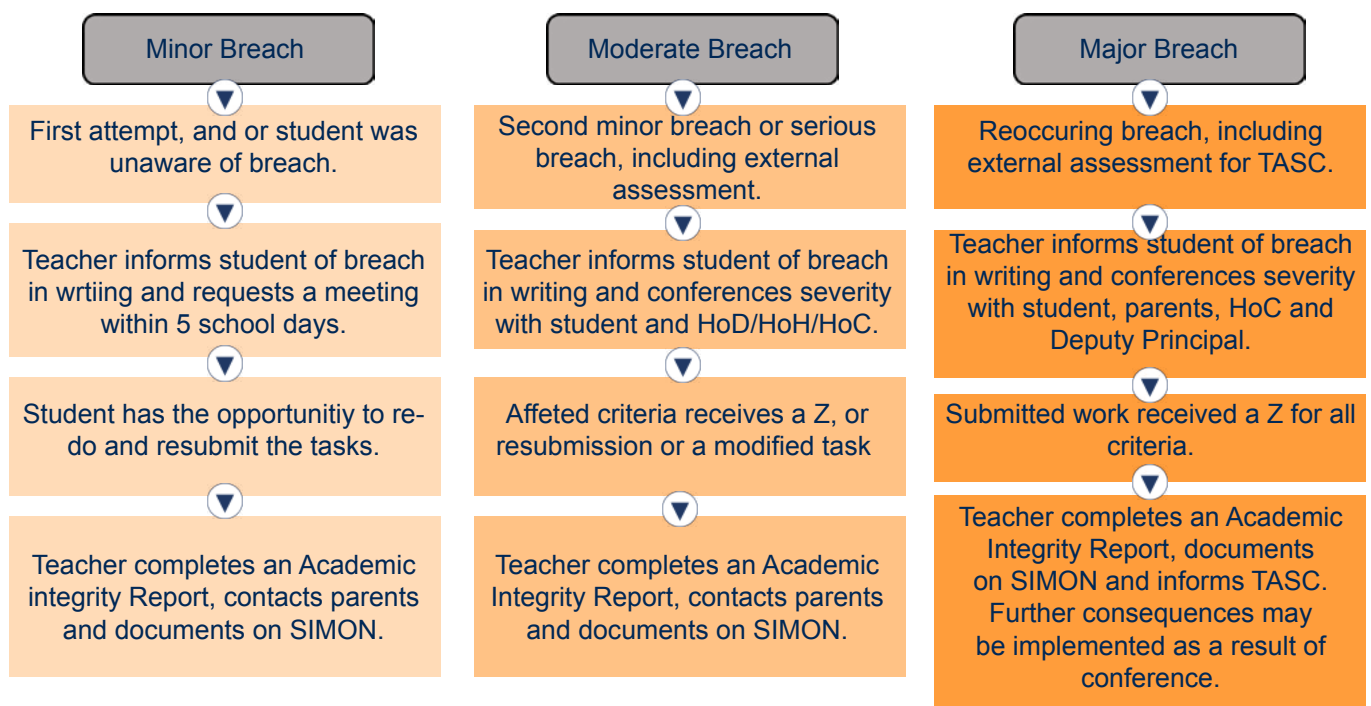
## Moderate Breach

- Dishonest behaviour where a student supported other student/s by providing answers
- in tests or examinations.

## Major Breach

- Work is submitted that has been submitted previously in another year or class.
- Allowing another student to submit your work as their own.
- Submitting another student's work and claiming it is your own.
- Copying text straight from academic material without correct references.

Issues of plagiarism are taken very seriously, especially on externally assessed work such as exams or folios. TASC has clear penalties for breach of academic integrity and this can be as serious as not being able to receive an ATAR score from a subject. Please make sure you understand all the requirements and expectations in advance of commencing Year 11.



# DUE DATES & EXTENUATING CIRCUMSTANCES

The College acknowledges that, at times, students can encounter medical or personal challenges that hinder their ability to meet set deadlines. In the event of no extenuating circumstances, the College expects compliance of the Guidelines for Assessment and Reporting and deadlines are met. Namely, that students submit their work within the timeframe set by their teachers. Teachers are committed to supporting students in difficult circumstances with the aid of supporting evidence. Teachers are also committed to making the expectations and requirements for assessment transparent and clear to students.

The College requires students to show responsibility and time-management skills by meeting deadlines for assessments. If a student experiences a medical or personal difficulty, they are expected to be proactive in following the procedures and apply for an extension using the Application for Assessment Extension.

In the absence of an extenuating circumstance, all students are expected to adhere to assessment task due dates.

If a student experiences extenuating circumstances and cannot meet the deadline set by their teacher, the following procedures for assessment absences apply:

- if a student knows in advance that they will be absent when an assessment is due or unable to meet this deadline, it is the responsibility of the student to notify the teacher at a minimum of 24 hours in advance that they will be absent or unable to submit the required work, and
- complete the assessment as negotiated between the student and teacher.
- a medical certificate must be provided if a student is absent on the due date, and a new due date is negotiated with the teacher as close as possible to the original date.

Missing a deadline in the absence of extenuating circumstances will generally mean that a penalty is applied to the relevant criterion on the assessment. No blanket limitation of marks will be applied. However, a T or Z rating does limit a student's opportunity to receive a higher overall grade (EA or HA).

Work submitted no later than one week after the deadline will be marked, but the maximum available mark will be 'C' or lower on the relevant 'plan, organise and complete' criterion.

Work submitted later than one week after the deadline will be awarded a maximum of a 'T' rating on the relevant 'plan, organise and complete' criterion.

Work not submitted automatically receives 'Z' ratings on all criterion.

Teachers will contact parents/guardians and log an academic note when a student fails to meet the deadline for a summative assessment.

Once work has been marked and returned to other students, subsequent submission of that work is not possible.

Students absent from an exam due to extenuating circumstances must also adhere to the Guidelines and Procedures outlined above. In relation to TASC exams, only the official [TASC Senior Secondary External Assessment Medical Certificate](#) will be accepted as it includes all information required by TASC. It is also important that the medical consultation must be on the day of your exam, or not more than seven days before the exam. The certificate will not be accepted if the consultation is dated after the date of the exam (TASC; Illness & emergency during exams, 2021).

# CHOOSING A COURSE

Once reviewing the subjects on offer, you are required to submit a two-year study plan of your intended subjects for Year 11 and 12 and your most recent career aspirations. We will use this information with other data to review your course in alignment with your current progress and your post-Year 12 pathways during a Career/Course Counselling interview early Term 3, providing informed advice about suggested amendments, if required.

All Year 11 students will study five subjects on five lines. Three of these subjects should be a Religious Education, English and Mathematics subject. The only exception to studying five subjects in Year 11 is if you choose to study four Level 3 or 4 subjects, in which case you may apply for a supervised Private Study line at the time of your interview. The choice to undertake four Level 3 or 4 subjects in Year 11 should not be taken lightly as it is an extreme workload for this year level. It should be noted that, due to recent changes in the calculation of the ATAR, students can take their ATAR points from any five subjects across two consecutive years of study.

In Year 12, students will study four subjects with a private study line provided students are on target to meet the Participation and Achievement Standard of the TCE.

If you wish to undertake a School-based Apprenticeship, you are still required to submit a full course without this consideration. The impact to your course will be considered on a case-by-case basis.

When you submit a course you are required to indicate two reserves subjects for each year.

Year 11	Year 12
1. One of	Four subjects from
<ul style="list-style-type: none"> <li>Studies of Religion 2 OR</li> <li>Studies of Religion 3</li> </ul>	<ul style="list-style-type: none"> <li>TASC subjects</li> <li>VET Subjects</li> <li>UTAS High Achiever Program</li> <li>UTAS University Connections Program</li> </ul>
2. One English subject	
3. One Mathematics subject	
4. One of:	
<ul style="list-style-type: none"> <li>Two other subjects</li> <li>One other subject + Private Study (only available to those undertaking four Level 3/4 subjects in Year 11)</li> <li>Combination of subject, work and training through a school-based traineeship or apprenticeship</li> </ul>	<p style="text-align: center;">OR</p> <p>Combination of subject, work and training through a school-based traineeship or apprenticeship</p> <p style="text-align: center;">AND</p> <p>Private Study (110 hours)</p>

As you plan your two-year course, use this checklist to assist:

- Have you planned a two-year program?
- Is your course relevant to your interests, goals, career aspirations and current achievement?
- Have you checked the course details of each subject carefully?
- Have you taken into account and been realistic about workload?
- Have you sought advice from relevant staff?
- Have you considered a combination of TASC and VET subjects?
- Have you taken into account that some subjects are best left to Year 12?
- Have you taken into account prerequisite subjects (eg. Physical Sciences 3 is a pre-requisite for Physics 4 or Chemistry 4)

Will you be able to achieve the TCE by the end of Year 12?

- Have you used the [TCE Course Planner](#) to check?

Do you need an ATAR for future direct pathways to

- University?

Have you chosen subjects related to your interest and goals

- rather than gaining a high TES?

Have you researched and included prerequisite courses for future pathways after Year 12 such as further study at TasTAFE or at university?

## Course Selection Timeline

Our timeline for course selection is designed to maximise the opportunity to make informed decisions.

- Senior Years Parent Evening: **Tuesday 24 March**
- Opening of Web Preference portal for subject selections: **Wednesday 6 May**
- Final date for submission of Year 11-12 subject selection via Web Preferences for course counselling advice: **Friday 29 May**
- Intention of Year 11-12 enrolment submissions: **Friday 29 May**
- Year 10 Mid-Year examinations: **12-19 June**
- Years 11-12 Mid-Year examinations: **19-26 June**
- Release of Year 10 Mid-Year Reports: **Wednesday 3 July**
- Parent/Student/Teacher Conferences including Course/Career Counselling: **Monday 6 July**
- Careers/Course Counselling Interviews: **Monday 27 July**
- Preliminary course confirmed: **Wednesday 21 October**
- Final confirmation of course: **Thursday 27 November**



# ARTS

Contact Head of Department, Mr Daniel Bevan, for further information on Arts subjects, [dbevan@stvirgils.tas.edu.au](mailto:dbevan@stvirgils.tas.edu.au).

## VISUAL ART

YOU HAVE	COURSES	MAY LEAD TO
An interest in art in a chosen area	Visual Art 2	Contemporary Art Practice 3 Visual Art 3
A keen interest and experience in visual art with a strong commitment to research, concept and skill development AND successful completion of at least one semester of Year 9 and Year 10 Visual Art, Year 9 Introduction to Photography OR Visual Art 2	Visual Art 3	Art Studio Practice 3
Interest in visual art, art history and critical analysis AND Competent English writing skills and good research skills	Contemporary Art Practice 3	Tertiary study or future careers in art and creative industries
Successful completion of Visual Art 3	Art Studio Practice 3	Tertiary study or future careers in visual art

## DRAMA

YOU HAVE	COURSES	MAY LEAD TO
No previous experience An interest in the technical aspects of theatre	Technical Theatre Production 2	Future careers in performing arts
No previous experience	Drama Foundations 2	Drama 3
A keen interest and experience in drama with a strong commitment to teamwork, rehearsal and performance obligations AND Successful completion of Year 9 and Year 10 Drama or Drama Foundations 2	Drama 3	Theatre Performance 3
A strong commitment to teamwork, rehearsal and performance obligations AND SA or above for Drama 3	Theatre Performance 3	Tertiary study or future careers in performing arts or entertainment industries

## MEDIA

YOU HAVE	COURSES	MAY LEAD TO
No previous experience	Media Production Foundation 2	Media Production 3
Media Production Foundations 2 (recommended)	Media Production 3	Future careers in the media industry

# MUSIC

YOU HAVE	COURSES	MAY LEAD TO
Skill/experience on an instrument/voice Ability to read and write music	▶ Music Studies 2	▶ Music 3
	▶ Contemporary Music and Song Writing 2	▶ Song Writing (UTAS) ▶ Music Technology Projects (UTAS) ▶ Future careers in contemporary music and composition
Successful completion of Contemporary Music and Song Writing 2 OR Attend an interview and present a portfolio of original songs to demonstrate technical and musical ability	▶ Song Writing (UTAS)	▶ Tertiary study in music
Strong music literacy skills – ability to read and write music Considerable and successful experience in music	▶ Music 3	▶ Music Foundation Practical Study (UTAS)
SA or above in Music 3	▶ Music Foundation Practical Study (UTAS)	▶ Advanced Practical Study (UTAS)
		▶ Tertiary study in music
Successful completion of Foundation Practical Study (UTAS)	▶ Advanced Practical Study (UTAS)	▶ Tertiary study in music
Music Technology Projects – Foundation 2 is recommended	▶ Music Technology Projects 1 (UTAS)	▶ Music Technology Projects 2 (UTAS)
Successful completion of Music Technology Projects 1 (UTAS)	▶ Music Technology Projects 2 (UTAS)	▶ Tertiary study in music

# DANCE

YOU HAVE	COURSES	MAY LEAD TO
An interest in dance Previous experience is an advantage but not a requirement	▶ Dance 2	▶ Dance 3
A strong commitment to teamwork, rehearsal and performance A strong interest in choreography and creative movement, prior dance training or success in Dance 2	▶ Dance 3	▶ Tertiary study or future careers in dance performance or choreography

## Visual Art 2

TASC Code	<a href="#">ART215123</a>
TASC Level	Level 2
TCE Points	15
TCE Standards	NA
9 – 12 Focus Area	Discipline-based Study
Prerequisites	An interest in art in a chosen area

This course is designed for those who wish to focus on developing specialised skills, techniques, knowledge and history in a single studio area. Opportunities are provided to learn concepts and theories that underpin the chosen studio area and the arts more generally, including the concept that visual arts can express both personal and cultural ideas.

### AREAS OF LEARNING

- Unit 1: Artwork and meaning
- Unit 2: Approaches to artmaking
- Unit 3: Concepts and cohesion

### IN THIS COURSE I WILL LEARN:

- To identify, appropriately select and use elements and principles of design to solve problems
- To use appropriate technologies, techniques and conventions to express artistic intentions
- To communicate ideas, emotions and information successfully to others when creating personal and unique artworks
- To respond reflectively to cultural influences and a works

### ASSESSMENT INCLUDES:

- Internally assessed compilation of practical experimentation and a body of artwork (minimum six pieces)
- Internally assessed Visual Diary/Journal and written responses

### FUTURE PATHWAYS

This course provides a pathway to Visual Art 3 and may complement study in Art Theory and Criticism 3.

## Visual Art 3

TASC Code	<a href="#">AT315123</a>
TASC Level	Level 3
TCE Points	15
TCE Standards	NA
9 – 12 Focus Area	Discipline-based Study
Prerequisites	A keen interest and experience in visual art with a strong commitment to research, concept and skill development AND Successful completion of at least one semester of Year 9 Introduction to Photography. However, it is recommended to have completed Year 10 Visual Art and/or Visual Art 2

This course is designed to deepen and broaden skills, techniques and problem solving in a specialist studio area compared to those considered in Visual Art 2. The focus studio area will be one of ceramics, digital art and media, drawing, graphic design, painting, photography, printmaking or sculpture. Opportunities are provided to apply concepts and theories that underpin the chosen studio area and the arts more generally, including the concept that artistic conventions can be adhered to or subverted. There is a more complex application of methodologies and art analysis than for Visual Art 2.

### AREAS OF LEARNING

- Module 1: Visual thinking – interpreting art
- Module 2: Investigation and exploration
- Module 3: Context and resolution

### IN THIS COURSE I WILL LEARN:

- To select and use elements and principles of design to solve problems
- To use appropriate technologies, techniques and conventions to effectively express artistic intentions
- To communicate ideas, emotion and information to affect and move an audience when creating personal and unique artworks
- To critically analyse and creatively respond to a range of cultural influences and art work
- To critically analyse and evaluate art ideas and information and make informed aesthetic judgements
- To apply effective reflective strategies to inform personal artmaking

### ASSESSMENT INCLUDES:

- Internally assessed Visual Diary/Journal and written/multimodal responses
- Externally assessed cohesive body of artwork of a minimum of six pieces in an artistic studio

### FUTURE PATHWAYS

This course provides a pathway to Art Studio Practice 3. It is also designed for learners whose future study or career pathways may include:

- Fine arts, Advertising, Architecture, Computer graphics, Education, Photography, Publishing.

## Contemporary Art Practice 3

<b>TASC Code</b>	<a href="#">CAP315124</a>
<b>TASC Level</b>	Level 3
<b>TCE Points</b>	15
<b>TCE Standards</b>	Reading and writing
<b>9 – 12 Focus Area</b>	Professional Studies
<b>Prerequisites</b>	Experience and engagement in Art in Years 9-10 and/or in a TASC accredited Level 2 Arts course

In this course learners explore the professional world of contemporary art. They gain creative and cultural industry knowledge and skills as they explore professional pathways. Learners investigate this through the roles of art critic and art curator. Contemporary Art Practice Level 3 provides an avenue for learners wishing to engage with career pathways in the arts industry other than as an artist.

### AREAS OF LEARNING

- Module 1: Contemporary art and culture
- Module 2: Contemporary arts industry knowledge and skills
- Module 3: Professional practice and creative entrepreneurship

### IN THIS COURSE I WILL LEARN:

- To analyse, interpret and evaluate contemporary visual art
- To communicate visual art knowledge through both written and spoken forms
- To develop visual literacy
- To analyse, interpret and evaluate historical contexts and apply this knowledge to contemporary visual art.
- Strong communication skills in different modes.

### ASSESSMENT INCLUDES:

- Folios (One externally assessed)
- Research inquiry
- Journal
- Short written responses
- Investigations
- Interviews
- Multimodal presentations
- Essay writing
- Extended Responses

### FUTURE PATHWAYS

This course will support further learning pathways in fine arts, art history, curatorial studies, cultural leadership, librarianship, museum studies and creative arts with career pathways in the cultural and creative industries, communication fields, education, public relations, marketing and advertising sectors.

## Art Studio Practice 3

<b>TASC Code</b>	<a href="#">ART315214</a>
<b>TASC Level</b>	Level 3
<b>TCE Points</b>	15
<b>TCE Standards</b>	NA
<b>9 – 12 Focus Area</b>	NA
<b>Prerequisites</b>	Successful completion of Visual Art 3

This course can only be studied in Year 12 given the requirement to successfully complete Visual Art 3. It builds upon the latter and is designed for the development of meaningful conceptual knowledge through active art research and participation in specialised and authentic learning experiences. It challenges engagement in reflective and critical analysis to refine, evaluate and articulate ideas as personal artistic practice is further consolidated.

### AREAS OF LEARNING

- Conceptual knowledge including active investigation, critical analysis and reflection
- Practice including a research proposal, studio practice and exhibition

### IN THIS COURSE I WILL LEARN:

- The refinement of skills and art techniques in one studio area
- How to negotiate and plan an exhibition
- How to complete a schematic overview

### ASSESSMENT INCLUDES:

- Externally assessed folio consisting of an exhibition of artwork, reflective practice support material and research paper

### FUTURE PATHWAYS

This course provides a pathway to the study of visual arts at tertiary level.

## Technical Theatre Production 2

TASC Code	<a href="#">SDT215210</a>
TASC Level	Level 2
TCE Points	15
TCE Standards	NA
9 – 12 Focus Area	NA
Prerequisites	No previous experience  An interest in the technical aspects of theatre

This course is designed for the study of the technical elements of theatre such as lighting and sound, set and properties, costume and theatrical make-up, stage management, publicity and front of house responsibilities. There is an emphasis given to work-safe principles and practices in theatre environments.

### AREAS OF LEARNING

- Unit 1: Skills and technique development
- Unit 2: Pre-production and presenting
- Unit 3: Reflective Practic
- Unit 4: Appraising the use and effect of technical elements in live theatre productions

### IN THIS COURSE I WILL LEARN:

- Basic technical production skills in the areas of lighting, sound, costume, effects, publicity and front-of-house, set and properties, and stage management
- To work as a member of a production team
- To apply reflective practice to personal work and that of a production team
- To identify, understand the relationships between, record and organise elements of technical theatre production
- To apply work-safe principles and practices in theatrical space
- To use and care for technical theatre technologies

### ASSESSMENT INCLUDES:

- Internally assessed practical tasks
- Internally assessed written responses related to reflective practice and appraisal

### FUTURE PATHWAYS

This course serves as a pathway to further study in relevant VET courses and in the Performing Arts.

## Drama Foundations 2

TASC Code	<a href="#">SDS215117</a>
TASC Level	Level 2
TCE Points	15
TCE Standards	NA
9 – 12 Focus Area	NA
Prerequisites	No previous experience

This course is designed for those who have an interest in drama and acting without previous experience. It is an exploration of how and why drama works are made by interpreting and responding to the works of others and by engaging in dramatic storytelling. It provides the opportunity to develop skills, techniques and processes of drama through the performance of simple scripted works and works personally devised. It also provides the opportunity to build confidence and communication skills

### AREAS OF LEARNING

- Unit 1: The Foundation of Drama and Dramatic Storytelling
- Unit 2: Dramatic Texts
- Unit 3: Naturalistic and Non-Naturalistic Performance
- Unit 4: Devising Drama
- Unit 5: Form and Express Considered Opinions on Drama Works

### IN THIS COURSE I WILL LEARN:

- To make and present personal drama works
- To apply reflective practice to form and express considered opinions on personal drama works and that of others
- To interpret and communicate dramatic intention and purpose
- To use fundamental drama skills, conventions, processes and technical production elements in drama works
- To create and perform types of character and roles
- To work individually and as a member of a team in a drama context

### ASSESSMENT INCLUDES:

- Internally assessed Journal/Workbook, reflections and responses (written and oral)
- Internally assessed performances

### FUTURE PATHWAYS

This course provides a pathway to Drama 3.

## Drama 3

<b>TASC Code</b>	<a href="#">SDD315120</a>
<b>TASC Level</b>	Level 3
<b>TCE Points</b>	15
<b>TCE Standards</b>	Reading and Writing
<b>9 – 12 Focus Area</b>	Discipline-based Study
<b>Prerequisites</b>	A keen interest and experience in drama with a strong commitment to teamwork, rehearsal and performance obligations AND Successful completion of Year 9 Drama and Year 10 Drama electives, or Drama Foundations 2

This course provides practical and creative opportunities to acquire drama skills, knowledge and understanding for those with previous experience in drama. It provides exposure to a wide range of experiences and stagecraft through the practical and theoretical study of drama. It promotes the understanding of the creative and collaborative processes and skills needed to make drama works.

### AREAS OF LEARNING

- Unit 1: Skills Development
- Unit 2: Exploring and Devising
- Unit 3: Presenting and Reflectin
- Unit 4: Live Theatre Analysis

### IN THIS COURSE I WILL LEARN:

- To use vocal techniques to communicate meaning
- To create and sustain characters and create and present coherent, polished drama works
- To use oral and written communication conventions to communicate ideas and intentions using elements of drama
- To understand genre and style in dramatic contexts
- To apply reflective practices and identify processes fo further development
- To develop research skills
- To identify and appropriately react to potential hazards in a drama-space environment and apply work-safe principles and practices

### ASSESSMENT INCLUDES:

- Internally assessed performances and written reflections and appraisal
- Externally assessed written examination and performance (solo and group)

### FUTURE PATHWAYS

This course provides a pathway to Theatre Performance 3.

