



Senior Course Selection Handbook

Year 11-12 2026





St Aloysius Catholic College is located on the traditional lands of the Melukerdee or Muwinina people of the South East Nation. We acknowledge and deeply respect the Palawa people, the Tasmanian Aboriginal Community, and all Elders past and present.

We are committed to learning alongside our students and community in this place and support the continued sharing of knowledge and Culture.

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SENIOR CAMPUS TEACHING AND LEARNING PHILOSOPHY

At St Aloysius, the senior years mark an important transition – a time for students to take greater ownership of their learning and prepare confidently for life beyond school. As they mature into young adults, we support them in becoming capable, independent learners.

Our committed team of experienced teachers deliver a broad and engaging curriculum. They work closely with students to nurture creativity, curiosity, collaboration, and respect, while supporting every learner to reach their full potential.

The senior school program is designed to ensure students graduate as mature, capable adults, confident of their abilities and well prepared for the demands and responsibilities of the next stage in their lives. Our senior students are encouraged to make independent decisions, accept responsibility and effectively manage their time. With the support and expertise of our staff, the program aims to equip students with the skills, confidence, and resilience needed for further education, training, or employment.

This Senior Course Selection Handbook provides:

- an overview of senior learning expectations
- information on TASC and VET course offerings
- pathways from Years 9–12
- suggested career options linked to subject choices.

We encourage students and families to explore their options thoughtfully and plan with purpose.

We wish you great success on your Senior Years learning journey.

Ms Jessica Lee, Director of Teaching and Learning, Senior Campus

Mrs Nickie Birchall, Deputy Principal, Teaching and Learning

Mr Paul Reidy, College Principal

UNDERSTANDING THE TERMINOLOGY

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

TASC is responsible for the accreditation of senior secondary courses (TASC courses), their external assessment and quality assurance. TASC issues qualifications and certificates, including the TCE, to students who meet the required standards. TASC courses provide a broad range of learning opportunities which can lead to employment and further education. They are organised into five levels of difficulty; Preliminary Level, and Levels 1, 2, 3 and 4 (with 4 being the most difficult). Level 3 and 4 courses contribute to an Australian Tertiary Admissions Rank.

The Tasmanian Certificate of Education (TCE)

TCE is the official certificate you work towards in Years 11 and 12. It shows you’ve completed a strong level of senior secondary education and are ready for further study, training, or work.

To get your TCE, you need to:

- Complete at least two years of education or training after Year 10
- Meet the Participation and Achievement Standard, which means earning enough credit points through your chosen subjects or courses
- Show that you’ve met the three Everyday Adult Standards (in reading/writing, maths, and using technology)

The TCE is awarded to all students in Tasmania who meet these requirements, it is your passport to a range of future opportunities.

The Australian Tertiary Admission Rank (ATAR)

You are awarded an ATAR if you have completed the TCE and have satisfactory results in at least four (maximum five) Level 3 or Level 4 subjects accredited by TASC.

ATAR is a number between 0.00 and 99.95 that indicates a student’s position relative to all the students in their age group. For example, in Tasmania an ATAR rating of 80.00 indicates that the student has an overall rating equal to, or better than, 80% of Year 12 school leavers in Tasmania.

Universities use the ATAR to help them select students for their courses and admission to most tertiary courses is based on your selection rank (your ATAR + any applicable adjustments).

Vocational Education and Training (VET)

VET provides workplace skills, technical knowledge, and qualifications for specific jobs and careers, with a combination of theory and practical knowledge.

VET qualifications are recognised nationally and are developed with industry consultation and for industry specific requirements. This gives you real-life, practical and industry relevant skills. Most courses also provide you with the opportunity to undertake work placements so you can get a real understanding of the industry and an opportunity to develop practical links to employment.

VET courses range from Certificate I to Advanced Diploma level, allowing for different levels of employee responsibility within the career of choice,

More detailed information is available on the National Training Information Service website at www.training.gov.au.

PLANNING YOUR SENIOR STUDIES

As you begin to think about your future, it's important to understand that most employment opportunities today require at least Year 11 and 12 qualifications. That's why your Career Education teachers are here to support you, helping you explore possible career paths, identify your interests and strengths, and plan your next steps.

Choosing Courses for Year 11 and 12

Planning your program isn't about locking in a career, it's about keeping your options open and preparing for your goals. Here's how to get started:

- Choose courses that lead to the TCE (Tasmanian Certificate of Education) > consider including at least one Maths and one English course over the two years
- Plan a two-year study program that aligns with your interests > some courses have prerequisites or are not offered every year
- Read course descriptions carefully and ask your teachers if you have questions
- Consider prerequisites for further study at university or TasTAFE
- To get an ATAR, you need to achieve at least Satisfactory Achievement (SA) in four, ideally five Level 3 or 4 courses. This can be completed in any two years post Year 10.

Course Options

You can mix and match courses. You may choose to do TASC courses or Vocational Education and Training (VET) Certificate courses or a combination of both.

This is your learning journey. Your teachers are here to guide you, but ultimately the choices are yours.

Exploring Your Options

To explore your Year 11 and 12 study options:

- Visit the TASC Courses website for detailed course info
- Check how VET courses contribute to your TCE
- Use the TCE Course Planner to try out different combinations and see if they meet TCE requirements

Information about all the courses on offer at St Aloysius and cooperative schools are detailed in this handbook.

Every attempt is made to provide the courses a student selects. However, at times, 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, we will provide advice on appropriate course choices and alternate pathways.



PLANNING YOUR SENIOR STUDIES

Understanding Course Options

Level 2 Courses:

- Foundation-level; good preparation for Level 3
- Do not count towards the ATAR
- More challenging than Year 10

Level 3 and 4 Courses:

- Count towards the ATAR (used for university entrance)
- More advanced; require strong writing skills

VET / Certificate Courses:

- Real world skills, training and assessment
- Competency based assessment, with a mixture of theory and practical skills
- Can incorporate and lead onto Apprenticeships and Traineeships
- Gain TCE for each unit of competency achieved

Tip: If you're interested in a specialist course, strong Year 9 and 10 results or outside experience helps. Talk to the teacher before choosing a Level 3 subject.

What do I need for University Entrance?

- Some UTAS courses use the Schools Recommendation Program (no ATAR required)
- For other courses (interstate or local), you'll still need an ATAR

To qualify for an ATAR:

- Achieve Satisfactory Achievement in 4–5 Level 3 or above courses over two years, after Year 10
- Meet all TCE requirements
- Most universities also expect you to complete a Level 3 English or English Literature course. Please note that English Studio is not accepted as a prerequisite.

Do I need Maths or English?

Maths and English are not compulsory at St Aloysius — but we strongly recommend you take at least one Maths and one English course in Year 11 or 12.

- A Satisfactory Achievement (SA) or better meets the TCE standards for literacy and numeracy
- Many universities require Level 3 English or Maths, check before you choose.

What is Compulsory?

- A Studies of Religion course is required in Year 11
- You study five courses in Year 11
- A study line may be negotiated with the Director of Teaching and Learning
- You study four courses in Year 12

SUPPORTED PROGRAMS

The Preliminary to Level 1 suite of courses is designed for learners whose circumstances significantly impact their learning in an ongoing manner or for extended periods of time.

Learners enter the course during one of the four stages, depending upon their level of readiness or ability. Learning Support Staff will advise the most appropriate entry point based on the individual student’s level of readiness.

Learners will have access to appropriate resources such as professional support staff and equipment and assistive technology or modified facilities, as required. Adjustments include a range of supports and accommodations including, but not limited to:

- supportive learning environments
- tailored delivery models
- visual and organisational supports
- multimodal learning and assessment opportunities
- access to appropriate technology
- varying levels of prompting and adult assistance.

A range of Preliminary and Level 1 courses is also available for learners for whom success in Level 2 and higher courses is not yet achievable.

Access to these courses is available to students on recommendation by Learning Support Staff and requires approval by ourDirector of Teaching and Learning.

Courses available are:	Read more on page:
• MATHEMATICS 1	17
• NUMERACY 1	17
• PRELIMINARY MATHEMATICS STAGES 1 TO 4	17
• ENGLISH INQUIRY 1	22
• PRELIMINARY ENGLISH STAGES 1 TO 4	22
• PRELIMINARY HUMANITIES STAGES 1 TO 4	29
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• FOOD AND COOKING ESSENTIALS 1	49
• WORK READINESS 2	36
• PRELIMINARY HEALTH AND PHYSICAL EDUCATION STAGES 1 TO 4	38
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• PRELIMINARY TECHNOLOGIES STAGES 1 TO 4.	49
• ARTS 1	58
• PRELIMINARY ARTS STAGES 1 TO 4	58

ALPHABETICAL LISTING OF OUR TASC COURSES

TASC assigns senior secondary courses with a complexity level ranging from Level 1 to Level 4, with 4 being the highest level of complexity. TASC accredited Level 3 and Level 4 courses contribute to the calculation of an Australian Tertiary Admission Rank (ATAR) and ultimately towards university entrance. These courses are shown in bold below for easier identification.

To meet the participation and achievement standard for the TCE, a student will need to have 120 credit points in education and training (at Level 1, 2, 3 or 4), with at least 80 credit points in studies rated at complexity level 2 or higher. See more information on the TCE.

You should discuss your suitability for each course with your teachers, course consellers or the Director of Teaching and Learning.

Maths and English course levels must be signed off by a teacher of that course or a related subject area to indicate that the choice is appropriate for you.

Course	Level	CreditPoints	Literacy	Numeracy	ICT
Accounting	3	15	No	Yes	No
Agricultural Enterprise	2	15	No	No	No
Ancient History	3	15	Yes	No	No
Art Studio Practice	3	15	No	No	No
Arts	1	10	No	No	No
Asian Studies	3	15	No	No	No
Athlete Development	2	15	No	No	No
Australia in Asia and the Pacific	3	15	Yes	No	No
Automotive and Mechanical Technologies	2	15	No	No	No
Biology	3	15	No	No	No
Biology	2	15	No	No	No
Business Studies	3	15	No	No	No
Business Studies - Foundation	2	15	No	No	No
Chemistry	4	15	No	Yes	No
Chinese	3	15	No	No	No
Chinese (Specialist Level)	3	15	No	No	No
Chinese	2	15	No	No	No
Community Sport and Recreation	2	15	No	No	No
Computer Graphics and Design	3	15	No	No	Yes
Computer Graphics and Design - Foundation	2	15	No	No	Yes
Computer Science	3	15	No	No	Yes
Computing, Publishing and Design	2	15	No	No	Yes
Contemporary Art Practice	2	15	No	No	No
Contemporary Music and Song Writing	2	15	No	No	No
Dance	3	15	No	No	No
Dance	2	15	No	No	No
Data Science and Digital Solutions	3	15	No	No	Yes
Design and Production (Textiles, Metal, Wood, Digital Craft)	2	15	No	No	No
Digital Projects	1	10	No	No	No
Drama	3	15	Yes	No	No
Drama Foundations	2	15	No	No	No

Course	Level	CreditPoints	Literacy	Numeracy	ICT
Economics	3	15	Yes	No	No
Engineering Design	2	15	No	No	No
English	3	15	Yes	No	No
English Foundations	2	15	Yes	No	No
English Inquiry	2	15	Yes	No	No
English Inquiry	1	10	No	No	No
English Literature	3	15	Yes	No	Yes
English Studio	3	15	Yes	No	Yes
English as an Additional Language or Dialect	3	15	No	No	No
English as an Additional Language or Dialect	2	15	No	No	No
Environmental Science	3	15	No	No	No
Essential Mathematics (Personal) (A)	2	15	No	Yes	No
Essential Mathematics (Workplace) (B)	2	15	No	Yes	No
Essential Skills - Maths	2	10	No	Yes	No
Essential Skills - Reading and Writing	2	10	Yes	No	No
Essential Skills - Using Computers and the Internet	2	5	No	No	Yes
Exploring Issues in Society	2	15	No	No	No
First Nations Studies	3	15	Yes	No	Yes
Food and Cooking Essentials	1	10	No	No	No
Food and Hospitality Enterprise	2	15	No	No	No
Food and Nutrition	3	15	Yes	No	No
Food, Cooking and Nutrition	2	15	No	No	No
French	3	15	No	No	No
French	2	15	No	No	No
General Mathematics	3	15	No	Yes	No
General Mathematics	2	15	No	Yes	No
Geography	3	15	Yes	No	No
German	3	15	No	No	No
German	2	15	No	No	No
Health Studies	3	15	Yes	No	No
History	2	15	Yes	No	No
Housing and Design	3	15	No	No	Yes
Information Systems and Digital Technologies	3	15	No	No	Yes
Introduction to Sociology and Psychology	2	15	Yes	No	No
Italian	3	15	No	No	No
Italian	2	15	No	No	No
Japanese	3	15	No	No	No
Japanese (First Language)	3	15	No	No	No
Japanese	2	15	No	No	No
Legal Studies	3	15	Yes	No	No
Legal Studies – Foundation	2	15	Yes	No	No

Course	Level	CreditPoints	Literacy	Numeracy	ICT
Mathematics	1	10	No	No	No
Mathematics Methods	4	15	No	Yes	No
Mathematics Methods – Foundation	3	15	No	Yes	No
Mathematics Specialised	4	15	No	Yes	No
Media Production	3	15	Yes	No	Yes
Media Production Foundations	2	15	No	No	Yes
Modern History	3	15	Yes	No	No
Music	3	15	No	No	No
Music Advanced Practical Study 4 (UTAS)	3	15	No	No	No
Music Foundation Practical Study 4 (UTAS)	3	15	No	No	No
Music Technology Projects (1/2) (UTAS)	3	15	No	No	No
Music Studies	2	15	No	No	No
Music Technology Projects - Foundation	2	15	No	No	No
Numeracy	1	10	No	No	No
Object Design (UTAS)	3	15	No	No	No
Outdoor Education	2	15	No	No	No
Outdoor Leadership	3	15	Yes	No	No
Personal Health and Wellbeing	2	15	Yes	No	No
Philosophy	3	15	Yes	No	No
Physical Sciences	3	15	No	Yes	No
Physical Sciences – Foundation	2	15	No	No	No
Physics	4	15	No	Yes	No
Preliminary Access to Work Stage 1	PRE	0	No	No	No
Preliminary Access to Work Stage 2	PRE	0	No	No	No
Preliminary Access to Work Stage 3	PRE	0	No	No	No
Preliminary Access to Work Stage 4	PRE	0	No	No	No
Preliminary Arts Stage 1	PRE	0	No	No	No
Preliminary Arts Stage 2	PRE	0	No	No	No
Preliminary Arts Stage 3	PRE	0	No	No	No
Preliminary Arts Stage 4	PRE	0	No	No	No
Preliminary English Stage 1	PRE	0	No	No	No
Preliminary English Stage 2	PRE	0	No	No	No
Preliminary English Stage 3	PRE	0	No	No	No
Preliminary English Stage 4	PRE	0	No	No	No
Preliminary Health and Physical Education Stage 1	PRE	0	No	No	No
Preliminary Health and Physical Education Stage 2	PRE	0	No	No	No
Preliminary Health and Physical Education Stage 3	PRE	0	No	No	No
Preliminary Health and Physical Education Stage 4	PRE	0	No	No	No
Preliminary Humanities Stage 1	PRE	0	No	No	No
Preliminary Humanities Stage 2	PRE	0	No	No	No
Preliminary Humanities Stage 3	PRE	0	No	No	No
Preliminary Humanities Stage 4	PRE	0	No	No	No

Course	Level	CreditPoints	Literacy	Numeracy	ICT
Preliminary Mathematics Stage 1	PRE	0	No	No	No
Preliminary Mathematics Stage 2	PRE	0	No	No	No
Preliminary Mathematics Stage 3	PRE	0	No	No	No
Preliminary Mathematics Stage 4	PRE	0	No	No	No
Preliminary Science Stage 1	PRE	0	No	No	No
Preliminary Science Stage 2	PRE	0	No	No	No
Preliminary Science Stage 3	PRE	0	No	No	No
Preliminary Science Stage 4	PRE	0	No	No	No
Preliminary Technologies Stage 1	PRE	0	No	No	No
Preliminary Technologies Stage 2	PRE	0	No	No	No
Preliminary Technologies Stage 3	PRE	0	No	No	No
Preliminary Technologies Stage 4	PRE	0	No	No	No
Project Implementation	2	5	No	No	No
Psychology	3	15	Yes	No	Yes
Sociology	3	15	Yes	No	Yes
Song Writing (UTAS)	3	15	No	No	No
Sport Science	3	15	No	No	No
Sport Science – Foundation	2	15	No	No	No
Sport and Recreation Experiences	1	10	No	No	No
Student Directed Inquiry	3	15	No	No	No
Studies of Religion	3	15	Yes	No	No
Studies of Religion	2	15	Yes	No	No
Tasmanian Aboriginal Studies	2	15	Yes	No	No
Technical Theatre Production	2	15	Yes	No	No
Theatre Performance	3	15	Yes	No	No
University Connections Program	3	15	No	No	No
University High Achiever Program	3	15	No	No	No
Visual Art	3	15	No	No	No
Visual Art	2	15	No	No	No
Work Readiness	2	15	Yes	Yes	Yes
Working with Children	2	15	No	No	No





RELIGIOUS EDUCATION

Religious Education is at the heart of our school’s identity and is a core and compulsory subject for all students in Kindergarten to Year 11 at St Aloysius Catholic College.

