SCOTCH OAKBURN COLLEGE
CREATING THE FUTURE

2026 TCE CURRICULUM HANDBOOK

Contents

CERTIFICATES FOR TASMANIAN SENIOR SECONDARY STUDENTS

The Office of Tasmanian Assessment, Standards and Certification (TASC) is the organisation that accredits the subjects that students study in Years 11 and 12. There are three certificates that are administered by TASC, although most students at Scotch Oakburn College will be interested in the *Tasmanian Certificate of Education* (TCE).

YEAR 13 ENROLMENT

The College does not recommend enrolment for Year 13. An additional year of study at secondary level often brings significant wellbeing challenges in addition to the risks of not achieving the preferred academic outcomes. The College would determine suitability for Year 13 only after students sought additional advice regarding course or career planning to fully consider alternative entry points to their preferred pathway beyond Year 12.

THE TASMANIAN CERTIFICATE OF EDUCATION (TCE)

The TCE is the one that most of our students strive to achieve and students will work with staff to ensure that their program meets these requirements.

Attainment of the TCE attests that students have:

- everyday adult reading and writing (literacy)
- everyday adult mathematics (numeracy)
- everyday adult use of computers and the internet (ICT)
- participated and achieved in senior secondary studies (education and training)
- planned for future career and education pathways.

Students wishing to qualify for an ATAR must ensure they satisfy all the requirements of the TCE as it is a pre-requisite for the ATAR. Most students will automatically qualify for the TCE if their course contains subjects that allow them to gain the necessary credit points (120 points minimum) and demonstrate the literacy, numeracy and ICT standards. Students should also note that achieving a Preliminary Achievement (PA) or better in a TCE subject will generate credit points.

Students need to plan their study program in order to meet these requirements. The College has in place procedures to assist students to ensure that their subject selections allow them to qualify for the TCE and attain their preferred pathway beyond secondary schooling. The Heads of House, Futures Staff, Heads of Department, TASC Co-ordinator and Director of Curriculum are important parts of this process.

Students also must check to see if their course will allow them to qualify for the TCE. To do this *all students must*

- Complete the TCE Course Planner Tool available from the TASC website at https://www.tasc.tas.gov.au/students/course-planner/

And

- Attend an interview with Ms Lillywhite (current Year 10 students) or Mrs Darcy (current Year 11 students) who will check that their course will qualify them for the TCE.

Students must bring a printed copy of their TCE Course Planner document to this interview and also upload electronically after the meeting.

THE TASMANIAN QUALIFICATIONS CERTIFICATE (TQC)

Any student who successfully completes any subject or course will receive this certificate. It is an official record of all a learner's education and training qualifications. More information can be obtained from:
https://www.tasc.tas.gov.au/students/qualifications/qualifications-certificate-qc/

THE TASMANIAN CERTIFICATE OF EDUCATIONAL ACHIEVEMENT (TCEA)

This certificate uses words to describe achievement. It is suitable only for a small number of students for whom the other certificates are not appropriate. More information can be found at:
https://www.tasc.tas.gov.au/students/qualifications/tasmanian-certificate-of-educational-achievement/

SCOTCH OAKBURN COLLEGE LEAVER'S CERTIFICATE

In addition to any certificates issued by TASC, all senior students receive a Scotch Oakburn Leaver's Certificate and Reference when they leave the College. For most, this is at *Celebration* at the end of Year 12. This certificate documents their period of schooling at Scotch Oakburn and co-curricular achievements, awards and official positions within the College for their time in the Middle and Senior Schools and includes a character reference written by their Mentor.

OFFICE OF TASMANIAN ASSESSMENT, STANDARDS & CERTIFICATION (TASC)

In 2026, students at Scotch Oakburn College will study Tasmanian Certificate of Education (TCE) courses accredited by TASC.

TASC has developed a policy that offers recognition to a wide range of formal learning undertaken by Tasmanian senior secondary students. This includes VET courses being incorporated into the TCE.

A TCE course has particular characteristics:

Complexity level
A complexity level is assigned to each TASC accredited course, TASC recognised courses and VET certificates and units of competency. These complexity levels range from level 1 (the lowest) to level 4 (the highest). TASC Complexity Level 3 and 4 courses are considered to be 'pre-tertiary' in standard and these courses contribute to the calculation of Australian Tertiary Admission Ranks (ATAR).

Size value and design time
A size value is assigned to each TASC accredited course, TASC recognised course and VET certificates and units of competency. For TASC accredited courses, one size rating

is assigned per 10 hours of design/nominal delivery time. For example, a 50-hour design/nominal delivery time course would be assigned a size value of 5. This indicates the amount of class contact time (or its equivalent) that the majority of students would require to complete the course.

The relationship between Size Value and Credit Points for the Tasmanian Certificate of Education

Each type of learning is allocated a 'credit point' value. This value shows the amount of learning that can count towards meeting the requirement of the TCE. To meet the participation and achievement standard for the TCE, a student will need to have 120 credit points in education and training with at least 80 points in studies rated at complexity level 2 or higher.

In 2026, in each of the TCE subjects, students may achieve the following awards:

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

Under TASC regulations students cannot be reassessed at a lower level syllabus at the end of the year, if they are not successful at the higher level course. In order to gain TCE credit points for the hours of the course students must achieve at least a PA Award.

Please note that it is likely that some courses may have some name, coding and/or courses content changes for 2026. Please check the TASC website to ensure you are referring to current information: https://www.tasc.tas.gov.au/students/courses/

VOCATIONAL EDUCATION AND TRAINING (VET)

Co-ordinator: Mrs Teresa Darcy

VET courses focus on providing students with highly sought after workplace skills. VET qualifications can help students to enter the workforce or can serve as a pathway to further education. VET courses can also be combined with TCE level 2 or 3 subjects, so that students qualify for the TCE and achieve their intended pathway.

Enrolling in a Vocational Education and Training (VET) program offers students the opportunity to combine TCE studies, vocational learning and on-the-job training. While undertaking VET courses, students learn valuable industry skills and have the opportunity to spend time in the workplace practising those skills in a 'real world' context. The knowledge, skills and experience gained can provide pathways to various career opportunities including apprenticeships, general employment, part-time work, TAFE and University.

VET Certificate I Maritime Operations Skillset (Coxswain Grade 1) - MAR10418
VET Certificate I in Hospitality - SIT10222
VET Certificate II in Animal Care - ACM20121
VET Certificate II in Construction Pathways - CPC20220
VET Certificate II in Horse Care - ACM20221
VET Certificate II in Hospitality - SIT20322
VET Certificate II in Tourism - SIT20122
VET Certificate II in Sport Coaching - SIS20321
VET Certificate II in Salon Assistant - SHB20216 (2 years, no commitment for 2nd year)

VET Certificate II in Electrotechnology (Career Start) - UEE22020 (2 years, no commitment for 2nd year)
VET Certificate II in Workplace Skills - BSB20120
VET Certificate III in Aviation (Remote Pilot) - AV130419 - to be confirmed
VET Certificate III in Fitness - SIS30321
VET Statement of Attainment Outdoor Recreation and Vocational Skills - OXP105118
VET Partial Diploma of Aviation (Commercial Pilot Aeroplane Licence) - AVI50222 (Two–year commitment)

All VET programs are from National Training Packages; therefore, the qualification gained will be recognised throughout Australia. All skills successfully achieved are recorded and are credited towards future training requirements. This could significantly reduce the time required to complete an apprenticeship or Vocational Course in the future.

Students can combine pre-tertiary and/or non-pre-tertiary TCE subjects with a VET course to broaden their future work opportunities. Timetabling will allow students access to work placements with as little interruption to other subjects as possible. Students wishing to gain university entrance qualifications can also combine VET and TCE subjects. It is possible, for example, to do a VET course and three or more pre-tertiary subjects in either or both of Years 11 and 12. Some of the following courses allow for you to continue through both years, gaining a full certificate or in some cases both a Certificate II and III.

VET programs are currently unavailable to International Students.

For further information in relation to VET Courses, please contact Mrs Teresa Darcy directly on 6336 3364 or Teresa.darcy@soc.tas.edu.au .

SCHOOL-BASED TRAINEESHIPS/APPRENTICESHIPS

Australian School-Based Traineeships/Apprenticeships are an exciting and flexible method for students to combine paid part-time work with industry training (VET), and TCE studies, over Years 11 and 12. There are a substantial number of industries for which School-Based Traineeships/Apprenticeships are approved. School-Based Traineeships/Apprenticeships are also a mechanism through which students can gain formal recognition for work already being undertaken outside of school hours in existing part-time employment. There is a minimum requirement of 7.5 hours a week in the workplace. This can be one or two days at work in school time or after school hours and on the weekend. Additional hours may also be required in term breaks, or on the weekends, Apprentices/trainees will be paid for any training in the workplace or off-site. By undertaking a School-Based Traineeship/Apprenticeship, you are not only commencing your apprenticeship earlier and earning money, but you will also be gaining skills and your qualification, allowing you to become a fully-qualified employee much sooner.

Please discuss School-Based Traineeship/Apprenticeship opportunities with Mrs Darcy, and visit:
http://www.skills.tas.gov.au/apprenticeshipstraineeships/schoolbased .

ATAR AND ATAR ALTERNATIVES

Students can gain entry to any university in Australia by the Australian Tertiary Admissions Rank (ATAR) calculated by TASC on behalf of the University of Tasmania.

Students wishing to enter a degree or diploma course at a tertiary institution at the end of Year 12, by the standard method of entry, need to fulfil certain requirements.

• They must spend not less than two years in post -Year 10 full time study.

• They should have completed 1200 hours of study over their two years of Years 11 and 12.

• At least Satisfactory Achievements or better in five TCE pre-tertiary subjects must be achieved across Year 11 and Year 12.

• To be eligible for the calculation of an ATAR, students will have to have met the standards for the award of the Tasmanian Certificate of Education (TCE).

THE AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

A Tertiary Entrance Score (TES) is calculated by TASC using the scores of the best five pre-tertiary subjects. These will automatically be taken from the highest scoring level 3 or 4 subjects over Year 11 and Year 12.

Scores achieved in TCE pre-tertiary subjects will be subjected to a scaling process. A complex "Rasch Analysis" will be used to compare results amongst subjects and slight adjustments will be made to raw scores. More detailed information is available on request, but students should not worry unduly about the process.

After the Tertiary Entrance Score (TES) is determined, it is adjusted to a score out of 100. This is the Australian Tertiary Admission Rank (ATAR) which is used nationally by all universities to determine entry places in courses. For example, a Tasmanian student with an ATAR of 95 is ranked equal to a NSW or Victorian student with an ATAR of 95. They are all in the top 5% of Australian students.

ATAR ALTERNATIVES AND UTAS SCHOOLS RECOMMENDATION PROGRAM (SRP)

Increasingly, students are obtaining university entrance via non ATAR means, recognising the importance of capabilities such as our Learner Attributes. UTAS is one of the tertiary institutions around the country who have recognised that it is not simply a student's ATAR score that defines students and their readiness for further study.

In 2021 UTAS introduced their School Recommendation Scheme which relies on an important premise – that schools know their students best and so are therefore best placed to determine whether or not they will have the necessary skills and understandings for further study. Scotch Oakburn College has a panel in place to determine if students fit the criteria to meet this scheme. In making this recommendation this panel consider:

- Literacy
- Numeracy
- Time management
- Collaborative skills
- Ability to think independently and take responsibility
- Interest and engagement

IMPORTANT ADVICE

Applicants for Medicine will be ranked on the basis of their ATAR Score and a special UCAT (ISAT for international students) test (which they will be required to sit in July) and in some cases an interview as well.