## Theatre Performance 3

<b>TASC Code</b>	<a href="#">SDP315120</a>
<b>TASC Level</b>	Level 3
<b>TCE Points</b>	15
<b>TCE Standards</b>	Reading and Writing
<b>9 – 12 Focus Area</b>	NA
<b>Prerequisites</b>	A strong commitment to teamwork, rehearsal and performance obligations AND SA or above for Drama 3

This course is designed for Year 12 upon successful completion of Drama 3 in Year 11. It is intended for those who already possess competent acting/dramatic skills and works to refine with further advancement of these skills There is an expectation of greater self-sufficiency an self-direction, emulating the professional realm of the actor within a theatre company.

### AREAS OF LEARNING

- Skills – Advancement of Acting/Dramatic Skills and Stagecraft Skills
- Ensemble Performance
- Solo Performance
- Live Theatre Performances Analysis

### IN THIS COURSE I WILL LEARN:

- To use a range of vocal skills and techniques to create, perform and sustain a range of credible characters
- To use stagecraft and theatrical production elements to achieve polished performances
- To identify and appropriately react to potential hazards in a drama-space environment and apply work-safe principles and practices
- To work as a member of a theatrical ensemble to achieve performance outcomes
- Skills of theatrical analysis and evaluation, applied to personal work and that of others
- To communicate ideas and information about the craft of acting and theatrical practices
- To identify theatrical styles and genres and their historical and cultural context
- Research skills in the context of stage and theatre-related issues

### ASSESSMENT INCLUDES:

- Internally assessed monologues and ensemble performances
- Internally assessed appraisal and reflections o personal work and that of others
- Externally assessed folio and performances

### FUTURE PATHWAYS

This course is designed for learners who wish to pursue further study at tertiary level and/or a career in the performing arts or entertainment industries.

## Song Writing (UTAS)

TASC Code	<a href="#">FCA118</a> (see page 21)
TASC Level	Level 3
TCE Points	15
TCE Standards	NA
9 – 12 Focus Area	Work-based Learning
Prerequisites	Successful completion of Contemporary Music and Song Writing 2 OR Attend an interview and present a folio of original song to demonstrate technical and musical ability

This course is part of the University of Tasmania (UTAS) Connections Program that provides an opportunity to undertake introductory university units specifically designed for senior secondary students. The unit is HECS free and can be counted to the TCE and ATAR score and 25 credit points to Bachelor of Music. It is taught at the College in conjunction with UTAS staff for assessment.

This course is a focused study in song writing designed to build skills in preparation for a successful entry pathway in the Bachelor of Music Degree.

### IN THIS COURSE I WILL LEARN:

- To apply technical knowledge through the creation of songs
- The connection between analysis and reflection, an creative expression with song writing practice
- An understanding of a range of musical traditions through analysis and creative practice
- To document music works using musical conventions and recordings

### ASSESSMENT INCLUDES:

- Internally assessed assessment tasks throughout the year
- Externally assessed portfolio

### FUTURE PATHWAYS

This course provides a pathway to tertiary study at the Conservatorium of Music.

## Contemporary Music and Songwriting 2

TASC Code	<a href="#">CMS215123</a>
TASC Level	Level 2
TCE Points	15
TCE Standards	NA
9 – 12 Focus Area	Professional Studies
Prerequisites	Skill/experience on an instrument/voice  Ability to read and write music

This course is practical and skills-based revolving around contemporary music, the contemporary music industry and the types of knowledge, skills and understanding needed to be a contemporary musician or songwriter. It provides an opportunity to understand, perform and compose music in the range of styles of contemporary music; pop, rock, blues, country, electronic/dance, experimental, folk, funk, hip-hop, jazz, metal, roots and world music.

### AREAS OF LEARNING

- Module 1: Composition and creativity
- Module 2: Contemporary music industry knowledge and skills
- Module 3: Performance and creative entrepreneurship

### IN THIS COURSE I WILL LEARN:

- A range of contemporary music techniques and styles
- To compose original music as creative responses to ideas, emotions, issues and contexts
- To perform stylistically, with technical proficiency, with contemporary music style(s)
- To recognise and effectively use music elements in aural, written and practical contexts
- To produce, perform and reflect upon music making in ways that imitate professional practice of the contemporary music industry
- To market and share contemporary music using current industry workplace skills and knowledge including ethical and safe practice

### ASSESSMENT INCLUDES:

- Internally assessed performances, recordings, and compositions
- Internally assessed reflective responses and promotional material

### FUTURE PATHWAYS

This course provides a pathway to the University Connections Program Songwriting or Music Technology Projects unit. It is also designed for learners whose future study or career pathways may include:

- Singer/songwriter
- Composer
- Artist manager or agent
- Promoter or festival organiser
- Venue manager
- Music journalist
- Sound engineer

## Music Studies 2

TASC Code	<a href="#">MSS215120</a>
TASC Level	Level 2
TCE Points	15
TCE Standards	NA
9 – 12 Focus Area	NA
Prerequisites	Skill/experience on an instrument/voice  Ability to read and write music

This course is designed for those who have prior learning in music skills for a selected instrument. It provides the opportunity to continue development as musicians, gaining skills, knowledge and understanding by performing, creating and listening to music. Learning is enhanced through the attendance of music performances and events and by the participation in co-curricular music activities.

### AREAS OF LEARNING

- Music performance skills
- Create and present music ideas
- Listening analysis
- Music literacy – aural skills and theory knowledge

### IN THIS COURSE I WILL LEARN:

- To present technically proficient music
- To perform with musicianship
- To create and present music statements
- To listen to music and describe the use of music elements and their effects
- To recognise and use music elements in aural and written context
- To use basic research skills to investigate music topics

### ASSESSMENT INCLUDES:

- Internally assessed performances and music tasks

### FUTURE PATHWAYS

This course provides a pathway to Music 3.

## Music 3

TASC Code	<a href="#">MSM315120</a>
TASC Level	Level 3
TCE Points	15
TCE Standards	NA
9 – 12 Focus Area	NA
Prerequisites	Strong music literacy skills – ability to read and write music  Considerable and successful experience in music

To undertake this course it is expected that students have successfully completed Year 9 and Year 10 Music with strong music skills in performance and theory in a selected instrument. It is designed for those who wish to develop further as musicians through an experience-based programme which provides opportunities to investigate the relationship between creating, listening to and performing music and for reflective and critical analysis for the evaluation and refinement of musical practice

### AREAS OF LEARNING

- Unit 1: Music Performance Skills
- Unit 2: Create and Present Original Music Statements
- Unit 3: Critical Listening Analysis
- Unit 4: Music Literacy – Theory Knowledge and Aural Skills
- Preparation and performance of a programme of music OR composition (improvised performance) for external assessment

### IN THIS COURSE I WILL LEARN:

- To present polished music performances
- To create original music
- To present original music ideas through notation and performance
- To plan, organise and complete music activities
- To appraise music works and performances
- To read and write music and identify the use and effect of music elements

### ASSESSMENT INCLUDES:

- Internally assessed performances, compositions, reflections and appraisal
- Externally assessed two hour written examination
- Externally assessed practical performance or composition folio

### FUTURE PATHWAYS

This course provides a pathway for the study of music at tertiary level including that offered through the University Connections Program (UCP) by UTAS such as Foundation Practical Study.

## Music Foundation Practical Study (UTAS)

<b>TASC Code</b>	FCP113 (see page 18)
<b>TASC Level</b>	Level 4
<b>TCE Points</b>	15
<b>TCE Standards</b>	NA
<b>9 – 12 Focus Area</b>	Work-based Learning
<b>Prerequisites</b>	SA or above in Music 3

This course is best studied in Year 12 after successful completion of Music 3 to ensure a solid practical and theoretical background. It is part of the UTAS Connections Program that provides an opportunity to undertake introductory university units specifically designed for senior secondary students. The unit is HECS free and can be counted to the TCE and ATAR score and 25 credit points to Bachelor of Music. It is taught at the College in conjunction with UTAS staff for assessment.

It is encouraged that learners in this course be a member of a college band/ensemble or choir. For a compositional major, it is advised to have works performed and recorded by an appropriate ensemble/performer.

### IN THIS COURSE I WILL LEARN:

- To refine instrumental or compositional skills, evidence through recital or presentation of works
- An increased depth of musical understanding through appropriate repertoire or musical composition to performance standard
- To participate in classroom conversation, research and independent learning activities to develop musical ideas for interpretation through performance or presentation
- The nature of instrumental performance or presentation of musical compositions, developing reliable strategies to improve performance including effective practicing/composition techniques, designed to make the best of available time, communicating and coordinating rehearsal times with associated musicians
- Effective communication, information, literacy, and analytical skills

### ASSESSMENT INCLUDES:

- Panel assessed mid-year assessments formative and summative
- Written portfolio
- Panel assessed end of year summative performance recital or composition presentation

### FUTURE PATHWAYS

This course provides a pathway into the Bachelor of Music at the Conservatorium of Music (UTAS).

## Music Advanced Practical Study (UTAS)

<b>TASC Code</b>	FCP120 (see page 20)
<b>TASC Level</b>	Level 4
<b>TCE Points</b>	15
<b>TCE Standards</b>	NA
<b>9 – 12 Focus Area</b>	Work-based Learning
<b>Prerequisites</b>	Successful completion of Foundation Practical Study (UTAS)

This course is best studied in Year 12 after successful completion of Music 3 to ensure a solid practical and theoretical background. It is part of the UTAS Connections Program that provides an opportunity to undertake introductory university units specifically designed for senior secondary students. The unit is HECS free and can be counted to the TCE and ATAR score and 25 credit points to Bachelor of Music. It is taught at the College in conjunction with UTAS staff for assessment.

It is encouraged that learners in this course be a member of a college band/ensemble or choir. For a compositional major, it is advised to have works performed and recorded by an appropriate ensemble/performer.

### IN THIS COURSE I WILL LEARN:

- Strong instrumental or compositional skills leading to the development of a recital or presentation of works
- An increased depth of musical understanding through challenging repertoire or musical composition to performance standard
- To participate in classroom conversation, research and independent learning activities to develop musical ideas for interpretation through performance or presentation
- A significant understanding of the nature of instrumental performance or presentation of musical compositions, developing reliable strategies to improve performance
- Effective communication, information, literacy, and analytical skills

### ASSESSMENT INCLUDES:

- Panel assessed mid-year assessments, both formative and summative
- Written portfolio
- Panel assessed end of year summative performance recital or composition presentation

### FUTURE PATHWAYS

This course provides a pathway into the Bachelor of Music at the Conservatorium of Music (UTAS).

## Music Technology Projects – Foundation 2

TASC Code	<a href="#">AUD215120</a>
TASC Level	Level 2
TCE Points	15
TCE Standards	NA
9 – 12 Focus Area	NA
Prerequisites	An interest in audio and audio projects

This course provides the opportunity to experience and develop foundation theoretical and technical knowledge and skills in the processes of audio design such as recording, acquiring, generating, manipulating and editing audio elements.

### AREAS OF LEARNING

- Unit 1: The Physics of Sound
- Unit 2: Microphone Characteristics and Techniques
- Unit 3: Signal Flow and System Use
- Unit 4: Mix Aesthetics
- Unit 5: Professional Practice

### IN THIS COURSE I WILL LEARN:

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

### ASSESSMENT INCLUDES:

- Internally assessed engagement and responses to a range of audio tasks
- Internally assessed finished products (two) for final assessment

### FUTURE PATHWAYS

This course provides a pathway to Music Technology Projects 1 (UTAS). It is also designed for learners whose future study or career pathways may include:

- Sound engineer
- Filmmaking and television production
- Theatre
- Sound recording and reproduction
- Video game software development

## Music Technology Projects 1 (UTAS)

TASC Code	<a href="#">FCJ110</a> (see page 16)
TASC Level	Level 3
TCE Points	15
TCE Standards	NA
9 – 12 Focus Area	Work-based Learning
Prerequisites	Music Technology Projects Foundation 2 is recommended

This course is part of the UTAS Connections Program that provides an opportunity to undertake introductory university units specifically designed for senior secondary students. The unit is HECS free and can be counted to the TCE and ATAR score and 25 credit points to Bachelor of Music. It is taught at the College in conjunction with UTAS staff for assessment.

This course is designed to develop awareness of what is required for musical expression, using a range of music technologies and how this can be achieved on a professional level. It provides the opportunity to use industry standard audio tools to experiment with, reflect on, and develop skills.

### IN THIS COURSE I WILL LEARN:

- An understanding of sound creation and manipulation
- Professional tools and skill sets relevant to the field
- An understanding of and to be able to apply appropriate standards for the delivery of music technology projects
- Organisational skills to support the realisation of required project briefs as both an individual and as a member of a production team

### ASSESSMENT INCLUDES:

- Internal assessment from your College teacher
- Panel assessment consisting of UTAS staff and College teacher

### FUTURE PATHWAYS

This course provides a pathway to Music Technology Project 2 (UTAS) or tertiary study at the Conservatorium of Music.

## Music Technology Projects 2 (UTAS)

TASC Code	<a href="#">FCJ111</a> (see page 18)
TASC Level	Level 3
TCE Points	15
TCE Standards	NA
9 – 12 Focus Area	Work-based Learning
Prerequisites	Successful completion of Music Technology Projects 1 (FCJ110)

This course is part of the UTAS Connections Program that provides an opportunity to undertake introductory university units specifically designed for senior secondary students. The unit is HECS free and can be counted to the TCE and ATAR score and 25 credit points to Bachelor of Music. It is taught at the College in conjunction with UTAS staff for assessment.

This course builds upon existing knowledge and experience gained in Music Technology Projects 1. It is designed to continue development of the awareness of what is required for musical expression, using a range of music technologies and how this can be achieved on a professional level. It provides the opportunity to use industry standard audio tools to experiment with, reflect on, and develop skills.

### IN THIS COURSE I WILL LEARN:

- An understanding of sound creation and manipulation
- Professional tools and skill sets relevant to the field
- A refined understanding of and to be able to apply appropriate standards for the delivery of music technology projects
- Consolidated organisational skills to support the realisation of required project briefs as both an individual and as a member of a production team

### ASSESSMENT INCLUDES:

- Internal assessment from your College teacher
- Panel assessment consisting of UTAS staff and College teacher

### FUTURE PATHWAYS

This course provides a pathway to tertiary study at the Conservatorium of Music.

## Media Production Foundations 2

TASC Code	<a href="#">MED215117</a>
TASC Level	Level 2
TCE Points	15
TCE Standards	Computers and Internet
9 – 12 Focus Area	Discipline-based Study
Prerequisites	No previous experience

This course provides experiences in media production and media analysis. It is designed to provide introductory skills and knowledge in Media Production to make media content and to engage more effectively with the Media around them. It may provide a foundation for further study or serve as an end point of learning for those wishing to gain basic skills and understandings to create their own media products.

### AREAS OF LEARNING

- Unit 1: What is Media?
- Unit 2: Points of View
- Unit 3: Creative Story-telling
- Unit 4: Original Project

### IN THIS COURSE I WILL LEARN:

- To reflect upon and respond to personal media work and that of others
- To recognise and apply fundamental media conventions
- To select and use media technologies and techniques
- To apply time-management, planning and negotiation skills to media activities
- To identify and respond to media related issues
- To communicate media ideas and information

### ASSESSMENT INCLUDES:

- Internally assessed media tasks
- Internally assessed written responses and reflection

### FUTURE PATHWAYS

This course provides a pathway to Media Production 3. It is designed for learners whose future study or career pathways may include:

- Journalism
- Communication and media

## Media Production 3

TASC Code	<a href="#">MED315214</a>
TASC Level	Level 3
TCE Points	15
TCE Standards	Reading and Writing Computers and Internet
9 – 12 Focus Area	Discipline-based Study
Prerequisites	Media Production Foundations 2 (recommended)

This course offers experiences in media production and media analysis at the highest level of complexity available in Year 11 and 12. It provides practical and creative opportunities to acquire media skills, knowledge and understanding through a practical and theoretical study of media. It also provides the opportunity to develop an understanding of the creative and collaborative process needed to make media products.

### AREAS OF LEARNING

- Unit 1: Journalism
- Unit 2: Advertising
- Unit 3: Narrative
- Unit 4: Production

### IN THIS COURSE I WILL LEARN:

- To appraise media production processes
- To communicate media ideas
- To use media techniques and technologies to create media products
- To implement aspects of design and design processes
- To manage media activities
- To use and identify appropriate production elements and narrative structures in the creation of media products
- To analyse and respond to media issues and the role of media in society
- To use media codes and conventions
- To identify target audiences for specific media product

### ASSESSMENT INCLUDES:

- Internally assessed media products and written pieces
- Internally assessed mid-year examination
- Externally assessed portfolio of work in a specialised field (one of radio, screen, or print and digital media)
- Externally assessed two hour written examination

### FUTURE PATHWAYS

This course is designed for learners whose future study or career pathways are within the media industry.

## Dance 2

TASC Code	<a href="#">DNC215124</a>
TASC Level	Level 2
TCE Points	15
TCE Standards	NA
9 – 12 Focus Area	Discipline-based Study
Prerequisites	Prior dance experience is beneficial but not require

This course is for learners who want to move, create and learn new perspectives and skills. Learners are provided with opportunities to use the movement of their bodies to express ideas, emotions and information. It is open to all learners from beginners to those with previous dance experience and will support the development of confidence along with social and creative capabilities.

### AREAS OF LEARNING

- Module 1: Dance creation and meaning
- Module 2: Approaches to dance making
- Module 3: Rehearsal and performance

### IN THIS COURSE I WILL LEARN:

- Different purposes of dance in different cultural and social settings
- A range of dance genres and styles
- Choreographic skills
- Anatomical and physiological concepts relevant to dancers
- To communicate ideas, emotions and information successfully to others through personal dance works

### ASSESSMENT INCLUDES:

- Short and extended written responses
- Choreography
- Practical exercises
- Research
- Analysis
- Performance

### FUTURE PATHWAYS

Pathways and careers that are complimented by undertaking this course may include: primary and early childhood teaching; social work; allied health work; sport and gymnastics coaching.

## Dance 3

TASC Code	<a href="#">DNC315124</a>
TASC Level	Level 3
TCE Points	15
TCE Standards	Reading and writing
9 – 12 Focus Area	Discipline-based Study
Prerequisites	<p>Prior dance experience is recommended.</p> <p>This course builds on skills from Dance Level 2 but completion of this course is not mandatory</p>

This course provides opportunities for learners to explore movement as a means of creative expression and communication. Learners create and perform their own dance works as well as studying the dance works of others.

### AREAS OF LEARNING

- Module 1: Choreographic practice and artistic intent
- Module 2: Artistry and genre
- Module 3: Preparation and performance

### IN THIS COURSE I WILL LEARN:

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

### ASSESSMENT INCLUDES:

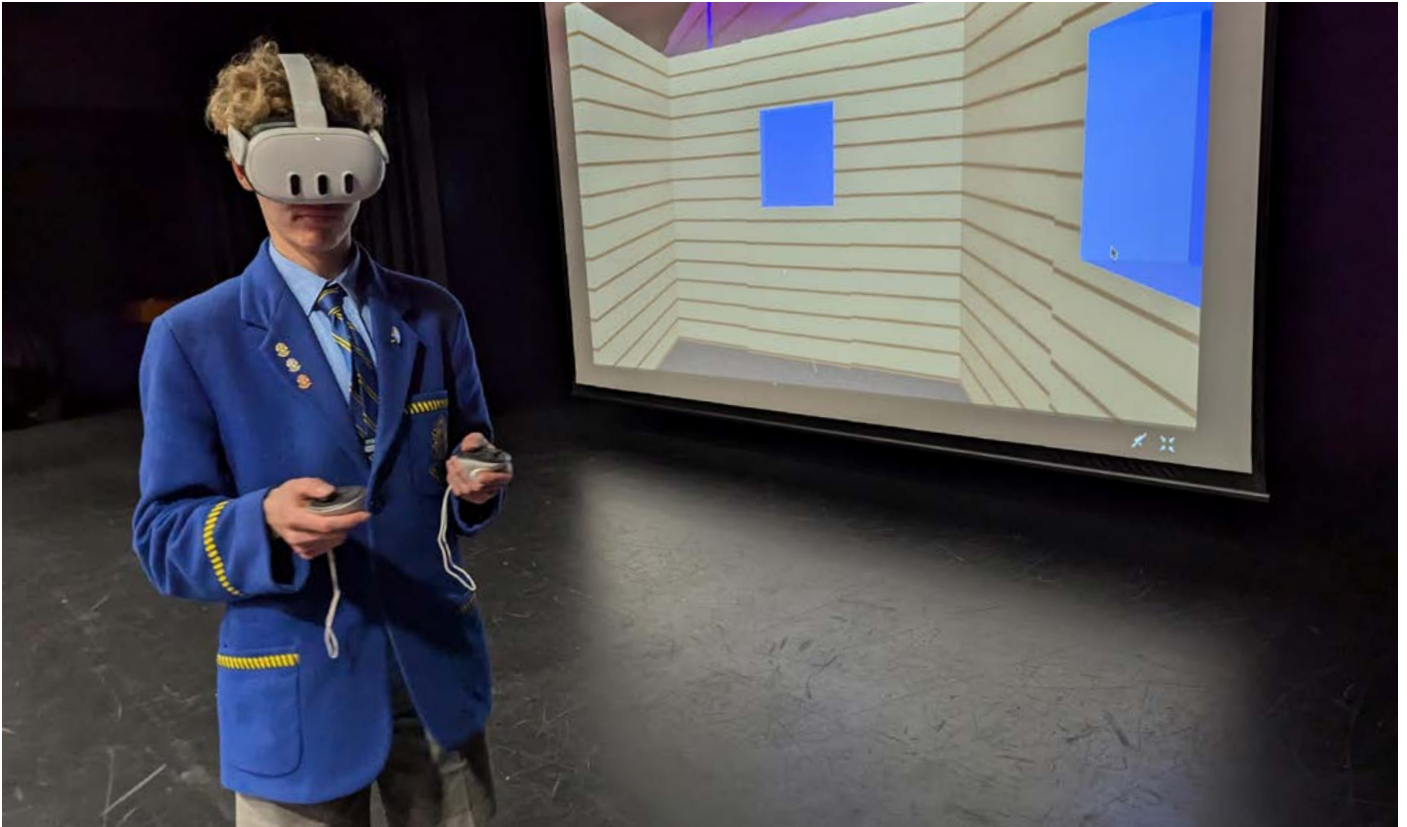
- External Dance examination (performance and choreography)
- External written folio
- Short and extended responses (written, oral, multimodal)
- Journaling
- Practical exercises
- Performance
- Analytical essays
- Folio

### FUTURE PATHWAYS

This course provides a possible pathway to tertiary courses in dance. It is suitable for learners considering further training and study in dance performance with career pathways in the dance industry or associated professions.