The Religious Education program aims to give students, as young adults, an appreciation of the Catholic tradition and draw comparisons to other faith traditions throughout the world. All course offerings respect the beliefs of each individual student and are designed to help them explore their own personal journeys and individual search for meaning.

Studies of Religion is a dynamic and engaging course that promotes an understanding and critical awareness of religion and its influence on individuals and within society.

There are two options, Studies of Religion 2, and Studies of Religion 3. These courses are suitable for learners who are curious about different religious views and how these continue to shape the world in which we live. It will also suit those wishing to broaden their inquiry and communication skills.

RELIGIOUS EDUCATION

STUDIES OF RELIGION 2

In this course, students will study aspects of spirituality, individual faith and communal faith through two indepth studies on Christianity and Islam. This knowledge of religious traditions will be further examined through a third depth study on Ancient Egyptian religious beliefs and practices.

Studies of Religion 2 has an inquiry based approach and is applied through the lens of different disciplines including philosophy, sociology, theology and history.

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

WHAT WILL I LEARN FROM THIS COURSE?

- how historical, theological and philosophical frameworks and theories interpret religion
- how different faith traditions express their religious beliefs through practices, rituals, worship, sacred texts and precepts
- how different religions understand the transcendent world
- how beliefs and practices are enacted in ancient religions

PATHWAYS

- Studies of Religion 3
- Philosophy 3
- Sociology 3
- Good News for Living

STUDIES OF RELIGION 3

Through research and reasoned debate, students will investigate the practices, ethical perspectives and world views of religious traditions, and their impact on contemporary Australian society.

Throughout the history of human civilisation, religious traditions have engaged with questions of meaning:

- What does it mean to be human?
- Can we explain the existence of suffering?
- What is truth?
- Is there really a God?
- Are reason and faith compatible?
- How does the past condition our thinking?
- How do we know what is right?

The Studies of Religion course addresses the significant challenges and ultimate questions that religious traditions have faced in the past and are still contending with in the contemporary world.

Students may analyse these contentious challenges and questions from both theist and nontheistic perspectives.

They will also investigate how religious traditions impact on groups and individuals in society, how this interaction can broaden perspectives and how social, political and cultural factors impact religious traditions in historical and contemporary society.

WHAT WILL I LEARN FROM THIS COURSE?

- an introductory look at aspects of world religions: Christianity
- the beliefs and practices of a selected world religion
- the historical and contemporary challenges facing world religions
- approaches to exploring complex ethical issues
- understanding of a range of religious and secular world views

PATHWAYS

- humanities courses including history, sociology, philosophy and journalism
- education, social work and law
- medical and environmental ethics

MATHEMATICS

Studying courses in Mathematics will help you develop essential skills that are highly valued across many areas of life, study, and work.

These include logical thinking, problem-solving, data analysis, and decision-making. You’ll also improve your ability to interpret information, recognise patterns, and apply strategies to real-world problems—skills that are important in both academic and everyday situations.

St Aloysius Catholic College caters for varied student ability and interest by offering a wide range of Mathematics courses. A general guide for Year 10 students in terms of the Mathematics course they choose in Year 11 and 12 is in the table below:

Pathway Australian Curriculum	Year 10	Year 11		Year 12
A	Year 10 Mathematics in addition to Year 10 Extended Maths Option Subject	Mathematics Methods 4 (Minimum pre-requisite is studying Year 10 Extended Maths)	→ ←	Mathematics Specialised 4 (Minimum pre-requisite CA achievement in Mathematics Methods Foundation 4)
B+/A	Year 10 Mathematics	Mathematics Methods Foundation 3 (Minimum pre-requisite B achievement in Year 10 Mathematics)	→	Mathematics Methods 4 (Minimum pre-requisite CA achievement in Mathematics Methods Foundation 3)
			→	General Mathematics 3
B		General Mathematics 3 (Minimum pre-requisite B achievement in Year 10 Mathematics)		
C		General Mathematics Foundation 2 (Minimum pre-requisite C achievement in Year 10 Mathematics)	→	General Mathematics 3 (Minimum pre-requisite CA achievement in General Mathematics 2)
D		Workplace Mathematics 2 (no pre-requisite Year 10 achievement required)		
E		Mathematics 1 Essential Skills Mathematics 2 Workplace Mathematics 2 (no pre-requisite Year 10 achievement required for these subjects above)	→ ←	Mathematics 1 Essential Skills Mathematics 2 Workplace Mathematics TASC 2 (no pre-requisite Year 10 achievement required for these subjects above)

MATHEMATICS

PRELIMINARY MATHS STAGE 1 - 4

Available to students on recommendation by Director of Student Diversity and approved by Director of Teaching and Learning.

Preliminary Maths Stage 1 -4 is a suite of courses designed to provide basic skills for students requiring learning support. Some learners may need the full suite of Preliminary to Level 1 courses for study in both years 11 and 12, some may need to study at Preliminary level for only part of their course load. Preliminary Maths caters for learners who require flexible and individualised programs. Learners will experience a range of learning activities in a familiar context .

WHAT WILL I LEARN FROM THIS COURSE?

On successful completion of this course, learners will be able to:

- identify, interpret and use whole numbers, money amounts and simple fractions, decimals and percentages
- identify, interpret, measure and estimate familiar quantities
- identify basic shapes and read and interpret familiar maps, plans and diagrams in an everyday context
- interpret, compare and represent data in an everyday context
- carry out basic mathematical calculations in practical daily situations.

PATHWAYS

This course is preparatory to Maths Level 1. The objective of this course is to equip learners with basic maths skills that will contribute to everyday living.

NUMERACY 1

Available to students on recommendation by Director of Student Diversity and approved by Director of Teaching and Learning.

Numeracy 1 is designed to provide continuity for learners who have completed the Preliminary Maths courses.

The Numeracy 1 course provides the opportunity to develop everyday skills in money, shapes and plans, estimation, chance, measurement and data representations.

WHAT WILL I LEARN FROM THIS COURSE?

- Numeracy and patterns — decimals, percentage, money and fractions
- Everyday chance and data–collecting and displaying data
- Everyday measurement and shape – perimeter, shapes and plans, mass, capacity and volume

PATHWAYS

- Essential Mathematics 2
- further training

MATHEMATICS 1

Available to students on recommendation by Director of Learning Diversity and approved by Director of Teaching and Learning.

Mathematics 1 provides continuity from Year 10 in applying problem solving strategies and mathematical techniques to situations that involve number, finance, measurement, chance and data.

WHAT WILL I LEARN FROM THIS COURSE?

- Pattern and algebraic reasoning — number, place value, fractions, decimals and percentages
- Probability and statistical reasoning chance, data collection and interpretation
- Measurement and geometric reasoning — units of measurement, shapes, maps and plans

PATHWAYS

- Essential Mathematics 2
- further training

ESSENTIAL SKILLS – MATHS 2

Available to students on recommendation by Director of Student Diversity and approved by Director of Teaching and Learning.

The Essential Skills - Maths course is designed for learners who require a structured and tightly focused course to develop their numeracy skills to the standard expected by the TCE requirement for everyday adult mathematics.

This course focuses on the aspects of numeracy required by the TCE standard and does not replace the study of the subject Mathematics.

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

WHAT WILL I LEARN FROM THIS COURSE?

- Use basic functions of a calculator for problem solving, investigations and applications,
- Interpret and calculate with whole numbers and familiar fractions, decimals and percentages in an everyday adult context
- Estimate, measure and calculate routine metric measurements in everyday adult situations
- Interpret, draw and construct 2D and 3D shapes
- Use routine maps and plans
- Construct and interpret routine tables, graphs and charts

PATHWAYS

- Essential Mathematics 2
- further training

ESSENTIAL MATHEMATICS 2A - PERSONAL

Essential Mathematics – Personal Level 2 assists learners to develop their understanding of concepts and techniques drawn from proportion and finance, collection and handling of data, measurement of time, motion, energy and mass.

In this course, learners will develop their ability to identify and solve problems in real contexts, and in a range of personal, everyday and community settings.

Learners will work collaboratively with others to generate ideas and find innovative approaches to mathematics. Learners will reflect on their ability to interpret, understand and apply these concepts and techniques.

This course will enable learners to develop their mathematical proficiency to the standard required to enter the workforce and participate effectively.

WHAT WILL I LEARN FROM THIS COURSE?

How to apply reasoning skills to test and solve theoretical and practical problems associated with:

- proportion and finance,
- collection and handling of data,
- measurement of time, motion, energy and mass
- the development of theoretical understanding, background knowledge, rules and conventions of mathematics
- Practice working with other people to explore ideas, reasoning and approaches
- how to identify challenges and problems and use problem solving and mathematical reasoning to test and refine ideas, take informed action and compare solutions
- how to integrate prior knowledge, share solutions with others and reflect on one’s own understanding.

PATHWAYS

- apprenticeships and further vocational education courses
- further training

ESSENTIAL MATHEMATICS 2B - WORKPLACE

Essential Mathematics – Workplace Level 2 assists learners to develop their understanding of concepts and techniques drawn from finance and money management, construction and analysis of graphs, interpretation and measurement of shape, scale and models.

By undertaking this course, learners will develop their ability to identify and solve problems in real contexts, and in a range of workplace, individual, further learning, and community settings.

Learners will work collaboratively with others to generate ideas and find innovative approaches to engaging with mathematics. Learners will reflect on their ability to interpret, understand and apply these concepts and techniques.

This course will enable learners to develop their mathematical proficiency to the standard required to enter the workforce and participate effectively.

WHAT WILL I LEARN FROM THIS COURSE?

How to apply reasoning skills to test and solve theoretical and practical problems associated with:

- finance and money management,
- construction and analysis of graphs,
- interpretation and measurement of shape, scale and models
- The development of theoretical understanding, background knowledge, rules and conventions of mathematics
- Practice in interacting and working with other people and engaging in to explore ideas, reasoning and approaches
- how to identify challenges and problems and use problem solving and mathematical reasoning to test and refine ideas take informed action and compare solutions
- how to integrate prior knowledge, sharesolutionswithothersandreflecton one’s own understanding.

PATHWAYS

- apprenticeships and further vocational education courses
- further training

GENERAL MATHEMATICS 2

General Mathematics 2 builds on Year 10 Maths. This is the ideal course for students who are looking at improving their mathematical skills to enable them to complete General Mathematics 3 in the following year or apply for a technical apprenticeship at the completion of Year 12.

Students should have sound algebra skills.

WHAT WILL I LEARN FROM THIS COURSE?

- linear algebra and modelling
- measurement
- data analysis
- matrices and networks
- consumer maths

PATHWAYS

- General Mathematics 3

GENERAL MATHEMATICS 3

This course is designed for students who wish to study a pre-tertiary mathematics course that is practically oriented.

General Mathematics aims to develop learners’ understanding of concepts and techniques drawn from number and algebra sequences, finance, networks and decision mathematics and statistics, in order to solve applied problems.

Students develop skills in applying reasoning and interpretative skills in mathematical and statistical contexts.

The capacity to communicate in a concise and systematic manner using appropriate mathematical and statistical language will be developed.

Students will also build the capacity to choose and use technology appropriately and efficiently.

WHAT WILL I LEARN FROM THIS COURSE?

- statistical analysis and probability
- growth and decay in sequences
- financial mathematics
- algebra, networks and decision mathematics

PATHWAYS

- any university course involving business or finance
- recommended for the study of commerce, economics or accounting
- many non-physical science degrees

MATHEMATICS METHODS FOUNDATION 3

Mathematics Methods Foundation 3 provides the study of algebra, functions and their graphs, calculus and probability.

This prepares students for Mathematics Methods 4, in which the major themes are functions, calculus and probability.

WHAT WILL I LEARN FROM THIS COURSE?

- understanding of concepts and techniques drawn from algebra, and the study of functions, calculus and probability
- how to solve applied problems using concepts and techniques drawn from algebra, functions, calculus and probability
- reasoning in mathematical contexts and interpretation of information
- communicating in a concise and systematic manner using appropriate mathematical and statistical language
- how to use technology appropriately and efficiently

PATHWAYS

- this course is a pre-requisite to Mathematics Methods 4
- assists with entry to courses such as sciences, economics, computer science, and education
- gives a solid maths background for students who wish to study pure mathematics, chemistry and physics at university

MATHEMATICS

MATHEMATICS METHODS 4

Mathematics Methods 4 is the study of order, relations and pattern. From its origins in counting and measuring, it has evolved in highly sophisticated and elegant ways to become the language now used to describe much of the modern world. Mathematics Methods 4 is concerned with collecting, analysing, modelling and interpreting data in order to investigate and understand real-world phenomena and solve problems in context. It provides a framework for thinking and a means of communication that is powerful, logical, concise and precise. It impacts upon the daily life of people everywhere and helps them to understand the world in which they live and work

WHAT WILL I LEARN FROM THIS COURSE?

- how to analyse and manipulate the equations of certain functions in order to sketch a graph
- exact values of the sine, cosine and tangent ratios and how to sketch graphs of these functions
- how to use calculus to find:
 - the gradient of a curved function at any point and classify a stationary point on a curved function
 - an equation for a function given a gradient function
 - the area under a curved function
- how to calculate the probability of an event using the Binomial and Normal probability distributions
- the significance of a confidence interval when quoting statistics, as well as how to calculate a confidence interval

PATHWAYS

Tertiary studies involving:

- mathematics
- statistics
- all sciences and associated fields
- economics
- engineering

MATHEMATICS SPECIALISED 4

Mathematics Specialised 4 is designed for students with a strong interest in mathematics, including those intending to study mathematics, statistics, sciences and associated fields, economics or engineering at university. Mathematics Specialised is a subject undertaken by students in Year 12, typically after completion of Mathematics Methods 4 in Year 11.

The course work involves development of the two proficiency strands of understanding and reasoning embedded within the study of the topics of sequences and series, complex numbers, matrices and calculus.

This course has a strong academic focus

WHAT WILL I LEARN FROM THIS COURSE?

- an understanding of concepts and techniques in complex numbers, matrices, number sequences and series, and calculus
- how to develop rigorous proofs and use mathematical models within learning topics of sequences and series, matrices and complex numbers
- how to use technology appropriately

PATHWAYS

Mathematics Specialised 4

- assists with entry to courses such as engineering, medicine and pharmacy
- gives a solid maths background for students who wish to study pure maths, chemistry and physics at university
- for some mainland universities, it is the minimum required maths level for the courses mentioned above, as well as others such as accounting, business and economics



ENGLISH

The English department offers students an opportunity to develop a range of skills. English is a vital subject in senior secondary education, offering students essential skills that support success not only in school, but in further study, work, and everyday life. Studying English in Years 11 and 12 helps students develop the ability to think critically, communicate effectively, and engage thoughtfully with the world around them.

The College caters for varied student ability and interest by offering a wide range of English courses.

English is not a compulsory course of study at St Aloysius Catholic College, but students are strongly encouraged to complete one year of English in either Grade 11 or 12.

Students who receive a supported learning program should contact our Director of Student Diversity to determine the best English pathway for you.

PATHWAYS

Satisfactory Year 10 Results, do not intend to study at University or don't need Level 3 English for career options;	Satisfactory Year 10 Results, considering University pathways;	Above Satisfactory Year 10 Results (A or B), planning to attend University;
English Inquiry 2 English Foundations 2	English Inquiry 2 (Year 11) English Foundations 2 (Year 11) English 3 (Year 12)	English 3 (Year 11 or 12) You might consider studying another Level 3 English course in Year 12, as you are able to count more than one English course towards your ATAR: English Literature (Year 11 or 12) English Studio Year (11 or 12)

PRELIMINARY ENGLISH STAGE 1 - 4

Available to students on recommendation by Director of Student Diversity and approved by Director of Teaching and Learning.

Preliminary English Stage 1 -4 is a suite of courses designed to provide basic skills for students requiring learning support. Some learners may need the full suite of Preliminary to Level 1 courses for study in both Year 11 and 12, and some may need to study at Preliminary Level for only part of their course load. Preliminary English caters for learners who require flexible and individualised programs. Learners will experience a range of learning activities in a familiar context.

PATHWAY

In addition to preparing and providing learners vital skills for personal independence, this course prepares learners for a number of vocational pathways that utilise a knowledge of English. This course is preparatory to Practical English Level 1.

ENGLISH INQUIRY 1

Available to students on recommendation by Director of Student Diversity and approved by Director of Teaching and Learning.

This course is suitable for learners who need support to develop their English skills. Learners will investigate ideas that are relevant to their learning needs, abilities and interests.

WHAT WILL I LEARN FROM THIS COURSE?

On successful completion of this course, learners will be able to:

- communicate through speaking, listening, reading, writing, viewing and representing
- explore attitudes, values, themes and issues in texts
- understand and respond to simple text
- make transdisciplinary connections through the study of contemporary spoken, written and multimodal texts
- review and finalise simple text
- participate in conversations and discussions
- evaluate their success in conversations and discussions and apply these skills in everyday adult settings, including the workplace.

PATHWAYS

- the workplace
- everyday life

ESSENTIAL SKILLS:

READING AND WRITING 2

This course is designed for learners who require a structured and tightly focused course to develop their literacy skills to the standard expected by the TCE requirement for everyday adult reading and writing.

Available to students on recommendation by Director of Student Diversity and approved by Director of Teaching and Learning.

WHAT WILL I LEARN FROM THIS COURSE?

- develop reading and writing skills for everyday adult settings and situations
- practice use of grammar and vocabulary necessary for the workplace
- learn to listen constructively and speak to communicate in a variety of situations
- read and write everyday texts
- use reading strategies to find information in texts
- writing a range of texts typical of everyday adult settings, including the workplace
- speaking to communicate information, ideas and opinions.