It is our view that more able Year 11 students can cope very well with pre-tertiary courses, but they should choose carefully which subjects and how many they study. Other students should consider studying a combination of courses at varying complexity levels in Year 11 to establish a firm foundation for the pre-tertiary courses of study in Year 12. Some students may possibly study a VET course to broaden their range of skills and interests. All students should aim to achieve success in perhaps two or three pre-tertiary courses in Year 11.

Academic Colours are awarded to students at the beginning of Year 12, on the basis of results in their awards in Year 11. In Year 12 there is the possibility that some students may need to repeat pre-tertiary courses studied in Year 11 to improve their results.

There are specific prerequisites for many faculties at universities and students should research these carefully when selecting their courses of study over their two years of Year 11 and Year 12.

It is the responsibility of individual students to ensure that their course of study allows them to meet the requirements for entry into specific faculties at specific universities.

UNIVERSITY CONNECTIONS PROGRAM AND UTAS HIGH ACHIEVERS PROGRAM

SPECIAL UNIVERSITY PROGRAMS ARE AVAILABLE FOR SCOTCH OAKBURN TCE STUDENTS IN 2026.

Scotch Oakburn has a partnership with UTAS which allow high achieving Years 11 and 12 students to undertake university courses in conjunction with their TCE subjects. They may undertake these courses without incurring HECS-Help fees. However, please not that these courses are subject to change because they are offered at the discretion of the University of Tasmania and cannot be guaranteed for 2026.

UNIVERSITY CONNECTIONS PROGRAM
(DIRECTOR OF TEACHING AND LEARNING, MS SARAH LILLYWHITE, COORDINATES)

Students who are undertaking one of the following TCE subjects may enrol in a UTAS Program in: Accounting, Art Appreciation, Art Production, Art Studio, Drama, Design and Production, English (Literature or Communications), English Writing, Entrepreneurship, Chinese, French, Japanese, Legal Studies, Theatre Performance and Foundation Practical Studies (Music). For further information on the University Connections Program please use the following link:
https://www.utas.edu.au/underwood-centre/projects-and-initiatives/ucp

Students enrolled in subjects through the Connections Program are required to undertake some additional programs at the university in the evening or on some weekends. Their university awards are based on a combination of their TCE results and the work done for university.

Students interested in one or more of these programs need to speak, in the first instance to the teacher of the relevant subject, and then to Ms Lillywhite, concerning their eligibility and suitability for the program.

UTAS HIGH ACHIEVERS PROGRAM
(MRS HELEN DOSSER COORDINATOR)

Students who excel in Year 11 may also be able to undertake full university courses in Year 12. In order to be considered for places in these subjects, students need to have achieved at least 3 EAs in three or more pre-tertiary TCE subjects in Year 11, one of which must be

in the area of their chosen university subject. They should also be highly organised, self-directed learners.

The subject areas to which this applies are listed throughout the curriculum information listed under the various departments in the following pages. These departments include: English, Mathematics, Humanities, Languages, Music, Business and Technology, Science.

Students interested in one or more of these programs need to speak, in the first instance to the teacher of the relevant subject, and then to Ms Dosser concerning their eligibility and suitability for the program. Applications will need to be received by the university early in December. The application must include documentation authenticating TCE results from Year 11, as well as two references from TCE teachers about suitability for the program. The application must also have approval from Ms Dosser. This all needs to be prepared before 10 December.

For further information on UTAS High Achievers Program please use the following link: https://www.utas.edu.au/underwood-centre/projects-and-initiatives/hap

UTAS STEP-UP PROGRAM
(PLEASE SEE MR DAVID MORRIS, TEACHER LIBRARIAN)

Students who are not enrolled in a UTAS course but who are undertaking any Year 11 or Year 12 course at Scotch Oakburn College may enrol in the UTAS Step-Up Program. This allows free access, until 31 December, to the UTAS Library network, including online databases accessible from home, and Special Borrower privileges applicable throughout the UTAS Library system (Hobart, Launceston, and Burnie).

Application forms are available online https://www.utas.edu.au/library/access-borrow/join-the-library or from the John Morris Library, and to obtain fee-exemption requires the signature on the application form of Scotch Oakburn College's Teacher Librarian. Apply through the College Librarian.

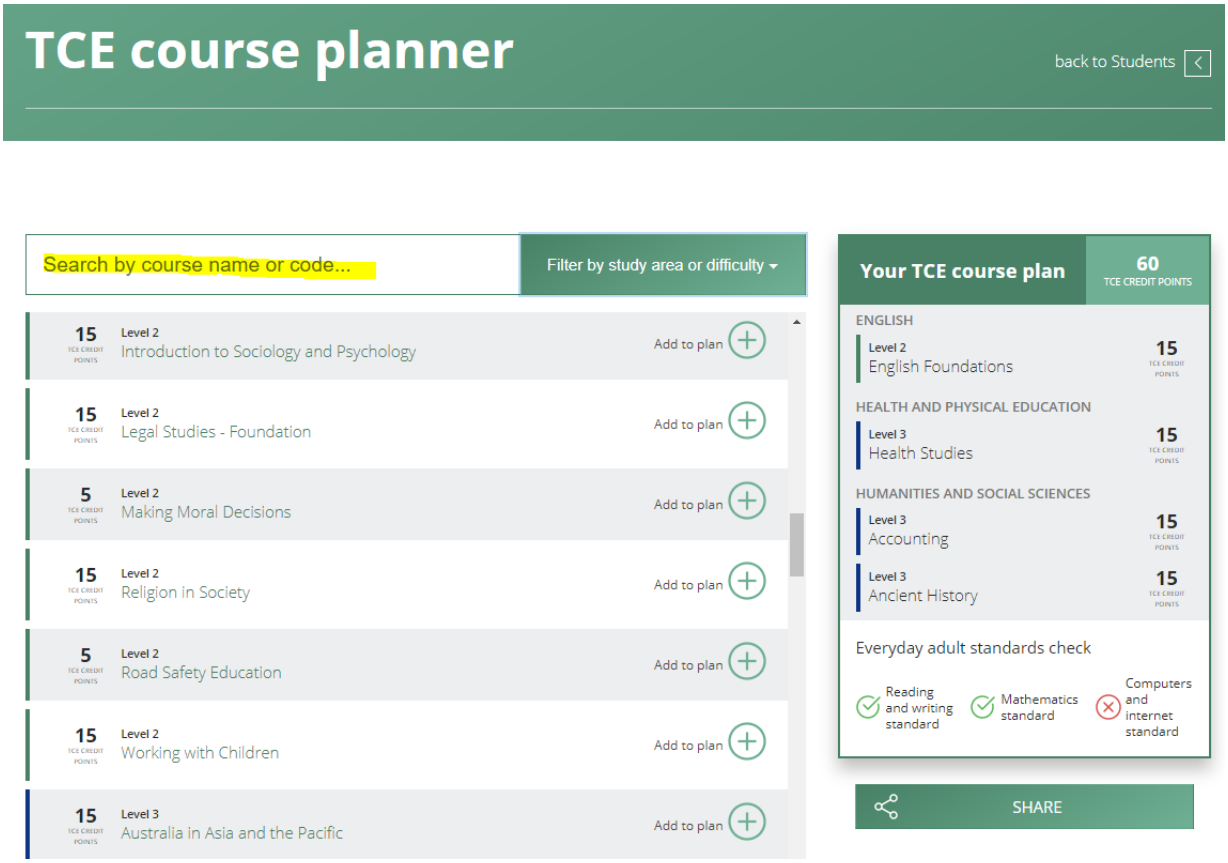
Students enrolled in the Connections Program or the UTAS High Achievers Program are automatically enrolled with UTAS Library.

PRE-PLANNING FOR SUBJECT SELECTIONS AND THE TASC WEBSITE

Given the need for careful planning, students are required to plan their proposed subject selections for Years 11 ***and*** 12. The Year 12 choices are required to help them plan to ensure that they meet the requirements for receiving a TCE Graduation Certificate *and so qualify for an ATAR* at the end of Year 12.

All students need to access and complete the TCE course planner (example below) prior to their meeting with either Ms Lillywhite (current Year 10) or Mrs Darcy (current Year 11).

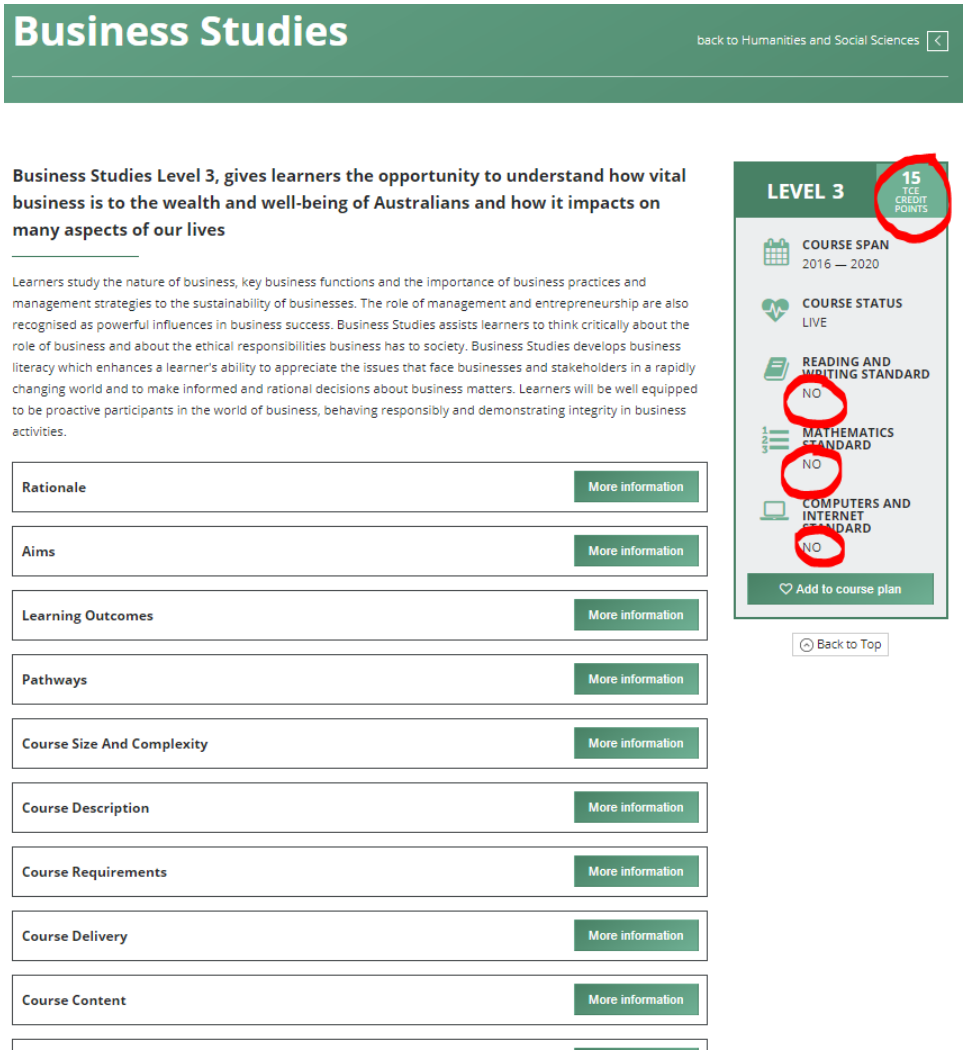
The Planner is on the TASC website here.