The Arts provide students with activities that foster creativity, personal interpretation and expression.



# DIGITAL TECHNOLOGIES

Contact Head of Department, Mr Andrew Harrison, for further information on Digital Technology subjects, [aharrison@stvirgils.tas.edu.au](mailto:aharrison@stvirgils.tas.edu.au).

YOU HAVE	COURSES	MAY LEAD TO
Year 9/10 Australian Curriculum Science and Technologies	▶ Engineering Design 2 (Robotics and Programming)	▶ Engineering Design 3 ▶ Computer Science 3 ▶ Housing and Design 3 ▶ Data Science and Digital Solutions 3 ▶ Technologies 3 ▶ Physical Sciences 3
Year 9/10 Australian Curriculum Science and Technologies  Engineering Design 2 (Robotics and Programming) OR  Year 10 Introduction to Engineering Design is recommended	▶ Engineering Design 3	▶ Tertiary study or future careers in engineering
Experience with text-based programming	▶ Digital Technologies 2	▶ Data Science and Digital Solutions 3
Basic computer skills	▶ Computer Graphics and Design Foundation 2	▶ Computer Graphics and Design 3
Good computer skills and an understanding of a design process and their application OR  Successful completion of Year 9 Graphics Design elective OR  SA or above in Computer Graphics and Design Foundation 2	▶ Computer Graphics and Design 3	▶ Tertiary study or future careers in design
C in Year 10 Australian Curriculum English OR  Year 9 Digital Factory and Year 10 Digital Technologies electives	▶ Data Science and Digital Solutions 3	▶ Tertiary study or future careers utilising information technology
Sound background in Level 3 Mathematics  Well-developed ICT skills	▶ Computer Science 3	▶ Tertiary study or future careers utilising programming
An interest in electronics, such as circuits and automation	▶ Electronics and Advanced Technologies 2	▶ Electronics and Advanced Technologies 3
B in Year 10 Australian Curriculum Mathematics or equivalent TASC-accredited course"  CA or higher in Electronics and Advanced Technologies 2	▶ Electronics and Advanced Technologies 3	▶ Tertiary study or future career in electronics and automation

## Engineering Design 2 (Robotics and Programming)

TASC Code	<a href="#">EDN215122</a>
TASC Level	Level 2
TCE Points	15
TCE Standards	NA
9 – 12 Focus Area	Professional Studies
Prerequisites	Year 9/10 Australian Curriculum Science and Technologies

Year 9/10 Engineering Design elective provides a foundation for this course but is not a pre-requisite. It is designed for those who enjoy exploring how and why things work. At St Virgil's College the focus of this course will be Robotics and Programming which incorporates electronics, mechanics and the emerging fields of artificial reality. It provides the opportunity to incorporate concepts from Mathematics, Science, Design Technology, Computing and Construction in project-based learning to find creative and practical solutions to problems using engineering design processes.

### AREAS OF LEARNING

- Module 1: Activity of Engineers
- Module 2: Engineering Solutions
- Module 3: Negotiated Project

### IN THIS COURSE I WILL LEARN:

- To use design thinking to define, create ideas and develop prototypes to an engineering design challenge
- To use project management strategies
- To test, review and refine engineering solutions against success criteria
- To communicate engineering design decisions and solutions
- The impact of existing, new and emerging technologies on people and engineering practice
- Roles and responsibilities of engineers
- How engineering solutions are utilised and their impact on society

### ASSESSMENT INCLUDES:

- Internally assessed research report and poster/infographic
- Internally assessed Engineering Design Challenge with accompanying production diary and presentation
- Internally assessed portfolio for the design and production of the Negotiated Engineering Design Project

### FUTURE PATHWAYS

This course serves as a pathway to Engineering Design 3, as well as other subjects such as Computer Science 3, Housing and Design 3, Information Systems and Design Technologies 3 and Physical Science 3. It is designed for learners in which some engineering knowledge and experience is useful for future study or career pathways.

## Engineering Design 3

TASC Code	<a href="#">EDN315123</a>
TASC Level	Level 3
TCE Points	15
TCE Standards	NA
9 – 12 Focus Area	Professional Studies
Prerequisites	Year 9/10 Australian Curriculum Science and Technologies Engineering Design 2 OR Year 10 Introduction to Engineering Design is recommended

Engineering Design 2 or Year 10 Introduction to Engineering Design elective provides a recommended foundation for this course but is not a prerequisite. It is designed for those who are interested in studying an engineering design process. It provides the opportunity to investigate, research and present information through a design process, using project management skills to create engineered solutions in response to real-world problems. It provides the opportunity to incorporate concepts from Mathematics, Science, Design Technology, Computing and Construction.

### AREAS OF LEARNING

- Module 1: Engineering systems
- Module 2: Engineering practice
- Module 3: Extended engineering design project

### IN THIS COURSE I WILL LEARN:

- To use design thinking to define and create ideas in response to an engineering design challenge
- To select and apply appropriate engineering methodologies in the development of prototypes
- To use project management strategies
- To test, review and refine engineering solutions against success criteria
- To communicate engineering design decisions and solutions
- The impact of existing, new and emerging technologies on people and engineering practice
- Roles and responsibilities of engineers
- How engineering solutions are utilised and their impact on society

### ASSESSMENT INCLUDES:

- Internally assessed design and construction of prototypes with presentation
- Internally assessed journal and case study
- Externally assessed portfolio for an extended engineering design project

### FUTURE PATHWAYS

This course provides transferable skills useful in any occupation. It is also designed for learners whose future study or career pathways include:

- Engineering
- Science
- Technical trades

## Digital Technologies 2

TASC Code	<a href="#">DGT215124</a>
TASC Level	Level 2
TCE Points	15
TCE Standards	Computers and Internet
9 – 12 Focus Area	Transdisciplinary Projects
Prerequisites	Experience with using text-based programming

This course introduces learners to digital systems, security, user design and programming. There is a focus on the interactions and impacts of digital technology in today's world. This course builds highly desirable digital skills, knowledge and understanding that can be applied in a wide range of future learning and workplace contexts.

### AREAS OF LEARNING

- Module 1: Digital systems and security
- Module 2: User design and programming
- Module 3: Interactions and impacts

### IN THIS COURSE I WILL LEARN:

- To develop, model, analyse, and improve solutions to solve real-world problems
- Practical skills in creative, critical, computational and algorithmic thinking and problem solving
- About the range of digital technology systems used in today's world
- Skills to explore networking, data management and cyber security
- How digital technology systems are used productively, creatively and safely
- Skills to investigate legal, ethical, social, economic and environmental implications.
- To work individually and collaboratively to solve problems

### ASSESSMENT INCLUDES:

- Multimodal responses
- Extended responses
- Short responses
- Digital projects
- Charts, infographics, visual data
- Using software
- Folio of software solutions
- Product creation
- Presentations

### FUTURE PATHWAYS

This course provides the foundation for those interested in pursuing vocational education or a TASC Accredited Level 3 Technologies course. It complements study in a range of disciplines across the curriculum including in Science, Technology, Engineering, Mathematics, and Business.

## Computer Graphics and Design – Foundation 2

TASC Code	<a href="#">CGD215118</a>
TASC Level	Level 2
TCE Points	15
TCE Standards	Computers and Internet
9 – 12 Focus Area	NA
Prerequisites	Basic computer skills

This course introduces the use of the design process and principles to create digital solutions. It is designed to develop skills and knowledge in design thinking and project implementation, visual communication and use of digital graphics. There is a strong emphasis of learning the 'tools' in this course.

### AREAS OF LEARNING

- Unit 1: Design Foundation
- Unit 2: Digital Imaging
- Unit 3: 3D Modelling
- Unit 4: Animation
- Unit 5: Computer Graphics and Digital Elective Topic

### IN THIS COURSE I WILL LEARN:

- How to use a design process to communicate ideas and develop digital content
- How to use and develop computer graphic techniques and processes to solve problems
- How to create 2D and 3D digital graphics and animation

### ASSESSMENT INCLUDES:

- Internally assessed projects and presentation

### FUTURE PATHWAYS

This course provides a foundation for Computer Graphics and Design 3. It is designed for learners whose future study or career pathways may include:

- Surveying and engineering
- Architecture
- Computing including game design and multi-media
- Visual arts
- Environmental design

## Computer Graphics and Design 3

TASC Code	<a href="#">CGD315118</a>
TASC Level	Level 3
TCE Points	15
TCE Standards	Computer and Internet
9 – 12 Focus Area	NA
Prerequisites	Good computer skills and an understanding of a design process and their application OR Successful completion of Year 9 Graphics Design elective OR SA or above in Computer Graphics and Design Foundation 2

This course extends foundations learnt in Computer Graphics and Design Foundation 2. It aims to further develop and apply skills for working in the digital age through design thinking and problem-solving skills. It aims to provide opportunities to explore diverse applications, develop high quality graphic presentations and develop an understanding of skills and understandings acquired across a wide range of industries.

### AREAS OF LEARNING

- Unit 1: Design Extension
- Unit 2: Design Studios
- Unit 3: Extended Project

### IN THIS COURSE I WILL LEARN:

- Processes and systems of 3D modelling to develop design solutions in products, engineering, architectural/visualisation, games, character or film/television
- The application of the design process, principles and practice in specialised contexts
- Sketching and graphic communication including orthographic, isometric and perspective drawing
- The fundamentals of contemporary digital technologies in design and computer graphics
- About the impact design has in society including the ethical, cultural and sustainability impacts.

### ASSESSMENT INCLUDES:

- Internally assessed individual and collaborative design projects
- Internally assessed mid-year examination
- Externally assessed Extended Project
- Final two-hour externally assessed written examination

### FUTURE PATHWAYS

This course is designed for learners whose future study or career pathways may include:

- Surveying and engineering
- Architecture
- Computing including game design and multi-media
- Visual arts
- Environmental design

## Data Science and Digital Solutions 3

TASC Code	<a href="#">DSD315124</a>
TASC Level	Level 3
TCE Points	15
TCE Standards	None
9 – 12 Focus Area	Professional Studies
Prerequisites	An interest and prior experience in digital technologies in Year 9-10

As a Professional Studies course learners will make connections with industry by enabling them to be well-informed, analytical consumers of digital information and technology and to become confident creators of system solutions.

### AREAS OF LEARNING

- Module 1: People, data and digital systems
- Module 2: Data-driven design
- Module 3: From problem to solution

### IN THIS COURSE I WILL LEARN:

- How to create digital solutions for real world problems
- How to explore methods of data collection, management and analysis
- To apply project management techniques
- How data is processed and communicated through hardware and software applications to solve a range of information problems
- Information systems past, current and emerging
- Exploration of the Information Technology (IT) profession
- About the wide-ranging career opportunities that exist both within this and other sectors such as public health, energy, defence, food and agribusiness, advanced manufacturing, community organisations, building and construction and the cultural and tourism industry.

### ASSESSMENT INCLUDES:

- Research investigation
- Multimodal Presentation
- Project work
- Extended written responses
- Folio work
- Journal
- Proposals

### FUTURE PATHWAYS

This course supports further study for those interested in vocational and university courses in STEM and business-related pathways. Data Science and Digital Solutions Level 3 provides a useful background to learners considering a wide range of future pathways including tertiary and vocational studies in technology, science, engineering, commerce, and business.

## Computer Science 3

TASC Code	<a href="#">ITC315118</a>
TASC Level	Level 3
TCE Points	15
TCE Standards	Computers and Internet
9 – 12 Focus Area	NA
Prerequisites	Sound background in Level 3 Mathematics  Well-developed ICT skills

This course involves the study of the processes underlying the storage, transformation, and transfer of data. It includes both the theoretical study of algorithms and the practical problems involved in implementing them, usually via a programming language.

### AREAS OF LEARNING

- Problem solving and programming
- Computer fundamentals and computer limitations
- Social/ethical issues and professional responsibility
- Computing option

### IN THIS COURSE I WILL LEARN:

- How to design a programming solution to a range of problems
- Programming using appropriate structures
- About the components and application of computer architecture
- The way in which data is manipulated, stored and represented

### ASSESSMENT INCLUDES:

- Internally assessed assessment tasks, reports and programmes
- Final three-hour written externally assessed examination

### FUTURE PATHWAYS

This course is designed for learners who wish to continue to tertiary study in areas that involve analytical problem-solving skills such as:

- Computing
- Engineering
- Sciences
- Business

## Electronics and Advanced Technologies 2

TASC Code	<a href="#">EAT215124</a>
TASC Level	Level 2
TCE Points	15
TCE Standards	None
9 – 12 Focus Area	Transdisciplinary Projects
Prerequisites	An interest in electronics, such as circuits and automation

This course builds on Australian Curriculum: Technologies. It introduces learners to the field of electronics and the role they play in advanced technologies today. The course explores innovation in electronics the impacts on advanced technologies and the way we connect to the world around us. Learners undertake a variety of individual and collaborative projects to research, plan and develop electronic circuits and systems.

### AREAS OF LEARNING

- Module 1: Discovering electronics
- Module 2: Electronic systems
- Module 3: Digital electronics

### IN THIS COURSE I WILL LEARN:

- To describe and apply skills for safely using equipment, experimenting and building circuits
- To describe and apply STEM concepts
- To use project management strategies when working independently and collaboratively with others
- To identify and explain the function and operation of circuits and their components
- To select and use appropriate input and output devices and controllers for digital systems
- To use microcontrollers to control and investigate electronic circuits.

### ASSESSMENT INCLUDES:

- Oral presentations
- Investigations
- Extended responses
- Research
- Project folio
- Designing

### FUTURE PATHWAYS

This course complements learning in mathematics and science and other technologies courses. It provides a strong foundational pathway to Level 3 technologies courses such as Electronics and Advanced Technologies Level 3, and to further study in both vocational and academic fields

# Electronics and Advanced Technologies 3

TASC Code	<a href="#">EAT315124</a>
TASC Level	Level 3
TCE Points	15
TCE Standards	None
9 – 12 Focus Area	Discipline-based Study
Prerequisites	B in Year 10 Curriculum Mathematics

This course extends learners' understanding of the broad field of electronics. Learners investigate how electronic components and devices are important parts of advancing technologies in a variety of industries including advanced manufacturing.

## AREAS OF LEARNING

- Module 1: Processes and production practices
- Module 2: Discrete electronic circuits
- Module 3: Integrated circuits and microcontrollers

## IN THIS COURSE I WILL LEARN:

- About prototyping and testing
- To use computer applications for drawing circuits, simulation of circuits and printing circuit boards
- To construct electronic projects
- To apply mathematical knowledge to electronics contexts
- About programming of microcontrollers as a key component of most modern electronics.

## ASSESSMENT INCLUDES:

- Investigation
- Project logbooks
- Short responses
- Product creation (circuits and microcontrollers)
- Extended responses
- Case study
- External written exam

## FUTURE PATHWAYS

This course may lead to further studies at tertiary level, including courses in engineering, sciences or related technical studies. It is a complimentary pathway to Vocational courses including Certificates in Electrotechnology and Sustainable Energy.



# ENGLISH

Contact Head of Department, Mr Ivan Dowding-Hopkins, for further information on English subjects, [idowdinghopkins@stvirgils.tas.edu.au](mailto:idowdinghopkins@stvirgils.tas.edu.au).

YOU HAVE	COURSES	MAY LEAD TO
D or C in Year 10 Australian Curriculum English OR CA in English Inquiry 1 OR CA or above in Essential Skills – Reading and Writing 2	English Inquiry 2	Improvement in everyday reading and writing skills English Inquiry 3
C or B in Year 10 Australian Curriculum English CA or above in Essential Skills – Reading and Writing 2	English Foundations 2	English 3 English Literature 3 English Studio 3
An interest in writing for pleasure or for a career C or B in Year 10 Australia Curriculum English	English Studio 2	English 3 English Literature 3
A (or strong B) in Year 10 Australian Curriculum English CA or above in English Foundations 2	English 3	Tertiary study in arts and humanities English Studio 3
A (or strong B) in Year 10 Australian Curriculum English CA or higher in English Inquiry 2	English Inquiry 3	English 3
A (or strong B) in Year 10 Australian Curriculum English CA or above in English Foundations 2	English Literature 3	Tertiary study in arts and humanities English Studio 3
A passion for creative writing AND A (or strong B) in Year 10 Australian Curriculum English OR CA or above in English Foundations 2 OR SA or above in English 3 or English Literature 3	English Studio 3	Tertiary study in arts, media, journalism, law, and economics Careers as a writer
A solid foundation in the use and comprehension of English as a second language or additional language or dialect No more than a total of six years of formal education where English is the major language of instruction Has been a resident in Australia for no more than six calendar years	English as an Additional Language or Dialect 2	English as a Second Language or Dialect 3
SA or above in English as an Additional Language of Dialect 2 Some proficiency in using English for formal and school purposes See the requirements for English as a Second Language or Dialect 2	English as an Additional Language of Dialect 3	Tertiary study and vocational education and training pathways

## English Inquiry 2

<b>TASC Code</b>	<a href="#">ENT215123</a>
<b>TASC Level</b>	Level 2
<b>TCE Points</b>	15
<b>TCE Standards</b>	Reading and Writing
<b>9 – 12 Focus Area</b>	Transdisciplinary Projects
<b>Prerequisites</b>	D or C in Year 10 Australian Curriculum English

This course is designed to develop students' literacy skills through an inquiry approach. It provides the opportunity to develop and refine language, literature and literacy skills by exploring and responding to ideas and ethical issues in a range of contemporary Australian text and contexts.

### AREAS OF LEARNING

- Contemporary popular culture texts
- Australian stories the matter
- Representations of social issues in texts

### IN THIS COURSE I WILL LEARN:

- How the structure and language of texts varies in different modes, media and contexts
- To use accurate and effective language and communication skills to express and develop ideas through a variety of texts and contexts
- How language shapes meaning and response in a variety of texts and contexts
- How to apply inquiry skills
- To represent and interpret information, ideas, issues and language in a variety of texts

### ASSESSMENT INCLUDES:

- Internally assessed responses in a variety of modes (orally, written, multimodal) and formats (analytical, creative, persuasive, imaginative, informative)

### FUTURE PATHWAYS

This course provides the opportunity for a learner to achieve the standard required by the TCE for everyday adult literacy skills for further vocational education and training or work.

## English Studio 2

<b>TASC Code</b>	<a href="#">ENS215124</a>
<b>TASC Level</b>	Level 2
<b>TCE Points</b>	15
<b>TCE Standards</b>	Reading and Writing
<b>9 – 12 Focus Area</b>	Professional Studies
<b>Prerequisites</b>	C or B in Year 10 Australian Curriculum English

This course will provide learners with opportunities to experience writing in different forms for specific purposes audiences and contexts. These include writing for young markets, script and screen writing and journalistic and persuasive writing.

### AREAS OF LEARNING

- Module 1: Writing for young markets
- Module 2: Script and screen
- Module 3: Information and persuasion

### IN THIS COURSE I WILL LEARN:

- To craft a range of different text types for different purposes, audiences, and contexts
- Professional communication skills that are transferable to other forms of learning and workplaces.
- To undertake writing as a professional practice, including promoting work
- To investigate professional writing and associated creative industries
- To engage in studio practice to develop and craft texts using formatting and publishing guidelines

### ASSESSMENT INCLUDES:

- Extended writing
- Folio work
- Drafting and editing
- Script writing
- short written non-fiction text
- Website creation

### FUTURE PATHWAYS

English Level 2 places learners on a pathway into the creative writing industry or prepares them for a level 3 English course. Possible pathways could include:

- English 3
- English Literature 3
- English Studio 3

## English Foundations 2

<b>TASC Code</b>	<a href="#">ENG215117</a>
<b>TASC Level</b>	Level 2
<b>TCE Points</b>	15
<b>TCE Standards</b>	Reading and Writing
<b>9 – 12 Focus Area</b>	
<b>Prerequisites</b>	C or B in Year 10 Australian Curriculum English

This course is designed to prepare those who wish to continue to a Level 3 English course. It aims to develop an understanding of the use of language for communication and to appreciate, critically analyse, reflect upon and create interpretive, persuasive and imaginative texts in a variety of modes, including orally, written and multimodal.

### AREAS OF LEARNING

- Text construction – Ideas and issues
- Text construction – Negotiated study
- Representation – Cultural representation
- Representation - Persuasion

### IN THIS COURSE I WILL LEARN:

- The interrelationship between purpose, context, audience and the interpretation and meaning of texts
- How ideas, attitudes, people and events are represented with different text structure and language features
- To use text structures and language features to create oral, written and multimodal texts for different audiences, purposes and contexts

### ASSESSMENT INCLUDES:

- Internally assessed analytical, imaginative, comparative, persuasive and interpretative responses
- Responses are required to be provided orally, written and multimodally.

### FUTURE PATHWAYS

This course provides learners with the literacy skills for further vocational education and training or work in which basic reading and writing skills are required. Learners may wish to continue to English 3, English Literature 3 or English Studio 3 in Year 12.

## English 3

<b>TASC Code</b>	<a href="#">ENG315117</a>
<b>TASC Level</b>	Level 3
<b>TCE Points</b>	15
<b>TCE Standards</b>	Reading and Writing
<b>9 – 12 Focus Area</b>	Discipline-based Study
<b>Prerequisites</b>	A (or strong B) in Year 10 Australian Curriculum English OR CA or above in English Foundations 2

This course assumes an understanding of the English Foundation Level 2 content or the attainment of equivalent knowledge, skills and understanding. It is designed for those whose pathways include tertiary study. It works to extend and refine language, literacy and literature skills through the critical engagement with a range of contemporary texts and genres from Australia and other cultures.

### AREAS OF LEARNING

- Comparative texts – Genre studies
- Comparative texts – Adaptation studies
- Perspectives – Close study of a text
- Perspectives – Negotiated text study

### IN THIS COURSE I WILL LEARN:

- The relationships between texts, genres and contexts
- The effects of content, structure, voice, perspective, different conventions and mediums in shaping responses and interpretations
- To examine different interpretations of text and their relationship to personal responses
- Create, transform and adapt oral, written and multimodal texts in a range of mediums and styles

### ASSESSMENT INCLUDES:

- Internally assessed analytical, imaginative, comparative, and interpretative responses
- Responses are to be provided orally, written and multimodally as required
- Internally assessed mid-year examination
- Externally assessed final three-hour written examination

### FUTURE PATHWAYS

A pre-tertiary English is a pre-requisite for study at a mainland university. This course is designed for learners whose future tertiary or vocational pathways include:

- Arts
- Communications
- Media
- Journalism
- Writing
- Education
- Politics
- Law

## English Literature 3

<b>TASC Code</b>	<a href="#">ENL315114</a>
<b>TASC Level</b>	Level 3
<b>TCE Points</b>	15
<b>TCE Standards</b>	Reading and Writing Computers and Internet
<b>9 – 12 Focus Area</b>	Discipline-based Study
<b>Prerequisites</b>	A (or strong B) in Year 10 Australian Curriculum English OR CA or above in English Foundations 2

This course is designed for those who enjoy reading, critically analysing, reflecting upon, and responding to variety of literary texts from Australia and other cultures from the past and present. It is an exploration of the qualities of literary texts, the power of language, of ideas, concepts, attitudes and values and their relationships to the reader as an individual and in a societal context.