PATHWAYS

- the workplace
- everyday life

ENGLISH INQUIRY 2

English Inquiry Level 2 offers students opportunities to enjoy language and be empowered as functional, purposeful, creative and critical language users, who understand how transdisciplinary texts drawn from English and other disciplines can communicate and represent meaning.

This course is suited to learners who wish to consolidate and develop their knowledge, understanding and skills in English, by creating, comprehending, and responding to texts from a range of disciplines.

WHAT WILL I LEARN FROM THIS COURSE?

- skills to communicate confidently and effectively in standard Australian English
- skills to choose structures, language and language features to convey meaning
- skills to read and view for meaning, purpose, and to use, critique and appreciate a range of contemporary texts drawn from a range of discipline areas
- effective use of language to ideate, design and produce texts for a variety of purposes and audiences
- critical and imaginative thinking to explore their own world and the worlds of others
- active and critical interaction with transdisciplinary texts, and how language shapes meaning.

PATHWAYS

- the workplace
- everyday life
- The English Inquiry Level 2 course enables learner continuity into other Level 3 English courses but is not a pathway into either English Literature Level 3 or English Writing Level 3.

ENGLISH FOUNDATIONS 2

This challenging and rewarding course has been designed for Year 11 students preparing to study a Level 3 English course in Year 12.

Through close study and wide reading, viewing and listening, students will develop understanding and skills with many types of texts and different language modes.

The analysis and creation of interpretative, persuasive and imaginative texts will allow students to understand how ideas and attitudes are presented in texts and how texts are constructed to influence a response.

To do this course you need:

- completion of at least Year 10 English or Essential Skills: Reading and Writing 2.

WHAT WILL I LEARN FROM THIS COURSE?

- how language is used for communication
- how composers’ choices influence audience responses
- how to critically analyse and reflect on texts of various types

PATHWAYS

- English 3
- English Literature 3
- English Writing 3
- humanities subjects

ENGLISH 3

The English Level 3 course requires students to examine and analyse the ways in which ideas, themes and concepts are represented in a range of texts. Students will consider audience responses and varied interpretations of texts.

To do this course you need:

- to have attained an award of an A or strong B in Year 10 English or to have completed English Foundations 2.

Modules include:

- Dystopian Genre – analysing the effectiveness of dystopian codes and conventions
- Adaptation – exploring changes in meaning that are made in adaptation from print to screen
- Close Study – an in-depth study of a particular text, attitudes, perspectives
- Negotiated Response – examining the way points of view and values are represented in media texts.

English students are required to pro-actively read all print texts, present their findings to the class through oral and multi-modal presentations, and develop sophisticated imaginative, interpretative and analytical responses.

WHAT WILL I LEARN FROM THIS COURSE?

- critical thinking skills
- media literacy skills
- how to construct a range of texts
- written and oral presentation skills
- how to study a range of text types
- how to deconstruct texts
- how to examine texts from a range of perspectives
- textual analysis
- essay writing

PATHWAYS

Ideal for entrance to university courses requiring English and also of benefit to a range of arts/humanities courses

ENGLISH LITERATURE 3

English Literature 3 allows a deep dive into the world of texts from Australia and other cultures and includes the study of contemporary texts, as well as those that remain relevant many years after their original production.

Students develop skills in literary appreciation and analysis, logical argument and critical thought. Through critical analysis and creative response, students explore the ideas, values, perspectives and contexts of a range of written and visual texts.

To do this course you will need:

- to have attained an award of an A or strong B in Year 10 English or to have completed English Foundations 2 or English 3.

WHAT WILL I LEARN FROM THIS COURSE?

- the ways literary texts can be interpreted
- the ways in which literary texts represent culture and identity
- the relationship between authors, texts, audiences and contexts
- the ways values and ideas are represented in texts and how they are understood by audiences
- the ways historical and cultural contexts influence texts

PATHWAYS

- ideal for entrance to university courses requiring English and also of benefit to a wide range of arts/ humanities courses

ENGLISH STUDIO 3

Love creative writing? Enjoy reading? Are you already a competent writer who would like to develop your technical skills? English Studio 3 allows students to work independently in the relaxed setting of a community of writers with teacher guidance and peer sharing.

Students experiment with different types of writing, learn to edit and refine their work, and understand their impact on readers. Reading widely to find models for their own writing is an essential component of this course. Students will craft their best pieces to submit a folio of 5000 to 8000 words for external assessment.

To do this course you need:

- to have attained an award of an A or strong B in Year 10 English and have completed Year 10 Creative Writing or have successfully completed English Foundations 2, English Literature 3 or English 3. (Please note, if Year 10 Creative Writing has not been completed, then approval must be given by the Learning Area Coordinator, English or English Studio teacher).

WHAT WILL I LEARN FROM THIS COURSE?

- how to write in a range of forms and genres
- techniques for creating engaging pieces
- editing and proofreading skills to produce work of publication standard

PATHWAYS

- humanities courses including education, law, politics
- journalism
- professional writing or editing

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT 2

English as an Additional Language or Dialect Level 2 is designed for learners who need to consolidate and refine their Standard Australian English (SAE) language skills for effective communication in a range of contexts.

It focuses on language learning and the explicit teaching of the structure, linguistic features, and sociolinguistic and sociocultural aspects of SAE.

Through close study of language and meaning, learners of EAL/D Level 2 explore how learning in and through English language and literature influences their own and others’ personal, social and cultural identities and thought processes.

They develop skills that enable them to use different registers of spoken and written SAE so they can communicate effectively in a range of contexts and for a variety of purposes, in order to become effective cross-cultural users of language and dialect.

EAL/D Level 2 provides opportunities for learners to engage reflectively and critically with a broad range of spoken, written and multimodal texts. Students learn to create (individually and collaboratively) increasingly complex texts for different purposes and audiences in different forms, modes and mediums.

WHAT WILL I LEARN FROM THIS COURSE?

- how to communicate ideas and opinions in a range of contexts using oral, written and multimodal SAE texts
- communication skills to analyse and compare attitudes and values in texts
- how to understand language choices, text features and text structures used in SAE texts
- how to comprehend literal and inferential information, ideas and language used in oral, written and multimodal SAE texts
- how to plan, create and refine oral, written and multimodal SAE texts to suit different contexts, purposes and audiences
- how to collect, select, use and cite information

- planning and organisational skills

PATHWAYS

- a variety of senior secondary courses and vocational education and training qualifications
- English as an Additional Language or Dialect 3

The College may make an application to TASC requesting a partial relaxation of the restrictions noted above, on an individual student basis

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT 3

English as an Additional Language or Dialect 3 develops learners’ academic English skills in order to prepare them for tertiary study.

It focuses on language learning and the explicit teaching of the structure, linguistic features, and sociolinguistic and sociocultural aspects of Standard Australian English (SAE).

Through close study of language and meaning, learners of EAL/D explore how learning in and through English language and literature influences their own and others’ personal, social and cultural identities and thought processes.

They develop skills that enable them to use different registers of spoken and written SAE so they can communicate effectively in a range of contexts and for a variety of purposes, in order to become effective cross-cultural users of language and dialect.

EAL/D provides opportunities for learners to engage reflectively and critically with a broad range of spoken, written and multimodal texts.

Students learn to create (individually and collaboratively) increasingly complex texts for different purposes and audiences in different forms, modes and mediums.

To do this course you need:

- To have completed EALD 2

WHAT WILL I LEARN FROM THIS COURSE?

- communication skills to evaluate how texts present ideas and opinions
- how to investigate and compare personal, social and cultural attitudes and perspectives in a range of texts from different contexts
- how to respond to issues and ideas using sustained, persuasive and effective communication
- how to understand the relationships between information, ideas, language and values in a range of texts
- how to examine personal, social and cultural attitudes and perspectives in a range of texts drawn from different contexts
- how to plan, create and refine extended oral, written and

multimodal texts appropriate to a range of contexts, purposes and audiences

- how to understand and apply the principles of academic integrity

PATHWAYS

- this focus on academic English language skills supports all areas of future tertiary study

The College may make an application to TASC requesting a partial relaxation of the restrictions noted above, on an individual student basis.



LANGUAGES

The Languages Department offers you the opportunity to develop communication skills, cultural understanding, and global awareness through immersive and interactive learning experiences. Studying a language enhances cognitive abilities, career prospects, and the ability to connect with diverse communities worldwide..

Studying a language through interactive and immersive learning, you will gain linguistic proficiency while enhancing your problem-solving and adaptability skills, which are essential for today’s interconnected world. You will also strengthen your ability to communicate effectively in the target language, broadening your global perspective and intercultural awareness.

You will develop key skills such as analytical thinking, resilience, and creativity, which are highly valued in both further education and the workforce. The Languages Department will enable you to expand your career prospects, as language skills are in high demand across various industries.

Whether you pursue a language for personal enrichment, travel, or professional aspirations, your studies will provide a strong foundation for future success. You will have the opportunity to participate in cultural activities, exchange programs, and language competitions, enhancing your engagement and practical application of your target language. Our courses are designed to be both academically rigorous and engaging, ensuring you gain real-world language experience that prepares you for the future.

PATHWAYS

Satisfactory results in Japanese in Year 10:	Strong results in Japanese in Year 10, or strong background in Japanese:	Any interest in or basic background in languages:	Strong background in or completion of other Level 2 language course:
Japanese Foundation 2	Japanese 3	Japanese Foundation 2 Italian Foundation 2 French Foundation 2 Chinese Foundation 2 German Foundation 2	Italian 3 French 3 Chinese 3 German 3 Other Languages (3) Nationally or Interstate Assessed Languages (NIAL)* *See TASC website for full details.

LANGUAGES

ITALIAN FOUNDATION 2, FRENCH FOUNDATION 2, CHINESE FOUNDATION 2, JAPANESE FOUNDATION 2 AND GERMAN FOUNDATION 2

Level 2 language courses are suitable for students who have had some or minimal exposure to the language and who wish to develop their skills, knowledge and understanding of the language and culture of the country. They are also suitable for students who have had no prior experience of that language.

WHAT WILL I LEARN FROM THIS COURSE?

- scripts used in the language where applicable
- basic grammar and conversation
- to make connections between English and another language
- an understanding and appreciation of the contemporary customs and daily life experienced in that country, and the cultural context in which the language is used
- the ability to reflect on Australian culture through the study of a foreign language and culture

PATHWAY

This course provides a pathway to the study of Languages Level 3, and various vocational education and training (VET) packages that include language components/ units of competency.

ITALIAN 3, FRENCH 3, CHINESE 3, JAPANESE 3 AND GERMAN 3

The study of a language at Level 3 enables students to become competent in the major skills of reading, writing, listening and speaking.

The ability to communicate in another language may (in conjunction with other skills acquired in the study of the course) provide learners with enhanced vocational opportunities and the possibility to apply the specific cultural and language skills to work, further study, training or personal interests. These courses build on the Foundation courses and provide a pathway to study the language at university level.

WHAT WILL I LEARN FROM THIS COURSE?

- an understanding and appreciation of contemporary customs and daily life, and the cultural context in which the language is used
- the ability to reflect on Australian culture through the study of other cultures
- an understanding of different attitudes and values within the wider Australian community and beyond
- to make connections between English and another language
- to use the language to communicate with others by expressing ideas and information in written form

PATHWAY

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

OTHER LANGUAGES (Level 3) NATIONALLY OR INTERSTATE ASSESSED LANGUAGES (NIAL)

Arabic, Chinese (specialist), Dutch, Filipino, Modern Greek, Japanese (background speaker), Korean, Persian, Portuguese, Russian, Spanish and Vietnamese.

The nationally-assessed courses are developed on the Collaborative Curriculum and Assessment Framework for Languages (CCAFL).

The nationally or interstate assessed Languages (NIAL) are Level 3 courses and are best suited to learners who already have strong skills in reading, writing and speaking a language, either as a background speaker or having extensively studied the language as a second language. These courses require that a learner have at least 200 hours of instruction in the language.

The program is coordinated by TASC. All learning is self directed with learners receiving support as necessary through the school. There is no internal assessment for these courses. External assessment (an oral examination and a written examination) is held in October or November.

Enrolment for these courses will be advertised by TASC and through FIDES. Enrolment is usually open towards the end of Term 1 of the year in which the exam is to be completed. If you think you would like to enrol for assessment in one of these languages, please let our TASC Liaison Officer know by week 3, Term 1.



HUMANITIES AND SOCIAL SCIENCES

The Humanities and Social Sciences are critical to human cultures across the world. Their study can facilitate a greater understanding of different cultures, human relations and lay a framework for a civically engaged life. They can also prepare you to think creatively, critically and enable you to be relevant in a rapidly changing world.

Studying courses from this area will help you to develop analytical thinking skills you need to be a successful student and employee. You will have the opportunity to improve your skills at oral and written communication and discover the interconnectedness of all areas of knowledge and how it all fits together.

Humanities and Social Sciences will enable you to develop a global perspective by studying different cultures throughout the world and will also help you to deepen your understanding and appreciation of other people’s cultures and points of view. You will have opportunities to strengthen your artistic talents by sharpening your creativity and to clarify your values by comparing and contrasting them to other people’s values and thoughts.

You will have the opportunity to deepen your sources of wisdom by learning how others have dealt with failures, success, adversities, and triumphs and to appreciate what is enduring and to be able to tell the difference between what is meaningless and meaningful.

PATHWAYS

Strong results in 9-10 Legal Studies or commit to learning about Legal Studies;	Strong results in 9-10 Business Studies or commit to learning about Business;	Strong results in 9-10 History or commit to learning about History;	Strong results in 9-10 Geography or commitment to learning about Geography;
Legal Studies 3 Tertiary studies in: • Law • Politics • International relations • Journalism	Modern History 3 Ancient History 3 First Nations Study 3 Tertiary studies in: • History • Education • Journalism	Geography 3 Legal Studies 3 Asian Studies Australia in Asia and the Pacific 3 Economics 3 Accounting 3 Tertiary studies in: • Finance • Marketing • Economics and accounting • VET Certification or Diplomas	Geography 3 Australia in Asia and the Pacific Asian Studies First Nations Studies 3 Tertiary studies in: • Humanities • Science • Environmental management • Town planning • Tourism and recreation

HUMANITIES AND SOCIAL SCIENCES

PRELIMINARY HUMANITIES STAGES 1-4

Available to students on recommendation by the Director of Student Diversity and approved by the Director of Teaching and Learning.

Preliminary Humanities Stage 1 - 4 is a suite of courses designed to provide basic skills for students requiring learning support. Some learners may need the full suite of Preliminary to Level 1 courses for study in both Years 11 and 12, and some may need to study at Preliminary Level for only part of their course load. Preliminary Humanities caters for learners who require flexible and individualised programs. Learners will experience a range of learning activities in a familiar context .

PATHWAYS

In addition to preparing and providing learners vital skills for personal independence, this course is preparatory to Personal Care Level 1, Community Access Level 1, and You, Your Family and the Community Level 1.

PRELIMINARY ACCESS TO WORK STAGES 1-4

Available to students on recommendation by the Director of Student Diversity and approved by the Director of Teaching and Learning.

Preliminary Access to Work Stage 1 -4 is a suite of courses designed to provide basic skills for students requiring learning support. Some learners may need the full suite of Preliminary to Level 1 courses for study in both years 11 and 12, and some may need to study at Preliminary Level for only part of their course load. Preliminary Access to Work caters for learners who require flexible and individualised programs. Learners will experience a range of learning activities in a familiar context .

PATHWAYS

In addition to preparing and providing learners vital skills for personal independence, this course prepares learners Pathways to Work Level 1 and Certificate 1 in Access to Vocational Pathways.

BUSINESS STUDIES FOUNDATION 2

This course enables learners to gain an understanding of business and enterprise in Australia, with a particular focus on small business. It covers a broad range of topics and will assist students to understand why business is so important in society. Students will also develop practical work skills such as creating a business plan.

Learners are exposed to and encouraged to demonstrate enterprising behaviours and capabilities such as embracing change, seeking innovation and showing initiative.

Learners will develop skills that enable them to identify contemporary small business opportunities, investigate these by collecting and interpreting relevant information and data, apply business reasoning and concepts to make informed decisions and reflect on, evaluate, and communicate their conclusions.

WHAT WILL I LEARN FROM THIS COURSE?

- an introduction to businesses and their role in Australian society
- principles of entrepreneurship and establishing a small business
- business economics
- financial management and basic accounting
- marketing
- social, ethical and environmental issues relating to business

PATHWAYS

- Level 3 courses including Business Studies, Economics, Accounting, Legal Studies, VET Business or Tourism
- a range of careers including entrepreneurship, business management, accounting and financial management, economics, human resources, marketing, information technology

HUMANITIES AND SOCIAL SCIENCES

BUSINESS STUDIES 3

This course allows students to engage critically with the world of business.

On successful completion of this course, students will have knowledge and skills to:

- assess the effectiveness of business practices and management strategies
- conduct research and acquire business information from a variety of sources
- communicate business information
- apply a range of business and financial strategies to business situations
- analyse and evaluate business information, data and current issues

WHAT WILL I LEARN FROM THIS COURSE?

- knowledge and skills from the five work units: the Business Environment, Operations, Human Resources, Finance and Marketing
- business skills through the completion of a business plan for their own business, including a feasibility study to judge whether the business is likely to be successful

PATHWAYS

- a range of careers including finance, marketing, management, economics and accounting
- valuable preparation for further study in VET or at university

ACCOUNTING 3

Accounting is often described as the language of business. The study of it will enable students to understand and explain the structure of business and how it works. This course is designed for students to develop knowledge and skills that enable them to:

- understand how to use financial information in business decision making
- record, report, analyse and interpret financial information for business organisations
- be able to evaluate business performance and potential. This could be for your own business or when considering whether to buy a business or start a new business.