HOW DO I CHOOSE MY SUBJECTS?

Each of the subject descriptions in Web Preferences have a link to the TASC website course pages. Students should use these links to find out as much as possible about each course they are considering studying. The TASC page contains a lot of very useful information, as the example from the example on the next page for Business Studies shows.

In addition, you can talk to teachers, the Heads of Department and students already taking subjects. House Heads will be able to help in indicating how sensible the combination of choices may be, given current indications. They may also be able to help you with queries concerning subject requirements for particular careers and tertiary courses. The Futures Centre is available for guidance as well, particularly with pathways planning.



Number of points it contributes to the TCE.

Brief description of subject.

Relevant documents, including the syllabus document, folio guidelines, external assessment dates, markers' reports, etc.

Whether the subject contributes to other TCE requirements. This subject will satisfy both the literacy and ICT requirements of the TCE

A NOTE ABOUT MATHS AND ENGLISH

At Scotch Oakburn College we strongly advise that ALL students attempt at least ONE English subject and at least ONE Mathematics subject over the two years. Students are advised to attempt the highest level of English and Mathematics that is within their capabilities as these are the subjects most often required by employers. Many mainland universities require a pre-tertiary English and for many vocational courses preference is given to applicants with pre-tertiary English.

Year 10 students should strongly consider the advice of their English and Maths teachers when making their choices for Year 11. Of course the advice of other subject teachers is invaluable when making choices in specific domains.

Students wishing to study Mathematics or Engineering are strongly encouraged to study Mathematics Specialised in Year 12. English, Science and Maths teachers will be able to recommend a pathway. These will be published on The Dash during Term 3.

IMPORTANT information regarding the offering of TCE subjects

For a TCE subject to be offered at Headstart in 2025, and for the 2026 academic year, a minimum of 6 SOC students (not co-operative program students) must choose this subject. Where there are fewer than 6 SOC students it may be possible for a course to run where the following are possible:

- There is capacity for a student to study the course 'off line' - this only occurs when the student has the proven skills to be proactive and self-directed, where a suitable teacher can be available and when the course is suitable to be taught offline (as deemed appropriate by the head of the relevant department in consultation teaching staff)

- The delivery of a course can be possible alongside another course – e.g. Theatre Production and Drama have been taught as companion courses previously

- There is a suitable Year 10 course with sufficient similarity in criteria / learning objectives – e.g. TCE Japanese taught alongside Year 10 Japanese for some lessons

What is possible varies year to year depending upon resources available

If a student is interested in a course that cannot run in 2026 due to numbers, they are encouraged to consider completing a subject under the existing co-operative arrangement that exists between SOC, LCGS, LCS and SPC.

PROCEDURE FOR SUBJECT SELECTION FOR YEAR 11 STUDENTS

In order to plan appropriately for two years, students need to complete the following enrolment steps:

1. Research their chosen pathway carefully, making careful use of their interviews with the Futures Staff to help them do this.

2. Speak with their Year 10 teachers of English and Maths (and perhaps with the Heads of English and/or Maths) to gain their recommendation of which particular Maths and English subjects to study in Year 11. *Students will be strongly advised not to study an English or Maths class that is not recommended by their Year 10 teacher or approved by the Head of English or Head of Mathematics respectively.*

3. Visit the TASC website by using the following link and complete the TCE Course Planner. Save and print off a copy to take to your interview.

4. Students will be sent login details for 'Web Preferences'. Students together with their parents/guardians should then login and submit their preferred subjects by **Friday 22 August.** Please print the receipt and take it to your interview.

5. An email has already been sent to your school account with an appointment time to meet with Ms Lillywhite and to please be on time. **Students must take a copy of BOTH their TCE Course Planner and Web Preferences receipt to this meeting.**

Your selection of subjects by 22 August is crucial as subjects may not be offered if insufficient students opt for them.

In addition, students who are late in completing the process cannot be guaranteed that they will be able to study their selected subjects if classes are already full.

For Year 11 students, Scotch Oakburn's policy is as follows:

- Students may study up to five pre-tertiary subjects, although the vast majoirty of students will take four subjects (at either Level 2 or Level 3) and one study option.

- Students may choose four subjects of size value 15 and one study line. Year 11 students will have supervised study lessons in if they choose a study line. It is their responsibility to use this time effectively.

- If Year 11 students choose fewer than four subjects of size value 15 their combination of subjects must have the equivalent value

- Students may not drop below these requirements throughout the year as these are the minimum requirements to meet the TCE participation standards.

- Most Year 11 students should consider combining subjects of differing size values and VET courses.

All students will need to give careful consideration to their future plans and have a realistic view of attainable goals, as well as a clear understanding of tertiary entrance requirements.

CHANGING A SUBJECT

Year 11 students may need to change their subject selection. They will be given the opportunity to do so in the weeks prior to school commencing in February. However, no student will be permitted to change a subject without the express written consent of their parent / guardian or without the approval of the Director of Teaching and Learning, Ms Lillywhite, who may consult with other staff as necessary. In addition, students wishing to change must note that their new selections will be subject to availability in existing classes.

Year 11 students should also note that any subject that has a 415 code is one for which TASC has highly recommended pre-requisite requirements: Chemistry (CHM415115), Mathematics Specialised (MTS415114) and Physics (PHY415115) are examples of subjects which have access requirements. In addition, Art Studio Practice (ART315214) requires the successful completion of Visual Art Level 3 (ART315123).

There are other subjects which Scotch Oakburn College recommends are more appropriate for Year 12 students, and/or or for students who are highly capable English students. These subjects include Economics, English Writing and Student-Directed Inquiry.

Unless additional advice is needed from Ms Lillywhite, all subject changes need to be completed via the TCE Subject Change form which is on The Dash. These changes will not be finalised until parent permission is given.

PROCEDURE FOR SUBJECT SELECTION FOR YEAR 12 STUDENTS

Whilst there are no restrictions on choices for Year 12 students, there are some pre-tertiary subjects have access requirements stipulated by TASC. Any subject that has a 415 code is one that has highly recommended pre-requisite requirements: Chemistry (CHM415115), Mathematics Specialised (MTS415114) and Physics (PHY415115) are examples of subjects which have access requirements. In addition, Art Studio Practice (ART315214) requires the successful completion of Art Production (ART315117).

In addition, students should consider taking a range of courses. All students should be taking the equivalent hours of at least four full lines of study. Some Year 12 students should consider VET courses or School-based Apprenticeships.

In order to plan appropriately students need to:

1. Research their chosen pathway carefully, making careful use of interviews with the Futures Staff to help them do this.

2. Visit the TASC website by using the following link and complete the TCE Course Planner. Save and print off a copy to take to your interview.

3. Carefully check that their combined Year 11 and 12 program will enable them to meet all the requirements of the TCE Graduation Certificate and so qualify for an ATAR. If not, they need to see Ms Lillywhite immediately.

4. Students will be sent login details for 'Web Preferences'. Students together with their parents/guardians should then login and submit their preferred subjects by **Friday 22 August.** Please print the receipt and take it to your interview.

5. An email has already been sent to your school account with an appointment time to meet with Mrs Darcy. **Students must take BOTH their TCE Course Planner and Web Preferences receipt to this meeting.**

Your selection of subjects by 22 August is crucial as subjects may not be offered if insufficient students opt for them.

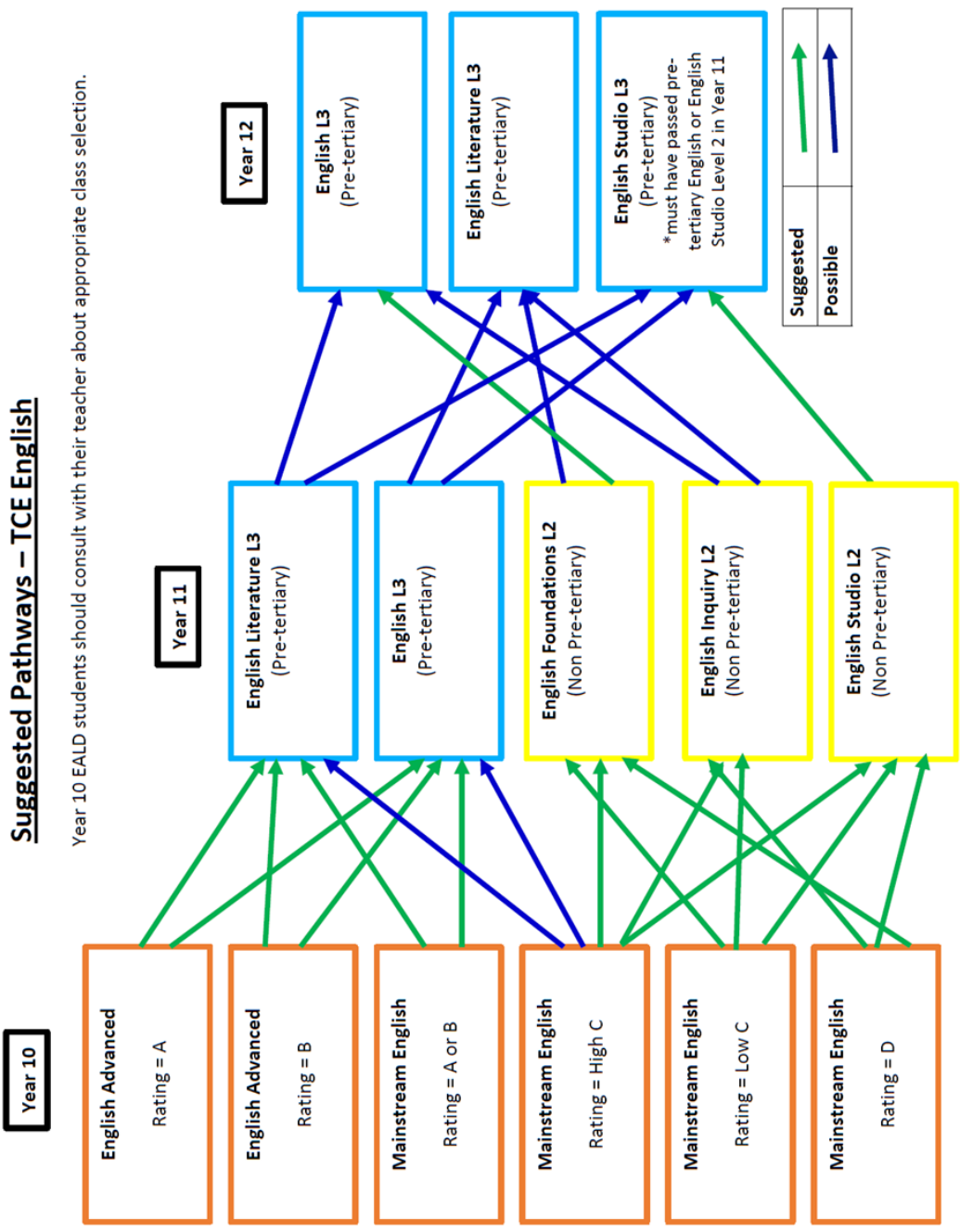
In addition, students who are late in completing the process cannot be guaranteed that they will be able to study their selected subjects if classes are already full.