### AREAS OF LEARNING

- Text in context
- Single text study
- Comparative text study
- Independent study

### IN THIS COURSE I WILL LEARN:

- The relationship between language, culture and identity
- The interrelationship between texts, authors and the audience in the representation of values and ideas in texts
- Clear and accurate communication and literacy skills to critically analyse texts

### ASSESSMENT INCLUDES:

- Internally assessed analytical and comparative essays
- Internally assessed reflective and imaginative responses either written, oral or multimodal
- Internally assessed mid-year examination
- Externally assessed 2-hour written examination
- Externally assessed folio from the independent study

### FUTURE PATHWAYS

A pre-tertiary English is a pre-requisite for study at a mainland university. This course is designed for learners whose future tertiary or vocational pathways include:

- Arts
- Communications
- Media
- Journalism
- Writing
- Education
- Politics
- Law

## English Studio 3

<b>TASC Code</b>	<a href="#">ENL315124</a>
<b>TASC Level</b>	Level 3
<b>TCE Points</b>	15
<b>TCE Standards</b>	Reading and Writing Computers and Internet
<b>9 – 12 Focus Area</b>	Professional Studies
<b>Prerequisites</b>	A or B in Year 10 Australian Curriculum English OR CA or above in TASC Accredited Level 2 English Course is recommended

This course is suitable for learners who wish to pursue their writing passion and explore their own distinctive talents. The course provides learners with opportunities to further refine their writing skills to craft quality texts to manuscript standard. This course is intended as part of a pathway into the profession.

### AREAS OF LEARNING

- Module 1: The art of storytelling
- Module 2: A different kind of truth
- Module 3: The independent writing project and writer's folio

### IN THIS COURSE I WILL LEARN:

- About the art of storytelling and emerging forms of creative nonfiction
- How to experiment with genre tropes and conventions
- Skills to promote my own compositions
- studio-based practices
- How to create a range of original pieces
- about a range of contemporary writing industries
- to refine my literacy, reflective, critical and creative thinking, ICT, and social capabilities

### ASSESSMENT INCLUDES:

- Externally assessed writer's folio
- Journal responses
- Written folio
- Short Story
- Fiction and non-fiction writing
- Writing analysis
- Research
- Pitch writing
- Negotiated project

### FUTURE PATHWAYS

This course provides pathways for learners to undertake English Literature Level 3 and Media Production Level 3 courses. Further pathways may include the VET Certificate II and III Creative Industries and tertiary level studies in creative writing and media and communications.

## English Inquiry 3

<b>TASC Code</b>	ENT315124
<b>TASC Level</b>	Level 3
<b>TCE Points</b>	15
<b>TCE Standards</b>	Reading and Writing
<b>9 – 12 Focus Area</b>	Transdisciplinary Projects
<b>Prerequisites</b>	A (or strong B) in Year 10 Australian Curriculum English CA or above in English Inquiry Level 2 or English Foundations Level 2

This course focuses on the investigation of ideas and issues in texts from contemporary culture. It is designed for learners who would like to broaden and deepen their understanding and application of English. Learners develop their critical and creative thinking skills making purposeful connections between English and other disciplines.

### AREAS OF LEARNING

- Module 1: Point of view in argument and narrative texts†
- Module 2: Perspectives on social, national, or global issues in texts†
- Module 3: Independent inquiry

### IN THIS COURSE I WILL LEARN:

- To apply and control language to express and develop ideas
- The ways that points of view are presented in texts for different purposes and contexts
- The ways that perspectives are presented in texts
- To investigate and create texts by experimenting with different ways of representing a concept.
- Ways in which language is used to influence an engage different audiences
- To apply communication skills through speaking, listening, reading, writing, viewing and representing

### ASSESSMENT INCLUDES:

- Externally assessed independent inquiry
- folio of work
- Analytical responses
- Creative responses
- Extended writing
- Written and Multimodal work
- Presentation

### FUTURE PATHWAYS

The English Inquiry Level 3 course enables learner pathways into other Level 3 TASC-accredited senior secondary English courses and into tertiary English pathways.

## English as an Additional Language or Dialect 2

<b>TASC Code</b>	EAL215114
<b>TASC Level</b>	Level 2
<b>TCE Points</b>	15
<b>TCE Standards</b>	NA
<b>9 – 12 Focus Area</b>	Discipline-based Study
<b>Prerequisites</b>	A solid foundation in the use and comprehension of English as a second language or additional language or dialect No more than a total of six years of formal education where English is the major language of instruction Has been a resident in Australia for no more than six calendar years

This course is designed to develop communication skills in, and use of standard Australian English for those who have grasped the fundamentals and need to advance their skill level. It focusses on comprehension of oral, written and multimodal standard Australian English texts to gain meaning, and the use of these texts to formulate a response and create original texts using basic language features and text structure.

The College can make an application requesting a partial relaxation of the restrictions noted above on an individual basis.

### AREAS OF LEARNING

- Strand A: Communication Skills and Strategies
- Strand B: Comprehension Skills and Strategies
- Strand C: Language and Text Analysis Skills and Strategies
- Strand D: Create a Range of Texts

### IN THIS COURSE I WILL LEARN:

- To use English to listen, speak, view, read and write
- To discuss issues, ideas and attitudes that change across cultures and contexts
- To create and present oral, written and multimodal tests to a range of audiences
- To study texts and explore ways in which language choices shape meaning and influence audience

### ASSESSMENT INCLUDES:

- Internal assessment of listening to, reading, viewing and writing texts
- Internally assessed oral, written and multimodal texts

### FUTURE PATHWAYS

This course provides a foundation to continue to English as a Second Language or Dialect 3.

## English as an Additional Language or Dialect

<b>TASC Code</b>	<a href="#">EAL315120</a>
<b>TASC Level</b>	Level 3
<b>TCE Points</b>	15
<b>TCE Standards</b>	NA
<b>9 – 12 Focus Area</b>	Discipline-based Study
<b>Prerequisites</b>	<p>A solid foundation in the use and comprehension of English as a second language or additional language or dialect</p> <p>No more than a total of six years of formal education where English is the major language of instruction</p> <p>Has been a resident in Australia for no more than six calendar years</p>

This course is designed to develop communication skills in, and use of standard Australian English for those who have grasped the fundamentals and need to advance their skill level. It focusses on comprehension of oral, written and multimodal standard Australian English texts to gain meaning, and the use of these texts to formulate a response and create original texts using basic language features and text structure.

The College can make an application requesting a partial relaxation of the restrictions noted above on an individual basis.

### AREAS OF LEARNING

- Strand A: Communication Skills and Strategies
- Strand B: Comprehension Skills and Strategies
- Strand C: Language and Text Analysis Skills and Strategies
- Strand D: Create a Range of Texts

### IN THIS COURSE I WILL LEARN:

- To use English to listen, speak, view, read and write
- To discuss issues, ideas and attitudes that change across cultures and contexts
- To create and present oral, written and multi-model texts to a range of audiences
- To study texts and explore ways in which language choices shape meaning and influence audience

### ASSESSMENT INCLUDES:

- Internal assessment of listening to, reading, viewing and writing texts
  - Internally assessed negotiated task
  - Externally assessed oral examination
  - Externally assessed three hour written examinaion
  - Internally assessed oral, written and multi-model texts



# HEALTH & PHYSICAL EDUCATION

Contact Head of Department, Mr Justin Mahoney, for further information on Health & Physical Education subjects, [jmahoney@stvirgils.tas.edu.au](mailto:jmahoney@stvirgils.tas.edu.au).

## INCLUDING OUTDOOR EDUCATION

Contact Head of Department, Mr Ben Jarvis, for further information on Outdoor Education subjects, [bjarvis@stvirgils.tas.edu.au](mailto:bjarvis@stvirgils.tas.edu.au).

## SPORT

YOU HAVE	COURSES	MAY LEAD TO
No previous experience	Community Sport and Recreation 2	<ul style="list-style-type: none"> <li>Sport Science Foundation 2</li> <li>Personal Health and Wellbeing 2</li> <li>Outdoor Recreation 2</li> </ul>
Playing in a recognised sporting competition (not recreational) in the year of undertaking the course  Must have a coach to liaise with, as this forms part of the assessment for the subject	Athlete Development 2	Future careers in physical education
B in Year 10 Sport Science SA in Sport Science Foundation 2 OR SA in Biology 2	Sport Science 3	Tertiary study or future careers in sport and human movement

## HEALTH

YOU HAVE	COURSES	MAY LEAD TO
B or above in Year 10 Australian Curriculum English OR CA or above in Level 2 English	Health Studies 3	Tertiary study or future careers in health

## OUTDOOR EDUCATION

YOU HAVE	COURSES	MAY LEAD TO
No previous experiences  An appropriate level of physical capacity and willingness to undertake outdoor activities	Outdoor Education 2	Outdoor Leadership 3
SA in Outdoor Education 2	Outdoor Leadership 3	Tertiary study or future careers requiring people management, particular in the outdoors

## Community Sport and Recreation 2

TASC Code	<a href="#">HPE215118</a>
TASC Level	Level 2
TCE Points	15
TCE Standards	NA
9 – 12 Focus Area	Personal Futures
Prerequisites	No previous experience

This course is one third theory and two thirds practical. It is designed for engagement in physical activity that promotes immediate as well as long-term benefits for personal growth movement skills and fitness, interpersonal skills and the ability to interact with others in a safe, non-threatening and enjoyable environment. It also provides the opportunity to gain understanding of physical literacy, fitness development and health and social issues from both personal and broader community perspectives.

### AREAS OF LEARNING

- Recreation concepts
- Individual games and sports
- Team games and sports
- Recreation and adventure activities
- Personal development

### IN THIS COURSE I WILL LEARN:

- The impact of physical literacy and participation in community sport and recreation activities on personal and community health and wellbeing
- A range of recreational and fitness facilities, volunteer opportunities and programmes in the local community
- To apply personal organisation skills to prepare for and actively participate in a wide variety of sport and recreation activities
- Key factors required to establish and maintain personal fitness, health and wellbeing as part of a health balanced lifestyle

### ASSESSMENT INCLUDES:

- Internally assessed research tasks, presentations, reports, journal and fitness testin

### FUTURE PATHWAYS

Sport Science Foundation 2, Personal Health and Wellbeing 2 and Outdoor Recreation 2. It is designed for learners considering future study or career pathways including:

- Fields of fitness
- Outdoor recreation and education
- Sports administration
- Community health
- Recreation and sport

## Athlete Development 2

TASC Code	<a href="#">ATH215118</a>
TASC Level	Level 2
TCE Points	15
TCE Standards	NA
9 – 12 Focus Area	Professional Studies
Prerequisites	Playing in a recognised sporting competition (not recreational) in the year of undertaking the course  Must have a coach to liaise with, as this forms part of the assessment for the subject

This course is suitable for those aiming to develop their personal attributes as an athlete, who are willing to apply themselves to reach their full sporting potential or possibly intending to follow a career in high-performance sport, providing a platform for those who progress to high-level local, regional, State or National clubs, high-performance academies, sport institutes and professional sport. With the teacher and specialist coach working in partnership, it is designed to support planning, participation in and regular evaluation and refining of the individual needs of a talented athlete in their annual training and competition programme.

### AREAS OF LEARNING

- Module 1: Specialist and technical coaching/training
- Module 2: Physical preparation and performance measurement
- Module 3: Athlete Education

### IN THIS COURSE I WILL LEARN:

- How to detail and maintain an individualised, systematic personal physical preparation and technical training programme
- To apply personal planning and organisational skills to record and manage performance data and set data-informed performance goals
- How to measure and reflect upon personal progress using key performance indicators
- The basic dietary requirements for athletes
- Various recovery methods, their relationship to performance and apply this knowledge to my own regime
- To implement strategies to reduce and manage injuries

### ASSESSMENT INCLUDES:

- Internally assessed training journal, training and competition plans and reviews

### FUTURE PATHWAYS

This course may provide some relevant background for those intending to study Sport Science 3. It is designed for learners considering future study or career pathways including:

- Physical education
- Sport science
- Health studies
- Human movement
- Exercise science
- Personal training

## Sport Science 3

TASC Code	SPT315118
TASC Level	Level 3
TCE Points	15
TCE Standards	NA
9 – 12 Focus Area	Discipline-based study
Prerequisites	B in Year 10 Sport Science OR SA in Sport Science Foundation 2 OR SA in Biology 2

This course balances a theoretical focus with applied experiences with the intention of developing skills, knowledge and understanding of issues related to the training and performance of athletes of all ages and levels. Year 9 Introduction to Sport Science and Year 10 Sport Science, Athlete Development 2 or courses in the broader area of human biology, such as Biology 2, provides pathways into this course. It is not recommended for study in Year 11 without successful completion of Year 10 Sport Science.

### AREAS OF LEARNING

- Exercise physiology
- Skill acquisition
- Sport psychology
- Scientific investigative methodologies and skill

### IN THIS COURSE I WILL LEARN:

- How exercise physiology, skill acquisition and sport psychology contribute independently and in combination to influence sporting performance
- To analyse and interpret theory and data from scientific research and practical activities to solve problems and develop strategies for improving sporting performance
- The ethical issues related to human research studies

### ASSESSMENT INCLUDES:

- Internally assessed assignments, tests and practical investigations and reports
- Internally assessed investigative study and movement analysis
- Final three-hour externally assessed written examination

### FUTURE PATHWAYS

This course is designed for learners whose future study or career pathways include:

- Health
- Human movement
- Exercise and health science
- Physiotherapy
- Personal training
- Coaching
- Other sport-related careers

## Health Studies 3

<b>TASC Code</b>	<a href="#">HLT315118</a>
<b>TASC Level</b>	Level 3
<b>TCE Points</b>	15
<b>TCE Standards</b>	Reading and Writing
<b>9 – 12 Focus Area</b>	Personal Futures
<b>Prerequisites</b>	B or above in Year 10 Australian Curriculum English OR  CA or above in Level 2 English

This course introduces the concept of health with an examination of internal and external influences and issue that affect health outcomes for individuals and different populations with a deeper examination of the key socio-cultural, political and environmental factors that impact upon the health and wellbeing of all Australians.

### AREAS OF LEARNING

- Introduction to health
- Personal health
- Australian health
- Global health

### IN THIS COURSE I WILL LEARN:

- To define and explain health and influencing factors personal, local, national and global contexts
- How differing values, attitudes and beliefs influence approaches to health at various levels and relate to principles of social justices
- The role of individuals, communities and global organisations in health promotion, prevention and early intervention
- To access, interpret and analyse health-related data and information

### ASSESSMENT INCLUDES:

- Internally assessed case studies, reports, presentations, essays and investigations
- Internally assessed mid-year examination
- Final three-hour externally assessed written examination

### FUTURE PATHWAYS

This course is designed for learners whose future study or career pathways include:

- Health
- Human movement
- Exercise and health science
- Nursing
- Health administration and management
- Physiotherapy
- Pathology and pharmacy
- Social work and psychology
- Other Health and Allied Health Careers

## Outdoor Education 2

TASC Code	<a href="#">OXP215118</a>
TASC Level	Level 2
TCE Points	15
TCE Standards	NA
9 – 12 Focus Area	Professional Studies
Prerequisites	An appropriate level of physical capacity and willingness to undertake outdoor activities

This course lays a foundation for Outdoor Leadership 3 and is designed to foster the development of independence and self-sufficiency within the context of outdoor adventure activities and experiences through a mixture of theory and practical experiences. It is designed for exposure to key concepts in safety, personal development, interpersonal skills, fundamentals of expedition navigation and environmental awareness.

### AREAS OF LEARNING

- Personal development
- Social and interpersonal development
- Skills and technical knowledge
- The environment
- Practical experiences

### IN THIS COURSE I WILL LEARN:

- The key considerations and skills related to planning for outdoor recreation activities including transport and safety practices
- To set and reflect on personal goals related to outdoor recreational activities
- To identify and apply appropriate skills and techniques to a range of outdoor recreation activities
- To identify and apply sustainable practices

### ASSESSMENT INCLUDES:

- Internally assessed reflective journal and logbook
- Internally assessed assignments, reports, presentations, investigation and camps

### FUTURE PATHWAYS

This course provides a pathway to further study such as Outdoor Leadership 3. It is designed for learners whose future study or career pathways include:

- Guiding
- Adventure tourism
- Natural sciences
- Training academies such as State Police
- Defence forces
- State Police
- Fire and Forestry Departments

## Outdoor Leadership 3

TASC Code	<a href="#">OXP315118</a>
TASC Level	Level 3
TCE Points	15
TCE Standards	Reading and Writing
9 – 12 Focus Area	Professional Studies
Prerequisites	SA in Outdoor Education 2

This course is recommended for study in Year 12. Although not essential, Outdoor Education 2 is recommended as a useful foundation. This course is designed for the development of the elements of leadership, personal, social and interpersonal development, skills and technical knowledge and the environment within the context of outdoor activities by connecting theory (100 hours) and practical (50 hours) components.

### AREAS OF LEARNING

- Planning for outdoor activities
- Leadership theory
- Group management
- Ecological sustainability of outdoor adventure activities
- Human-nature relationships
- Individual outdoor leadership project

### IN THIS COURSE I WILL LEARN:

- To plan, manage and lead outdoor adventure activities
- About leadership theories and people management strategies to facilitate the different ways humans experience and relate to natural environments
- To reflect on personal leadership capabilities and decisions
- To identify minimal impact strategies, stakeholders and techniques for managing and conserving environments

### ASSESSMENT INCLUDES:

- Internally assessed folio including presentations, written and multimodal responses
- Internally assessed individual Outdoor Leadership Project
- Internally assessed mid-year examination
- Final three-hour externally assessed written examination

### FUTURE PATHWAYS

This course is designed for learners where there is a requirement of people management and team work, particularly in the outdoors for future study or career pathways. This may include:

- Defence Forces
- Police
- Ambulance and Fire Departments
- Antarctic Division
- Adventure Tourism and Education



# HUMANITIES

Contact Head of Department, Mrs Alison Haddon-Cave, for further information on Humanities subjects, [ahaddoncave@stvirgils.tas.edu.au](mailto:ahaddoncave@stvirgils.tas.edu.au).











# HISTORY AND GEOGRAPHY

YOU HAVE	COURSES	MAY LEAD TO
No previous experience	Tasmanian Aboriginal Studies 2	First Nations Studies 3
B or above in Year 10 Australian Curriculum History or English	First Nations Studies 3	Tertiary study or future careers in humans or history
B or above in Year 10 Australian Curriculum History or English	Ancient History 3	Tertiary study or future careers in historical knowledge would be beneficial
	Modern History 3	
B or above in Year 10 Australian Curriculum History, Geography or English	Geography 3	Australia in Asia and the Pacific
		Environmental Science 3
	Australia in Asia and the Pacific	Environmental Science 3
		Geography 3
Strong academic skills in Level 3 subjects	Asian Studies (UTAS)	Tertiary study

# BEHAVIOURAL SCIENCES

YOU HAVE	COURSES	MAY LEAD TO
B or more in Year 10 Australian Curriculum English	Psychology 3	Sociology 3
		Tertiary study or future careers needing an understanding of human behaviour
	Sociology 3	Psychology 3
		Tertiary study or future careers needing an understanding of organisational behaviour of humans

# CIVICS AND CITIZENSHIP

YOU HAVE	COURSES	MAY LEAD TO
C or above in Year 10 Australian Curriculum Mathematics and English	 Business Studies – Foundation 2	 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 OR CA in Business Studies Foundation 2	 Business Studies 3	 Tertiary study or future careers in business
B or above in Year 10 Australian Curriculum Mathematics and English OR CA or above in General Mathematics Foundation and Level 2 English	 Accounting 3	 Tertiary study or future careers in financ
B or better in Year 10 Australian Curriculum English OR SA in a Level 2 English	 Economics 3	 Legal Studies 3

## Tasmanian Aboriginal Studies 2

TASC Code	<a href="#">TAS215118</a>
TASC Level	Level 2
TCE Points	15
TCE Standards	Reading and Writing
9 – 12 Focus Area	NA
Prerequisites	No previous experience

This course is designed for those who want to better understand the complexity and differing cultural perspectives of Tasmanian Aboriginal history and identity.

### AREAS OF LEARNING

- Country and place
- Culture
- People
- Personal Inquiry

### IN THIS COURSE I WILL LEARN:

- To communicate historical and anthropological ideas and information
- Inquiry skills to plan and undertake investigations into historical and contemporary Aboriginal issues
- The interrelationship between place and culture in Aboriginal identity
- About Tasmanian Aboriginal culture and cultural practices, early to contemporary
- The different perspectives, experiences and effects of colonisation on Tasmanian Aboriginal societies
- The role and contribution of Tasmanian Aboriginal people, historically and in the contemporary period

### ASSESSMENT INCLUDES:

- Internally assessed written/multimodal responses and reflective journals
- Internally assessed research investigation with accompanying written report

### FUTURE PATHWAYS

This course provides a pathway to First Nations 3. It is also designed for learners whose future study or career pathways may include:

- History
- Sociology
- Anthropology

## First Nations Studies 3

TASC Code	<a href="#">TAS315119</a>
TASC Level	Level 3
TCE Points	15
TCE Standards	Reading and Writing Computers and Internet
9 – 12 Focus Area	Professional Studies
Prerequisites	B or above in Year 10 Australian History or English

Tasmanian Aboriginal Studies 2 provides a pathway to this course. It offers the opportunity to learn about and compare the history and culture of Australian and, specifically, Tasmanian and two other First Nations from New Zealand, Scandinavia, Canada or the United States of America. It is designed to develop an understanding of the basis of First Nations identity, culture, ways of knowing and being, relationships and historical narratives, as well as the causes and consequences of First Nations interactions with non-Aboriginal peoples and challenges and opportunities which such interaction led to.

### AREAS OF LEARNING

- First Nations of Australia
- First Nations of Tasmania
- Two of First Nations of New Zealand, Scandinavia, Canada or United State of America

### IN THIS COURSE I WILL LEARN:

- Histories of First Nations including traditional worlds, colonisation and resistance
- About contemporary First Nations, including political advocacy, self-determination and global First Nations politics
- To prepare, construct and submit an extended comparative research inquiry between Tasmanian Aboriginal First Nations and two other First Nations

### ASSESSMENT INCLUDES:

- Internally assessed presentations, essays and multimodal/written responses
- Internally assessed mid-year examination
- Externally assessed Research Inquiry

### FUTURE PATHWAYS

This course is designed for learners whose future study or career pathways may include

- Law
- Politics
- Sociology
- Anthropology
- History
- Journalism
- Public service
- Counselling

## Ancient History 3

TASC Code	ANH315117
TASC Level	Level 3
TCE Points	15
TCE Standards	Reading and Writing
9 – 12 Focus	Discipline-based Study
Area	B or above in Year 10
Prerequisites	Australian Curriculum History or English

This course provides the opportunity to compare the historical context, development, structure and life in at least one of the early civilisations of Egypt, Greece, Rome, China or Assyria between two time periods based upon the analysis and interpretation of physical and written remains. It assists in illustrating the development of some of the distinctive features of contemporary societies, including social organisation, systems of law, governance and religion.