WHAT WILL I LEARN FROM THIS COURSE?

- accounting isn't just for accountants, you will gain valuable lifelong knowledge and skills for your personal life, your work life, and in particular, if you are thinking of buying or creating your own business.
- understanding how businesses use processes to protect business assets from theft and loss, and how and where to find information that can tell you.
- how a business is coping with activities such as – managing it's stock, having enough cash to pay expenses on time, collecting money from customers etc.
- experience with cloud-based accounting software.

PATHWAYS

- ll businesses use accounting, so accounting skills are highly valued in many industries, and particularly for business owners and managers and those involved in the management of staff, budgets or responsibility for business assets
- accounting firms in Hobart regularly offer cadetships for Year 12 leavers, giving students full-time work while studying for their business degree. Students planning to study a business degree will improve their chances of being employed by majoring in Accounting at university.
- students can (voluntarily) undertake a UCP Course at UTAS during term 3

and gain a subject for their degree (at no charge)

ECONOMICS 3

Economics investigates how individuals, groups and societies use scarce resources in the best possible way. Heightened media coverage of economic events and issues has created a growing perception of the relevance of studying economics and its implications for individual, business and government decision-making.

By studying Economics, learners develop an understanding of how we organise ourselves to satisfy people's needs and wants.

Students learn how economic events and issues affect their lives and how they can use the knowledge and skills of economics to inform their participation in society.

They become aware that economic decisions are not value free and have outcomes that may be inconsistent with social and ethical values.

WHAT WILL I LEARN FROM THIS COURSE?

- decision-making. Economics answers the question of how we, as a society and as individuals, use our scarce resources to satisfy our needs.
- more than course content. Students obtain the life-long benefit of becoming educated voters with an understanding of how our economy actually works, and an understanding of alternative options that are available for governments.
- the many costs and benefits associated with any government policy.

PATHWAYS

- while pathways include economics, business studies, finance and marketing, it is hard to think of any career where a knowledge of economics would not be highly beneficial.

HUMANITIES AND SOCIAL SCIENCES

HISTORY 2

History 2 explores the world from ancient times into the modern era.

This course consists of three 50-hour modules:

Module 1: Investigating the ancient world

Module 2: Into the modern era

Module 3: Movements for change in the 20th century

WHAT WILL I LEARN FROM THIS COURSE?

In studying ancient history, students will explore evidence from the past about either:

- an ancient site
- a significant historical individual or group
- an event

In studying history into the modern era, students will investigate significant developments that moved us into the modern world, how groups and institutions have challenged authority and transformed the world we live in as a movement for change in the 20th century. Students will understand how historical evidence is represented and interpreted. As a Level 2 course, there is no external examination and students will produce work through a range of written, multi-modal and oral tasks.

PATHWAYS

- Ancient History 3
- Australia in Asia and the Pacific 3
- Geography 3
- Modern History 3

MODERN HISTORY 3

This course is divided into three areas of study: Modern Western Nations in the 20th Century; Modern Asian Nations in the 20th Century, and the Changing World Order, 1945 to 2010.

The first two areas will include studies of modern political systems and ideologies and their manifestations in the modern history of selected nations. The ideologies studied include socialism, communism, fascism, liberalism and nationalism. The key political systems studied include democracy and totalitarianism.

The third area focuses primarily on the Cold War, and may also include events such as the rise of China as a significant world power, the breakup of the Soviet Union, international terrorism and globalisation.

WHAT WILL I LEARN FROM THIS COURSE?

- 1917 - 1953 - Russia and the Soviet Union
- 1931 - 1952 - Japan
- 1945 - 2010 The Cold War

PATHWAYS

- tertiary study in a range of areas including history, politics, Asian studies, law, religion and philosophy
- would assist those working in journalism, law and education

ANCIENT HISTORY 3

Ancient History focuses on the study of Ancient Greece.

An introductory unit is followed by one examining the interpretation of the city of Delphi, a key archaeological site in Greece.

The key features of life in Ancient Greece, particularly politics, religion, Greek drama and the role of women are examined in detail by studying ancient sources.

The study of the use of power and authority in Ancient Greece, specifically at the time of the Persian Wars, is also a feature of the course.

WHAT WILL I LEARN FROM THIS COURSE?

- how to work with archaeological and ancient written sources to interpret the past
- how to write concise, scholarly prose

PATHWAYS

- history
- teaching
- politics
- journalism
- theatre
- creative writing
- public policy
- administration

HUMANITIES AND SOCIAL SCIENCES

GEOGRAPHY 3

Geography is a course through which students are able to acquire a knowledge and understanding of the physical world in which they live. Geographers are also interested in people, their relationships to each other and the impact they have on the physical environment.

Students with an interest in learning more about climate change and the role of humans in this process; global populations and sustainability; demographic challenges facing Australia; and the process and impacts of globalisation, should consider Geography.

WHAT WILL I LEARN FROM THIS COURSE?

- the ability to identify, evaluate and justify appropriate sustainable approaches to geographical issues
- skills in communication, investigation, analysis, numeracy, problem solving and decision making
- a much deeper understanding of the interconnections between places and the dynamic nature of the world in which they live

PATHWAYS

- humanities
- science
- environmental management
- town planning
- tourism and recreation

ASIAN STUDIES

(UTAS College Program)

Asian Studies is offered as part of the University of Tasmania’s UTAS Connections Program (UCP) and counts towards a student’s TCE and ATAR.

Students learn about the diversity within Asia and discover the fascinating range of ethnicities and differences in lifestyles.

This course will also prepare students for many of the skills required at university, such as researching and referencing.

Students will have opportunities to engage with UTAS staff throughout the year.

Successful completion of the course gives students the opportunity to receive 25 per cent credit at introductory level in many UTAS courses (the Asian Studies course is HECS free).

There is no external examination but students will need to be able to research and write at an advanced level. Students will submit a final folio for assessment by both their teacher and UTAS staff, which students will then discuss during an interview at the end of the year. Students who enrol in this course will receive a UTAS Student Card and access to UTAS services.

WHAT WILL I LEARN FROM THIS COURSE?

- an awareness of the increasingly important Asia and Pacific region in which they live
- skills that employers seek such as planning, time management, and problem-solving

PATHWAYS

- Australia in Asia and the Pacific 3
- Geography 3
- Modern History 3
- Health Studies 3

AUSTRALIA IN ASIA AND THE PACIFIC 3

Through case studies of the Asia Pacific region, students come to an understanding of social, global and environmental issues facing the modern world.

Students become more aware of Australia’s role in the global community.

The course emphasises diversity and the increasing importance of Asia and the Pacific to Australia.

WHAT WILL I LEARN FROM THIS COURSE?

- physical and human geography of the AAP region
- impacts of tourism
- economic and political partnerships between Australia and the AAP region
- environmental issues
- foreign aid and human development
- responses to crises
- research and inquiry skills
- problem-solving skills

PATHWAYS

- global volunteering
- foreign aid and development
- environmental studies
- business studies
- journalism and blogging
- education
- politics
- history
- the arts

HUMANITIES AND SOCIAL SCIENCES

LEGAL STUDIES FOUNDATION 2

Legal Studies Foundation can be studied as a stand alone unit or can be a stepping stone towards Legal Studies 3. Students will receive an introduction to the law through the study of units on the parliamentary system, police powers, employment law, consumer law and family law.

Students may experience excursions to the Supreme and Magistrates Court, Council Chambers and Parliament House. We also have a range of guest speakers covering areas such as anti-discrimination and workplace standards.

WHAT WILL I LEARN FROM THIS COURSE?

- about government in Australia, how laws are made, civil and criminal law, the Tasmanian court system, the adversarial trial process and the role of juries
- about family law, consumer law, employment law and police powers
- knowledge and skills necessary to become active and informed citizens with an awareness of the law as it relates to individuals in Australian society

PATHWAYS

- helpful for careers in emergency services, legal aid, defence forces, corrective services and the police

LEGAL STUDIES 3

The course focuses on Australian legal and political structures and processes, which are the foundation of Australian society.

Students develop a good understanding of how democracy operates in Australia, including the delivery of justice.

Students will also study law from local, national and international perspectives.

* Year 11 students may benefit from completing Legal Studies Foundation 2 before commencing Legal Studies 3 in Year 12.

WHAT WILL I LEARN FROM THIS COURSE?

- how Australia functions
- the law-making process
- resolution of disputes through the courts and alternative methods of dispute resolution
- crime and policing
- topical legal and political issues
- research and analysis skills
- essay writing skills

PATHWAYS

- law
- public service
- politics and government
- police service
- international relations
- journalism

TASMANIAN ABORIGINAL STUDIES 2

Tasmanian Aboriginal Studies 2 is designed to introduce both Aboriginal and non-Aboriginal students to key ideas, concepts and events relating to Tasmanian Aboriginal history, identity, place and culture over the past 40,000 years, including the experiences and consequences of European colonisation.

It further considers and examines the continuation, successes and challenges of Tasmanian Aboriginal peoples.

This course will be supported by excursions and guest speakers.

Units will include: Country and Place, Culture, People, and a student-directed personal inquiry.

WHAT WILL I LEARN FROM THIS COURSE?

- an understanding of complex cultural perspectives
- how to develop and consider sensitive responses
- the shared histories and experience of the Tasmanian Aboriginal people

PATHWAYS

- Ancient History 3
- Australia in Asia and the Pacific 3
- Geography 3
- Modern History 3
- Environmental Science 3
- First Nations Studies 3

HUMANITIES AND SOCIAL SCIENCES

FIRST NATIONS STUDIES 3

This challenging and rewarding course enables learners to develop an understanding of the history and culture of Australia and other First Nations framed by an internationally comparative perspective.

Comprised of six compulsory units, learners study three of the following First Nations:

- First Nations of New Zealand
- First Nations of Scandinavia
- First Nations of Canada
- First Nations of the United States of America.

There is no external examination but learners will be required to complete an externally assessed 4000-6000 word extended Research Inquiry (based on the study of the First Nations of Tasmania and any other two First Nations).

WHAT WILL I LEARN FROM THIS COURSE?

- how to apply inquiry skills to plan and complete investigations into historical and contemporary First Nations issues
- ethical and intercultural understanding
- understanding of the First Nations identity, culture, ways of knowing and being, historical narratives and causes and consequences of First Nations interactions with non-Aboriginal peoples, and subsequent challenges and opportunities

PATHWAYS

- Sociology 3
- History 3
- Studies of Religion 3
- Philosophy 3

INTRODUCTION TO SOCIOLOGY AND PSYCHOLOGY 2

Introduction to Sociology and Psychology 2 is a practical, relevant and interesting course which is available to either Year 11 or Year 12 students.

It is suitable for students who may have some experience in these areas from high school as it will expand their skills and knowledge. It is also suitable for those with no experience in these course areas.

During the year, students will thoroughly examine the disciplines of sociology with an emphasis on research methodology. There is also an emphasis on psychological development and youth culture.

Electives include:

- Lifespan Development
- Youth Culture
- cross cultural differences
- forensic psychology
- pro-social and anti-social behaviour.

WHAT WILL I LEARN FROM THIS COURSE?

- essay and report writing
- learning and memory skills
- research and presentation skills
- understanding self and interpersonal skills
- how to create surveys and analyse statistics

PATHWAYS

- provides direct links to:
 - Psychology 3
 - Sociology 3
- is a good companion to:
 - Working with Children 2
 - Health Studies 3
- provides useful knowledge and skills for careers in areas such as retail, advertising, child care, nursing, teaching, the police force or any career that involves working with people

PSYCHOLOGY 3

Psychology is the scientific study of human behaviour and mental processes. It is an applied discipline that gives students the opportunity to use psychological principles to explain real life situations and provide them with an understanding of the complex interactions between the biological, behavioural, cognitive and sociocultural factors that influence thought, emotions and behaviour.

Major areas of study include individual differences in personality, intelligence and gender typical behaviour, the human mind and the fundamentals of human memory and forgetting, sensation and visual perception, dream and sleep states, learning in animals and humans, and the basics of scientific investigation and reasoning.

WHAT WILL I LEARN FROM THIS COURSE?

- problem-solving
- critical evaluation
- the application of processes of scientific inquiry

PATHWAYS

- useful to students seeking enrolment in psychology at university and who aim to pursue career pathways with the police force, in nursing, social work, teaching, physiotherapy, counselling, criminology or marketing

HUMANITIES AND SOCIAL SCIENCES

SOCIOLOGY 3

Sociology engages students in a close study of contemporary Australian society and social behaviour. With its focus on understanding and interpreting society and the people within it, Sociology examines the way we organise our lives, the role of institutions and the consequences of development and social change.

The course requires sound writing skills and enables students to work independently as researchers and observers of social behaviour. Students will also engage cooperatively with others to explore and critique ideas about society.

Sociology develops skills in research, analysis and discussion as well as in organising and reporting information.

Topics covered include:

- socialisation, conformity and deviance
- institutions (family, school, mass media and work), power and politics
- sociological research methods.

WHAT WILL I LEARN FROM THIS COURSE?

- how to describe and use terms, concepts, ideas and theories to explain key aspects of social structure and behaviour in contemporary Australian society

PATHWAYS

- further study in sociology and criminology
- studies or employment in cultural and community development
- work in fields that address crime and substance abuse, youth and family matters and issues related to health care

PHILOSOPHY 3

Philosophy builds students' capacity to be independent thinkers, who can articulate and defend their own philosophical, ethical and political positions.

The course incorporates an overview of Western Philosophy and methods of inquiry; an investigation into what distinguishes 'knowledge' from 'belief' or 'opinion'; metaphysical debates over the personal identity and the nature of the distinction, if any, between 'mind' and 'body'; the question of free will; an inquiry into some contemporary ethical dilemmas; and an examination of the views of some modern philosophers on how to live a 'good' life.

WHAT WILL I LEARN FROM THIS COURSE?

- the ability to analyse, engage with and critique philosophical positions
- how to identify strengths and weaknesses in arguments
- how to formulate coherent philosophical questions, and to express complex ideas with clarity and precision in written language
- critical and creative problem-solving through developing intellectual flexibility and the capacity to examine existing paradigms in new ways

PATHWAYS

- philosophy
- political science
- law
- public policy and administration
- journalism
- history
- religious studies

WORKING WITH CHILDREN 2

Students will learn about children's growth and development, health and safety, and about providing stimulating experiences for children. Students need to be motivated to work closely with young children and develop the required skills for effective interactions.

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

- CH30113 Certificate III in in Early Childhood Education and Care
- teaching
- child care

HUMANITIES AND SOCIAL SCIENCES

EXPLORING ISSUES IN SOCIETY 2

This course is suited to people who are confident in their ability to participate as independent volunteers. It has linked practical and theory components, so that volunteering is based on a solid understanding of issues, their complexity and decision making processes. Work in class focuses from the local to global perspective of issues and has a variety of modes in which work can be completed in class time.

WHAT WILL I LEARN FROM THIS COURSE?

- independent volunteering skills.
- an informed perspective of current issues that impact on local, National and Global communities.
- the skills to inform your opinions, think critically and to express a perspective on issues of concern in current times

PATHWAYS

- Working with Children 2
- Introduction to Sociology and Psychology 2
- Community Service Learning 2
- Personal Health and Wellbeing 2
- Health Studies 3
- Food and Nutrition 3
- Volunteering in community organisations

WORK READINESS

This course prepares students for a career and work. It aims to develop the core skills students require to plan for and participate in work. It will also prepare them for further education across a broad range of industry areas.

The course contains three compulsory skill clusters that include: Navigate the world of work, Interact with others, and Getting the work done. Students will develop and maintain a portfolio of evidence of their development of core skills for work.

WHAT WILL I LEARN FROM THIS COURSE?

- how to identify options and processes for gaining work
- an understanding of responsibilities, expectations and accepted practices of work situations
- communication and collaborative skills for the workplace
- how to use and apply numeracy skills for a range of familiar workplace contexts
- the steps needed to undertake tasks and manage workloads
- decision-making and conflict resolution strategies needed for the workplace
- how to recognise opportunities to develop and apply new ideas and select ideas for implementation
- how to use digital systems and technologies for work-related contexts.

PATHWAYS

- workforce
- further education, particularly VET programs.



HEALTH AND PHYSICAL EDUCATION

In an increasingly complex, sedentary, and rapidly changing world, it is critical for young people to not only be able to cope with life's challenges but also to flourish as healthy, safe and active citizens. The Health and Physical Education (HPE) suite of courses provides learners with options of study in a wide variety of contexts and environments. They learn to build on personal and community strengths and assets to enhance safety and wellbeing.

Studying courses in HPE will help you develop a wide range of valuable skills that can be used both in everyday life and across many career pathways. These include communication, teamwork, leadership, and critical thinking, as well as a strong focus on personal health, physical fitness, and wellbeing. You'll also build connections with local community organisations and explore how health and physical activity impact individuals and society.

HPE will enable you to grow both mentally and physically, while also preparing you for potential careers in sport, fitness, health, and education. You'll have the opportunity to explore topics like nutrition, movement science, injury prevention, and health promotion. Whether you're interested in becoming a personal trainer, diet and fitness coach, physiotherapist, sports scientist, or even working in sports policy or education, HPE can provide a strong foundation for your future.