CHANGING A SUBJECT

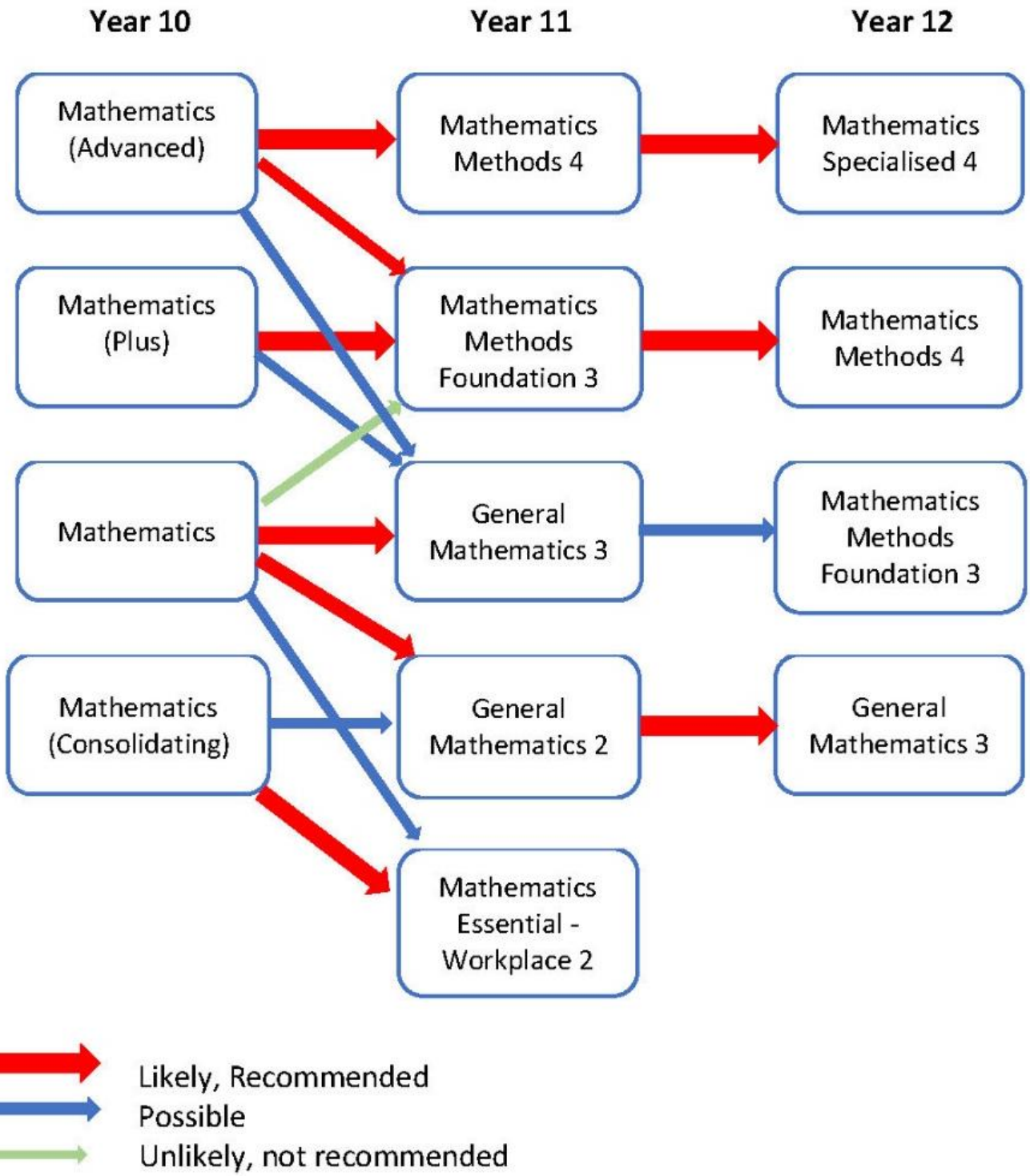
Year 12 students may need to change their subject selection in light of their results in Year 11. They will be given the opportunity to do so in the weeks prior to school commencing in February. However, no student will be permitted to change a subject without the express written consent of their parent / guardian or without the approval of the Director of Teaching and Learning, Ms Lillywhite, who may consult with other staff as necessary. In addition, students wishing to change must note that their new selections will be subject to availability in existing classes. All subject changes need to be done through the TCE Subject Change form on The Dash.

All students will need to give careful consideration to their future plans and have a realistic view of attainable goals, as well as a clear understanding of tertiary entrance requirements. Parents will be asked to approve proposed courses of study. Using the parent log on to enrol in subjects will be deemed approval of the student's course of study.

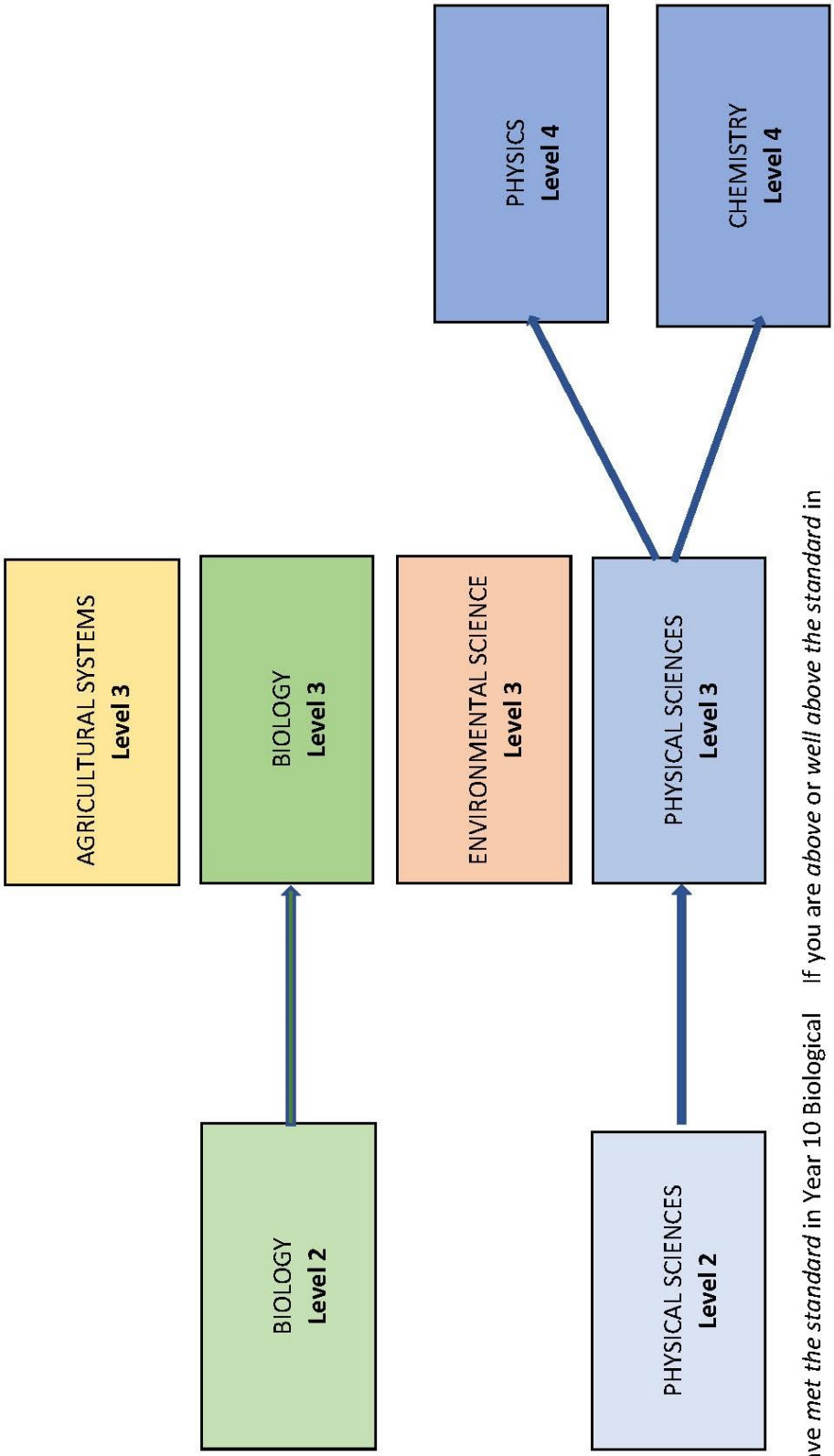
SUGGESTED PATHWAYS TCE ENGLISH



SUGGESTED PATHWAYS TCE MATHEMATICS



SUGGESTED PATHWAYS FOR SCIENCE



If you have *met the standard* in Year 10 Biological Sciences, we recommend taking **Level 2 Biology** in Year 11 as a pathway to Level 3 Biology. If you have *met the standard* in Year 10 Physical OR Chemical Sciences, we recommend taking **Level 2 Physical Sciences** in Year 11 as a pathway to Level 3 Physical Sciences.

If you are *above* or *well above the standard* in Year 10 Biological Sciences, you could take **Level 3 Biology** in Year 11 OR 12. If you are *above* or *well above the standard* in Year 10 Physical or Chemical Sciences, you could take **Level 3 Physical Sciences** in Year 11 OR 12. Physical Sciences offers a pathway to Level 4 subjects.

These are only recommended as Year 12 subjects, having completed Level 3 Physical Sciences.

SCOTCH OAKBURN TIMETABLE AND HOME LEARNING

Years 11 and 12 subjects will be arranged into five lines, over a ten day timetable with each line being allocated twelve lessons during the ten days.

VET courses will have 12 lessons each ten days (or equivalent)
Courses with a size value of 15 will have 12 lessons each ten days.
Courses with a size value of 10 will have 8 lessons each ten days.
Courses with a size value of 5 will have 4 lessons each ten days.

On each line, students may select any set of options which will total 12 lessons each ten days.
A total of 12 lessons could come from:

ONE VET course
or ONE course of size value 15
or ONE course of size value 10 plus ONE of size value 5
or ONE course of size value 10 plus ONE Study Unit of size value 5
or ONE course of size value 5 plus ONE Study Unit of size value 10
or ONE Study Unit of size value 15

The Home Learning recommendation for TCE students is 'as needed', in recognition of different workloads, capabilities and needs of Year 11 and 12 students and their programs. Frequent revision of all course tasks is highly recommended. Students are strongly encouraged to use their study line for this purpose.

COOPERATIVE CLASSES WITH LCGS, SPC & LCS

In 2026, we will continue with our practice of sharing all TCE lines with St Patrick's College, Launceston Church Grammar School and Launceston Christian School. This enables students to access subjects at the other colleges which are not offered at Scotch Oakburn and have greater flexibility in their choices by allowing access to the same subject on lines other than those available at Scotch Oakburn. However, the line allocation of subjects at the other schools will not be available until later in the year. ***All enquiries about undertaking a subject at one of the cooperating schools must be made by application through the Director of Teaching and Learning, Penquite, Ms Lillywhite before October. You may not directly approach the other schools yourself.***

PLANNING FOR YOUR FUTURE POST YEAR 12

In choosing your subjects you may be influenced by a number of factors, the biggest of which should be the consideration of your future plans. Those of you who have identified your preferred career path may have a relatively simple process of choosing your subjects. However, it is important that all students talk to staff at the Futures Centre and/or their teachers to ensure that they have set realistic goals, planned an enrolment that can allow them to pursue their identified pathway and that they have identified a 'back-up' plan to cover any eventualities. In addition, students need to ensure that they are allowing enough scope in their program to keep their options open. For these reasons, students are strongly advised to meet with Mrs Darcy or Ms Poynter in the Futures Centres when considering their subject preferences.