### AREAS OF LEARNING

- Section A: Investigating the Ancient World
- Section B: Structure of an Ancient Society
- Section C: The nature of Power and Authority in an Ancient Society

### IN THIS COURSE I WILL LEARN:

- Key individual, institutions, structure and feature of ancient societies
- Historical inquiry skills including research, interpretation of sources, evidence-based arguments and communication
- To use concepts of evidence, continuity and change, cause and effect, significance, empathy, perspectives, interpretations, representations and contestability in analytical and critical thinking
- The origins, impact and legacy of ideas, beliefs and values of the ancient world.

### ASSESSMENT INCLUDES:

- Internally assessed essays and presentations
- Internally assessed mid-year examination
- Final three-hour externally assessed written examination

### FUTURE PATHWAYS

This course is designed for learners whose future study or career pathways may include

- Ancient and modern history
- Archaeology
- Teaching

## Modern History 3

TASC Code	HSM315117
TASC Level	Level 3
TCE Points	15
TCE Standards	Reading and Writing
9 – 12 Focus	Discipline-based Study
Area	B or above in Year 10
Prerequisites	Australian Curriculum History or English

This course provides the opportunity to learn the history of one Western and one Asian nation. It also provides the opportunity to investigate post World War II developments and the changing world order through topics such as the Cold War, Australia's engagement with Asia; peace, conflict and the nature of terrorism, and patterns of migration.

### AREAS OF LEARNING

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

### IN THIS COURSE I WILL LEARN:

- The differences in modern political systems and ideologies between some nations
- The impact of and national response to internal and external threats and factors of modern nations
- The impact of social, political and economic change
- The contribution of political and social forces of the 20th century to shape our world today
- Interpretation and analysis skills applied to primary and secondary document in the investigation of historical events

### ASSESSMENT INCLUDES:

- Internally assessed essays and presentations
- Internally assessed mid-year examination
- Final three-hour externally assessed written examination

### FUTURE PATHWAYS

This course is designed for learners whose future study or career pathways may include

- Law
- Journalism
- Education
- Public service

## Geography 3

TASC Code	GGY315120
TASC Level	Level 3
TCE Points	15
TCE Standards	Reading and Writing
9 – 12 Focus Area	NA
Prerequisites	B or above in Year 10 Australian Curriculum Geography, History or English

This course provides the opportunity to explore environmental, social and economic factors that impact upon the challenges facing humanity. It is designed for those interested in the interconnection between people, places and environments and to become informed decision makers through their understanding of key geographic concepts.

### AREAS OF LEARNING

- Sustainable places
- Human impact on land cover change
- Globalisation

### IN THIS COURSE I WILL LEARN:

- To apply geographical inquiry skills to investigations
- Key geographic concepts of place, space, environment, interconnection, sustainability, scale and change and the assessment of geographical phenomena and issues
- To apply knowledge of geographical processes to changes in places
- About the nature, rate, extent, causes and consequences of local and regional land cover changes
- The nature and causes of globalisation and its spatial, economic, political and social consequences
- Explore contemporary geographic issues and propose action and predict outcomes

### ASSESSMENT INCLUDES:

- Internally assessed assignments, tests and fieldwork
- Internally assessed depth studies (3) including a report
- Internally assessed mid-year examination
- Final three-hour externally assessed written

examination

### FUTURE PATHWAYS

This course is designed for learners whose future study or career pathways may include:

- Environmental management
- Architecture and urban planning
- Geographical Information Systems (GIS)
- Cartography
- Sustainability
- Agriculture

## Australia in Asia and the Pacific 3

TASC Code	AAP315116
TASC Level	Level 3
TCE Points	15
TCE Standards	Reading and Writing
9 – 12 Focus Area	NA
Prerequisites	B or above in Year 10 Australian Curriculum English, History or Geography

History and the Environment 2 provides a pathway to the study of this course if required. This course provides an overview of the key environmental, human, economic, cultural, sociological and historical features of Australia and its neighbours with an emphasis on contemporary issues, perspectives and events as they affect the region.

### AREAS OF LEARNING

- Diversity of the physical and human geography in the Australia, Asia and Pacific Region
- Australia's changing roles in the region – partnerships or immigration
- Tourism in the Australia, Asia and Pacific Region
- National responses to crises

### IN THIS COURSE I WILL LEARN:

- About the social, cultural, religious and geographical diversity of the Australia, Asia and the Pacific region
- The relevance of Australia's relationships within the region in the 20th and 21st centuries
- The geographic and human diversity, relationships and environmental issues of the Asia-Pacific region
- The changing role of Australia in the region
- The impact of immigration in the Asia-Pacific region
- The historical and geographical features in the Asia-Pacific region and the response to human and natural crises

### ASSESSMENT INCLUDES:

- Internally assessed reports and essays
- Internally assessed mid-year examination
- Final three-hour externally assessed written examination

### FUTURE PATHWAYS

This course provides a pathway or develops skills relevant for other courses such as Environmental Science 3, Modern History 3, Ancient History 3 and Philosophy 3. It is designed for learners whose future study or career pathways may include

- History and/or geography
- Journalism
- Environmental studies
- Politics and international relations
- Careers in travel

## Asian Studies (UTAS)

TASC Code	<a href="#">HMA104 (see page 11)</a>
TASC Level	Level 3
TCE Points	15
TCE Standards	Reading and Writing
9 – 12 Focus Area	NA
Prerequisites	Strong academic skills in Level 3 subjects

This course is best studied in Year 12. This course is part of the UTAS Connections Program that provides an opportunity to undertake introductory university units specifically designed for senior secondary students. The unit is HECS free and can be counted to the TCE and ATAR score and 25 credit points to many UTAS courses. It is taught at the College using materials made available from the University of Tasmania.

### AREAS OF LEARNING

- Introduction to Asia: Globalisation and modernity
- The People of Asia: Ethnicity and diversity
- Young Asia: Youth culture, pop culture and the lives of young people
- Food in Focus: Asia's food challenges, traditional vs changing diets, food and ritual

### IN THIS COURSE I WILL LEARN:

- About the diversity which exists not only across Asia but also within Asian countries in terms of ethnicity, age and lifestyle
- To locate, evaluate, summarise and utilise relevant research material related to Asia
- To construct a research essay and other assignment formats which conform to university requirements regarding referencing, style and written expression
- To reflect on learning and communicate this through journal

### ASSESSMENT INCLUDES:

- An internally and externally assessed folio
- Interview between student, teacher and UTAS staff

### FUTURE PATHWAYS

This course is designed for learners who wish to continue to tertiary study.

## Psychology 3

TASC Code	<a href="#">BHP315116</a>
TASC Level	Level 3
TCE Points	15
TCE Standards	Reading and Writing Computers and Internet
9 – 12 Focus Area	Discipline-based Study B or more in Year 10
Prerequisites	Eng

Year 10 Introduction to Sociology and Psychology serves as a pathway to this subject. It provides the opportunity to learn about human behaviour; how individuals make sense of the world through the relationships between thoughts, feelings and behaviour, underpinned by environmental and biological factors.

### AREAS OF LEARNING

#### IN THIS COURSE I WILL LEARN:

- Terms, concepts, ideas and theories related to human behaviour
- To analyse and apply theories and mathematical and statistical techniques to interpret evidence and information from a variety of sources to draw evidence-based conclusions
- To use basic behavioural terms and language to convey meaning
- Skills in the scientific method of social inquiry

#### ASSESSMENT INCLUDES:

- Internally assessed assignments, tests
  - Internally assessed mid-year examination
  - Externally assessed Investigation Project (folio)
  - Final three-hour externally assessed written examination
- FUTURE PATHWAYS**
- It is designed for learners whose future study or career pathways in which understanding human behaviour in working with children, adults, families and communities in a variety of contexts is a key element. Possible fields include:
  - Education
  - Forensic psychology
  - Health services
  - Sport
  - Counselling
  - Law enforcement
  - Emergency support service
  - Neuropsychology/Health services

## Sociology 3

TASC Code	<a href="#">BHS315116</a>
TASC Level	Level 3
TCE Points	15
TCE Standards	Reading and Writing Computers and Internet
9 – 12 Focus Area	Discipline-based Study B or more in Year 10 Australian Curriculum English

Year 10 Introduction to Sociology and Psychology elective serves as a pathway to this subject. It is better studied in Year 12. It provides the opportunity to learn the structure of society and how social, political, economic, and cultural factors influence groups of people within society and their opportunities in life.

### AREAS OF LEARNING

- Socialisation: Conformity and Deviance
- Institutions: Power and Politics
- Equality and Inequality
- Sociological Research Methods

#### IN THIS COURSE I WILL LEARN:

Terms, concepts, ideas and theories related to social structure and behaviour in contemporary Australian society

To analyse and apply theories and mathematical and statistical techniques to interpret evidence and information from a variety of sources to draw evidence-based conclusions

- To use basic behavioural terms and language to convey meaning
- Skills in the scientific method of social inquiry

#### ASSESSMENT INCLUDES:

- Internally assessed assignments, tests
- Internally assessed mid-year examination

Externally assessed Investigation Project (folio)  
Final three-hour externally assessed written examination

#### FUTURE PATHWAYS

It is designed for learners whose future study or career pathways in which understanding the organisational behaviour of individuals, groups and institutions is a key element. Possible fields include:

- Human resources
- Community Services
- Education
- Journalism
- Environmentalism
- Business
- Law and criminal justice
- Health

## Business Studies – Foundation 2

TASC Code	<a href="#">BST215116</a>
TASC Level	Level 2
TCE Points	15
TCE Standards	NA
9 – 12 Focus Area	NA
Prerequisites	C or above in Year 10 Australian Curriculum Mathematics and English

Business Studies – Foundation 2 or the Year 9 and/or Year 10 Business Studies elective provides a pathway to this course which provides the opportunity to explore the nature of business and the environments in which business operate. It is designed to develop an understanding of business organisations, the markets they serve, the internal workings and management of business including sustainable management practices, and the processes of decision-making

### AREAS OF LEARNING

- Unit 1: An Introduction to the Business Environment
- Unit 2: Business in the Economy
- Unit 3: Establishing a Small Business
- Unit 4: Operating a Small Business – Marketing
- Unit 5: Operating the Small Business – Accounting and

### Finance

- Unit 6: Business Inquiry – Preparing a Business Plan

### IN THIS COURSE I WILL LEARN:

- To define and use basic business terms, concepts and processes to describe business situations and convey meaning to stakeholders

To apply business and financial models, concepts and processes to interpret, record and report financial information

To examine business situations and forces that influence business operation to make decisions

- Inquiry skills to prepare a business plan
  - Internally assessed assignments, tests

presentation

- Final three-hour externally assessed written examination
- Internally assessed assignments and tests
- Internally assessed business plan with a report and

### FUTURE PATHWAYS

This course is designed for learners whose future study or career pathways may include accounting, finance administration, marketing, management and economics.

## Business Studies 3

TASC Code	<a href="#">BST315116</a>
TASC Level	Level 3
TCE Points	15
TCE Standards	NA
9 – 12 Focus Area	NA
Prerequisites	B or above in Year 10 Australian Curriculum Mathematics and English OR B in Business Studies elective OR CA in Business Studies - Foundation 2

This course is an introduction to establishing and operating a small business in the Australian economy. It examines resource management, marketing, accounting and finance within a business context, culminating in the development of a business plan.

### AREAS OF LEARNING

- Unit 1: The Business Environment
- Unit 2: Operations Management
- Unit 3: Human Resource Management
- Unit 4: Financial Management
- Unit 5: Marketing Management
- Unit 6: Business Inquiry – Preparing a Feasibility Study

### IN THIS COURSE I WILL LEARN:

- To describe and use business terms, concepts and processes, and business situations to convey meaning to stakeholders

To apply business and financial tools, concepts and processes to interpret financial data and information

- To analyse business situations and forces that influence business operations to make decisions
- Inquiry skills within a feasibility study

### ASSESSMENT INCLUDES:

- Internally assessed assignments, tests and a final report of a financial investigation
- Internally assessed mid-year examination
- Final three-hour externally assessed written examination

### FUTURE PATHWAYS

This course is designed for learners whose future study or career pathways may include accounting, finance, business and management.

## Accounting 3

TASC Code	<a href="#">ACC315116</a>
TASC Level	Level 3
TCE Points	15
TCE Standards	Mathematics
9 – 12 Focus Area	Discipline-based Study
Prerequisites	No previous experience

This course provides the fundamental knowledge and procedures involved in recording, reporting, analysing and interpreting financial data and information which is the communicated to internal and external stakeholders to make decisions about the allocation of resources of a business.

### AREAS OF LEARNING

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

### IN THIS COURSE I WILL LEARN:

- Financial knowledge including terms, concepts and principles fundamental to accounting and financial procedures
- Financial concepts and processes used to record and report financial information
- To select, use and interpret accounting and financial information to make business decisions
- To select and use financial terminology and language conventions to convey meaning to stakeholders
- Inquiry skills while conducting a financial inquiry

### ASSESSMENT INCLUDES:

- Internally assessed assignments, tests and a final report of a financial investigation
- Internally assessed mid-year examination
- Final three-hour externally assessed written examination

### FUTURE PATHWAYS

This course is designed for learners whose future study or career pathways may include accounting, finance, business and management.

## Economics 3

TASC Code	<a href="#">ECN315116</a>
TASC Level	Level 3
TCE Points	15
TCE Standards	Reading and Writing
9 – 12 Focus Area	Discipline-based Study
Prerequisites	B or better in Year 10 Australian Curriculum English OR SA in a Level 2 English

This course is best undertaken in Year 12. Business Studies Foundation 2, Accounting 3 or Business Studies 3 provide a pathway to this course. It is designed to investigate how markets operate with the choices individuals, groups and societies face as they confront the ongoing problem of satisfying their unlimited wants with a limited amount of resources. The fundamental elements of the Australian economy, its place in the global economy, and the factors that impact on growth, jobs and standard of living are investigated.

### AREAS OF LEARNING

- Unit 1: An introduction to Economics
- Unit 2: Economic Management
- Unit 3: Australia and the Global Economy
- Unit 4: Investigation into a Contemporary Economic Issue

### IN THIS COURSE I WILL LEARN:

- Economic terminology, ideas and information at local, national and global levels in a variety of contexts to convey meaning to economic decision-makers
- To select and apply economic techniques, concepts and models to interpret economic data and information
- To analyse economic issues and events and the forces that influence the operation of the economy in making decisions
- Economic issues and events, assessing strength and limitations of policy and investigate possible solutions
- Inquiry skills applied to a contemporary economic issue

### ASSESSMENT INCLUDES:

- Internally assessed assignments, tests, investigation and report
- Internally assessed mid-year examination
- Final three-hour externally assessed written examination

### FUTURE PATHWAYS

This course is designed for learners whose future study or career pathways in economics, business, commerce, the public service or journalism.

## Legal Studies 3

TASC Code	LST315117
TASC Level	Level 3
TCE Points	15
TCE Standards	Reading and Writing
9 – 12 Focus Area	Discipline-based Study
Prerequisites	B or more in Year 10 Australian Curriculum English

The Year 10 Legal Studies elective provide a pathway to this course. Legal Studies 3 is best studied in Year 12. It provides the opportunity to learn the principles and practices underpinning our system of government and the role of law in our society. The major political and legal institutions in Australia and how they operate in resolving legal disputes are examined and their relationship to international legal systems.

### AREAS OF LEARNING

- Principles and practices of Australia's Westminster parliamentary system of government
- Australian Federal Constitutional Government
- Australian and International law
- Dispute Resolution: Civil and Criminal

### IN THIS COURSE I WILL LEARN:

- To communicate legal and political information
- The principles of a liberal democracy
- To describe and assess features of Australia's Westminster parliamentary system of government and the federal constitution in Australia
- Issues of Aboriginal and Torres Strait Islander peoples in the Australian legal and political systems
- How statute and common law are made in Australia
- The differences between international and Australian law
- To evaluate Australia's criminal and civil justice and dispute resolution system

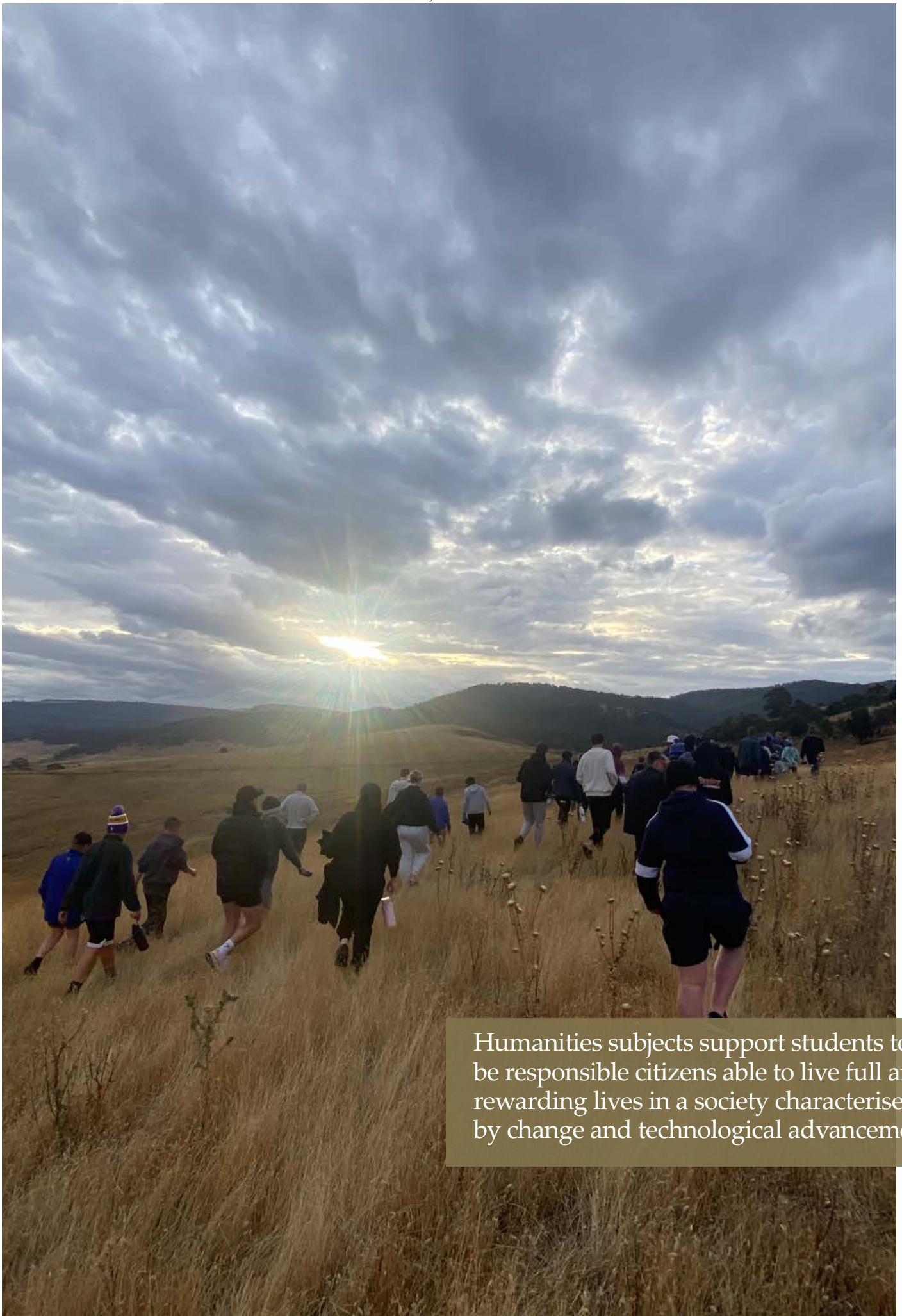
### ASSESSMENT INCLUDES:

- Internally assessed assignments and tests
- Internally assessed research investigation with report
- Internally assessed mid-year examination
- Final three-hour externally assessed written examination

### FUTURE PATHWAYS

This course is designed for learners whose future study or career pathways may include:

- Journalism
- Law
- Government administration
- Policing
- Social work
- Court administration

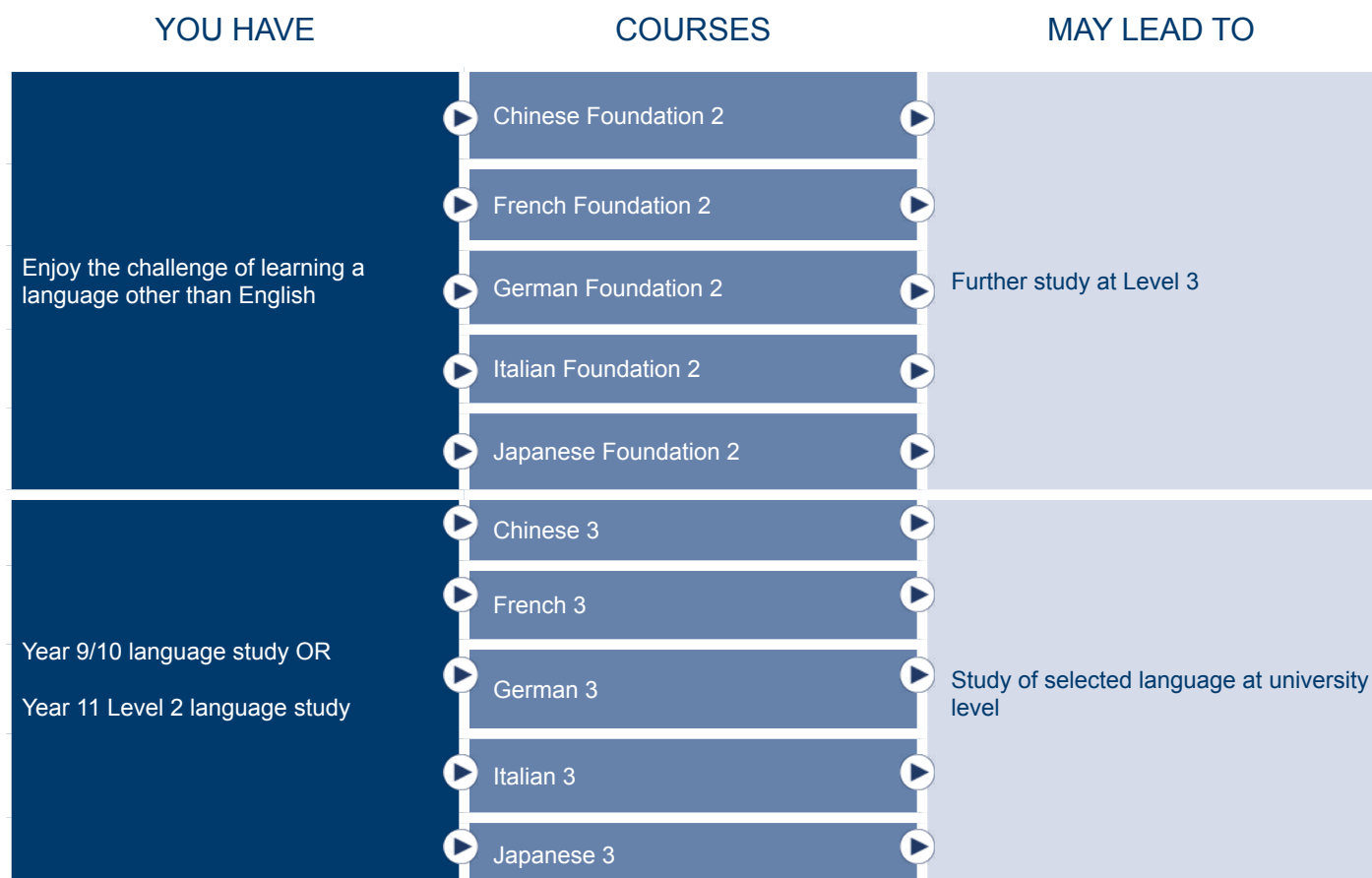


Humanities subjects support students to be responsible citizens able to live full and rewarding lives in a society characterised by change and technological advancement.