You will be encouraged to take part in practical activities, real-world learning, and explore how health-related knowledge can be applied across different settings. This hands-on and engaging learning area offers something for everyone, from students passionate about sport to those interested in community wellbeing and health science.

PATHWAYS

Satisfactory Year 10 Results, do not intend to study at University or don't need Level 3 for career options;	Satisfactory Year 10 Results, considering University pathways;	Above Satisfactory Year 10 Results (A or B), planning to attend University;
Sports Science 2	Sports Science 2 or Sports Science 3 Health Studies	Sports Science 3 (or elective in Year 9/10) Outdoor Leadership 3 (Year 12)

HEALTH AND PHYSICAL EDUCATION

PRELIMINARY HEALTH AND PHYSICAL EDUCATION STAGES 1 - 4

Available to students on recommendation by Director of Student Diversity and approved by Director of Teaching and Learning.

Preliminary Health and Physical Education Stage 1 -4 is a suite of courses designed to provide basic skills for students requiring learning support. Some learners may need the full suite of Preliminary to Level 1 courses for study in both years 11 and 12, and some may need to study at Preliminary Level for only part of their course load. Preliminary Health and Physical Education aims to align with the K-10 HPE Australian Curriculum and seamlessly connect learners with a pathway provided in the TASC accredited HPE courses.

PATHWAYS

In addition to preparing and providing learners vital skills for personal independence, this course provides a potential pathway to other HPE courses:

- Sport and Recreation Experiences Level 1
- Personal Care Level 1
- Outdoor Experiences Level 1
- VET Certificate I in Sport and Recreation

Other possible vocational pathways may include any role where physical literacy, healthy lifestyle, communication and positive team skills are valued.

SPORT AND RECREATION EXPERIENCES 1

Sport and Recreation Experiences is a practical course focusing on participation in a variety of physical activities both of a sporting and recreational nature. Through practical involvement in selected sport and recreation activities (including preparation and competition in rosters or events at a suitable level) students will develop a variety of skills and knowledge.

WHAT WILL I LEARN FROM THIS COURSE?

- basic skills and techniques associated with the sport or recreational activity
- appropriate use of resources, equipment and procedures
- application of appropriate safety processes.

PATHWAYS

- any vocational pathway where physical literacy, healthy lifestyle, communication and positive team skills are valued

HPE courses such as:

- Community Sport and Recreation 2
- Athlete Development 2
- Sport Science Foundation 2
- VET Certificates in Sport Coaching.



HEALTH AND PHYSICAL EDUCATION

ATHLETE DEVELOPMENT 2

Athlete Development 2 focuses on sports-specific learning from the perspective of developing personal athletic potential. The course explores current approaches and gives learners opportunities to apply theory and concepts aligned to high performance sport to their own context. They will need to complete the training requirements for their chosen sport and maintain a Training Diary throughout the course.

**Specialist classes may be considered if numbers are viable.*

WHAT WILL I LEARN FROM THIS COURSE?

- specialist and technical coaching / training (50 hours of structured and sequenced specialist sessions and technical training in a recognised and accredited sporting competition that reflects personal goals and annual training plan)
- physical preparation and performance measurement (50 hours of recorded teacher-led strength, conditioning, recovery and testing sessions)
- athlete education (50 hours understanding critical elements that impact on sports performance such as goal setting, physiology, nutrition and recovery, injury prevention and management and competition planning)
- learners will participate in either sport specific coaching or refereeing certification; or annual program planning.

PATHWAYS

- Ongoing study in the areas of physical education, sport science, health studies, human movement, exercise science and personal training
- A range of roles in the fitness, sport and recreation industry and involvement as a volunteer in sport.

COMMUNITY SPORT AND RECREATION 2

Community Sport and Recreation 2 aims to develop learners' awareness and skills in relation to building physical literacy capacity through participation in a wide range of activities. The course aims to engage learners in a way that promotes immediate, as well as long-term benefits for personal growth, movement skills and fitness, interpersonal skills, and the ability to interact with others in a safe, non-threatening and enjoyable environment.

WHAT WILL I LEARN FROM THIS COURSE?

- physical literacy
- the nature of recreation and the importance of community connections
- how to actively participate at a social level in a wide variety of sport and recreation activities
- the importance of life-long physical activity as part of a healthy balanced lifestyle

PATHWAYS

- HPE courses such as:
 - Athlete Development 2
 - Sport Science Foundation 2
 - Health Studies 3
- Further education and employment in the fields of fitness, outdoor recreation and education, sports administration, community health and recreation and sport.

SPORT SCIENCE FOUNDATION 2

Sport Science is a rapidly expanding field which encompasses physiological, psychological and skill acquisition components when planning and analysing human performance. Sport Science - Foundation Level 2 bridges the gap between actively playing sport and the theory focus of Sport Science Level 3 by integrating elements of both.

WHAT WILL I LEARN FROM THIS COURSE?

- factors that influence individual and community participation in sport
- the positive benefits of participation and involvement in physical activity
- key elements around maintaining a level of fitness to support an active lifestyle
- relevant rules, regulations and sport safety considerations
- some of the key knowledge and skills used in coaching, officiating and administrative roles
- body systems and how they contribute during sports performance
- how sport is valued and contributes to society.

PATHWAYS

- Sport Science 3
- VET qualifications such as: Certificate II in Community Activities; Certificate II in Aquatics and Community Recreation; and Certificate III in Fitness.
- A career or further study in the sport industry, careers in sport, sports administration, fitness and community recreation areas.

HEALTH AND PHYSICAL EDUCATION

SPORT SCIENCE 3

This course balances a theoretical focus with a range of applied experiences designed to allow learners to develop their skills, knowledge and understanding of issues related to the training and performance of athletes of all ages and levels.

The course integrates science, literacy and numeracy concepts. Learners are encouraged to undertake high-order thinking and are challenged to consider the complex cross-discipline links between core areas of study, in addition to completing scientific investigative studies.

WHAT WILL I LEARN FROM THIS COURSE?

- **Exercise Physiology** including the study and preparation of athletes; how to improve performance in training and competition; how their bodies produce energy for physical activity; understanding recovery; the theory behind training programs, and what it means physiologically to be fit
- **Skill Acquisition** including motor skills and learning, focusing on teaching and coaching; the importance of reaction times and biomechanics, including the use of technology to analyse and improve skill execution
- **Sport Psychology** examining the mental aspects required for preparing athletes for sporting activities and the cognitive processes that occur and how they impact performance

PATHWAYS

- vocational and/or tertiary study including health and allied health careers, health and physical education, exercise science, education, health science, physiotherapy, personal training, coaching and other sport-related careers

PERSONAL HEALTH AND WELLBEING 2

Personal Health and Wellbeing 2 has a focus on developing a personal skillset that prepares learners for a wide range of pathways and vocational plans. Personal Health and Wellbeing has been developed for learners to improve and increase their awareness of/and broaden their understanding of personal care, good health, and wellbeing issues. It has been designed to empower learners to reflect on and take responsibility for their own personal health and wellbeing.

WHAT WILL I LEARN FROM THIS COURSE?

- issues and factors affecting personal wellbeing
- the significance of personal identity and positive relationships
- to recognise behaviours that impact positively and negatively on personal health and wellbeing
- how to recognise valid and relevant sources of health information to make informed personal life choices
- to communicate personal views on a wide range of health related issues in various contexts.

PATHWAYS

- HPE courses such as
 - Community Sport and Recreation 2
 - Sport Science Foundation 2
 - Outdoor Education 2
- Providing background to support the transition to studying Level 3 courses in the HPE area.
- Undertake VET qualifications such as: Certificate II/III in Sport and Recreation
Certificate III in Fitness
Certificate III in Aquatics
Community Recreation.

HEALTH STUDIES 3

Health Studies 3 is a course in which learners investigate health in the context of Personal Health, Australian Health and Global Health. This approach using layered perspectives provides a continuum of learning where learners will develop the knowledge, skills and understanding to enable a global perspective of health.

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

- vocational and/or tertiary study including health and physical education, exercise science, health science, nursing, health administration and management, physiotherapy, pathology, pharmacy, podiatry, social work, psychology, dentistry, dietetics, optometry, radiography, massage therapy, physical therapy, speech therapy, and a wide range of health and allied health careers

HEALTH AND PHYSICAL EDUCATION

OUTDOOR EDUCATION 2

Outdoor Education 2 provides a range of experiences that engage and develop learners in a holistic way. Outdoor activities explicitly use experiences which challenge learners across three domains:

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

Outdoor Education builds learners' capacity to enjoy active participation in a diverse range of activities within the natural environment.

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

- Outdoor Leadership 3
- VET sector through to diploma level
- areas of employment where there are requirements for good team workers who have a well-developed sensitivity for responsible and safe action as well as environmentally sustainable practice, including the defence forces, the police force, fire and forestry departments and adventure tourism, guiding.

OUTDOOR LEADERSHIP 3

Outdoor Leadership provides a range of experiences that engage and develop learners in an holistic way. Outdoor activities explicitly use experiences which challenge learners across three domains:

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

Outdoor Leadership aims to provide learners with opportunities to develop personal leadership capacity, and a broad suite of transferable leadership skills which can be applied to multiple career pathways and settings including:

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

- areas of employment where there are requirements for good managers and teamwork, and a need to understand leadership theory
- the defence forces, police, ambulance, fire departments, the Antarctic Division and adventure tourism.

DUKE OF EDINBURGH – GOLD, SILVER, BRONZE

St Aloysius Catholic College facilitates one of the strongest Duke of Edinburgh Award programs in the state. The Gold Award is the final level of The Duke of Edinburgh’s International Award and is offered offline as a program unit of study at the college. Our expert teachers understand that every student is different and every award program will be different.

Time is taken to customise a bespoke personal program so students can fulfil their ambitions and passions in a way that suits them. Taking part in the Award isn’t easy – it requires commitment over time. Students must have completed prior levels of the Award to enrol. After all this time and effort, students will have achieved something special of which they should be proud and which universities and employers rate highly.

WHAT WILL I LEARN IN THIS COURSE?

- Design your own Award program
- Set your own goals and record your progress
- Make a positive impact on the lives of others through community service
- Learn valuable practical and social skills for career development
- Complete regular physical fitness activities, which will also support your mental wellbeing
- Take up the challenge of an Adventurous Journey, which can be done with school or on your own
- Compete a residential program which is an in depth exploration and immersion into a passion or research project
- Connect with other Award Participants at home and abroad
- You will have achieved a certificate that can open doors all over the world

PATHWAYS

The Award in Tasmania is an endorsed program with the Office of Tasmanian Assessment, Standards & Certification and Award Holders can earn the following points towards the Tasmanian Certificate of Education (TCE).

12 TCE Credit Points for Bronze

15 TCE Credit Points for Direct Silver (8 for continuing)

38 TCE Credit Points for Direct Gold (19 for continuing)

Having completed your Duke of Edinburgh’s International Award can not only make a difference into securing a place at university but can be the difference in landing that dream job.





SCIENCE

Science is a dynamic, collaborative and creative human endeavor arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems.

Science provides opportunities for learners to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science’s contribution to our culture and society, and its applications in our lives. Science helps support learners to develop their scientific knowledge, understanding and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

In addition to its practical applications, learners can experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods.

The ability to think and act in scientific ways helps build the broader suite of capabilities in learners as confident, self-motivated and active members of our society.

PATHWAYS

Satisfactory Year 10 Results, do not intend to study at University or don’t need Level 3 for career options;	Satisfactory Year 10 Results, considering University pathways;	Above Satisfactory Year 10 Results (A or B), planning to attend University;
Biology 2 Physical Sciences 2	Physical Sciences 3 Biology 3	Physical Sciences 3 (Physical Sciences 3 is a prerequisite for Chemistry 4 and Physical Science 4) Biology 3 Chemistry 4 (Year 12) Physics 4 (Year 12)

SCIENCE

PRELIMINARY SCIENCE STAGES 1 – 4

Available to students on recommendation by Director of Student Diversity and approved by Director of Teaching and Learning.

Preliminary Science Stage 1 –4 is a suite of courses designed to provide basic skills for students requiring learning support. Some learners may need the full suite of Preliminary to Level 1 courses for study in both Years 11 and 12, and some may need to study at Preliminary Level for only part of their course load. Preliminary Science caters for learners who require flexible and individualised programs. Learners will experience a range of learning activities in a familiar context .

PATHWAYS

In addition to preparing and providing learners vital skills for personal independence, this course prepares learners for a number of vocational pathways that utilise a knowledge of science. For example:

- Access to Vocational Pathways
- Agriculture
- Aquaculture
- Automotive Vocational Preparation
- Conservation and Land Management
- Engineering
- Horticulture
- Hospitality
- Introduction to Construction
- Sport and Recreation

BIOLOGY (HUMAN) 2

This course is designed for students who may not have a strong background in science but who are interested in learning about living things and how they interact with each other and their surroundings.

The three basic concepts or key ideas explored in the Biology 2 course are:

- biodiversity and the interdependence of organisms and resources
- structure in relation to function
- continuity, change and biotechnology.

These key ideas may be approached by exploring a theme or themes of particular interest.

WHAT WILL I LEARN FROM THIS COURSE?

- cells, tissues, organs and systems
- structure and function of the human body
- genetics and diseases
- biotechnology and medical treatments
- biodiversity and the interdependence of humans with organisms and the environment
- evolution of humankind

PATHWAYS

- Biology 3
- Environmental Science 3
- Health Studies 3
- Sport Science 3

BIOLOGY 3

Biology is a challenging Level 3 science course. Successful Biology students develop a strong understanding of biological principles and critical thinking skills which enable them to analyse and interpret information and scientific experiments.

Generally, we recommend Biology as a Year 12 course. It is helpful to have studied Physical Sciences 2 or 3 or Biology 2 in Year 11. Highly capable and motivated students who have above satisfactory results in Year 10 Science may choose to study Biology 3 in Year 11.

WHAT WILL I LEARN FROM THIS COURSE?

- scientific method, including experimental design
- research ethics and the impact of biology on society
- the chemical basis of life (bio-macromolecules, cellular respiration, photosynthesis, enzyme action, protein synthesis)
- structure and function of cells (animal, plant, fungal, bacterial cells and protozoa)
- how whole organisms function (digestive system, gas exchange, transport, excretion and homeostasis) including comparative physiology of plant and animal systems
- continuity of organisms and survival of changes (genetics, evolution, pathogens and immunology)
- practical and theoretical skills from excursions, experiments and dissections

PATHWAYS

- career choices including life sciences, environmental sciences, agricultural, marine and Antarctic science, veterinary science and zoology
- career choices for health care professions including nursing, medicine, biomedical science, dentistry, physiotherapy and pharmacy
- careers in education or journalism as well as giving a general understanding of the processes of life.

SCIENCE

ENVIRONMENTAL SCIENCE 3

Environmental Science 3 is an excellent course choice for a wide range of students. It is highly relevant in today's world.

There will be excursions to coastal and forest ecosystems and to industrial sites. Environmental Science students carry out a case study investigation into a topic of their own choice.

Students gain important insights into issues and they also learn about the many available solutions and sustainable management strategies. This understanding helps them to become responsible, well-informed citizens.

WHAT WILL I LEARN FROM THIS COURSE?

- scientific method, including experiments, monitoring, survey techniques
- the social context – values, attitudes, stakeholders, the role of governments
- Australian ecosystems, including forest types and aquatic ecosystems
- matter and energy flow in ecosystems, food chains and food webs
- relationships between organisms, including competition, predator/prey, parasitism, mutualism
- climate change and ocean acidification
- other human impacts including pollution, introduced species, biodiversity loss
- ecologically sustainable development and environmental management

PATHWAYS

- an excellent preparation for careers in wildlife, fisheries, agriculture and forestry management, and monitoring, compliance and remediation in the mining and other industrial sectors
- provides an excellent knowledge base for future careers in teaching, journalism, economics, law, politics, policy-making and sustainable business
- in Tasmania, students have unique opportunities for future study and careers in Antarctic science, marine and climate science, as well as in environmental management across a range of sectors

PHYSICAL SCIENCES FOUNDATION 2

Physical Sciences Foundation aims to equip students with skills and knowledge in physical sciences to apply basic principles to explain observations of the properties and behaviour of matter and natural phenomena that occur in the real world.

This course provides students with an introduction to the physical sciences. It builds on the traditions of inquiry that are central to the study of science.

Students work either individually or with others in active and practical ways to gain knowledge of many varied concepts.

WHAT WILL I LEARN FROM THIS COURSE?

- how to undertake scientific activities
- safe use of equipment
- physical systems
- how to use chemical and mathematical formulae

PATHWAYS

- Physical Sciences 3
- the contextual and practical nature of the course also makes it applicable to students who are pursuing a trade/VET pathway or who have a general interest in science and how it is integral to our everyday lives

PHYSICAL SCIENCES 3

In studying Physical Sciences 3, a student has the opportunity to explore concepts, models and theories of both Physics and Chemistry.

Physics and Chemistry are fundamental sciences that:

- provide a foundation for undertaking investigations
- endeavour to explain physical and chemical phenomena that occur in the universe
- can be applied to, and have an impact on, issues in society.

WHAT WILL I LEARN FROM THIS COURSE?