Please note that it is a student's responsibility to check that he or she is studying the prerequisite subjects for any course or institution they have in mind. University handbooks and tertiary admission guides are available at the Futures Centre and the information is also available online.

The Futures Centre homepage on The Dash has a number of wonderful resources and links available to both parents and students. To access these go to:
http://thedash.soc.tas.edu.au/homepage/81

TCE SUBJECT SUMMARY

Please refer to the following summary of our TCE subject offerings. These concise summaries provide an overview of each subject.

Please note that the vast majority of subjects provide 15 points toward a student's TCE. Where the points value is less, this is indicated.

The courses are presented in alphabetical order.

CLICK ON THE SUBJECT LINKS FOR FURTHER INFORMATION

Food and Nutrition
Food, Cooking and Nutrition
Foundation Practical Study (Music) – University Connections Program
French Level 2
French Level 3
General Mathematics Level 3
General Mathematics Level 2
Geography
Health Studies
Housing and Design
Introduction to Sociology & Psychology
Japanese Level 2
Japanese Level 3
Legal Studies
Mathematics Methods
Mathematics Methods - Foundation
Mathematics Specialised
Modern History
Music
Music Ensemble
Music Studies
Music Technology Projects – University Connections Program
Musical Theatre
Object Design - University Connections Program
Outdoor Leadership
Personal Health and Wellbeing
Philosophy
Physical Sciences - Foundation
Physical Sciences
Physics
Psychology
Sociology
Sport & Recreation Experiences / Fitness Experiences
Sport Science Level 2
Sport Science Level 3
Student Directed Inquiry
Technical Theatre Production
Theatre Performance
Visual Art Level 2
Visual Art Level 3
Work Readiness Level 2

AUSTRALIA IN ASIA AND THE PACIFIC

AAP315116

Why Choose

Australia in Asia and the Pacific provides an overview of key environmental, economic, cultural, sociological and historical features of Australia and its neighbours. There is an emphasis on contemporary issues, perspectives and events as they affect the region. The need to become 'Asia literate' is vital as the influence of Asian nations on the world is increasing.

Australia in Asia and the Pacific nurtures learners' appreciation of, and respect for, diversity. It also gives learners an opportunity to develop understanding of what it means to be a global citizen. Themes running through the course topics include geographic and human diversity, geopolitical relationships, the impact of tourism, and environmental issues including disaster management.

In this course, you will explore different ways to research and learn about people, places, beliefs and cultures, in Australia, Asia, and the Pacific. You will learn how to gather information thoughtfully and respectfully, and how to make fair and well-informed judgments based on reliable research.

The skills you develop— thinking clearly, respecting different viewpoints, and understanding the world around you—will help you now and into the future. You will use what you learn to make informed decisions as a responsible citizen, both at work and as part of a global community.

Australia in Asia and the Pacific focuses on developing skills in analysis and problem solving, communicating ideas and information, planning and organising activities, and collaborating with others. Assessment tasks include a mix of essay and report writing, both internally, and in the external exam.

Points of Difference

While not a requirement, students will find studying Geography advantageous to their studies in AAP.
This course has a complexity level of 3.
There is a substantial amount of reading and writing required in this course.

Contact

Georgie Routley Georgie.Routley@soc.tas.edu.au

ACCOUNTING

ACC315116

Why Choose

Accounting Level 3 provides students with essential financial knowledge and skills that are highly relevant in today's economy. With small businesses making up the majority of employers, many students are likely to work in or run a small business, where understanding accounting is crucial. This course helps learners become financially literate, make informed decisions, and understand the ethical and regulatory aspects of financial management. It also develops critical thinking, decision-making, and digital skills, preparing students for further study or careers in business and finance.

Points of difference

The use of an accounting software package and spreadsheeting.

Pathways

Studying Accounting at school can lead to careers in business, finance, or entrepreneurship. It prepares students for university, TAFE, or professional qualifications like CPA or CA. Students gain real-world skills in money management, analysis, and ethical decision-making.

Accounting complements vocational education and training (VET) pathways in Finance Services, such as Certificate III in Accounts Administration (FNS30315).

Contact

Joy Russell
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AGRICULTURAL SYSTEMS

AGR315117

Why Choose

This course would suit someone who has an interest in agriculture and horticulture, enjoys challenges, investigating aspects of agriculture and has well developed organisational skills. This course is unique in that it has a multidisciplinary approach, covering science, technology, and marketing.

In this course you will explore the various systems and sub-systems that support agricultural production and maximise productivity. You learn the theory of food and fibre production and associated agricultural industries. You will also study business and financial management by examine marketing and processing of a product in terms of its quality and quantity and undertake a specific farm product study. You will explore the use of agricultural technologies and their purpose in optimising food and fibre production. You will design and develop an engineering solution to an agricultural problem or situation.

The theory in this course is underpinned by experiential learning opportunities, including guest speakers and field trips to a variety of agri-businesses.

Points of difference
The learning in Agricultural Systems is based around finding a solution to a real-world problem and emphasises project-based learning.

The external assessment for this course will comprise of a folio. The folio includes an Agri-business Case Study (2000-3000 words) and a major Engineering Solution project.

Pathways
Agricultural Systems Level 3 can be a pathway to vocational education and training (VET) programs in Aquaculture, Horticulture, Conservation and Land Management, Agriculture and Animal Studies.

Contact
Kate Gard
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ANCIENT HISTORY
ANH315117

Why Choose
For students who wish to build an interest in and appreciation of the ancient past. This subject focusses on ancient Rome, specifically 'games' and gladiatorial contest, art and architecture and government and leadership.

A range of evidence is examined, including the writings of ancient and modern historians as well as archaeological sources. An understanding of the site of Pompeii features heavily.

Points of difference
As part of their study students come to understand the concept of human agency, including the motivations, actions and legacy of ancient leaders. Students complete a research report on an ancient Roman leader and the social, political and economic contexts in which they operated.

Although the examination is essay-based, student assessment throughout the year includes source and site analysis tasks and seminar-style presentations.

Pathways
Provides an advantage for any tertiary pathway with a focus on history, including classics or archaeology. An advantage for a pathway requiring research and inquiry skills.

Contact
Sarah Lillywhite
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ART STUDIO PRACTICE
ART315214

Why Choose

Art Studio Practice provides an opportunity for learners who have completed *Visual Art Level 3* to extend their art practice at the Level 3 complexity.

Students operate with greater autonomy to manage a self-directed inquiry which will culminate in a visual art exhibition, supported by a research paper. As with Art Production, this course promotes innovation and creative and critical thinking skills. Students develop problem-solving and time-management skills together with creative and analytical ways of thinking. This course assists students to develop their communication skills, via visual design and opportunities to workshop their ideas and folio development.

The structure of this course provides students with an experience that resembles tertiary study and the working processes of practicing contemporary visual artist.

Points of difference

This is a folio-based subject. Students work towards creating a body of artwork throughout the year, which is presented for examination in an exhibition. Students complete supporting work including – exhibition proposals, journals containing research and evidence of your progress, technical experiments, active investigations and research paper also contribute to assessment.

Assessment requirements for this course are completed early in Term 4.

There is no written examination for this subject.

Pathways

Visual Art Level 3 is a pre-requisite for Art Studio Practice.

Art Studio Practice may be studied in Year 12. It is recommended for any student considering tertiary study in the Visual Arts or any creative and design based course.

The generic skills (problem-solving, time-management, critical and creative thinking) that are developed in this course are key attributes in many fields of study and work.

Contact

Carmel Dilger
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ATHLETE DEVELOPMENT
ATH215113

Why Choose
Athlete Development is a course that provides students with opportunities to extend their sporting prowess through a hands-on approach. They develop skills around building effective training programs, look at management of time and developing a strong balance of wellbeing.

Students cover topics in body systems, sports nutrition, sports psychology, injury prevention, recovery and balancing training and competition to get the best out of their body.

This subject is generally studied in Year 11 as a stepping-stone for Sports Science, Food and Nutrition and Health Studies. However, many students who love sport choose this as a chance of getting the most out of themselves as an athlete.

Points of difference
There are practical components each lesson around training as well as opportunities for game play to develop movement concepts. All work is completed within class to ensure students have more time for their level three subjects. Some athletes have flexibility to train at alternate times off campus and manage (rehabilitation and conditioning) the rigour of their sport during the scheduled time.

Pathways
This provides a strong pathway for Sports Science and Food and Nutrition but also can link to many of the Science based subjects. Many students who enjoy components of the fitness industry also see this as a pathway to Certificate in Fitness level 3 and 4, or Strength and Conditioning certification. This provides a sound base whether it be enhancing your sporting career, looking at some work in the fitness industry or moving to a degree within Human Movement (Exercise Science, Physiotherapy), Sports Science or Science based areas (Health Science, Sport Management and Nutrition and Exercise to name a few).

Contact
Paul McKendrick
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BIOLOGY LEVEL 2
BIO215123

Why Choose
The Biology suite of courses (Biology Level 2 and Biology Level 3) explores ways in which scientists work collaboratively and individually in a range of integrated fields to increase understanding of an ever-expanding body of biological knowledge. Biology Level 2 provides a good foundation to the Biology Level 3 course.

In Biology 2 learners will explore cell structure, processes and function. They will investigate organ systems and their place within multicellular organisms. They will apply this knowledge when inquiring into ecosystems and biodiversity.

Learners will use these concepts to explore one or more contexts or themes; for example, human biology, agriculture, environmental biology, biochemistry or marine studies. Learners will come to understand how applying biological knowledge is central to society. They will explore relationships between biology and society and investigate the processes of biological discovery. They will use practical inquiry to engage with and understand the natural world.

Points of difference
Approximately 50 hours of the course is spent engaged in practical activities, laboratory work and research investigations.

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

Contact
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Angela Vaughan
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BIOLOGY LEVEL 3
BIO315124

Why Choose

Biology is the study of the fascinating diversity of life as it has evolved and as it interacts and functions. In this course you will learn about biological systems and their interactions, from the molecular level to cellular processes, to genetics and responses to disease. You will explore and explain everyday observations, find solutions to biological issues, and understand the processes of biological continuity and change over time.

The knowledge, understanding and methodology obtained from the study of biology are important in all studies involving the natural sciences at university.

Points of difference

This subject includes a significant component of experimental work which enables you to develop good scientific skills in analysis, interpretation, and investigation. It would suit someone who;

- wants to better understand living things and how they work
- would like to make informed decisions about science issues in society and their local community

This course is both internally and externally assessed. Students are required to complete two folios and an extended inquiry as part of their assessment.

Pathways

Biology may be studied as part of a pathway to tertiary study and careers in areas such as agriculture, botany, zoology, marine science, biotechnology, health science, pharmacy, medicine, nursing or veterinary science. It is also suitable for learners wishing to study a science as part of a general education.

It is recommended that you have achieved above the standard in the Biological Sciences learning outcome in Year 10 Science or an SA from Biology Level 2 when enrolling.

Contact

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Angela Vaughan
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BUSINESS STUDIES
BST315116

Why Choose
Business Studies gives students the opportunity to understand how vital business is to the wealth and well-being of Australians and how it impacts on many aspects of our lives.