# LANGUAGES

For more information on any of the courses in this subject area, please contact Director of Learning & Innovation, Rohan Mitchell, [rmitchell@stvirgils.tas.edu.au](mailto:rmitchell@stvirgils.tas.edu.au).



## NATIONALLY OR INTERSTATE ASSESSED LANGUAGE (NIAL) EXAMINATIONS

Some learners may have strong skills in reading, writing and speaking a language not taught in Tasmanian senior secondary schools, either as a background speaker or through having extensively studied the language as a second language. Such students may be able to enrol in a language course accredited through NIAL. These courses are developed on the Collaborative Curriculum and Assessment Framework for Languages (CCFAL). NIAL courses are Level 3 courses and attract 15 credit points towards the TCE and can contribute to the ATAR.

All learning is self-directed with learners receiving support as necessary through the College. There is no internal assessment for these courses. External assessments are held in October or November each year. Students cannot enrol in these courses until 2023 commences.

For further information, a list of languages available and how to apply, see the TASC website [Nationally or Interstate Assessed Languages – TASC](#).

## Japanese Foundation 2 Japanese 3

<b>TASC Code</b>	<a href="#">JPN215123</a> and <a href="#">JPN315114</a>
<b>TASC Level</b>	Level 2 and 3
<b>TCE Points</b>	15
<b>TCE Standards</b>	NA
<b>9 – 12 Focus Area</b>	Discipline-based Study
<b>Prerequisites</b>	Year 10 Japanese for Japanese 3 in Year 11

The foundation course for each language provides a pathway to the pre-tertiary (Level 3) course of that language. If a desired language has not been studied in Year 10, the foundation course is recommended for study in Year 11.

The study of a language contributes to gaining access to communities in countries in the country of origin and in many other countries, including Australia. It provides enhanced vocational opportunities and the possibility to apply the studied culture and language skills to work, further study, training and personal interests.

### IN THIS COURSE I WILL LEARN:

- To communicate in spoken Japanese
- To express ideas and information in written Japanese
- To read and respond to written Japanese
- To explore, understand and appreciate Japanese customs, traditions and culture

### ASSESSMENT INCLUDES:

- Internally assessed tasks
- Internally assessed mid-year examination of Japanese 3
- External assessment for Japanese 3 includes both an oral and written examination

### FUTURE PATHWAYS

Study of a language provides for future study at a tertiary level in that language, as well as travel or global work opportunities in:

- Tourism
- Marketing
- Retail
- Hospitality
- Business
- Education and communications
- Diplomacy

## Chinese Foundation 2 Chinese 3

<b>TASC Code</b>	<a href="#">CHN215123</a> and <a href="#">CHN315114</a>
<b>TASC Level</b>	Level 2 and 3
<b>TCE Points</b>	15
<b>TCE Standards</b>	NA
<b>9 – 12 Focus Area</b>	Discipline-based Study
<b>Prerequisites</b>	Year 10 Chinese for Chinese 3 in Year 11

The foundation course for each language provides a pathway to the pre-tertiary (Level 3) course of that language. If a desired language has not been studied in Year 10, the foundation course is recommended for study in Year 11.

The study of a language contributes to gaining access to communities in countries in the country of origin and in many other countries, including Australia. It provides enhanced vocational opportunities and the possibility to apply the studied culture and language skills to work, further study, training and personal interests.

### IN THIS COURSE I WILL LEARN:

- To communicate in spoken Chinese
- To express ideas and information in written Chinese
- To read and respond to written Chinese
- To explore, understand and appreciate Chinese customs, traditions and culture

### ASSESSMENT INCLUDES:

- Internally assessed tasks
- Internally assessed mid-year examination of Chinese 3
- External assessment for Chinese 3 includes both an oral and written examination

### FUTURE PATHWAYS

Study of a language provides for future study at a tertiary level in that language, as well as travel or global work opportunities in:

- Tourism
- Marketing
- Retail
- Hospitality
- Business
- Education and communications
- Diplomacy

## French Foundation 2 French 3

<b>TASC Code</b>	<a href="#">FRN215123</a> and <a href="#">FRN315114</a>
<b>TASC Level</b>	Level 2 and 3
<b>TCE Points</b>	15
<b>TCE Standards</b>	NA
<b>9 – 12 Focus Area</b>	Discipline-based Study
<b>Prerequisites</b>	Year 10 French for French 3 in Year 11

The foundation course for each language provides a pathway to the pre-tertiary (Level 3) course of that language. If a desired language has not been studied in Year 10, the foundation course is recommended for study in Year 11.

The study of a language contributes to gaining access to communities in countries in the country of origin and in many other countries, including Australia. It provides enhanced vocational opportunities and the possibility to apply the studied culture and language skills to work, further study, training and personal interests.

### IN THIS COURSE I WILL LEARN:

- To communicate in spoken French
- To express ideas and information in written French
- To read and respond to written French
- To explore, understand and appreciate French customs, traditions and culture

### ASSESSMENT INCLUDES:

- Internally assessed tasks
- Internally assessed mid-year examination of French 3
- External assessment for French 3 includes both an oral and written examination

### FUTURE PATHWAYS

Study of a language provides for future study at a tertiary level in that language, as well as travel or global work opportunities in:

- Tourism
- Marketing
- Retail
- Hospitality
- Business
- Education and communications
- Diplomacy

## German Foundation 2 German 3

<b>TASC Code</b>	<a href="#">GRM215123</a> and <a href="#">GRM315114</a>
<b>TASC Level</b>	Level 2 and 3
<b>TCE Points</b>	15
<b>TCE Standards</b>	NA
<b>9 – 12 Focus Area</b>	Discipline-based Study
<b>Prerequisites</b>	Year 10 German for German 3 in Year 11

The foundation course for each language provides a pathway to the pre-tertiary (Level 3) course of that language. If a desired language has not been studied in Year 10, the foundation course is recommended for study in Year 11.

The study of a language contributes to gaining access to communities in countries in the country of origin and in many other countries, including Australia. It provides enhanced vocational opportunities and the possibility to apply the studied culture and language skills to work, further study, training and personal interests.

### IN THIS COURSE I WILL LEARN:

- To communicate in spoken German
- To express ideas and information in written German
- To read and respond to written German
- To explore, understand and appreciate German customs, traditions and culture

### ASSESSMENT INCLUDES:

- Internally assessed tasks
- Internally assessed mid-year examination of German 3
- External assessment for German 3 includes both an oral and written examination

### FUTURE PATHWAYS

Study of a language provides for future study at a tertiary level in that language, as well as travel or global work opportunities in:

- Tourism
- Marketing
- Retail
- Hospitality
- Business
- Education and communications
- Diplomacy

## Italian Foundation 2

### Italian 3

<b>TASC Code</b>	<a href="#">ITN215123</a> and <a href="#">ITN315114</a>
<b>TASC Level</b>	Level 2 and 3
<b>TCE Points</b>	15
<b>TCE Standards</b>	NA
<b>9 – 12 Focus Area</b>	Discipline-based Study
<b>Prerequisites</b>	Year 10 Italian for Italian 3 in Year 11

The foundation course for each language provides a pathway to the pre-tertiary (Level 3) course of that language. If a desired language has not been studied in Year 10, the foundation course is recommended for study in Year 11.

The study of a language contributes to gaining access to communities in countries in the country of origin and in many other countries, including Australia. It provides enhanced vocational opportunities and the possibility to apply the studied culture and language skills to work, further study, training and personal interests.

#### IN THIS COURSE I WILL LEARN:

- To communicate in spoken Italian
- To express ideas and information in written Italian
- To read and respond to written Italian
- To explore, understand and appreciate Italian customs, traditions and culture

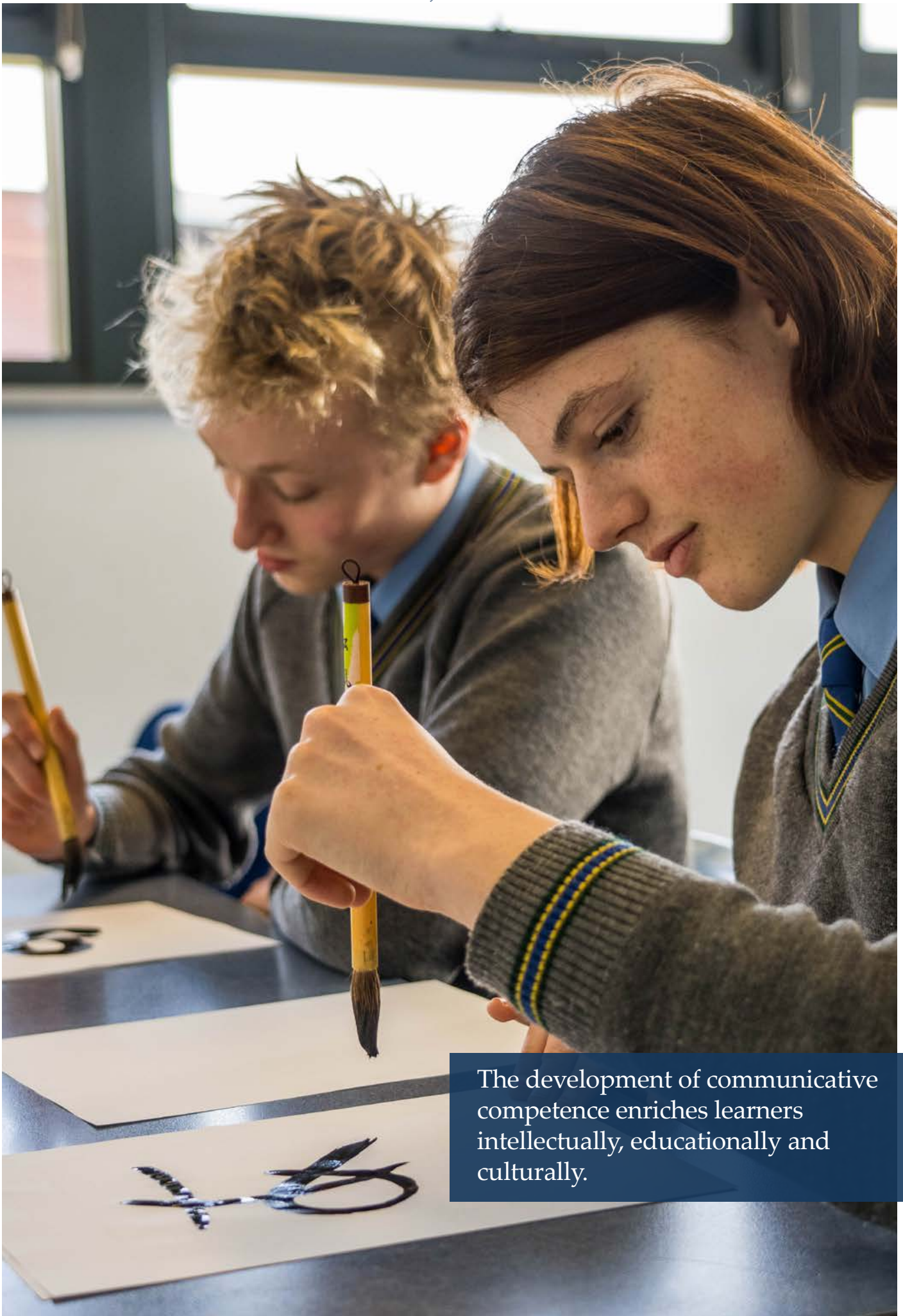
#### ASSESSMENT INCLUDES:

- Internally assessed tasks
- Internally assessed mid-year examination of French 3
- External assessment for French 3 includes both an oral and written examination

#### FUTURE PATHWAYS

Study of a language provides for future study at a tertiary level in that language, as well as travel or global work opportunities in:

- Tourism
- Marketing
- Retail
- Hospitality
- Business
- Education and communications
- Diplomacy



The development of communicative competence enriches learners intellectually, educationally and culturally.



# MATHEMATICS

Contact Head of Department, Mrs Jo Berriman, for further information on Mathematics subjects,  
[jberriman@stvirgils.tas.edu.au](mailto:jberriman@stvirgils.tas.edu.au).

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

## Essential Skills - Mathematics

TASC Code	<a href="#">MTN210114</a>
TASC Level	Level 2
TCE Points	10
TCE Standards	Mathematics
9 – 12 Focus Area	Personal Futures
Prerequisites	An interest or need to develop mathematical skills for work or life D in Year 10 Australian Curriculum Mathematics AND An assessment to ensure suitability for this course

This course is designed for those who wish to develop their numeracy skills to the standard expected for the TCE and who cannot meet the learning outcomes before entry. A short assessment will be required to ensure the TASC entry requirements of this course are met.

### AREAS OF LEARNING

- Review of basic mathematical operations
- Measurement
- Data
- Problem solving

### IN THIS COURSE I WILL LEARN:

- To interpret and calculate with whole number, familiar fractions, decimals and percentages in everyday contexts
- To estimate, measure and calculate routine metric measurements
- To interpret, draw and construct 2D and 3D shapes
- To use routine maps and plans
- To construct and interpret routine tables, graphs and charts
- To use basic functions of a calculator

### ASSESSMENT INCLUDES:

- Internally assessed assignments, tests and practical investigations

### FUTURE PATHWAYS

This course provides the opportunity for a learner to achieve the standard required by the TCE for everyday adult mathematics. Some learners may wish to progress to Essential Mathematics - Personal 2 or Essential Mathematics – Workplace 2.

## Essential Skills - Workplace 2

TASC Code	MEW215123
TASC Level	Level 2
TCE Points	15
TCE Standards	Mathematics
9 – 12 Focus Area	Personal Futures
Prerequisites	An interest or need to develop mathematical skills for work or life  C or D in Year 10 Australian Curriculum Mathematics

This course is one of two courses with Essential Mathematics courses designed to provide a breadth of essential mathematical skills and understandings to the standard required to enter the workforce, participate effectively and make informed decisions within the workplace.

### AREAS OF LEARNING

- Finance and money management
- Probability and statistics
- Measurement, scale, plans and models

### IN THIS COURSE I WILL LEARN:

- To use mathematical and statistical language to communicate arguments and strategies
- To apply numeric techniques, algebraic processes and reasoning skills within the areas of learning
- To understand concepts and apply techniques involved with the areas of learning
- To act as creative, critical and reflective thinkers to assess ideas and informed action

### ASSESSMENT INCLUDES:

- Internally assessed assignments, tests and practical investigations

### FUTURE PATHWAYS

This course will provide the foundational technical knowledge for further vocational education and training or work in which basic mathematical skills are required. Students wishing to further broaden their essential mathematics knowledge and understanding could additionally undertake Essential Mathematics - Personal 2.

## General Mathematics 2

TASC Code	<a href="#">MEW215123</a>
TASC Level	Level 2
TCE Points	15
TCE Standards	Mathematics
9 – 12 Focus Area	Personal Futures
Prerequisites	Basic algebra skills  C in Year 10 Australian Curriculum Mathematics

This course is designed to develop understanding of concepts and techniques drawn from finance, linear algebra and matrices, measurement including right-angled trigonometry, shape and measurement and statistics. It provides the opportunity to extend mathematical skills beyond Year 10 and provides the foundation for further study in secondary mathematics to a pre-tertiary level in General Mathematics 3, if desired.

### AREAS OF LEARNING

- Module 1: Mathematical modelling, problem solving and reasoning
- Module 2: Algebra, matrices and finance
- Module 3: Univariate data analysis, right angled trigonometry, shape and measurement

### IN THIS COURSE I WILL LEARN:

- To interpret and evaluate mathematical and statistical information
- To solve practical problems and apply reasoning skills within the areas of learning
- To select and use of strategies and tools, including technology, to solve mathematical problems
- To use mathematical and statistical language to communicate arguments and strategies when solving mathematical problems
- To implement the statistical investigative process to solve real-world problems

### ASSESSMENT INCLUDES:

- Internally assessed assignments, tests and investigations

### FUTURE PATHWAYS

This course provides a foundational pathway to General Mathematics 3 as well as foundational knowledge to support students undertaking other non-STEM Level 2 and 3 courses requiring mathematical competence such as business or accounting and non-physical science.

## General Mathematics 3

TASC Code	<a href="#">MTG315123</a>
TASC Level	Level 3
TCE Points	15
TCE Standards	Mathematics
9 – 12 Focus Area	Personal Futures
Prerequisites	B in Year 10 Australian Curriculum Mathematics OR CA in General Mathematics 2

This course is designed to provide a breadth of mathematical experiences with applications to real-world situations. It provides a foundation for students wishing to continue education in some tertiary and TasTAFE studies or careers where practical mathematical knowledge and skills are required.

### AREAS OF LEARNING

- Module 1: Mathematics modelling, problem solving and the statistical investigation process
- Module 2: Statistical analysis and situations involving growth and decay in sequences
- Module 3: Loans, investment and annuities, and practical problems in the two-dimensional plane

### IN THIS COURSE I WILL LEARN:

- To interpret and evaluate mathematical and statistical information
- To solve practical problems and apply reasoning skills within the areas of learning
- To select and use of strategies and tools, including technology, to solve mathematical problems
- To use mathematical and statistical language to communicate arguments and strategies when solving mathematical problems
- To implement the statistical investigative process to solve real-world problems

### ASSESSMENT INCLUDES:

- Internally assessed assignments, tests and investigations
- Internally assessed mid-year examination
- Final three-hour externally assessed examination

### FUTURE PATHWAYS

This course provides a pathway to TasTAFE studies and some tertiary course where higher order practical mathematical working knowledge and skills are required. Other tertiary courses prefer Mathematics Methods 4. If interested in the tertiary pathway, it is advisable to check university course guides to check pre-requisites in Mathematics. This course is designed for learners whose future pathways could include:

- Nursing
- Tourism management
- Banking
- Accounting
- Commerce and economics

## Mathematics Methods - Foundation 3

TASC Code	<a href="#">MTG315117</a>
TASC Level	Level 3
TCE Points	15
TCE Standards	Mathematics
9 – 12 Focus Area	Discipline-based Study
Prerequisites	B in Year 10 Extension Mathematics OR  CA in Mathematics Methods Foundation 3

As a prerequisite for Mathematics Methods 4, this course provides the foundation for further study in secondary mathematics and disciplines in which mathematics and statistics are important such as engineering, the sciences, commerce, economics and health and social sciences.

### AREAS OF LEARNING

- Algebra
- Function study
- Circular (trigonometric) functions
- Differential calculus
- Probability and statistics

### IN THIS COURSE I WILL LEARN:

- To interpret and evaluate mathematical information
- To solve problems and apply reasoning skills within the areas of learning
- To select and use of strategies and tools, including technology, to solve mathematical problems
- To use mathematical and statistical language to communicate arguments and strategies when solving mathematical problems

### ASSESSMENT

- Internally assessed assignments, tests and investigations
- Internally assessed mid-year examination
- Final three-hour externally assessed examination

### FUTURE PATHWAYS

This course is designed for learners who wish to study other STEM and related pre-tertiary subjects. It is a prerequisite to undertake Mathematics Methods 4.

## Mathematics Methods 4

TASC Code	<a href="#">MTM415117</a>
TASC Level	Level 4
TCE Points	15
TCE Standards	Mathematics
9 – 12 Focus Area	Discipline-based Study
Prerequisites	Very good algebra skills and B in Year 10 Australian Curriculum Mathematics

This course provides the foundation for tertiary students in disciplines in which mathematics and statistics are important. It extends the study of elementary functions of a single variable, calculus, probability and statistics studied in Mathematics Methods Foundation 3 in a variety of theoretical and practical contexts.

### AREAS OF LEARNING

- Function study
- Circular (Trigonometric) functions
- Differential calculus
- Integral calculus
- Probability and statistics

### IN THIS COURSE I WILL LEARN:

- To interpret and evaluate mathematical information
- To solve problems and apply reasoning skills within the areas of learning
- To select and use strategies and tools, including technology, to solve mathematical problems
- To use mathematical and statistical language to communicate arguments and strategies when solving mathematical problems

### ASSESSMENT

- Internally assessed assignments, tests and investigations
- Internally assessed mid-year examination
- Final three-hour externally assessed examination

### FUTURE PATHWAYS

This course is a prerequisite for those learners who wish to continue to Mathematics Specialised 4. It is designed for learners whose future pathways involve tertiary study in:

- Mathematics and statistics
- Sciences
- Engineering or surveying
- Technology including computer science
- Commerce and economics
- Health and social sciences

## Mathematics Specialised 4

TASC Code	<a href="#">MTM415118</a>
TASC Level	Level 4
TCE Points	15
TCE Standards	Mathematics
9 – 12 Focus Area	Discipline-based Study
Prerequisites	CA in Mathematics Methods 4

This course builds upon and deepens ideas presented in Mathematics Methods 4, demonstrating their application in a variety of theoretical and practical contexts. It provides further opportunities to develop rigorous mathematical arguments and proofs and to use mathematical models more extensively.

### AREAS OF LEARNING

- Sequences and series
- Complex numbers
- Matrices and linear algebra
- Calculus

### IN THIS COURSE I WILL LEARN:

- To interpret and evaluate mathematical information
- To solve problems and apply reasoning skills within the areas of learning
- To select and use of strategies and tools to solve mathematical problems
- To use mathematical language to communicate arguments and strategies to solve mathematical problems

### ASSESSMENT INCLUDES:

- Internally assessed assignments, tests and investigations
- Internally assessed mid-year examination
- Final three-hour externally assessed examination

### FUTURE PATHWAYS

This course is designed for learners whose future pathways involve tertiary study in:

- Mathematics
- Science
- Engineering
- Technology including computer science
- STEM



Studying Mathematic enhances the ability to understand and solve real world problems through transferable skills.