- forces and motion
- mechanical, nuclear and electrical energy
- structure and properties of materials
- the Periodic Table and an introduction to organic chemistry
- chemical reactions and change
- reacting quantities

PATHWAYS

- **if a student plans to study Physics 4 or Chemistry 4 in Year 12, it is essential to study this course in Year 11**
- Biology 3
- a pre-requisite for study of university courses in engineering, surveying and spatial sciences
- a very useful course for university studies in any science or science-related degrees, including the life and health sciences (for example, medicine and physiotherapy), health and physical education, architecture, agriculture, aquaculture, and Antarctic, marine and climate sciences

SCIENCE

PHYSICS 4

Physics is an important fundamental science that is strongly recommended for students seeking an intellectually stimulating and interesting course.

Physics endeavours to explain all the natural phenomena that occur in the universe using the method of experiment and observation and the method of mathematical reasoning.

Its power lies in the use of a comparatively small number of assumptions, models, laws and theories to explain a wide range of phenomena, from the incredibly small to the incredibly large.

Physics also provides the foundation of understanding upon which modern technologies and all other sciences are based.

Physical Science 3 is a prerequisite of this course.

WHAT WILL I LEARN FROM THIS COURSE?

- Newtonian mechanics
- gravitational, electric and magnetic fields
- wave motion
- nuclear and quantum physics

PATHWAYS

- engineering
- surveying
- spatial sciences
- agricultural science
- Defence Force Academy

CHEMISTRY 4

Chemistry is a mix of theoretical and practical science. It explores the material world and the interactions of different forms of matter.

The course covers the theory of many chemical processes that relate to relevant real-life applications including how batteries work, rust prevention, biochemistry and measuring acidity of solutions. Students are provided with the opportunity to improve their laboratory techniques with the use of a range of experimental equipment.

Students undertaking this course will need to be strong in Mathematics and have an excellent study routine.

Physical Science 3 is prerequisite for this course

WHAT WILL I LEARN FROM THIS COURSE?

- reacting quantities
- gas laws and behaviour
- oxidation and reduction
- electrochemistry
- thermochemistry
- equilibrium
- organic compounds and their reactions
- atom structure and the Periodic Table
- analytical chemistry

PATHWAYS

- medicine
- physiotherapy
- nursing
- biological sciences
- marine science
- geology
- agricultural science
- pharmacy
- bio-medical science
- wave motion
- nuclear and quantum physics



TECHNOLOGIES

If you enjoy keeping up with the latest advances in the broad and ever-changing field of information technology, you may be able to turn your personal interest into a fulfilling career. Learn some of the top reasons to sharpen your tech skills and put them to work.

Information Technology (IT) allows you to take your career in a number of different directions. Become a computer network architect, a computer programmer, a computer systems analyst, a database administrator, an information security analyst, an information architect, a web developer and so much more! There are specialisations in Database Development and Administration, Information Systems Security, Network Administration and Management, and Multimedia and Web Development.

Then there is the whole area of Design Technologies. This area of Technologies enables students to identify, consider and solve problems through creative thinking, planning and design and by working with different media, materials and tools. Students gain technical and design awareness as a result and develop skills such as initiative, resourcefulness and enquiry and ingenuity. They also develop the communication skills central to design making and evaluation. Courses offered in this area provide an ideal basis for further study and prepare students for a future in Game Design, Architecture, Product Design, Construction, Carpentry, Fashion Design and Digital Media.

TECHNOLOGIES

PRELIMINARY TECHNOLOGIES STAGES 1 - 4

Available to students on recommendation by the Director of Student Diversity and approved by the Director of Teaching and Learning.

Preliminary Technologies Stage 1 -4 is a suite of courses designed to provide basic skills for students requiring learning support. Some learners may need the full suite of Preliminary to Level 1 courses for study in both years 11 and 12, and some may need to study at Preliminary Level for only part of their course load.

Using a practical skills-based approach, this course is designed to encourage learners to develop a range of skills in the safe use of equipment and digital systems around the home and other learning environments. It also assists in building independent living skills.

PATHWAYS

In addition to preparing and providing learners vital skills for personal independence, this course is preparatory to several Level 1 TASC Technologies courses:

- Workshop Techniques – Introduction, Level 1
- Food and Cooking Essentials, Level 1
- Basic Computing, Level 1.

FOOD AND COOKING ESSENTIALS 1

Food and Cooking Essentials is a practical course in which students learn through hands-on experience.

It provides an opportunity to look at the selection, purchase, preparation and presentation of food both for personal enjoyment and to gain skills for independent living.

It enables students to demonstrate an understanding of nutrition by producing meals for specific individuals and groups.

There may be opportunity to obtain units of competency within this course.

WHAT WILL I LEARN FROM THIS COURSE?

- food preparation and presentation
- food hygiene and safety
- nutrition
- consumerism/budgeting.

PATHWAYS

- further studies in food and nutrition, sport studies, health, child studies and hospitality. It may also lead to careers in hospitality, childcare and food production.

FOOD COOKING AND NUTRITION 2

This course provides life skills for preparing food safely for different nutritional needs. It creates an awareness of current issues related to Australian food and encourages learners to be discerning consumers.

The emphasis is on practical cooking. It complements Health Studies, Sports Science and Certificate II in Kitchen Operations and Certificate I in Hospitality courses.

This course is an extension for a student who has studied Food and Cooking Essentials or a lead-in course before undertaking Food and Nutrition 3.

WHAT WILL I LEARN FROM THIS COURSE?

- hygienic food preparation
- the links between food and health
- how to prepare healthy foods
- how to design recipes and menus for different purposes
- what influences people's food choices

PATHWAYS

- allied health, sport, hospitality, tourism and education focused careers.

TECHNOLOGIES

FOOD AND NUTRITION 3

This course provides a broad study of the food issues that have ongoing relevance for individual and community health and wellbeing. The emphasis is on food and nutrition theory with very little or no practical cooking.

Learners who have completed prior study in Australian Curriculum - Design and Technology: Food (band 9-10) will be well placed to engage in this course. However, there are no mandatory entry requirements to this course. An overall grade of C or better in Year 10 English is recommended.

It complements Health Studies 3; Sport Science 3; Food and Cooking Essentials; Food, Cooking and Nutrition 2 and SIT203416 Certificate II in Kitchen Operations.

WHAT WILL I LEARN FROM THIS COURSE?

- nutrition and dietary analysis
- the relationship between diet, health and nutrition promotion
- influences on food choices
- food sustainability, food security and ethics

PATHWAYS

- further studies in health sciences, dietetics, nutrition, sport science, environmental and community health and education.

FOOD AND HOSPITALITY ENTERPRISE 2

This course is an introduction to all areas of the hospitality and food industry. It develops work-related skills and can prepare you for VET programs in Hospitality or Cookery. Students will learn about kitchen hygiene and safety, cultural reasons for eating foods, dietary needs, menu planning, finding jobs in the catering industry and you will consider how new food products are developed. Skills in preparation, presentation and service of foods and non-alcoholic beverages are developed.

To do this course you need to be interested in preparing food and drink for others.

WHAT WILL I LEARN FROM THIS COURSE?

- a range of cooking and food preparation, garnishing and presentation techniques
- different skills required to cater for hospitality events and work in a hospitality environment, including barista service
- table service and etiquette
- menu creation and ordering
- understand costing and evaluation of functions
- skills in safe food handling, occupational health and safety

PATHWAYS

- VET programs in Hospitality or Cookery



TECHNOLOGIES

DESIGN AND PRODUCTION (METAL) 2

Design and Production (Metal) is a practical course in which learners are encouraged to learn skills, processes and techniques through the design and construction of their own projects

This course develops the students ability to solve problems in design and manufacture and helps learners appreciate good design in the products we use every day. Students can learn about new ways of working with metal and about new materials and processes.

WHAT WILL I LEARN FROM THIS COURSE?

- written and graphic communications
- reading and interpreting drawings
- problem solving
- costing and evaluation
- hand skills
- safe use of hand and power tools
- machining and welding techniques
- identification of metals
- workshop safety

PATHWAYS

- Object Design (UTAS)
- design
- engineering
- metals apprenticeship

DESIGN AND PRODUCTION (TEXTILES) 2

Do you have an eye for fashion and a mind for design and problem solving?

Design in Textiles uses tools, equipment and processes to manipulate and construct items using fabric and textiles. Learners will consider and research factors influencing design decisions and finishing techniques. By developing design briefs and small projects, learners will work towards making a final project for assessment at the end of the year.

WHAT WILL I LEARN FROM THIS COURSE?

- use a range of appropriate resources, processes and skills when making products
- plan and implement design and production projects to complete designed objects
- use and document design processes when investigating, generating and producing viable designed solutions in response to a brief
- create products using safe techniques and processes that are relevant to the design brief, designed object and materials
- select and use appropriate materials, tools and equipment to construct objects
- appraise and refine design decisions in relation to the design brief using a reflective and iterative process throughout the phases of the design process
- identify relevant functional, environmental, economic, aesthetic, social and technological factors when making design decisions
- describe factors which impact on design practice and career pathways in relevant design fields

PATHWAYS

- Object Design (UTAS)
- careers in fashion/art craft and design

DESIGN AND PRODUCTION (WOOD)2

Design and Production (Wood) is a course that caters for learners with a range of abilities and experiences in working with wood. If learners would like to develop basic skills in using power tools and making simple wooden projects for use around the home, this course is ideal. If they would like to extend their existing wood working skills or are even interested in pursuing a career in one of the many industries which deal with wood and wood machining, this course can be tailored to their needs.

WHAT WILL I LEARN FROM THIS COURSE?

- a knowledge of the processes and skills needed for making products
- how to plan and implement design and production projects to complete objects
- how to use and document design processes when investigating, generating and producing viable design solutions in response to a brief
- skills to create products using safe techniques and processes that are relevant to the design brief, designed object and materials
- how to identify relevant functional, environmental, economic, aesthetic, social and technological factors when making design decisions

PATHWAYS

- Object Design (UTAS)
- Housing and Design 3
- VET and tertiary study in fashion design; art, craft and design; construction; metal fabrication and engineering; furniture production; manufacturing or soft furnishings

TECHNOLOGIES

DESIGN AND PRODUCTION (DIGITAL CRAFT) 2

Design in Digital Craft provides an opportunity to use computerised machinery to design and produce individual projects.

Learners undertaking this course will develop a range of skills and techniques to design and manufacture unique projects.

Learners will create a design folio and make products which develop technical skills and processes, working with a range of materials.

It is essentially a practical course where learners are encouraged to use their imagination to create unique projects but with an emphasis on using machines to enhance the process of design and manufacture

WHAT WILL I LEARN FROM THIS COURSE?

- understanding of the design process, principles and practice
- how to plan, organise, undertake and evaluate a variety of design projects
- how to generate and communicate ideas and information in a variety of ways, developing skills in visual communications
- how to understand concepts and develop practical skills to solve problems creatively, becoming creative and critical thinkers and enterprising problem solvers
- basic 3D computer modelling
- CNC machining
- techniques and skills in the use of a variety of tools and materials

PATHWAYS

- skills and understanding can be applied in vocational, industrial, personal and domestic contexts and can lead into VET programs in art, craft and design, construction, engineering, furniture production and manufacturing
- Object Design (UTAS)

OBJECT DESIGN (UTAS COLLEGE PROGRAM)

Object Design is a UTAS College program designed for college learners who have successfully completed or are demonstrating excellent progress in Design and Production 2, and in Computer Graphics and Design 3.

The program is project-based. Learners attend a one-day symposium that includes design talks, technical demonstrations and an introduction to the project brief.

Learners will then work with teachers to complete a design in response to the project brief. Learners will be required to produce a major design piece for assessment supported by a project journal, drawings, models or project plan. When completed, the student’s work will be presented at a group exhibition in a professional gallery setting which will also form the basis of the student’s assessment process.

A mentor is assigned by UTAS to support college staff and learners. Access to university workshops can be organised to enable learners to work in the university environment and use the university’s specialised facilities.

Assessment will be via a panel led by UTAS staff. A student’s results for this unit will contribute to their TE/ATAR score. Successful completion of this unit will gain 25 per cent credit in a Bachelor of General Studies.

WHAT WILL I LEARN FROM THIS COURSE?

- an understanding of design process, principles and practice
- how design works in society
- the concepts and practical skills necessary to solve problems creatively
- an understanding of 3D modelling and animation

PATHWAYS

- Computer Graphics and Design 3
- VET pathways in areas including engineering, architecture, computing, visual arts and design

HOUSING AND DESIGN 3

There are no mandatory entry requirements to this course. However, learners who have completed prior study in the area of Australian Curriculum Design and Technology band 9-10, Design and Production 2 or other design based courses such as Housing and Interior Design, or visual arts based courses will be well placed to engage in this course.

Learners develop knowledge and skills in designing indoor and outdoor living spaces by undertaking a range of design briefs which provides a foundation for completing an individual design folio on a topic of their choice.

Housing and Design 3 has strong links with the science, technologies and arts learning areas. It complements senior secondary courses in art, graphics (including computer graphics) and environmental science.

A major folio will be submitted for external assessment.

WHAT WILL I LEARN FROM THIS COURSE?

- sustainability in housing design
- design of living spaces, interior layouts and furnishings
- ergonomic and aesthetic factors in housing and interior design
- practical and social aspects of housing
- passive solar design
- elements and principles of design
- design development and communication
- designing for individual needs
- interior and exterior materials used in housing

PATHWAYS

- study in environmental design and architecture, interior design, industrial design, building design, fine arts and urban planning opening pathways in design teaching, spatial design, landscape design or furniture design

TECHNOLOGIES

DIGITAL PROJECTS 1

If you wish to become proficient in your use of computers, and have no or limited experience in computing, this course is designed for you. It will assist you in future learning pathways. You will learn about identifying simple tasks in everyday adult settings, including the workplace, and identify appropriate digital technology for a specific task. Through practical experiences, learners develop basic skills in dealing with common information technologies.

WHAT WILL I LEARN FROM THIS COURSE?

How to use computer hardware and software to perform basic functions such as:

- word processing
- using spread sheets
- working with graphics
- using email
- using the internet.

PATHWAYS

- Computing (Publishing and Design) 2

COMPUTING (PUBLISHING AND DESIGN) 2

In choosing this course, learners will complete three courses each worth five credit points:

- Essential Skills - Using Computers and the Internet ESC205114
- Computer Applications ICT205114
- Project Implementation PRJ205118.

Essential Skills – Using Computers and the Internet is designed for learners who need to develop their everyday adult skills in the use of computers and the internet

The topics covered in this course will be integrated into the study of publishing and design throughout the year.

Computer Applications (Publishing and Design) provides focused learning in one area of computing.

Throughout the year, learners will:

- learn different software packages (e.g. Word, Publisher)
- develop digital products using software
- explore different presentation software (e.g. PowerPoint and Sway)
- learn, evaluate and develop with different design packages at an introductory level such as Sketch-up, Stop-animation, Photoshop and Moviemaker
- be introduced to web page design, from basic design techniques through to multi-layered web page structures (utilising online web page design tools and sites).
- Project Implementation enables learners to plan, develop, and work on a major culminating project as part of a team.

WHAT WILL I LEARN FROM THIS COURSE?

- how to use design-related software packages effectively and productively to produce finished digital or printed resources
- a range of computing skills and terminology that will be useful in any modern workplace

PATHWAYS

- Computer Graphics and Design 3
- Media Production 3

COMPUTER GRAPHICS AND DESIGN FOUNDATION 2

The aim of this course is to help learners gain experience in computer graphics and design through practical exercises.

Learners can develop their skills using software and hardware commonly used in industry. They also explore the development and history of design and its impact on everyday life.

The course has two main areas.

Contemporary Design in Computer Graphics includes the principles and elements of design, enabling learners to develop an understanding of what factors help to create a design style. Learners will also look at the process of design.

Learners will be required to communicate their ideas and solve problems using graphic communication techniques. The foundation skills of freehand drawing and drawing standards are covered early in the course.

Digital Content enables learners to develop skills in the use of software and the production of digital graphics in a range of media. The commercial software applications include 2D drawing, 3D modelling and animation, web creation and presentation software. Learners will cover at least four of these areas, creating a student-directed project.

WHAT WILL I LEARN FROM THIS COURSE?

- an understanding of design process, principles and practice
- how design works in society
- the concepts and practical skills necessary to solve problems creatively
- an understanding of 3D modelling and animation
- an understanding of a range of software packages
- how to produce a digital solution to solve a design challenge.

PATHWAYS

- Computer Graphics and Design 3
- VET pathways in areas including engineering, architecture, computing, visual arts and design

TECHNOLOGIES

COMPUTER GRAPHICS AND DESIGN 3

This course is based on practical exercises where learners can further develop their computer graphic and design skills using software and hardware commonly used in industry. They will also explore the development and history of design and its impact on everyday life.

The course has three main areas:

- Contemporary Design in Computer Graphics where learners will look at the history of design and the designers that have shaped our world. They will be asked to track the changes in products that we use every day and to analyse their development, looking at trends in design and the changes brought about through advances in technology. It is considered essential that learners are comfortable in communicating through free-hand drawing and are willing to think creatively to solve design problems.
- Digital Content where learners can develop skills in the use of software and the production of digital graphics in a range of media. The commercial software applications include 2D drawing, 3D modelling and animation, web creation and presentation software.
- Major Research Project (extended design project) where learners complete a major individual project centred on a design topic which interests them. This could include architecture, product design, animation, websites or any other area where the student can communicate information using computer-generated graphics. This student directed research project is externally assessed.

WHAT WILL I LEARN FROM THIS COURSE?

- look at the history of design and the designers that have shaped our world.
- use and document design processes when investigating, generating and producing viable designed solutions in response to a brief.
- look at trends in design and the changes brought about through advances in technology.
- select and use appropriate software

and digital tools to model objects.