Students study the nature of business, and key business functions of Finance, Marketing, Human Resource Management and Operations.

Business Studies assists students to think critically about the role of business and about the ethical responsibilities business has to society. Business Studies develops business literacy and gives an understanding of how businesses operate in contemporary society.

Points of difference
This course, available for both Year 11 and Year 12 students, is a valuable course to learn about setting up a business. The major investigation project for Business Studies is a business feasibility study, which is internally assessed, and provides an opportunity to create a business plan for a potential future venture.

Pathways
Business Studies is a useful (but not essential) Year 11 subject for students wanting to do Economics in Year 12.

Contact
Callum Ross
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CHEMISTRY
CHM415115

Why Choose
This course covers may areas of Chemistry needed for tertiary studies. Chemistry is all around us and it's understanding is fundamental in sciences. Chemistry is the study of materials and substances, and the transformations they undergo through interactions and transfer of energy. The study of chemistry enables you to inquire about the use that society makes of its resources and of the impact of that use on the planet.

Area of study will cover:
- electrochemistry
- thermochemistry, kinetics and equilibrium
- reactions of organic and inorganic matter
- application of logical processes to solve quantitative chemical problems.

Points of difference
This course is both internally and externally assessed with a 3-hour end of year exam.

Pathways
An understanding of chemistry is relevant to a range of careers, including those in chemistry, medicine, biotechnology, biochemistry, medical research, pharmacy and agricultural, environmental science agriculture, pharmacy, environmental science, engineering, health and medical science.

It is recommended that you have a strong SA in Physical Sciences 3 or equivalent, and a strong background in mathematics, e.g. Level 3 Mathematics to undertake this course.

Chemistry is a pre-requisite for many tertiary courses. Please check with each university for more information.

Contact
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Anna Reimer Waites
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CHINESE - SPECIALIST (BACKGROUND)
CN813

Why Choose

The Chinese Specialist Level Syllabus is designed for learners who were raised in a community where Chinese is a major language of communication, and in that community have completed primary school, and have studied Chinese as a first language, at primary and/or secondary school.

The course is designed for students of a Chinese background studying and living in Australia. The curriculum has been designed by Australian educators for Australian based students. It explores contemporary cultural and societal issues as well as providing opportunities for students to extend their Chinese literacy skills.

Points of difference

The Chinese Background Course (Specalist Level) is taught in Chinese and students are allowed to write in either Simplfied Chinese characters or Traidtional Chinese characters.

External assessments, consisting of Reading, Writing and Listening sections, are held in October and November each year.

Pathways

It is a pre-requisite for this course to be a background speaker of Chinese (Mandarin and/or Cantonese).

Students can complete this course over one year; however, students can study the course twice.

Contact

Ruby Lan
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CHINESE LEVEL 2
CHN215123

Why Choose

Through learning Chinese, and its associated cultures, students can gain a range of benefits including:

- Understanding the culture(s) of over 1/5 of the world's population;
- Insights into the People's Republic of China, Australia' biggest trading partner and soon to be biggest economy in the world;
- Increased career opportunities such as those in tourism, education, business, agriculture, science, and finance;
- Ease of traveling, studying and living in China and Chinese speaking cultures and countries;
- The strategic edge of being a non-native Chinese speaker – they are rare.

Points of difference
Students studying Chinese at Scotch Oakburn College have:

- The chance to experience authentic Chinese cuisine right here in Launceston during excursions and incursions;
- The pleasure of welcoming, watching and participating in various cultural performances including, Kungfu, Dragon and Lion Dances and Taichi.
- Subject to circumstance, there is an opportunity to travel to China, visiting the megacities of Shanghai and Beijing, with the school. This international experience also includes a visit to the famous Jingshan School in Beijing.

Pathways
Level 2: Designed for beginners with no experience of learning Chinese. The course is suitable for learners who have had some prior exposure to the target language and who wish to develop their skills, knowledge, and understanding of Chinese and its associated culture.

Contact
Ruby Lan
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CHINESE LEVEL 3
CHN315114

Why Choose
Through learning Chinese, and its associated cultures, students can gain a range of benefits including:

- Understanding the culture(s) of over 1/5 of the world's population;
- Insights into the People's Republic of China, Australia' biggest trading partner and soon to be biggest economy in the world;
- Increased career opportunities such as those in tourism, education, business, agriculture, science, and finance;
- Ease of traveling, studying and living in China and Chinese speaking cultures and countries;
- The strategic edge of being a non-native Chinese speaker – they are rare.

Points of difference
Students studying Chinese at Scotch Oakburn College have:

- The chance to experience authentic Chinese cuisine right here in Launceston during excursions and incursions;
- The pleasure of welcoming, watching and participating in various cultural performances including, Kungfu, Dragon and Lion Dances and Taichi.
- Subject to circumstance, there is an opportunity to travel to China, visiting the megacities of Shanghai and Beijing, with the school. This international experience also includes a visit to the famous Jingshan School in Beijing.

There are many universities around Australia, including the 'Go8', that offer bonus ATAR points for those students who have studied Chinese at a TCE 3 level. The points available are dependent on the university, and course studied, however, up to 5 bonus ATAR points are available!

Pathways
Level 3: Building on the Level 2 course and/or the Australian Curriculum – Chinese-based program provides a pathway to the potential study of Chinese at a university level. The majority of students at Scotch Oakburn College are recommended to study this course in Year 11.

High Achievers Program (HAP): The University of Tasmania's HAP provides high-achievers Year 12 Tasmanian senior secondary school students with the opportunity to enrol in university language units to complement and extend their TCE studies. Students interested in this course are required to have excellent result in Level 3 Chinese and/or exhibited supplementary evidence to support their application into HAP.

Contact
Ruby Lan
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COMMUNITY SPORT AND RECREATION
HPE215118

Why Choose
This course will help you to develop an understanding of the many lifestyle and lifelong health benefits through regular involvement in recreational and sporting activities. The course aims to engage learners in physical activity that promotes immediate and long-term benefits of movement skills, fitness, and the ability to interact with others within a safe environment. Students will look at recreation and the community, looking at the strengths, the reasons and how community sport and recreation evolve.

Points of difference
It is a "doing subject" with some theoretical assessment but requires an enthusiastic and passionate attitude towards all opportunities and challenges. Students look at five units of work throughout the school year. Unit one looks at recreational concepts from a community perspective, unit two and three look at individual as well as team games and sports, unit 4 focuses on recreation and adventure activities and unit 5 on personal development around active research and development within their own space.

Pathways
It is a subject area that develops the following attributes – leadership, resilience, collaboration, cooperation, skill and understanding. It is a subject that is

selected as a way of moving throughout the rigour of TCE life. It has some connections to Sports Science, Health studies and Food and Nutrition, but importantly has life connections to community sport and recreation, something all of us are immersed within during our life.

Contact
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COMPUTER GRAPHICS AND DESIGN - FOUNDATION
CGD215118

Why Choose
Computer Graphics and Design – Foundation Level 2 introduces the use of the design process and principles to create digital solutions. Design principles and processes must underpin the development of digitally created outcomes and solutions. Level 2 provides applied learning opportunities for learners with an interest in computer graphics who are looking to foster a career within design-based industries and/or wish to prepare for further study in *Computer Graphics and Design* Level 3.

Points of difference
Design solutions will be arrived at using a variety of expressive techniques including written, hand drawn and digital means. In addition to design project work undertaken by learners, there will be a focus on the formal delivery of the design component in relation to principles and process (for example via structured practical lessons and tutorials) in conjunction with digital content areas. Design projects will focus on implementing the digital skills developed through this course and will gradually develop learners' understanding and skills to work more independently.

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

Contact
Mr Rob Bastick
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COMPUTER GRAPHICS AND DESIGN
CGD315118

Why Choose

Design principles and processes underpin the development of digitally created outcomes and solutions. These must be arrived at using a range of expressive techniques including written, drawn and digital. Learners develop the ability to use, manage, assess and understand the implications and applications and consequences of digital design technologies on individuals, society and the environment. Project management skills are an important part of this course, fostering learners as creative, critical and reflective thinkers. Learners develop insights into how design is culturally, socially and ethically constructed with an environmentally sustainable approach.

Points of difference

Learners entering this course should have an understanding of a design process and the application of this, including the elements and principles of design and the iterative process of design development. Learners who have successfully completed Computer Graphics and Design Foundation Level 2, Design and Production Level 2, or Year 9/10 Australian Curriculum Technologies will have developed required knowledge and skills, although these are not pre-requisite courses.

Pathways

On successful completion of this course, learners will have developed the knowledge and skills that will support them in in further tertiary study and/or Vocational Education and Training pathways in the areas of engineering, architecture, computing, visual arts and design.

Contact

Mr Rob Bastick
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COMPUTER SCIENCE
ITC315118

Why Choose
Computer Science provides students with the skills required to write computer programs, culminating in a major project, and an understanding of the underlying hardware and data transfer that make computers work. This very practical subject enables students to develop the skills to write a computer game and other programs through the implementation of algorithmic thinking and problem solving.

Points of difference
Computer Science is a course that is designed to provide students with the ability to identify, analyse and design algorithms to enable them to write computer programs to solve these problems. They will also explore how computers undertake calculations, transfer data as well as developing an awareness of the social, ethical and professional aspects of computer science.

Pathways
An interest in computing is a useful background for this course. Computer Science can be a starting point for further education in Information and Communications Technology (ICT) or engineering or a preparation for the vast range of careers that require efficient and effective use of ICT and computational thinking. Information Systems and Digital Technologies is a complementary course that could be undertaken in Years 11 and 12.

This course could be used as a starting point to study a degree at University, or VET Certificate IV, or Diploma, including combined Diploma/Degree courses. These courses may focus on multimedia and the internet, artificial intelligence, mobile and ubiquitous computing, systems and networks, computer security, distributed systems, software engineering or programming languages.

This course provides students considering a career in the IT industry as a programmer, data analyst, systems engineer, mechanical engineer, electrical engineer with the necessary theoretical, problem-solving and programming skills.

Contact
Lei Sun
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CONTEMPORARY MUSIC AND SONGWRITING
CMS215123

Why Choose

Through the course learners will compose, perform and record music. The course is practical and skills-based and will develop learners' creative and critical thinking, collaboration, communication and self-management skills. Opportunities to collaborate may include helping set up a recording studio, negotiating a stage area, working through a sound check, working with others when composing, playing or performing and promoting an event. Learners are given as many opportunities as possible to have exposure to industry professionals in both face to face and digital workshops, symposia, competitions, festivals and events. Students learn about and apply current music industry skills and ethical ways of working. Students will also develop their creative entrepreneurship skills as they effectively market and promote their original music to a range of audiences.

Points of difference

This performance-based course provides students with the opportunity to follow their musical passion within the field of popular music. As well as performing individually they form bands to present 'gigs'. To achieve this, they develop an understanding of legal issues relating to music – including those of copyright – as they apply to contemporary musicians, operate and maintain instruments (including backline and a basic PA) and perform simple recording tasks in the College's recording Studio.

Pathways

The course provides students considering a career in music performance, music education, film/TV/game composing, music therapy, arts management and arts law with the necessary performance and theoretical skills to be successful.