# MIXED FIELD

For further information on subjects to support career development, contact our Career Counsellor, Mr James Dalton, [jdalton@stvirgils.tas.edu.au](mailto:jdalton@stvirgils.tas.edu.au).

For further information of the subject Student Directed Inquiry 3, contact Mr Rohan Mitchell, [mitchell@stvirgils.tas.edu.au](mailto:mitchell@stvirgils.tas.edu.au).



## YOU HAVE

## COURSES

## MAY LEAD TO

No previous experience	▶ Career and Life Planning 2	▶ Work Readiness 2
A willingness to work as a member of a group or team	▶ Work Readiness 2	▶ Entering the workforce, a school-based apprenticeship or VET programmes

## Career and Life Planning 2

TASC Code	<a href="#">CLP205118</a>
TASC Level	Level 2
TCE Points	5
TCE Standards	NA
9 – 12 Focus Area	NA
Prerequisites	No previous experience

This course is designed to assist in the development of goals and plans for future careers and life by becoming familiar with a career decision making model, managing change and the concept of lifelong learning.

### AREAS OF LEARNING

- Personal management
- Learning to learn
- Foundations for career building

### IN THIS COURSE I WILL LEARN:

- To locate and effectively use career information to make career enhancing decisions
- How work contributes to the community and society
- The changing nature of life and work roles and the value of lifelong learning
- The value of maintain balances life and work roles

### ASSESSMENT INCLUDES:

- All internally assessment
- Transition plan to Year 12 or further work or study
- Planning and reflective task
- Digital portfolio (e-portfolio)
- At least two compulsory work exposure opportunities during the year

### FUTURE PATHWAYS

This course may enhance the development of skills, knowledge, and understandings in Work Readiness 2. It prepares learners for participation in work and life in a rapidly changing world and is suited for those preparing to further study or work.

## Work Readiness 2

TASC Code	<a href="#">WRK215117</a>
TASC Level	Level 2
TCE Points	15
TCE Standards	Reading and Writing Mathematics Computers and Internet
9 – 12 Focus Area	Work-based Learning
Prerequisites	A willingness to work as a member of a group or team

This course is designed for the preparation of career and work, building upon Year 10 Careers and aims to develop the core skills required to plan for, participate in and maintain work that are transferable across contexts, sectors and occupations. It complements and can be studied concurrently with vocational education and training (VET) studies.

### AREAS OF LEARNING

- Navigating the world of work
- Interaction with others
- Getting the work done

### IN THIS COURSE I WILL LEARN:

- The options and skills needed for gaining work
- The responsibilities, expectations and accepted practices of work situations
- Communication, numeracy and ICT skills required for the workplace
- About and management of diversity in the workplace

### ASSESSMENT INCLUDES:

- Internally assessed
- Portfolio
- Written, electronic communication, mathematical language work samples

### FUTURE PATHWAYS

This course provides a foundation for entering the workforce, an Australian School-based Apprenticeship (ASbA) or further education, such as in Vocational Education and Training (VET) programmes.



# Religious Education

Contact Head of Department, Miss Talea Paraskevas, for further information on Religious Education subjects, [tparaskevas@stvirgils.tas.edu.au](mailto:tparaskevas@stvirgils.tas.edu.au)

Religious Education is a compulsory subject for learners attending St Virgil's College.

In Year 11 in 2024, you have two options: Studies of Religion or Studies of Religion 3.

YOU HAVE	COURSES	MAY LEAD TO
No previous experience	▶ Studies of Religion 2	▶ Future careers in a range of service industries ▶ Studies of Religion 3 ▶ Sociology 3
B or above in Year 10 English or Religious Education OR CA or above in Religion in Society 2	▶ Studies of Religion 3	▶ Future tertiary studies in the area of Religion

## Studies of Religion 2

<b>TASC Code</b>	REL215124
<b>TASC Level</b>	Level 2
<b>TCE Points</b>	15
<b>TCE Standards</b>	Reading and Writing
<b>9 – 12 Focus Area</b>	Transdisciplinary Projects
<b>Prerequisites</b>	There are no access restrictions for entry into this course.

This course has an inquiry-based approach. It fosters the intellectual, civic, and ethical development of learners as they investigate religious belief and practice and the role of religion in Australian life.

### AREAS OF LEARNING

- Module 1: Introduction to two major religious traditions
- Module 2: Further investigation of two major religious traditions
- Module 3: Exploring a contrasting religious view

### IN THIS COURSE I WILL LEARN:

- About the role of religion in society
- The connection between beliefs and practices
- The historical foundation of a religion
- About the different views on the divine
- About the differences in religious institutions
- How specific faiths work
- About the foundation or evolution of a religious tradition

### ASSESSMENT INCLUDES:

- Opportunities to work both individually and in a group
- Extended written responses
- Multi-modal presentations
- Investigation

### FUTURE PATHWAYS

This course provides a direct pathway to Studies of Religion 3 and a pathway in some skills and concepts to Sociology Level 3 and Philosophy Level 3. Studies of Religion provides skills that will assist students in preparing for career pathways that include:

- Critical and creative thinking
- Ethical understanding
- Literacy
- Personal and social capability

## Studies of Religion 3

<b>TASC Code</b>	REL315124
<b>TASC Level</b>	Level 3
<b>TCE Points</b>	15
<b>TCE Standards</b>	Reading and Writing
<b>9 – 12 Focus Area</b>	Transdisciplinary Projects
<b>Prerequisites</b>	B or A in the Good News for Living Year 10 Curriculum

This course is suitable for learners who wish to gain insight into their own religious faith as well as those who are exploring what religion means to others. The course provides learners with an opportunity to consider the phenomena of religion from the point of view of a range of academic disciplines.

### AREAS OF LEARNING

- Module 1: Religious tradition 1
- Module 2: Religious tradition 2
- Module 3: Depth study

### IN THIS COURSE I WILL LEARN:

- How religious traditions apply their teachings to the changing world
- To research and analyse arguments about religious beliefs, values, and practices
- To explore religious perspectives from several HASS disciplines such as theology, history, philosophy and sociology
- To develop and apply communication skills
- To apply a range of critical thinking and metacognitive skills to their work
- To explore a major variant that exists within a religious tradition
- To undertake a guided depth study extending into an individual depth study

### ASSESSMENT INCLUDES:

- A written, external examination
- Written essays
- Extended written responses
- Research presentation
- Case study
- Analytical Response
- Independent investigation

### FUTURE PATHWAYS

This course provides a pathway to university study in the humanities and social sciences and promotes development of critical thinking skills applicable to all subject areas, as well as an understanding of subjects which may lead to areas including:

- Theology
- History
- Philosophy
- Sociology



# SCIENCE

Contact Head of Department, Mr Daniel Robinson, for further information on Science subjects,  
[drobinson@stvirgils.tas.edu.au](mailto:drobinson@stvirgils.tas.edu.au).

YOU HAVE	COURSES	MAY LEAD TO
<p>A need or interest in developing scientific literacy skill</p> <p>C in Year 10 Australian Curriculum Science</p>	<p>▶ Transdisciplinary Science 2</p>	<p>▶ Transdisciplinary Science 3</p> <p>▶ Other Level 3 Sciences</p>
<p>B or above in Year 10 Australian Curriculum Science</p>	<p>▶ Transdisciplinary Science 3</p>	<p>▶ Tertiary study or future careers involving science related to inquiry</p>
<p>A need or interest in developing scientific literacy skill</p> <p>C in Year 10 Australian Curriculum Science</p>	<p>▶ Biology 2</p>	<p>▶ Biology 3</p> <p>▶ Environmental Science 3</p> <p>▶ Geography 3</p> <p>▶ Food and Nutrition 3</p> <p>▶ Sport Science 3</p>
<p>A strong interest in biological science AND</p> <p>B or above in Year 10 Australian Curriculum Science</p>	<p>▶ Biology 3</p>	<p>▶ Environmental Science 3</p> <p>▶ Tertiary study or future careers related to biology</p>
<p>An interest in environmental issues and management AND</p> <p>B or above in Year 10 Australian Curriculum Science</p>	<p>▶ Environmental Science 3</p>	<p>▶ Biology 3</p> <p>▶ Geography 3</p> <p>▶ Tertiary study or future careers related to environmental management</p>
<p>B or above in Year 10 Australian Curriculum Science</p>	<p>▶ Physical Science 3</p>	<p>▶ Chemistry 4</p> <p>▶ Physics 4</p> <p>▶ Tertiary study or future careers related to the physical sciences</p>
<p>SA or better in Physical Science 3 AND</p> <p>Successful completion of Level 3 Mathematics</p>	<p>▶ Chemistry 4</p>	<p>▶ Tertiary study or future careers related to chemistry</p>
<p>SA or better in Physical Science 3 AND</p> <p>Successful completion of Level 3 Mathematics</p>	<p>▶ Physics 4</p>	<p>▶ Tertiary study or future careers related to physics</p>

## Transdisciplinary Science 2

TASC Code	<a href="#">TDS215122</a>
TASC Level	Level 2
TCE Points	15
TCE Standards	NA
9 – 12 Focus Area	Transdisciplinary Projects
Prerequisites	A need to or interest in developing scientific literacy skills

This course is designed for those who are interested in or need to develop practical science skills and knowledge, particularly relating to Tasmania. This course uses inquiry-based approaches in which learners work collaboratively and individually to design, plan and undertake investigations across scientific disciplines in response to local or global situations.

### AREAS OF LEARNING

- Module 1: Research, trial and plan
- Module 2: Conduct, monitor and refine
- Module 3: Review, represent and recommend

### IN THIS COURSE I WILL LEARN:

- Research skills and to analyse the applications of science and its interrelationships with technology and sustainability in Tasmania
- To refine research and analyse data in response to chosen inquiry question
- To use inquiry and problem solving skills to design, conduct, assess and communicate investigations

### ASSESSMENT INCLUDES:

- Internally assessed logbook of research notes, evaluation, planning, observations, data and peer and self-assessment
- Internally assessed presentation and inquiry folio including production of a scientific paper and poster

### FUTURE PATHWAYS

This course provides the foundation to continue to Level 3 Science courses.

## Transdisciplinary Science 3

TASC Code	<a href="#">TDS315123</a>
TASC Level	Level 3
TCE Points	15
TCE Standards	NA
9 – 12 Focus Area	Transdisciplinary Projects
Prerequisites	An SA or above in Transdisciplinary Science 2

This course is designed for those who are interested in or need to develop practical science skills and knowledge, particularly relating to Tasmania. This course uses inquiry-based approaches in which learners work collaboratively and individually to design, plan and undertake investigations across scientific disciplines in response to local or global situations.

### AREAS OF LEARNING

- Module 1: Research, trial and plan
- Module 2: Conduct, monitor and refine
- Module 3: Review, represent and recommend

### IN THIS COURSE I WILL LEARN:

- Research and analyse the applications of science and its interrelationships with technology and sustainability in Tasmania
- To refine research and analyse data in response to chosen inquiry question
- To use inquiry and problem solving skills to design, conduct, assess and communicate investigations

### ASSESSMENT INCLUDES:

- Internally assessed logbook of research notes, evaluation, planning, observations, data and peer and self-assessment
- Externally assessed investigations and inquiry portfolio including production of a scientific paper and poster

### FUTURE PATHWAYS

This course provides learners with the foundation to continue to Level 3 and 4 Science courses as well as a wide range of tertiary and vocational learning.

## Biology 2

TASC Code	<a href="#">BIO215123</a>
TASC Level	Level 2
TCE Points	15
TCE Standards	NA
9 – 12 Focus Area	Discipline-based Study
Prerequisites	A need to or interest in developing scientific literacy skills

This course is designed for those who wish to understand the basic building blocks of biology and involves the exploration of cell structure, processes and function, organ systems and the application of this knowledge to ecosystems and biodiversity.

### AREAS OF LEARNING

- Science as a human endeavour and science inquiry
- Cell biology
- Multicellular organisms and environmental interactions

### IN THIS COURSE I WILL LEARN:

- Science inquiry skills to design, conduct, analyse and communicate biological investigations
- About the structure, components, and function of cells
- About the interrelationship between cellular processes, biochemistry, exchange of matter and energy on a cellular level
- About the exchange of matter and energy and the interdependence of organ systems at a multi-cellular level
- How organisms interact with other organisms and their environment

### ASSESSMENT INCLUDES:

- Internally assessed extended inquiry, practicals, investigations
- Internally assessed written and multimodal assignments and presentations
- Internally assessed presentation

### FUTURE PATHWAYS

This course provides a pathway to Biology 3 and Environmental Science 3. In addition, it provides a pathway to other subjects such as Geography 3, Foods and Nutrition 3, Sport Science 3 and Health 3. It is also designed for learners in which some scientific knowledge and experience may be useful in their career pathways such as:

- Agriculture and aquaculture
- Food and natural resources
- Health and community services
- Environmental management

## Biology 3

TASC Code	<a href="#">BIO315124</a>
TASC Level	Level 3
TCE Points	15
TCE Standards	NA
9 – 12 Focus Area	Discipline-based Study
Prerequisites	A or B in Year 10 Australian Curriculum Science and/or Biology 2

This course enables learners to consider all living organisms and the processes that contribute to maintaining life. It encourages the use of inquiry skills to interrogate evidence. This enables learners to explain connections between science and the world around us. Biology Level 3 provides a foundation to prepare learners for a broad range of fields including all aspects of health, agriculture, and marine science.

### AREAS OF LEARNING

- Module 1: Science inquiry skills and science as a human endeavour
- Module 2: Regulation of cells and systems
- Module 3: Continuity and change

### IN THIS COURSE I WILL LEARN:

- To use practical inquiry to observe, measure and represent the biological world
- To use established theory to interpret data, analyse findings and propose further study
- biochemical and cellular systems
- an understanding of the basis of genetics and gene regulation
- the genetic basis for evolution by natural selection
- how organisms respond to challenges such as temperature and disease
- understand how biological knowledge explains observations over small and large scales.

### ASSESSMENT INCLUDES:

- Research folios
- Data collection and analysis
- Scientific report
- Extended inquiry
- Media analysis
- Short and extended written response
- External exam

### FUTURE PATHWAYS

This course provides useful preparation for further study or careers in areas that include agriculture, botany, zoology, marine science, education, biotechnology, health science, pharmacy, medicine, allied health or veterinary science.

## Environmental Science 3

TASC Code	<a href="#">ESS315118</a>
TASC Level	Level 3
TCE Points	15
TCE Standards	NA
9 – 12 Focus Area	Transdisciplinary Projects
Prerequisites	An interest in environmental issues and management AND B in Year 10 Australian Curriculum Science

This course is designed for those who would like to make informed decisions about environmental issues both locally and globally. It focuses on natural ecosystems, how they change and the ways humans impact on and manage them.

### AREAS OF LEARNING

- Ecological processes
- Ecosystem change
- Human dependence and impact on ecosystems
- Ecologically sustainable management of the environment

### IN THIS COURSE I WILL LEARN:

- About the scientific method and experimental design
- About local and global changes to ecosystems in the context of current and topical environmental issues
- About human dependence on and impact on ecosystems
- About sustainable environmental management practices

### ASSESSMENT INCLUDES:

- Internally assessed assignments and tests
- Internally assessed practical activities and field trip (minimum of 30 hours) with accompanying reports
- Internally assessed case study (minimum of 20 hours)
- Final three-hour externally assessed written examination

### FUTURE PATHWAYS

This course may provide a pathway to or complements Biology 3, Geography 3, and Housing and Design 3. It is designed for learners whose future study or career pathways may include:

- Environmental management
- Parks and wildlife
- Fisheries and oceanography
- Ecology
- Forestry
- Agriculture and aquaculture
- Tourism
- Geography

## Physical Sciences 3

TASC Code	<a href="#">PSC315118</a>
TASC Level	Level 3
TCE Points	15
TCE Standards	Mathematics
9 – 12 Focus Area	Discipline-based Study
Prerequisites	B or above in Year 10 Australian Curriculum Science and Mathematics OR B or above in Year 10 Extension Science

This course is designed to prepare those who wish to continue to Physics 4 and Chemistry 4 in Year 12. It also provides the opportunity to explore concepts, models and theories of both physics and chemistry to explain physical and chemical phenomena that occur in the universe and can be applied and have impact on issues in society.

### AREAS OF LEARNING

- Atoms and nuclear reactions
- Motion and force
- Conservation laws in physics
- Chemical fundamentals: structure and properties
- Principles of chemical reactions and reacting quantities

### IN THIS COURSE I WILL LEARN:

- To communicate, predict and explain physical science phenomena
- About the underlying principles of chemistry and the fundamentals of reacting quantities
- About the underlying principles of physics and how they are modelled mathematically
- To use scientific inquiry skills to develop, perform interpret and evaluate physics and chemistry experiments and their design
- To collect, organise, analyse and interpret data related to physics and chemistry

### ASSESSMENT INCLUDES:

- Internally assessed assignments and tests
- Internally assessed practical activities and field trip (minimum of 30 hours) with accompanying reports
- Internally assessed case study (minimum of 20 hours)
- Final three-hour externally assessed written examination

### FUTURE PATHWAYS

This course is a prerequisite for Physics 4 and Chemistry 4. It is also a useful foundation for Biology 3. It is designed for learners whose future study or career pathways may include:

- Health sciences
- Environmental science
- Engineering
- Surveying and spatial sciences
- Australian Maritime College Science degrees

## Chemistry 4

TASC Code	<a href="#">CHM415115</a>
TASC Level	Level 4
TCE Points	15
TCE Standards	Mathematics
9 – 12 Focus Area	Professional Studies
Prerequisites	SA or better in Physical Sciences 3 AND Successful completion of Level 3 Mathematics is recommended

This course provides the opportunity to explore key concepts, models and theories through active inquiry foundational in a wide range of scientific fields and real-life applications including batteries, corrosion, rates of reactions, catalysts and acids.

### AREAS OF LEARNING

- Fundamental principles and theories of electrochemistry
- Principles of thermochemistry, kinetics and equilibrium
- Properties and reactions of organic and inorganic matter
- Application of logical processes to solve quantitative chemical problems

### IN THIS COURSE I WILL LEARN:

- Chemistry concepts, models and theories related to the areas of learning
- To use chemistry principles to identify and predict chemical phenomena
- To analyse and interpret chemical data to draw valid conclusions and solve quantitative chemical problems
- To use scientific inquiry skills to develop, perform interpret and evaluate chemistry experiments and their design
- To further appreciate the role and impact of chemistry in society

### ASSESSMENT INCLUDES:

- Internally assessed assignments, tests and practical investigations and reports
- Internally assessed mid-year examination
- Final three-hour externally assessed written

### FUTURE PATHWAYS

Chemistry 4 is a prerequisite for many tertiary courses and is designed for learners whose future study or career pathways include:

- Chemistry
- Medicine
- Biotechnology
- Biochemistry
- Medical research
- Pharmacy
- Engineering
- Environmental science
- Health and medical science

## Physics 4

TASC Code	<a href="#">PHY415115</a>
TASC Level	Level 4
TCE Points	15
TCE Standards	Mathematics
9 – 12 Focus Area	Professional Studies
Prerequisites	SA or better in Physical Sciences 3 AND Successful completion of Level 3 Mathematics is recommended

This course provides the opportunity to explore key concepts, models and theories central to the identification of, and solutions to some of the key issues facing society including engineering, renewable energy generation, communication, transport and vehicle safety, medical science, climate change and exploration of the universe.

### AREAS OF LEARNING

- Newtonian mechanics including gravitational field
- Principles and theories of electricity and magnetism
- General principles of wave motion
- The wave-particle nature of light
- Atomic and nuclear physics and models of the nucleus and nuclear processes

### IN THIS COURSE I WILL LEARN:

- Physics concepts, models and theories related to the areas of learning
- To use physics principles to identify and predict physical phenomena
- To analyse and interpret chemical data to draw valid conclusions and make generalisations to solve quantitative physics problems
- To use scientific inquiry skills to develop, perform interpret and evaluate physics experiments and their design
- To further appreciate the role and impact of physics in society

### ASSESSMENT INCLUDES:

- Internally assessed assignments, tests and practical investigations and reports
- Internally assessed mid-year examination
- Final three-hour externally assessed written examination

### FUTURE PATHWAYS

Physics 4 is a prerequisite for many tertiary courses and is designed for learners whose future study or career pathways may include:

- Physics
- Engineering
- Astronomy and space science
- Biomechanics
- Forensic science
- Computer game design
- Quantum computing
- Health and medical sciences



Science subjects encourage students to be critical thinkers and draw evidence-based conclusions through hands-on activities.



# TECHNOLOGIES

Contact Head of Department, (Design and Technology) Mr Rohan Mitchell (for further information on Technologies subjects, [rmitchell@stvirgils.tas.edu.au](mailto:rmitchell@stvirgils.tas.edu.au)).

Food Technology

For Food and Nutrition 3 Contact Head of Department (Food Technology), Mrs Belinda Straatsma [bstraatsma@stvirgils.tas.edu.au](mailto:bstraatsma@stvirgils.tas.edu.au).

YOU HAVE	COURSES	MAY LEAD TO
No previous experience	▶ Automotive and Mechanical Technologies 2	▶ VET Automotive
No previous experience Enjoys working with Wood or Metal	▶ Design and Production 2	▶ VET course related to speciality ▶ Housing and Design 3 ▶ Object Design (UTAS)
Design and Production 2	▶ Object Design (UTAS)	▶ Tertiary study or future careers in a design area
B or above in Year 10 Australian Curriculum English	▶ Housing and Design 3	▶ Tertiary study or future careers in a design area

## FOOD

YOU HAVE	COURSES	MAY LEAD TO
B or above in Year 10 Australian Curriculum English	▶ Food and Nutrition 3	▶ Tertiary study or future careers in health and nutrition

## Design and Production 2 (Wood or Metal)

TASC Code	DAP215116
TASC Level	Level 2
TCE Points	15
TCE Standards	NA
9 – 12 Focus Area	NA
Prerequisites	No previous experience

This course emphasises the use of a design process to respond to design briefs to produce objects, models or prototypes in either wood or metal. It provides the opportunity to develop skills in planning and implementing projects, recording the design process for a major practical project in a design portfolio. Only one specialised medium can be studied in a single year; it is not possible to study Design and Production (Metal) and Design and Production (Wood) in the same year.