- learn how to become confident and capable users of technology
- gain an understanding of standards and conventions that are used in computer graphics
- learn how to plan, organise, undertake and evaluate a variety of design projects and an extended design project.

PATHWAYS

- university offerings such as architecture, environmental design, design teaching, furniture design, industrial design, interior design, visual arts and drafting

COMPUTER SCIENCE 3

Learners are introduced to theory and methodologies which will enable them to produce computer solutions starting with a concept and then developing the solution through to its completion, including testing and documentation.

They are exposed to factors which can impact on these solutions as well as the societal consequences of poor technological solutions, and the responsibilities of computing professionals.

Learners are given the ability to apply the knowledge they gain through the year during the completion of their major programming project. The primary resource used within the course is the Java programming language.

WHAT WILL I LEARN FROM THIS COURSE?

- problem solving and programming
- computer fundamentals and computer limitations
- social/ethical issues and professional responsibility
- a major programming project

PATHWAYS

- further education and study in ICT or engineering
- careers that require efficient and effective use of IC

TECHNOLOGIES

DATA SCIENCE AND DIGITAL SOLUTIONS 3

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

WHAT WILL I LEARN FROM THIS COURSE?

Learners will apply a professional approach to:

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

PATHWAYS

- Data Science and Digital Solutions Level 3 provides learners with the opportunity to develop industry-based skills in data science and the creation of digital solutions which are highly advantageous across a range of careers. It also supports further study for those interested in vocational and university courses in STEM and business-related pathways.
- careers that require efficient and effective use of ICT

AGRICULTURAL ENTERPRISE 2

Agricultural Enterprise 2 provides a broad overview of the food and agribusiness industry. The Tasmanian Food and Agribusiness sector covers operations that include dairy, viticulture, aquaculture, fruit, vegetables, animal production, fibre production and horticulture. In this course, learners will develop skills, knowledge and understanding in key areas of Science, Technology, Engineering and Mathematics (STEM).

Learners engage in a small scale enterprise in an area of production that is suited to their learning context. Learners develop an awareness of agricultural systems and the importance of sustainable agricultural practice. This course covers content areas that include Environmental Systems: Managed and Natural, Animal Production, Plant Production and Enterprise.

To do this course you need:

- to be interested in practical work with plants or animals.

WHAT WILL I LEARN FROM THIS COURSE?

- factors that impact on plant or animal production rates
- investigate production systems by participating in field trips to an agribusiness
- about ecosystems and the importance of these within agriculture
- about processes involved in animal and/or plant production
- how to develop an agricultural enterprise.

PATHWAYS

- further study and/or a career in agriculture or horticulture.

ENGINEERING DESIGN 2

Learners will be supported to work individually and collaboratively with others to explore the activity of engineers through practical problem-solving using engineering design processes. Engineering Design 2 incorporates concepts from Maths, Science and subjects such as Design and Technology, Computing and Construction, within a project-based learning context to enable learners to solve problems and to design and improve products, services and environments. Learners will have opportunities to shape their learning experience through their interests, questions they want to explore and the products they choose to create in response to authentic challenges.

WHAT WILL I LEARN FROM THIS COURSE?

- creative problem-solving using design thinking and engineering design processes
- prototyping
- project management techniques
- roles and responsibilities of Engineers
- about factors that influence innovation and enterprise
- social, ethical and environmental awareness
- communication techniques

PATHWAYS

- Engineering Design Level 3

TECHNOLOGIES

AUTOMOTIVE AND MECHANICAL TECHNOLOGIES 2

Automotive and Mechanical Technologies 2 is a workshop-based course which develops an understanding of automotive and mechanical components and systems.

Learners consider the social and environmental impacts of these systems. Safe work practices and relevant technical data and knowledge are applied in practical settings to identify and repair faults, maintain and adjust automotive and mechanical systems and complete a project.

Practical work is an integral part of the course.

WHAT WILL I LEARN FROM THIS COURSE?

- 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

PATHWAYS

Skills gained are useful for vocational pathways in which mechanical knowledge and problem solving are integral:

- automotive
- agricultural
- motorsport



ARTS

At St Aloysius Catholic College we value Arts Education as a vital component of an holistic education and encourage all young people to consider the benefits of studying in one or more of the five Arts disciplines; Visual Art, Music, Media, Dance and Drama.

We understand that a vast array of careers can be pursued in the Arts and that the Arts sector is one of the highest employers in Tasmania. Many of our courses lead directly to tertiary Arts education and we work very closely with the University of Tasmania's Conservatorium of Music, School of Art and Media department.

We also value the role the Arts can play in a student's future, regardless of their career aspirations. The Arts provide a life-long means of expression, recreation and communication and we welcome students of all levels of ability and experience.

We offer a wide range of Arts subjects and our teachers are passionate about the importance of the Arts in the world and want to give you the best Arts education possible.

ARTS

PRELIMINARY ARTS STAGES 1-4

Available to students on recommendation by Director of Student Diversity and approved by Director of Teaching and Learning.

Preliminary Arts Stage 1 - 4 is a suite of courses designed to provide basic skills for students requiring learning support. Some learners may need the full suite of Preliminary to Level 1 courses for study in both years 11 and 12, some may need to study at Preliminary Level for only part of their course load. Preliminary Arts caters for learners who require flexible and individualised programs. Learners will experience a range of learning activities in a familiar context .

PATHWAYS

In addition to preparing and providing learners vital skills for personal independence, this course prepares learners entry into Art Making Level 1 and Dance the Basic Moves Level 1.

ARTS 1

Available to students on recommendation by Director of Student Diversity and approved by Director of Teaching and Learning.

Arts 1 encourages learners with an interest in art to engage in tactile experiences leading to the making and presenting of artworks.

This course aims to develop the learner's ability to communicate ideas and respond to their own artwork and the works of others.

Arts 1 provides opportunities to develop confidence and creativity in Visual Art, Drama, Music and Media.

WHAT WILL I LEARN FROM THIS COURSE?

On successful completion of this course learners will be able to:

- reflect upon the world, communicate meaning and express how they feel as people through the arts

PATHWAYS

Arts 1 provides a pathway to Level 2 courses such as Visual Art 2 and Design and Production 2.

VISUAL ART 2

This course has been developed for learners seeking to engage with art practice in a particular studio area, such as painting, drawing, ceramics and printmaking.

The course may also support those learners preparing for further study in Art at Level 3.

Learners develop a body of work in a single art studio, developing their technical skills and aesthetic understanding.

Methods and processes specific to their studio of choice are introduced and explored.

Learners also develop initial skills in the research, analysis and criticism of art.

WHAT WILL I LEARN FROM THIS COURSE?

- experiment and develop technical skills and aesthetic understanding
- explore methods and processes specific to the studio area of your choice
- develop creative, critical thinking, communication and visual literacy skills and initial skills in the research, analysis and criticism of art
- develop a body of work in one studio area
- a thorough understanding of one chosen artistic medium
- produce art journals containing creative processes: investigations, idea generation, art production, refinement and displays

PATHWAYS

Visual Art 2 provides a pathway to Art Production 3. Visual Art 2 may also complement study in Contemporary Art Practice 2 or 3 and Housing and Design 3.

ARTS

VISUAL ART 3

Visual Art 3 is a course for students who would like to broaden and deepen their understanding and application of artistic practice, perception and visual literacy.

Visual Art 3 has been developed for students seeking a pathway to tertiary studies or a career within the visual arts but is also appropriate for students wanting to pursue a personal/amateur interest in art.

Students develop a resolved body of work in a single studio area such as painting, printmaking, drawing, ceramics, sculpture, digital art and photography.

The course encourages students to apply problem-solving skills, think creatively and analytically, and engage with traditional, modern and contemporary art forms.

Study of Visual Art 3 promotes skill refinement, confidence, self-direction and innovation, all of which help prepare students for their future.

WHAT WILL I LEARN FROM THIS COURSE?

- create a body of artwork in your chosen studio area that will culminate in an exhibition at the end of year
- produce art journals containing investigations, research, idea generation, experiments and media tests
- learn, practice and refine new art-making skills
- develop initiative, problem-solving skills, cognitive ability, original thinking, creative and analytical ways of thinking
- to refine technical and conceptual skills in producing a body of work
- to develop an informed historical and contemporary perspective

PATHWAYS

- Art Studio Practice 3
- tertiary studies in visual art and related courses
- careers that require creative thinking and problem solving
- practicing artist.

ART STUDIO PRACTICE 3

Art Studio Practice provides an opportunity for learners who have completed Visual Art 3 to continue their art practice at the TASC Level 3 and thus extend the breadth and depth of their learning.

The course allows learners to either continue to practice in a studio/discipline area or to explore a new studio/discipline area within the context of creating and refining an exhibition proposal for a body of work, and completing it to resolution.

WHAT WILL I LEARN FROM THIS COURSE?

- to manage an exhibition proposal to final display, simulating successful art professionals
- to undertake research that informs and enhances the student's work from technical and conceptual levels
- the confidence to make informed critical judgments of their own work and that of others

PATHWAYS

- tertiary studies in visual art and related courses
- careers that require creative thinking and problem solving
- practicing artists

DRAMA FOUNDATIONS 2

This course introduces learners to the foundations of drama.

Learners acquire skills in collaborative processes, imaginative exploration of ideas and beliefs, and the appreciation of drama as an art form. Students participate in four Drama units including the production of a major play.

WHAT WILL I LEARN FROM THIS COURSE?

- basics of acting and stage craft
- basic Drama theory and criticism

PATHWAYS

- Drama 3



DRAMA 3

Learners will be provided with practical and creative opportunities to acquire drama skills, knowledge and understanding. Through a practical and theoretical study of Drama, learners are exposed to a wide range of experiences and stagecraft. They develop an understanding of the creative and collaborative processes and skills needed to make drama works. Students take roles in a major mid-year play and view and critique live professional theatre.

WHAT WILL I LEARN FROM THIS COURSE?

- to develop your skills, knowledge and understanding of the elements of drama (voice, movement, improvisation, role play and ensemble), as well as theatrical and historical contexts of drama works
- to develop your skills, knowledge and understanding of a range of activities and processes that will enable you to examine and resolve issues related to drama works
- expand your skills in communicating ideas and information, selecting and using technologies, planning, organising and completing activities
- work as an individual, with others and in teams to present polished works to an audience
- observe and critically appraise drama works

PATHWAYS

- Theatre Performance 3
- tertiary study in Drama

TECHNICAL THEATRE PRODUCTION 2

This course requires a strong interest in the technical elements of theatre. This course is intended for students who wish to gain or increase experience in the technical aspects of drama and theatre. It is a highly practical course. Further study in this area is available through VET pathways.

WHAT WILL I LEARN FROM THIS COURSE?

- how to work as a member of a production team to deliver required technical production outcomes in theatre and associated events
- basic lighting design and operation
- sound design and operation
- how to develop skills in properties coordination
- how to design and execute sets
- skills in stage and production management
- relevant occupational health and safety procedures
- to apply reflective practice to own work as a member of a production

PATHWAYS

- Drama 2 or 3
- careers in the performing arts, event management, conference management and tourism

THEATRE PERFORMANCE 3

This is a dynamic and challenging course designed for students who have already completed Drama 3. It offers students who are passionate about theatre and acting, the opportunity to undertake an intensive study of dramatic performance and techniques. Students form a ‘company’ and undertake extensive theatre work in both solo and ensemble situations. There is a large written component, focusing on the development of reflective skills and written performance analysis.

WHAT WILL I LEARN FROM THIS COURSE?

- to develop the skills, knowledge and understanding that will enable you to work together as a company on a public performance season and the presentation of drama works to an audience
- develop a deeper knowledge and understanding of historical context, genre and style of drama works
- develop skills, knowledge and understanding that will enable you to observe, critically appraise theatrical works and reflect upon the drama works and performances of yourself and others.
- development of vocal skills
- individual and ensemble performance skills
- how to perform and sustain a range of credible characters
- rigorous reflective writing processes

PATHWAYS

- the study of the performing arts at a tertiary level
- careers in the performing arts, and in human resources, tourism, and marketing.

MUSIC STUDIES 2

Music Studies aims to provide opportunities for learners to gain skills, knowledge and understanding by performing, creating and listening to music. Learners gain an understanding of music and musicianship, and develop as musicians through an experience-based program that promotes a coherent relationship between the three music activities of performing, creating and listening to music.

Music Studies aims to develop learners’ music literacy, theory knowledge and application, and aural skills.

WHAT WILL I LEARN FROM THIS COURSE?

- learn the instrument of your choice
- develop skills as a musician
- improve instrumental technique
- perform with musicianship
- develop solo and ensemble performance skills
- how to write your own music
- create and present original music
- develop your music literacy.
- how to listen to music and describe the use of music elements, and their effects
- how to recognise and use music elements while listening, composing and performing
- basic research skills to investigate music topics
- time management, planning and negotiation skills to complete music activities.

PATHWAYS

- Music 3
- Foundation Practical Study – FCP113(UTAS)
- Music Technology Projects 1 (UTAS)
- practicing musicians

MUSIC 3

Music 3 will enable learners to develop as musicians through an experience-based program that provides opportunities for students to present polished music performances and create original music. Students present original music ideas through notation and performance, appraise music works and performances, read and write music statements and identify the use and effect of the music elements of pitch, time and design.

Students will also study one of the following options: Performance (Instrumental/vocal) or Improvisation/Composition/Arrangement.

Students will require a specialist vocal, instrumental or composition tutor.

Music 3 requires students to have a background in theory and performance.

Students are expected to take music beyond the classroom and participate in the co-curricular life of the College.

WHAT WILL I LEARN FROM THIS COURSE?

- improve your skills as a musician and performer
- build on your performance and instrumental skills
- solo and ensemble performance skills
- develop musical ideas and styles
- how to write original music and learn compositional techniques
- skills in performing, creating and listening to music
- observe and critically appraise concerts and performances.
- a broad understanding and knowledge of the characteristics of different music styles and genres
- skills in time management and organisation
- how to evaluate music performances

PATHWAYS

- Foundation Practical Study FCP113 and FCP120(UTAS)
- tertiary study through UTAS Conservatorium of Music
- practicing musicians

MUSIC FOUNDATION PRACTICAL STUDY 4 (UTAS COLLEGE PROGRAM)

This course is offered by the Tasmanian Conservatorium of Music (UTAS) and provides solid preparation for audition into either the Bachelor of Music or Bachelor of Musical Arts degrees.

Foundation Practical Study is both internally and externally assessed with the focus of external assessment upon performance or composition. Internal assessment is through a range of tasks, both practical and written. All written work (critiques, reflective pieces, logs) are designed to directly inform the students’ practice.

The year’s work includes student performances/presentations and a ‘portfolio’ which contains a range of evidence to support the student’s internal assessment. Folios are worth 20 per cent of the student’s final award

Students are required to have private tuition on their chosen instrument.

This course has a narrower focus than Music 3 (TASC). There is greater emphasis on developing practical performing and/or composition skills to a high level.

WHAT WILL I LEARN FROM THIS COURSE?

- improve your skills as a musician
- develop a high level of performance skills OR composition skills
- how to build a challenging instrumental/ vocal repertoire
- develop rehearsal strategies
- reflective skills in relation to preparing for performances
- the ability to effectively critique live performances
- develop musical ideas and styles
- performance effectiveness through solo and ensemble playing
- how to construct an effective recital program

PATHWAYS

- Music Advanced Practical Study 4 – FCP120
- enrolment in a range of courses within the Conservatorium of Music
 - Bachelor of Music (BMus)
 - Bachelor of Musical Arts (BMA).
- Practicing musicians

MUSIC ADVANCED PRACTICAL STUDY 4
(UTAS COLLEGE PROGRAM)

This course is offered by the Tasmanian Conservatorium of Music (UTAS) and provides solid preparation for audition into either the Bachelor of Music or Bachelor of Musical Arts degrees. Advanced Practical Study is both internally and externally assessed with the focus of external assessment upon performance or composition. Internal assessment is through a range of tasks, both practical and written. All written work (critiques, reflective pieces, logs) are designed to directly inform the student’s practice.

The year’s work includes student performances/presentations and a ‘portfolio’ which contains a range of evidence to support the student’s internal assessment. Folios are worth 20 per cent of the final award.

Students are required to have private tuition on their chosen instrument.

There is a strong emphasis on developing practical performing and/or composition skills to a high level.

WHAT WILL I LEARN FROM THIS COURSE?

- improve your skills as a musician
- high level performance OR composition skills
- how to build a challenging instrumental/ vocal repertoire
- performance effectiveness through solo and ensemble playing
- how to engage an audience, use stage space and demonstrate effective microphone technique
- how to create and complete a reflective performance diary
- how to effectively critique live performances
- how to construct a recital program
- develop rehearsal strategies
- develop musical ideas and styles

PATHWAYS

- practicing musicians
- enrolment in a range of courses within the Conservatorium of Music
 - Bachelor of Music (BMus)
 - Bachelor of Musical Arts (BMA)

(see note below)

Acceptance into the Tasmanian Conservatorium of Music is by audition and interview, but level 3 Music and English (TASC) are useful pre-requisites. As a guide, entry into the BMus course (Classical Stream) would generally require a student to be of at least AMEB Grade 7 or equivalent. Less instrumental/vocal experience is acceptable for entry into the BMA but in the audition/interview process (BMA) the panel will also be interested in considering the student’s ATAR score, which gives an indication of achievement and application over (usually) a wide range of academic subject offerings.