Year 9 or Year 10 Music

Music

UTAS Foundation Practical

Contact

Andy Prideaux
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DANCE LEVEL 3
DNC315124

Why Choose
Dance Choreography and Performance is a theoretical and practical course that engages the intellect, body and emotions. Through the study and practice of dance, this course prepares learners to be; discerning, reflective and critical viewers of dance, creative, innovative and productive contributors to society as performers and makers of new dance works.
The course involves: dance making (solo and ensemble), different dance styles and techniques, dance vocabulary, dance history, human anatomy, nutrition, informal and formal performances, critical appraisal of self and others, reviewing and academic analysis of live and recorded performances.

Points of difference
Students choreograph solo and group performances throughout the year for internal assessment.

Written folios, journal writing, and performance analysis essays form the internal written assessments.

A practical exam and two written folios form the external assessment requirements for this subject.

Pathways
Dance Choreography and Performance is highly recommended for students considering tertiary study and a career in dance, choreography, dance teaching, Pilates, Yoga or fitness instructing, teaching, arts administration, physiotherapy, podiatry, or dietician.

Year 8, 9, 10 Dance (or equivalent)

Dance Choreography and Performance Level 3 (Year 11 or 12)

Contact
Kathryn Gray
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DANCE LEVEL 2
DNC215124

Why Choose
Student's study dance making and performance skills as well as reflecting on and responding to their own work and the work of others. Solo and group work is a course requirement. The four compulsory units of work are Dance skills, Dance Making, Preparation and Performance and Reflection and Appreciation. Dance Level 2 provides a pathway to Dance Choreography and Performance Level 3.

Points of difference
In Dance Level 2 all criteria are internally assessed, requiring no external exams.

Pathways
Dance Level 2 provides a pathway to the Level 3 subject, Dance Choreography and Performance.

Year 8, 9 or 10 Dance (or equivalent)

Dance Level 2 (Year 11)

Dance Choreography and Performance (Year 11 or 12)

Contact
Kathryn Gray
kathryn.gray@soc.tas.edu.au

DESIGN AND PRODUCTION - COMPOSITE MATERIALS

DAP215116

Why Choose

Design and Production Level 2 emphasises the use of a design process to respond to design briefs to produce objects, models or prototypes in one or a combination of materials including glass, metal, plastics or wood. Design development and solutions are generated and communicated using a range of drawing techniques. Products, models or prototypes are completed in response to the design brief using technical skills and processes relevant to the chosen materials. Learners build the skills in planning and implementing projects, enabling them to manage resources effectively. A design folio records the design process for a major practical project.

Points of difference

Design and production phases are reviewed using an iterative process to reflect on and adjust design decisions throughout the process. Learners build the skills in planning and implementing projects, enabling them to manage resources effectively. A design folio records the design process for a major practical project.

Pathways

Design and Production provides a basis of knowledge and skills for further education and employment in the fields of product/furniture design, construction, architectural, engineering, mechanical and project management and a broad range of trade skills. The course also provides a foundation for senior secondary studies in Object Design 3 (University College Program), Housing and Design Level 3 and Student Directed Inquiry Level 3, or a range of vocational education and training (VET) programs or tertiary study.

Contact

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Mr Stephen Dobson
Stephen.dobson@soc.tas.edu.au

DESIGN AND PRODUCTION - TEXTILES

DAP215116

Why Choose

Design and Production Level 2 Textiles, emphasises the use of a design process to respond to design briefs to produce, fashion items, garments, clothing furnishings or prototypes in one or a combination of materials with a strong focus on Textiles. Design development and solutions are generated and communicated using a range of drawing techniques and through a folio of design work. Products, models or prototypes are completed in response to the design brief using technical skills and processes relevant to the chosen materials. Learners build the skills in planning and implementing projects, enabling them to manage resources effectively. A design folio records the design process for a major practical project.

Points of difference
Design and production phases are reviewed using an iterative process to reflect on and adjust design decisions throughout the process. Learners build the skills in planning and implementing projects, enabling them to manage resources effectively. A design folio records the design process for a major practical project.

Pathways
Design and Production provides a basis of knowledge and skills for further education and employment in the fields of product design, fashion design, interior architecture and stage/film and domestic interior decorators. The course also provides a foundation for senior secondary studies in Object Design 3 (University College Program), Housing and Design Level 3 and Student Directed Inquiry Level 3, or a range of vocational education and training (VET) programs or tertiary study.

Contact
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Mr Stephen Dobson
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DRAMA
SDD315120

Why Choose
Drama is a performing art that integrates communication skills for personal and public contexts, initiates self-confidence and awakens emotional mindfulness. Students work together creatively and collaboratively explore performing skills, intellectual reflection, physical and vocal techniques, performance analysis and artistic creation. This syllabus will provide students with opportunities to extend and apply performing skills and develop sophisticated strategies for communication through theatre making.

Points of difference
Drama is a course designed to provide rigorous training for performing artists. Internal and external assessment include solo and ensemble theatricals works, a fully produced Mid-year Production, play extracts, monologues, and academic acting techniques are employed throughout such as, Stanislavski technique, Uta Hagen techniques, improvisation, Laban and vocal techniques.

Live theatre performances are attended to gain theoretical understanding and performance analysis, as well as academic reflection on personal drama experiences.

Practical and Written Exams form part of the assessments throughout the year.

Pathways
Drama Level 3 may be used as a pathway course leading to study of Theatre Performance Level 3.

This subject would benefit those considering tertiary study or a career in the performing arts (acting, dancing, directing, playwright, designing, stage managing), as well as communication industries such as; journalism, publicity and marketing, arts administration, film production, event planning, law, social work or teaching.

Year 9 and/or Year 10 Drama or TCE Drama Foundations 2

Drama Level 3

DRAMA FOUNDATIONS
SDS215117

Why Choose
Drama is a means by which learners can develop the capacity to understand and appreciate social values, develop empathy for others, and learn strategies to think creatively and solve problems. The study of drama builds an individual's confidence and sense of well-being and is a means by which students can learn about themselves and others.

Points of difference
Drama Foundation students are timetabled with Theatre Performance and Drama level 3 classes and work collaboratively to form various theatre works.

Students are internally assessed in both practical performance, written journal and academic analytical tasks but are not required to be externally assessed under exam conditions.

Pathways
Drama Foundations is useful in a range of situations, such as interviews and public speaking. Students acquire skills in collaborative processes, imaginative exploration of ideas and beliefs, and the appreciation of drama as an art form.

Year 8, 9 or 10 Drama

TCE Drama Foundations

Contact
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ECONOMICS

ECN315116

Why Choose

Economics Level 3 helps students make sense of the world around them by exploring how individuals, businesses, and governments make choices about using limited resources. In a time when economic issues—like the cost of living, interest rates, and global trade—are constantly in the news, this course offers practical tools to understand and respond to real-life challenges.

Students learn to think critically, interpret data, and evaluate the impact of economic decisions on people, society, and the environment. They also explore the role of government in managing the economy and consider how policies can shape outcomes for different groups.

With a focus on current Australian and global examples, Economics Level 3 builds valuable skills for further study, employment, and active, informed citizenship in a rapidly changing world.

Points of difference

Economics stands out as a subject that deepens students' understanding of how the world works, from everyday choices to complex global systems. It encourages curiosity about how wealth is created and shared, and why some policies succeed while others fail. By exploring real economic challenges and applying logical reasoning, students gain a unique perspective that blends practical knowledge with a deeper awareness of the forces shaping society.

This course is recommended for Year 12 students.

Pathways

Business Studies and Mathematics are useful (but not essential) Year 11 subjects for Economics students.

Contact

Joy Russell
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ENGLISH

ENG315117

Why Choose

English is a rigorous course that aims to develop students' ability to think critically and analytically about a range of contemporary texts. It also demands that students reflect on their own values and cultural assumptions to evaluate how they read and interpret texts.

The course is organised into four modules. The first is Genre Study where students will compare a range of texts in the same genre and investigate how genre conventions have been applied to create meaning. In the second

module, students will evaluate how the process of Adaptation (usually from print to film) has impacted the meaning of texts. In the Close Text Study Module, students will analyse a given text to understand the ways attitudes and perspectives in texts shape audience response. Students will also complete a Negotiated Study where they select a contemporary issue and consider its representation in the media.

Throughout the course students will be required to create a range of texts including analytical essays, creative/interpretive writing, multi-modal pieces, and formal reflections. In addition to this, students will be asked to complete oral presentations and participate in lively class discussions.

Students selecting this course should be prepared to take ownership of their learning to manage the heavy assessment workload, meet the standards of the course and the demands of the final examination.

Points of difference

- English focusses on contemporary texts. External assessment includes a written three-hour exam.
- TASC Reading and Writing Standard: Yes
- TASC Computers and Internet Standard: No
- This course attracts 15 TCE points.

Pathways

English is designed for Year 12 students. It can be studied in Year 11; however, it is recommended that students have attained an A or solid B rating in Year 10 Australian Curriculum English, otherwise English Foundations should be selected.

English is recommended for students planning to undertake tertiary study. Many university courses, across a range of disciplines, list Level 3 English as a pre-requisite for entry. More specifically, English prepares students well for academic pursuits in the areas of media, law and communications.

Contact

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ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT LEVEL 2
EAL215114

Why Choose

This course 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. (Standard Australian English (SAE) is the variety of spoken and written English language in Australia used in more formal settings such as for official or public purposes, and recorded in dictionaries, style guides and grammars. While it is always dynamic and evolving, it is recognised as the 'common language' of Australians).

There is a focus on language learning and the explicit teaching of the structure, linguistic features and sociolinguistic and sociocultural aspects of Standard Australian English (SAE). This course will deepen understanding of Australian culture.

Students will explore how learning in and through English language influences their own and others' personal, social and cultural identities and thought processes. Students 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. The course provides opportunities for students 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. It will also further develop listening, reading, writing, speaking and organisational skills.

This course assists learners to develop their research skills which will assist them with further academic study. Learners may be recent arrivals to Australia, refugees, or other learners for whom English is a second or additional language or dialect.

Points of difference

Exclusive time with other international students, no end of year examination and assessment for this subject is all internal. TASC Reading and Writing Standard: No

Pathways

Pre-requisite for EAL315120.

Contact

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ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT LEVEL 3
EAL315120

Why Choose

Assists with acquisition of Standard Australian English (SAE). SAE is the variety of spoken and written English language in Australia used in more formal settings such as for official or public purposes, and recorded in dictionaries, style guides and grammars. While it is always dynamic and evolving, it is recognised as the 'common language' of Australians. This course will deepen your understanding of Australian culture.

In this course students explore how learning in and through English language influences their own and others' personal, social and cultural identities and thought processes. Students 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. This course provides opportunities for students to engage reflectively and critically with a broad range of spoken, written and multimodal texts, learn to create (individually and collaboratively) increasingly complex texts for different purposes and audiences in different forms, modes and mediums. It will also further strengthen analytical, research skills, as well as listening, reading, writing, speaking and organisational skills.

This course develops learners' academic English skills in order to prepare them for tertiary study.

Points of difference

This course offers exclusive time with other international students.

There is a three-hour written examination at the end of the year covering: Listening, Reading, Writing and Text Analysis and a ten-minute oral examination at the end of the year.

A major part of assessment for this course is based on the Negotiated Report (approximately 1200 words). This report will be assessed internally. TASC Reading and Writing Standard: Yes

Pathways

Pre-requisite for tertiary pathways.