### AREAS OF LEARNING

- Design and producing solutions
- Design factors
- Implementing projects

### IN THIS COURSE I WILL LEARN:

- To use a range of appropriate resources, process and skills when making products
- To plan and implement design and production projects to complete designed objects
- To document processes when investigating, generating, and producing viable design solutions in response to a brief
- To select and use appropriate material, tools and equipment to construct objects
- To appraise and refine design decision
- To identify relevant functional, environmental economic, aesthetic, social and technological factors when making design decisions

### ASSESSMENT INCLUDES:

- Internally assessed Major (1) and Minor (2) projects
- Internally assessed design portfolio

### FUTURE PATHWAYS

This course provides a foundation for Object Design (UTAS) and Housing and Design 3. It is designed for learners whose future study or career pathways that may include:

- Construction
- Engineering
- Furniture production
- Manufacturing

## Automotive and Mechanical Technologies 2

TASC Code	AMT215117
TASC Level	Level 2
TCE Points	15
TCE Standards	NA
9 – 12 Focus Area	Professional Studies
Prerequisites	No previous experience

This course is a workshop-based course that develops an understanding of automotive and mechanical components and systems in a variety of setting such as agricultural or marine operations, recreational vehicles, personal transport and motorcycles. Specialist tools, equipment, technical knowledge and problem-solving skills are used to maintain, service and repair systems and develop an understanding of automotive and mechanical systems and subsystems. This course investigates the social and environmental impacts of these systems and includes safe work practices and relevant technical data and knowledge applied in practical settings to identify and repair faults, maintain and adjust automotive and mechanical systems and complete a project. Unlike Vocational Education and Training (VET) programmes, this course does not seek to develop industry recognised level competence for workplaces.

### AREAS OF LEARNING

- Safety
- Tools and equipment
- Mechanical and automotive operations
- Mechanical and automotive components and systems
- Principles of operation
- Servicing and repairs
- Fault finding, problem solving and analysis
- Social, economic and environmental impacts

### IN THIS COURSE I WILL LEARN:

- To identify, select and use tools and equipment safely
- To test, dismantle, assemble and perform basic service and repairs
- How 4-stroke, 2-stroke and multi-cylinder engines work
- About transmission, ignition, fuel, cooling, electrical and engine management systems
- To identify social, economic and environmental impacts of automotive and mechanical equipment, components and systems

### ASSESSMENT INCLUDES:

- Internally assessed fault finding, dismantling and re assembling and repairing tasks
- Internally assessed project including accompanying written project proposal and journal

### FUTURE PATHWAYS

This course is designed for learners whose future study or career pathways may be within the automotive area.

## Object Design (UTAS)

<b>TASC Code</b>	FSF104 (see page 12)
<b>TASC Level</b>	Level 3
<b>TCE Points</b>	15
<b>TCE Standards</b>	NA
<b>9 – 12 Focus Area</b>	Work-based Learning
<b>Prerequisites</b>	Successful completion or excellent progress in Design and Production 2, Housing and Design 3 or Computer Graphics and Design 3

This course is part of the UTAS Connections Program that provides an opportunity to undertake introductory university units specifically designed for senior secondary students. The unit is HECS free and can be counted to the TCE and ATAR score and 25 credit points university courses in creative arts. Object Design is about making functional items with a strong design emphasis. The course is composed of a compulsory symposium that includes designer talks, technical demonstrations and an introduction to a project brief. Students then need to produce a major design piece for assessment, accompanied by a project journal and drawing, model or project plans. Completed works will be presented at a group exhibition, which forms the basis of the assessment process.

### IN THIS COURSE I WILL LEARN:

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

### ASSESSMENT INCLUDES:

- Externally assessed presentation/journal research, reflection and designed object

### FUTURE PATHWAYS

This course is designed for learners whose future study or career pathways may include:

- Art and design
- Contemporary arts
- 3D design
- Furniture
- Environmental design
- Architecture

## Housing and Design 3

<b>TASC Code</b>	HDS315118
<b>TASC Level</b>	Level 3
<b>TCE Points</b>	15
<b>TCE Standards</b>	Computers and Internet
<b>9 – 12 Focus Area</b>	NA
<b>Prerequisites</b>	B or above in Year 10 Australian Curriculum English

Design and Production 2 provides a good foundation for this course, but it is not a prerequisite. It is designed for those who are interested in the built environment and enjoy responding creatively to challenges. It provides the opportunity to make proposals and innovative and enterprising solutions to problems, addressing a design brief.

### AREAS OF LEARNING

- Unit 1: Design Communication
- Unit 2: Design and Systems Thinking
- Unit 3: Form and Function
- Unit 4: Passive Solar Design and Sustainability
- Unit 5: Project Managements

### IN THIS COURSE I WILL LEARN:

- To identify, analyse and apply features that contribute to environmentally sustainable design and support human comfort
- To investigate, analyse and integrate information about site, precedents, client needs and other relevant influences into a design response
- To use architectural principles relating to aesthetics
- To apply research, analysis and evaluation skills to inform a range of design projects
- To use architectural principles relating to use of space and key structure
- To accurately apply a range of numeracy skills related to planning
- To communicate ideas, concepts and design solutions
- To manage design projects

### ASSESSMENT INCLUDES:

- Internally assessed assessment tasks including design briefs, posters and presentations
- Internally assessed mid-year examination
- Externally assessed presentation of a design portfolio
- Final two-hour externally assessed written examination

### FUTURE PATHWAYS

This course is designed for learners whose future study or career pathways may include:

- Environmental design and architecture
- Interior design
- Building design or urban planning
- Landscape design

## Food and Nutrition 3

<b>TASC Code</b>	<a href="#">FDN315118</a>
<b>TASC Level</b>	Level 3
<b>TCE Points</b>	15
<b>TCE Standards</b>	Reading and Writing
<b>9 – 12 Focus Area</b>	NA
<b>Prerequisites</b>	B or above in Year 10 Australian Curriculum English

This course provides a broad study of food issues and their relevance to individual and community health and wellbeing. Issues include food security and ecological sustainability of our food supply. It complements courses such as Health Studies 3, Sport Science 3, Biology 3 and other Sciences. This course's emphasis is on food and nutrition theory with very little or no practical cooking.

### AREAS OF LEARNING

- Unit 1: Nutrition
- Unit 2: Dietary and Data Analysis
- Unit 3: Food Sociology
- Unit 4: Health Promotion
- Unit 5: Global Food Issues

### IN THIS COURSE I WILL LEARN:

- About different nutrients in food and how they contribute to health
- How a range of factors affect people's food choices
- Dietary analysis and the role of health promotion
- To investigate food issues, such as global food security and ecological sustainability

### ASSESSMENT INCLUDES:

- Internally assessed research assignments, presentations, tests
- Internally assessed mid-year examination
- Final three-hour written examination

### FUTURE PATHWAYS

It is designed for learners whose future study or career pathways may include:

- Health and medical sciences
- Dietetics
- Nutrition
- Environmental and community health
- Hospitality
- Fitness and recreation
- Community and Children's Services
- Food enterprise



# SUPPORTED PROGRAMS

Contact Head of Learning Support, Mr Michael Farrell, [mfarrell@strvirgils.tas.edu.au](mailto:mfarrell@strvirgils.tas.edu.au) for further information on Support Programmes.

Preliminary and Level 1 courses are designed for those whose learning is significantly impacted by their personal circumstances.

For those parents who feel, due to pre-existing factors such as cognitive or learning issues, that their son would be better suited to a pathway involving Level 1 courses, please contact Mr Michael Farrell ([mfarrel@strvirgils.tas.edu.au](mailto:mfarrel@strvirgils.tas.edu.au)) or Mrs Mary-Jane Anders ([manders@strvirgils.tas.edu.au](mailto:manders@strvirgils.tas.edu.au)) to discuss what options exist in this area.

A list of available Preliminary courses, as well as Level 1 courses not offered in the main text, is given here (including links). The entry point is determined by a learner's level of readiness or ability and is considered on a case-by-case basis based.

- [Preliminary English](#) Stages 1-4
- [Preliminary Mathematics](#) Stages 1-4
- [Preliminary Humanities](#) Stages 1-4
- [Preliminary Health and Physical Education](#) Stages 1-4
- [Preliminary Science](#) Stages 1-4
- [Preliminary Access to Work](#) Stages 1-4
- [Preliminary Arts](#) Stages 1-4
- [Preliminary Technologies](#) Stages 1-4
- [Art 1](#)
- [Digital Projects 1](#)
- [English Inquiry 1](#)
- [Essential Mathematics - Personal 2](#)
- [Fitness Experiences 1](#)
- [Focus on Children 1](#)
- [Food and Cooking Essentials 1](#)
- [Mathematics 1](#)
- [Numeracy 1](#)
- [Outdoor Experiences 1](#)
- [Sport and Recreation Experiences 1](#)
- [Workshop Techniques - Introduction](#)



# VOCATIONAL EDUCATION & TRAINING (VET)

Contact our VET Coordinator, Mr Richard Cowlard, for further information on VET subjects, [rcowlard@stvirgils.tas.edu.au](mailto:rcowlard@stvirgils.tas.edu.au).

VET qualifications are recognised by training authorities, government and employers across Australia. VET courses are designed to develop and recognise workplace skills. They recognise what students can do, not what they can remember. VET is different from Design and Technology because:

- VET is a nationally accredited education program for further training and employment
- VET training and introductory courses provide skills and practice for specific jobs to industry standard
- Work placement in relevant industries provides 'hands on experience and is a required component of each VET course.

St Virgil's College is in partnership with Guilford Young College Registered Training Organisation (RTO No. 1129).

Enrolment in any VET course follows a selection process which specifically assesses literacy and numeracy and includes an industry-related interview.

VET Programs occupy one line each of 150 hours. Some qualifications will take two years to complete.

TCE points for VET course are awarded for each unit achieved within the VET qualification.

The following pages contain descriptions of the VET courses on offer to St Virgil's students, both on-site and through a range of RTOs.

## VET Courses Offered at St Virgil's College (Guilford Young RTO No. 1129)

CPC20220 – Certificate II in Construction Pathways

FSK 10119 – Certificate I in Access to Vocational Pathways

SIT20322 – Certificate II in Hospitality

SIT20421 – Certificate II in Cookery

BSB10120 – Certificate I in Workplace Skills

BSB20120 – Certificate II in Workplace Skills

SIS20321 – Certificate II in Sport Coaching

ICT20120 – Certificate II in Applied Digital Technologies

AUR10120 and AUR20720 – Certificate I and II in Automotive Vocational Preparation

## VET Courses Offered at other Colleges and Registered Training Organisations

MEM20422 – Certificate II in Engineering Pathways

CHC30125 – Certificate III in Early Childhood Education and Care

DEF10117 – Certificate I in Defence Skills

HLT33021 – Certificate III in Allied Health Assistance (Health Occupations)

SIS20419 – Certificate II in Outdoor Recreation

UEE22025 – Certificate II in Electrotechnology

SIT20125 – Certificate II in Tourism

MAR1042 Certificate I in Maritime Operations (Coxswain Grade 2 Near Coastal)  
through Seafood and Maritime Training RTO 7074

## Certificate I in Maritime Operations (Coxswain Grade 2 Near Coastal)

RTO	Seafood and Maritime Training RTO No. 7074
Code	MAR10424
Level	Certificate I
TCE Points	Dependant on units gained
TCE Standards	NA
Prerequisites	None

This course is delivered and assessed by Seafood and Maritime Training RTO 7074. The College suggests this certificate is best completed externally, as an addition to the students course pathway. St Virgil's is happy to facilitate arrangements for each student, including ensuring student absences for training are accounted for. If you are interested and would like to know more, please contact Mr Rohan Mitchell, [rmitchell@stvirgils.tas.edu.au](mailto:rmitchell@stvirgils.tas.edu.au).

### IN THIS COURSE I WILL LEARN:

- Survival skills
- Boat handling, operating and maintaining vessels

### FUTURE PATHWAYS

It is designed for learners whose future career pathways include:

- Certificate I, II and III in Aquaculture
- Work in aquaculture, wild catch, marine tourism, research, marine construction compliance and environment monitoring

## Certificate II in Construction Pathways

RTO	GYC RTO No. 1129
Code	CPC20220
Level	Certificate II
TCE Points	Dependant on units gained
TCE Standards	NA
Prerequisites	None

This course will require two years to reach Certificate II. This course is designed for student wishing to train for or gain employment in one of the building trades.

This is a very popular program and industry employers are seeking motivated students with sound literacy, numeracy and technical skills.

The course includes developing effective communication for the workplace, using a variety of tools for the job and reading, calculating and measuring for plans and projects.

### IN THIS COURSE I WILL LEARN:

- Communication skills
- Safe use of hand and power tools
- How to read plan
- Levelling and measuring skills
- How to work in a team environment

### FUTURE PATHWAYS

It is designed for learners whose future career pathways in the building trades such as:

- Carpentry
- Joinery
- Plumbing
- Electrical
- Plastering
- Glazing
- Painting and decorating

## Certificate II in Engineering Pathways

RTO	GYC RTO No. 1129
Code	MEM20422
Level	Certificate II
TCE Points	Dependant on units gained
TCE Standards	NA
Prerequisites	None

This course will require two years to reach Certificate II. This program is offered to Year 11 and 12 students wishing to gain employment or develop skills in the area of metal trades.

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

### IN THIS COURSE I WILL LEARN:

- To work safely and effectively in manufacturing and engineering
- To undertake manual handling
- To organise and communicate information
- To use hand tools
- To use power tools/handheld operations
- To use comparison and measuring devices
- To perform routine manual metal arc welding
- To interact with computing technology

### FUTURE PATHWAYS

It is designed for learners whose future career pathways include:

- Metal fabrication
- Machining
- Welding
- Jewellery design
- Manufacturing and plumbing trades

## Certificate II in Hospitality

RTO	GYC RTO No. 1129
Code	SIT20322
Level	Certificate II
TCE Points	Dependant on units gained
TCE Standards	NA
Prerequisites	None

This course focuses on Front of House skills. Students undertake units covering the areas of non-alcoholic beverages, espresso coffee, customer service and food and beverage service. This qualification provides a pathway into hospitality settings such as cafes, coffee shops, pubs, and restaurants. There is a combination of theory-based and practical classes, with more focus and greater depth in practical skills than the Certificate I. A class café runs in some lessons and all students will have a requirement to assist at College functions and to undertake work experience.

### IN THIS COURSE I WILL LEARN:

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

### FUTURE PATHWAYS

It is designed for learners whose future career pathways include: Hotel management, tourism or hospitality, casual employment in a bar, restaurant, hotel or function centre. This course may provide a pathway to further study in Certificate III in Hospitality and Certificate IV in Hospitality.

## Certificate II in Cookery

RTO	GYC RTO No. 1129
Code	SIT20421
Level	Certificate II
TCE Points	Dependant on units gained
TCE Standards	NA
Prerequisites	None

This course is designed to provide students with an understanding of what food preparation in the hospitality industry is about and the many career pathways it offers. Work would be undertaken in various hospitality enterprises where food is prepared and served such as cafes, coffee shops, pubs, and restaurants. The students will develop good technical kitchen skills and teamwork. All students will have a requirement to assist at College functions and to undertake work experience. A class café runs in some lessons.

### IN THIS COURSE I WILL LEARN:

- Organisational and planning skills
- How to prepare and present a range of dishes, breads, pastries and cakes
- How to work alongside qualified chef
- What the hospitality industry is like

### FUTURE PATHWAYS

This certificate is designed for learners whose future career pathways may include: Basic food handling, working in kitchens, cook, chef, pastry chef, baker and more. This course may provide a pathway to further study in Certificate III in Commercial Cookery.

## Certificate I in Access to Vocational Pathways

RTO	GYC RTO No. 1129
Code	FSK10119
Level	Certificate I
TCE Points	Dependant on units gained
TCE Standards	NA
Prerequisites	None

This program is designed for student who require significant foundation skills support to access a vocational pathway. It teaches reading, writing and numeracy along with providing the opportunity for students to experience several industry sectors.

### IN THIS COURSE I WILL LEARN:

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

### FUTURE PATHWAYS

It is designed for learners whose future career pathways include:

- Pre-vocational pathway
- Vocational training
- Employment

## Certificate I in Defence Skills

RTO	GYC RTO No. 1129
Code	DEF10117
Level	Certificate I
TCE Points	Dependant on units gained
TCE Standards	NA
Prerequisites	None

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

### IN THIS COURSE I WILL LEARN:

- A range of roles in the ADF (Army, Navy, Air Force)
- Introductory core skills required for service in the ADF
- How to interact with current and past Defence Force members
- Requirements for service in the ADF
- To challenge yourself, increase teamwork effectiveness and resilience
- Navigation and patrolling techniques
- Ceremonial activities
- Communication skills
- Survival techniques

### FUTURE PATHWAYS

It is designed for learners whose future career pathways could include:

- Entry into the Australian Defence Force
- Industries including outdoor, government and community services

## Certificate I in Automotive Vocational Preparation

## Certificate II in Automotive Vocational Preparation

RTO	GYC RTO No. 1129
Code	AUR10120 AUR20720
Level	Certificate I and II
TCE Points	Dependant on units gained
TCE Standards	NA
Prerequisites	None

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

### IN THIS COURSE I WILL LEARN:

- How to service vehicles
- To work on small and large motors
- Skills required to use tools of the trade

### FUTURE PATHWAYS

It is designed for learners whose future career pathways include:

- Automotive mechanic
- Automotive electrician
- Automotive retail
- Work involving outdoor power equipment, bicycles, and marine engines

## Certificate I in Workplace Skills

### Certificate II in Workplace Skills

RTO	GYC RTO No. 1129
Code	BSB10120 BSB20120
Level	Certificate I and II
TCE Points	Dependant on units gained
TCE Standards	NA
Prerequisites	None

These courses are designed for students necessary to obtain the skills and knowledge necessary to gain employment in any area of office administration. Guilford Young College has a high success rate on placing students in employment through this course. Students will complete work placements in various businesses. They will have an opportunity to participate as members of an organisation with genuine responsibilities.

#### IN THIS COURSE I WILL LEARN:

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

#### FUTURE PATHWAYS

This course is designed for learners whose future career pathways may include:

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

## Certificate II in Applied Digital Technologies

RTO	GYC RTO No. 1129
Code	ICT20120
Level	Certificate II
TCE Points	Dependant on units gained
TCE Standards	NA
Prerequisites	None

This pathways qualification provides the foundation skill and knowledge to use basic applied digital technologies in varied contexts. It is design for those developing the necessary digital and technology skills in preparation of work.

Students will carry out a range of basic procedural and operational tasks that require digital and technology skills. You will develop skills to troubleshoot computer problems when operation in a Help Desk situation, install printers, operating systems and build your own computer. You will also cover digital design and how workplaces manage social media platforms.

#### IN THIS COURSE I WILL LEARN:

- About computer hardware
- Computer troubleshooting
- How to produce documents and edit digital images

#### FUTURE PATHWAYS

It is designed for learners whose future career pathways include:

- Traineeship in Certificate III Information and Technology
- ICT work in any industry

## Certificate II in Outdoor Recreation

RTO	GYC RTO No. 1129
Code	SIS20419
Level	Certificate II
TCE Points	Dependant on units gained
TCE Standards	NA
Prerequisites	None

This course is designed for students wishing to work in the eco guiding and outdoor recreation industry. The adventure tourism industry is growing in Tasmania.

Students could consider combining this qualification with Certificate II in Tourism or Hospitality which would provide skills suitable in a range of related industries.

### IN THIS COURSE I WILL LEARN:

- Skills and knowledge in conduction outdoor recreation sessions, maintaining overnight sits and managing equipment
- Skills related to elective activities such as learning to assist in bushwalking, climbing, kayaking, surfing and mountain biking endeavours

### FUTURE PATHWAYS

This course is designed for learners whose future career pathways may include:

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

## Certificate II in Sport Coaching

RTO	GYC RTO No. 1129
Code	SIS20321
Level	Certificate II
TCE Points	Dependant on units gained
TCE Standards	NA
Prerequisites	None

This qualification reflects the role of individuals who deliver basic instruction sessions for a sport.

The program will prepare students for work undertaken as part of a team, or independently, in a structure environment such as a sporting club or school.

Individuals wishing to undertake this qualification should be a current or past participant in a particular sport.

### IN THIS COURSE I WILL LEARN:

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

### FUTURE PATHWAYS

This course is designed for learners whose future career pathways may include:

- Community, sports and high-performance coaching
- Teaching as a career

## Certificate II in Tourism

RTO	GYC RTO No. 1129
Code	SIT20122
Level	Certificate II
TCE Points	Dependant on units gained
TCE Standards	NA
Prerequisites	None

This course offers students an exciting entry into the tourism industry and provides them with a range of generic skills which can be used in a much broader range of careers. Student will visit key tourism areas and services and will be required to participate in work placements and College events.

### IN THIS COURSE I WILL LEARN:

- Industry knowledge
- Skill and gain experience in working in socially diverse environments
- Different presentation techniques
- How to interact with customers, clients and business associates

### FUTURE PATHWAYS

This course is designed for learners whose future career or study pathways may include:

- Tour guide
- Reservations agent
- Front-of-house receptionist
- Travel agent
- Marketing manager
- Business owner
- Hotel Manager
- Bachelor of Tourism
- Bachelor of Business Administration (Tourism Management)

## Certificate II in Electrotechnology (Career Start)

RTO	GYC RTO No. 1129
Code	UEE22020
Level	Certificate II
TCE Points	Dependant on units gained
TCE Standards	NA
Prerequisites	None

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

### IN THIS COURSE I WILL LEARN:

- Safety and skills in sustainable energysolutions
- How to fix and secure electrical equipmen
- To Solve problems with circuits
- How to fabricate electrotechnology components

### FUTURE PATHWAYS

- Traineeship/Apprenticeship in Certificate III Electrotechnology
- Air conditioning and refrigeration
- Electrical fittin
- Renewable energy
- Data and voice communication

## Certificate III in Early Childhood Education and Care

RTO	GYC RTO No. 1129
Code	CHC30113
Level	Certificate III
TCE Points	Dependant on units gained
TCE Standards	NA
Prerequisites	None

Students work on units towards the qualification providing future opportunities in the Early Years sector.

Students need to be motivated to work closely with young children and develop the required skills for effective interactions.

They should consider this as part of a two-year plan to gain the maximum number of units delivered at Guilford Young College.

### IN THIS COURSE I WILL LEARN:

- An understanding of children's health and safety
- Provision of quality care environments
- Effective communication

### FUTURE PATHWAYS

Partial completion of the Certificate III in Early Childhood Education and Care provides an entry level pathway into the childcare sector. It is also designed for learners whose future career pathways include:

- Early Years education
- CHC50125 Diploma of Early Childhood Education and Care

## Certificate III in Allied Health Assistance

RTO	GYC RTO No. 1129
Code	HLT33021
Level	Certificate III
TCE Points	Dependant on units gained
TCE Standards	NA
Prerequisites	None

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

### IN THIS COURSE I WILL LEARN:

- How to communicate and work with others in allied health
- Research skills, to recognise healthy body systems
- Organisational skills needed to participate in safe work practices
- How to prepare and maintain beds
- Practical skills to assist clients with movement
- How to prepare and serve food to clients

### FUTURE PATHWAYS

- Disability support
- Aged care
- Enrolled nurse
- Health occupations

Partial completion of the Certificate III in Allied Health Assistance provides an entry level pathway into the allied health sector.



# ST VIRGIL'S COLLEGE

*A Catholic boys school in the Edmund Rice tradition*

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