CONTEMPORARY MUSIC AND
SONGWRITING 2

This course celebrates and respects the musical tastes of young people and provides many opportunities for them to develop their skills as performers in rock or contemporary music. Students are expected to have good skills as instrumentalists or vocalists, as well as a desire to perform in class and at public concerts.

Taking lessons from an instrumental or vocal teacher is strongly recommended. Interested students should have been regularly performing in Years 9 and 10. Anyone without this background but with solid performance skills can still do the course but should contact the music teacher before enrolling.

While this course is valuable for students interested in rock and contemporary music, the emphasis is on group performance.

WHAT WILL I LEARN FROM THIS COURSE?

- contemporary music ensemble playing
- composition of original music
- study song writing techniques
- compose and present songs
- communicate musically through melody, rhythm, harmony, song structure and lyrics
- how to recognise and use music elements in aural, written and practical contexts
- promotion, marketing, presenting at music events
- work place safety procedures in contemporary music environments
- an understanding of legal issues, including those of copyright, as they apply to contemporary musicians
- how to operate and maintain instruments
- how to record music, mix and prepare music for sharing

PATHWAYS

- Music Studies 2
- Music Technology Projects 1 (UTAS)
- Music 3
- Foundation Practical Study – FCP113(UTAS)
- practicing musicians

SONGWRITING
(UTAS COLLEGE PROGRAM)

Song Writing is a Year 11 or 12 UTAS College course aimed at providing an intensive course of study in song writing designed to build skills to allow a successful entry pathway into the Bachelor of Music Degree.

This course comprises seven major tasks studied throughout the year. These tasks include analysis of Contemporary songs and scores, an introduction to Digital Audio Workstations, and three Song Writing briefs which have a lyric and harmonic focus and conclude with the writing of two comprehensive original songs.

Assessment is provided by both your classroom teacher and UTAS staff.

WHAT WILL I LEARN FROM THIS COURSE?

- study compositional techniques integral to song writing
- compose and present a portfolio of songs
- communicate musically through melody, rhythm, harmony, song structure and lyrics
- align lyric emotional intent with melody, rhythm, harmony and form
- engage in independent and collaborative work practices
- assessment will be on your ability to write songs, NOT on your singing or playing ability
- reflect on your own work and learn from the work of others.

PATHWAYS

- Bachelor of Music (BMus)
- Bachelor of Arts (Music)(BMA)
- Commercial opportunities

MUSIC TECHNOLOGY PROJECTS
FOUNDATION 2

This course is designed to allow opportunities to develop foundation skills relevant to the audio/music technology industry.

Most of the learning is practical and learners will complete a range of audio tasks designed to provide knowledge and experience related to audio equipment and techniques. Project briefs may include: stereo recording, creating a radio commercial, individual instrument/ voice recording, soundtrack to video, preparation of dance tracks, sound effects, small ensemble recording, sound reinforcement system set-up (i.e. PA, rock band, background music, playing sound effects) and other negotiated projects to allow for individual interests.

WHAT WILL I LEARN FROM THIS COURSE?

- how to create and manipulate sound
- how microphones work and techniques for recording
- how to use a mixer, PA system and Digital Audio Workstation
- how to mix a recording and make it sound professional
- best professional practice for audio engineers

PATHWAYS

- Music Technology Projects 1 (UTAS)

MUSIC TECHNOLOGY PROJECTS 1
(UTAS COLLEGE PROGRAM)

Music Technology Projects 1 is a Year 11 or 12 UTAS College course designed to develop awareness of what is required for musical expression utilising a range of music technologies, as well as how and why this might be achieved at a professional level. Using industry standard audio design tools, learners will engage in problem-based learning requiring them to analyse, experiment with, reflect on, revise and develop their craft and skill as music technologists. This course has four major project briefs selected for study over the course of the year. The project briefs include a choice from a Podcast, Ensemble Recording, MIDI Sequencing, Re-mixing, Sound for Vision, and/or Multitrack Recording and Mix-down. Selection of each project brief will be in consultation with the student’s teacher and UTAS staff.

Assessment is undertaken both internally and externally. The internal components (modules 1 and 4) are assessed by the teacher. Modules 2 and 3 are assessed in an interview by a panel of UTAS staff and the teacher.

It is not possible to study Music Tech Projects 1 and 2 in the same year.

WHAT WILL I LEARN FROM THIS COURSE?

- creating and manipulating sound
- a familiarity with professional tools and skill sets relevant to Music Technology
- appropriate skills and techniques to produce music technology projects
- organisational skills, as both an individual and as a member of a production team

PATHWAYS

- Music Technology Project 2 (UTAS)
- enrolment in a range of courses within the Conservatorium of Music
 - Bachelor of Music (BMus) majoring in Music Technology
 - Bachelor of Musical Arts (BMA) creating and manipulating sound
- a familiarity with professional tools and skill sets relevant to Music Technology
- appropriate skills and techniques to produce music technology projects
- organisational skills, as both an individual and as a member of a production team

MUSIC TECHNOLOGY PROJECTS 2
(UTAS COLLEGE PROGRAM)

This is a Year 12 UTAS College course in which students will develop an awareness of what is required for musical expression utilising a range of music technologies, as well as how and why this might be achieved at a professional level. Using industry standard audio design tools, students will engage in problem-based learning requiring them to analyse, experiment with, reflect on, revise and develop their craft and skill as music technologists.

WHAT WILL I LEARN FROM THIS COURSE?

- an understanding of sound creation and manipulation relevant to tertiary-level entrance requirements
- familiarity with professional tools
- consolidated organisational skills to support the realisation of required project briefs as both an individual and member of a production team

PATHWAYS

- enrolment in a range of courses within the Conservatorium of Music
 - Bachelor of Music (BMus) majoring in Music Technology
 - Bachelor of Musical Arts (BMA)

MEDIA PRODUCTION FOUNDATIONS 2

Understanding the media is becoming increasingly challenging in the 21st century. This course is one of a pair of courses that offers learners experiences in media production and media analysis. It provides both a foundation for further study in media and may serve as an endpoint of learning for those wishing to gain basic skills and understanding to create their own media products.

WHAT WILL I LEARN FROM THIS COURSE?

- how to make media in the specialised format of Screen (tv/ film/online content)
- knowledge and skills from the four units: What is media? Points of view, creative story-telling and an original project

PATHWAYS

- Media Production Level 3, which may lead to the further study of journalism, communications and media at a tertiary level
- Certificate II or Certificate III studies through VET providers

MEDIA PRODUCTION 3

The world is becoming increasingly saturated with media content. This course offers learners experiences in media production and media analysis at the highest level of complexity available in senior secondary courses. Learners are provided with practical and creative opportunities to acquire media skills, and knowledge and understanding through the practical and theoretical study of Journalism, Advertising, Narrative and Production.

Learners develop an understanding of the creative and collaborative processes needed to make engaging media products.

WHAT WILL I LEARN FROM THIS COURSE?

- skills in the specialised area of Screen (tv/film/online content)
- knowledge and skills from the four units: Journalism, Advertising, Narrative and Production

PATHWAYS

- tertiary studies in Journalism, Communications and Media
- Certificate III and Certificate IV studies through VET providers



DANCE 2

Dance, across all levels, encourages students to develop their skills in three areas: dance skills and performance skills, dance making (choreography), and dance appreciation. The genre of dance studied is mainly contemporary dance.

WHAT WILL I LEARN FROM THIS COURSE?

- an introduction to contemporary dance technique
- choreographic skills as part of a group, leading to individual solo creation
- dance appreciation, focusing on description and analysis of live dance works
- self-reflection through journal keeping and description of choreography
- performance skills by dancing in front of live audiences at various events
- basic anatomy and safe dance practices

PATHWAYS

- Dance Choreography and Performance 3
- assists in any career especially if it involves collaboration, leadership, commitment and performing in front of an audience

DANCE 3

Students learn the principles of composition and how to use these to choreograph a group and solo piece for external assessment. The genre of dance studied is contemporary dance.

Critical analysis of the works of others and reflection on the student's own work provide a foundation for the theory component and for the external assessment.

WHAT WILL I LEARN FROM THIS COURSE?

- choreographic techniques to discover personal movement style
- how to express themselves through dance
- dance appreciation, focusing on interpretation of dance performances
- leadership skills
- performance skills by performing in front of live audiences at various events
- self-reflection through journal keeping and evaluation of choreography
- dance anatomy and safe dance practices

PATHWAYS

- provides valuable skills that are useful in all career areas, including leadership and teaching, collaboration, problem solving, performing in front of others and commitment



VOCATIONAL EDUCATION AND TRAINING

St Aloysius Catholic College has a strong Vocational Education in Schools program (VETiS). VETiS programs are packaged, delivered and supported at St Aloysius Catholic College in a variety of ways. In agreement with Guilford Young College (GYC), provider no. 1129, as the Registered Training Organisation (RTO).

VETiS offers students a hands-on approach to learning, VETiS courses offer students the opportunity to gain a nationally recognised qualification with clear pathways to further education. VET courses are open to students in Years 10, 11 and 12.

At St Aloysius Catholic College students have the opportunity to gain a nationally-recognised Australian Qualifications Framework (AQF) full or partial VET qualification, whilst completing the Tasmanian Certificate of Education (TCE). All VET qualifications and individual units accrue TCE points. Students are able to select from a variety of VET and Tasmanian Assessment Standards and Certification (TASC) subjects to achieve their TCE.

VET qualifications enable students to develop employability skills. Employability skills (sometimes called ‘soft’ skills) refer to a set of transferable skills and key personal attributes which are highly valued by employers and essential for effective performance in the workplace.

Australian School Based Apprenticeship

A School-Based Apprenticeship is another way that St Aloysius Catholic College supports students to achieve a qualification. When a student participates in part-time work in an appropriate workplace and wants to stay at school to complete their TCE, a School-Based Apprenticeship can be undertaken. The Apprentice, along with the Employer (including Group Training Organisations), School, RTO and parents sign the training contract and agree to the conditions under the *Tasmanian Workforce Development Act 2013*. Successful achievements by the school-based apprentice also contribute to the student’s TCE and are listed on the Statement of Results issued by TASC.

VOCATIONAL EDUCATION AND TRAINING

CERTIFICATE I IN ACCESS TO VOCATIONAL PATHWAYS

GYC RTO 1129 - FSK10119

This program is designed for students 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.

A Certificate II in Skills for Work and Vocational Pathways may be offered to students where appropriate.

WHAT WILL I LEARN FROM THIS COURSE?

- how to develop reading, writing, numeracy and oral communication skills
- entry-level digital technology skills
- skills employers value in young workers
- selected industry skills

PATHWAYS

- pre-vocational pathway
- vocational training
- employment



VOCATIONAL EDUCATION AND TRAINING – BUSINESS SERVICES

BUSINESS ADMINISTRATION

CERTIFICATE I AND II IN WORKPLACE SKILLS

GYC RTO 1129 – BSB10120 | BSB20120

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

WHAT WILL I LEARN FROM THIS COURSE?

- how to use business computing programs
- effective communication processes
- how office spaces are organised and managed

PATHWAYS

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

IT HELP DESK

CERTIFICATE II IN APPLIED DIGITAL TECHNOLOGIES

GYC RTO 1129 – ICT2010

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

Students will carry out a range of basic procedural and operational tasks that require digital and technology skills.

Students will develop skills to troubleshoot computer problems when operating in a Help Desk situation, install printers, operating systems and build their own computer.

Students will also cover digital design and how workplaces manage social media platforms.

WHAT WILL I LEARN FROM THIS COURSE?

- about computer hardware
- computer troubleshooting
- how to produce documents and edit digital images

PATHWAYS

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

VOCATIONAL EDUCATION AND TRAINING – CHILDCARE AND COMMUNITY SERVICE

CERTIFICATE III IN EARLY CHILDHOOD EDUCATION AND CARE

GYC RTO 1129 – CHC30121

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 St Aloysius Catholic College.

A Certificate II in Community Services (Early Childhood) may be offered to students where appropriate.

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

VOCATIONAL EDUCATION AND TRAINING – MARITIME OPERATIONS

CERTIFICATE I IN MARITIME OPERATIONS (Coxswain Grade 2 Near Coastal)

MAR10418

This course is delivered and assessed by Seafood and Maritime Training RTO 7074.



Interested students are required to meet with the VET Liason Officer to discuss.

More information is available here: <https://smt.edu.au/mar10418-certificate-i-in-maritime-operations-coxswain-grade-2-near-coastal/>

WHAT WILL I LEARN FROM THIS COURSE?

COXSWAIN DECK

- MARC037 Operate inboard and outboard motors
- MARI003 Comply with regulations to ensure safe operation of a vessel up to 12 metres
- MARJ006 Follow environmental work practices
- MARK007 Handle a vessel up to 12 metres
- MARN008 Apply seamanship skills aboard a vessel up to 12 metres

ELEMENTS OF SHIPBOARD SAFETY

- MARF027 Apply basic survival skills in the event of vessel abandonment
- MARF028 Follow procedures to minimise and fight fires on board a vessel
- MARF029 Meet work health and safety requirements

PATHWAYS

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

VOCATIONAL EDUCATION AND TRAINING – SPORT AND RECREATION

CERTIFICATE II IN SPORT COACHING GYC RTO 1129 – SIS20321

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 structured 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.

WHAT WILL I LEARN FROM THIS COURSE?

- skills and knowledge in first aid
- officiating and coaching
- an understanding of injury prevention
- effective communication
- an understanding of the sport, recreation and fitness industries

PATHWAYS

- towards community coaching, sports coaching and high performance coaching
- teaching as a career

CERTIFICATE II IN OUTDOOR RECREATION GYC RTO1129 – SIS20419

This course is designed for students wishing to work in the adventure tourism industry which is a growth industry in Tasmania. This industry includes eco guiding and outdoor recreation.

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

WHAT WILL I LEARN FROM THIS COURSE?

Skills and knowledge in:

- conducting outdoor recreation sessions
- maintaining overnight sites
- managing equipment
- learning to assist in bushwalking, climbing, kayaking, surfing and mountain biking endeavours.

PATHWAYS

- outdoor activity assistant
- outdoor/tourism guide
- Certificate III in Outdoor Recreation

VOCATIONAL EDUCATION AND TRAINING – TOURISM AND HOSPITALITY

CERTIFICATE II IN HOSPITALITY GYC RTO 1129 – SIT20322

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. There is a combination of theory-based and practical classes. A class café runs in some lessons and students are expected to serve at college functions during the year. Students should also undertake work placement at two different hospitality venues.

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

- hotel management, tourism or hospitality
- casual employment in a bar, restaurant, hotel, or function centr

CERTIFICATE II IN COOKERY GYC RTO 1129 – SIT20421

This course focuses on the food preparation and cookery skills required to work in a commercial kitchen. Students will learn how to prepare and cook a variety of food and menu items. Skills and knowledge gained from this course will contribute towards the employability skills needed to work in the food industry. There are theory, practical and observational components to all units in this course.

WHAT WILL I LEARN FROM THIS COURSE?

- organisational and planning skills
- preparation and presentation of a range of dishes, breads, pastries and cakes
- how to work alongside qualified chefs and get to know what the hospitality industry is like

PATHWAYS

- potential career pathway within the hospitality industry
- Certificate III and IV in Commercial Cookery
- casual employment in a commercial kitchen-café, restaurant, hotel or function centre

CERTIFICATE II IN TOURISM GYC RTO 1129 – SIT20122

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.

Students will visit key tourism areas and services and will be required to participate in work placements and College events.

WHAT WILL I LEARN FROM THIS COURSE?

- industry knowledge
- experience working in socially diverse environments
- different presentation techniques
- how to interact with customers, clients and business associates

PATHWAYS

- towards careers as tour guide, reservations agent, front-of-house receptionist, travel agent, marketing manager, business owner, hotel manager
- Bachelor of Tourism



VOCATIONAL EDUCATION AND TRAINING – TRADES

CERTIFICATE I AND II IN AUTOMOTIVE VOCATIONAL PREPARATION

GYC RTO 1129 – AUR10112 | AUR20720

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.

WHAT WILL I LEARN FROM THIS COURSE?

- how to service vehicles
- experience working on small and large motors
- an understanding of skills required to use tools of the trade

PATHWAYS

- Automotive Mechanic
- Automotive Electrician
- Automotive Retail
- may also lead to work involving outdoor power equipment, bicycles and marine engines

CERTIFICATE II IN CONSTRUCTION PATHWAYS

GYC RTO 1129 – CPC20220

This course is designed for students 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 or projects.

WHAT WILL I LEARN FROM THIS COURSE?

- communication skills
- safe use of hand and power tools
- how to read plans
- levelling and measuring skills
- how to work in a team environment

PATHWAYS

- towards careers in the building trades such as carpentry, joinery, plumbing, electrical, plastering, glazing, painting and decorating

METAL TRADES

CERTIFICATE II IN ENGINEERING PATHWAYS

GYC RTO 1129 – MEM20422

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.

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

VOCATIONAL EDUCATION AND TRAINING – TRADES

CERTIFICATE II ELECTROTECHNOLOGY (CAREER START)

GYC RTO1129 – UEE22020

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

WHAT WILL I LEARN FROM THIS COURSE?

- safety and skills in sustainable energy solutions
- environmental procedures
- solving problems with circuits
- identifying sustainable energy practices
- installation and setup of sustainable energy options

PATHWAYS

Traineeship/Apprenticeship in Certificate III in:

- Electrotechnology
- air conditioning and refrigeration
- electrical fitting
- renewable energy
- data and voice communication
- instrumentation and control

CERTIFICATE I IN DEFENCE SKILLS

GYC RTO 1129 – DEF10117

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.

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

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