Contact

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ENGLISH INQUIRY LEVEL 2
ENT215123

Why Choose

This course is designed for learners who wish to consolidate and develop their knowledge, skills and understanding of English, by making purposeful connections with transdisciplinary texts from English as the primary discipline and a range of other disciplines.

The course offers students opportunities for agency, and to enjoy language and be empowered as competent, confident, and engaged users of English for a variety of purposes through inquiry-based learning. Learners develop their language and literacy skills to succeed in a range of post-secondary pathways. Through engaging with a range of short, contemporary transdisciplinary texts, students will learn about how language works to communicate meaning, language that persuades and representations of national or local issues.

The course consists of three 50-hour compulsory modules delivered in the order outlined below and attracts 15 TCE points.

1. **Making meaning through responding and composing.**
   This module focuses on comprehending, creating and responding to the ideas and information presented in texts. Learners will consider the language features, structures, and genres and how organisational features of texts help the audience to make meaning.
2. **How can transdisciplinary text types be vehicles for arguments?**
   Module 2 focuses on interpreting ideas and arguments represented in a range of texts, forms, modes and media. Learners will consider different types of persuasive writing and how it positions the reader.
3. **Representations of issues in transdisciplinary texts.**
   In this module, students take a transdisciplinary approach to investigate a national or local issue that is of interest and relevant to their learning needs. Learners investigate how an issue is represented in texts from the English discipline and at least one other.

Points of difference

- The course is assessed internally, through classwork.
- TASC Reading and Writing Standard: Yes

Pathways

This is a TASC terminating course. It does not prepare students for pre-tertiary English but could lead to a variety of vocational and other training courses and the workplace.

Contact

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ENGLISH FOUNDATIONS LEVEL 2
ENG215117

Why Choose

This course is suitable for students who achieved a 'C' in Year 10 Australian Curriculum English and want to further develop their literacy skills. English Foundations Level 2 is designed to extend English skills beyond the Year 10 level and provides the foundation for the further study of English at pre-tertiary level.

English Foundations Level 2 is designed to develop learners' understanding of different types of texts and language modes and to foster an appreciation of the value of English for lifelong learning.
The assessment is all through internal ratings. There is no end-of-year exam.

TASC Reading and Writing Standard: Yes
TASC Computers and Internet Standard: No
This course attracts 15 TCE points.

Points of difference

Section A (Text Construction) consists of two Modules.

- Ideas and Issues
- Negotiated Study.

Learners explore how meaning is communicated through the relationships between language, text, purpose, context and audience

Section B (Representation) consists of two Modules.

- Cultural Representation
- Persuasion.

Learners analyse the representation of ideas, attitudes and voices in texts to consider how texts represent the world and human experience.

Pathways

Students seeking an English credential for employment or further study in a variety of fields that require literacy applications should benefit from studying this subject.
This is a not a pre-tertiary subject. Successful completion of this course will prepare learners for the study of English Level 3, English Writing Level 3 and English Literature Level 3.

Contact

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ENGLISH LITERATURE LEVEL 3
ENL315114

Why Choose

Students study, in depth, a range of literary texts. They consider their responses to the ideas, attitudes and values expressed in those texts through class discussion and written analyses. The course challenges students to extensively engage with ideas and issues that shape our world, the historical influences surrounding the texts studied and the power of language and literature throughout the ages. They are also encouraged to make connections between the texts and their own lives.

The course is organised into four main modules.

1. Texts in Context. In this module, students examine poetry through the ages as it has been constructed to express a similar idea. In 2026 the theme of this module will be love.
2. Single Text Study. This module focuses on one text in detail. Students explore how the play illustrates the cultural and historical era in which it was written and first performed, and how various interpretations might be attributed to it, depending on the position of the reader.
3. Comparative text study. The comparative text module asks students to link the key ideas and perspectives of two significant texts. Focus is on the ideas that draw the two texts together while attention is given the treatment of ideas relevant to context and the intention of the composer.
4. Independent Study. This major research investigation, which totals approximately 3000 words, is based on a text of the student's choice from a prescribed list. Applying all the skills that they have learned in Literature, students write three major pieces: reflective, critical and imaginative responses to their selected text.

Points of difference

Half the external assessment is calculated on the Independent Study which is a personal, analytical and reflective response to the ideas and values of one text of the student's choice. This is completed in class and during home learning. There is also a two hour written examination at the end of the year.

- TASC Reading and Writing Standard: Yes
- TASC Computers and Internet Standard: Yes
- This course attracts 15 TCE points.

Pathways

This course develops students' critical thinking, research and analytical writing skills which are essential for most university courses, as well as functional citizenship. Successful candidates will be eligible to enrol in English Writing in Year 12.

Contact

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ENGLISH STUDIO LEVEL 2
ENS215124

Why Choose
This syllabus is a professional studies course which introduces learners to the art and industry of writing. The course is suited to learners who enjoy writing and wish to discover or develop skills and techniques to create compelling stories and authentic content for a range of publications.

The collaborative studio style of class aims to replicate the writing industry. Students are exposed to professional practice, are guided in the formation of ideas and encouraged in the discipline of research. Students learn to draft, edit and refine texts and promote them using workplace skills and knowledge. They also use digital technologies to create and publish texts.

The course has three compulsory modules: writing for young markets, script and screen and information and persuasion. Students will produce a body of work across these three modules.

Points of difference
This subject is recommended for year 11 students who enjoy the creative writing. It suits students wanting to do English studio level 3 in year 12 without doing a level 3 English in year 11. It is also a good foundation course for students wishing to go on to any pre-tertiary English in year 12. It is assessed, internally through a range of work requirements.

TASC reading and writing standard: yes
TASC computers and internet standard: no
This course attracts 15 TCE points.

Pathways
Drama, journalism and short fiction are at the heart of this course. The course prepares students for pre-tertiary English study and complements pathways into Vocational Education and Training (VET) courses such as Certificate II and III in Creative Industries.

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ENGLISH STUDIO LEVEL 3
ENS315124

Why Choose

This syllabus is a professional studies course which focusses on the art and industry of writing. It provides learners with opportunities to refine their writing skills in order to craft quality texts to manuscript standard. Students will study, and then produce, a range of written texts and will be encouraged to experiment with genre, form, structure and technique.

The class runs as a collaborative studio workshop and is supplemented by industry appropriate guest speakers and local excursions to stimulate discussion and generate ideas for written pieces. Throughout the year, students are expected to maintain a record of the depth and breadth of their personal reading and research and also to document their editing and drafting processes. There will also be the opportunity to enter a range of competitions. The course has three compulsory modules: Short Stories, Non-fiction and Original Composition, which is the major piece for the year and will reflect the particular interests or expertise of the student. Students will accompany each module piece with a written pitch to market their work. All three modules will be represented in the final externally assessed folio.

Points of difference

This subject is recommended for independent Year 12 students who have already successfully completed pre-tertiary English (Literature or English 3) or English Studio (Level 2) in Year 11. It is assessed, internally, through classwork and journals and, externally, through a 6,250 to 7,675 word final folio, made up of a three substantial pieces reflecting the course modules. These will be accompanied by three short written market pitches. There is no external examination.

- TASC Reading and Writing Standard: Yes
- TASC Computers and Internet Standard: Yes
- This course attracts 15 TCE points.

Pathways

Collaborative workshop processes, journalism, autobiographical writing, short fiction and creative writing are at the heart of this syllabus. It is a good grounding for any university course or career which involves reading, research, drafting, editing, writing and seeking publication.

Contact

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ENTREPRENEURSHIP - UNIVERSITY CONNECTIONS PROGRAM
BAA203

Why Choose
Entrepreneurship is a way of looking at business that is focused on opportunities, creativity, and innovation. It is also about having a passion for doing the things that are important to you, be they related to business or not. It is about challenge and persistence. It is about the development of an enterprising mindset, from which you can create the opportunities for your satisfaction. To successfully complete this unit, you will be required to contribute (physically, intellectually and emotionally) that may be higher than you have previously made in your past studies.

Points of difference
Entrepreneurship is not for the faint-hearted, the timid, those who cannot cope with ambiguity or those who want black and white answers. It is for individuals who are self-motivated, resourceful, and persistent. It is for those who have a passion for implementing new ideas, who can learn from failure and bounce back from it, and who are willing to take calculated risks in their entrepreneurial endeavours. In short, it is a process of self-discovery.

Pathways
In this University Connection Program (UCP) unit, you will learn about modern approaches to entrepreneurship, including exploring modules relating to developing an entrepreneurial mindset, using design thinking in business, operating in a lean way and building minimum viable products and learning how to build business models and pitch your ideas to potential investors. You will also have the opportunity to work in a team to develop your own business concept and develop a lean business plan and project pitch; putting the principles you've learned in class into practice.

Contact
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ENVIRONMENTAL SCIENCE
ESS315118

Why Choose
Environmental Science is designed for students who are interested in science and its application to environmental management. Students study a variety of local ecosystems and explore how humans interact with their environment, with an emphasis on the links between the environment, society and the economy. A variety of study techniques are used including field work, investigations and project work. Current environmental issues are explored in a balanced and scientific manner. Students are introduced to a range of strategies for solving environmental problems.

Areas of study:

- Conducting field work
- Ecological processes
- Ecosystem change
- Human dependence and impact on ecosystems
- Ecologically sustainable development

Points of difference
Each student will complete a case study that will represent a minimum of 20 hours design time, to be internally assessed.

Approximately 30 hours will be spent on practical activities both in the field / or laboratory work.

The external assessment for this course is a three-hour examination.

Pathways
It is recommended that students have achieved a B in Year 10 Science or an SA from Biology Level 2 when enrolling.

Environmental Science is designed for learners on a pathway related to ecology and the environment, science and its applications to sustainable environmental management. Study of this course provides preparation for career areas such as: environmental management; national parks; fisheries; forestry; mining; agriculture; tourism; ecology; geography.

Contact
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ESSENTIAL MATHEMATICS – WORKPLACE MATHS
MTN210114

Why Choose
Workplace Maths focuses on enabling learners to use maths effectively, efficiently and critically to make informed decisions in their daily lives. The emphasis of Workplace Maths is to provide learners with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings. This course provides the opportunity for learners to prepare for post-school options of employment and further training.

This course involves the study of three (3) modules:
- finance and money management
- probability and statistics
- measurement, scales, plans and models

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

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

Points of difference
The primary aim of this course is for students to be able to apply the mathematics that they are studying to authentic real-world problems. Practical modelling investigations outside the classroom are an important component of this course.

Pathways
Successful completion of this course will provide students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, and community settings. This course provides the opportunity for learners to prepare for post-school options of employment and further training.

Contact
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FRENCH LEVEL 2
FRN215123

Why Choose
This course is designed for beginners with no experience of learning French. This course is also suitable for learners who have had some limited exposure to French and who wish to develop their skills, knowledge, and understanding of the French language and francophone culture. The course is shaped to support students who may have missed important components of the course in Years 8, 9 and 10.

Career possibilities include but are not limited to: tourism industry, translator, diplomat, teaching, interpreter, International aid/development worker.

Points of difference
Subject to circumstance, there is an opportunity to travel to France with the school.

Pathways
Level 2: The course is designed for beginners with no experience of learning French. Therefore, most students at Scotch Oakburn have already covered the Level 2 course and are recommended to study to Level 3 course.

FRENCH LEVEL 3
FRN315114

Why Choose

French is the official language or one of the official languages in 29 countries and is an important language in administrative and commercial contexts. It is also one of the official working languages of many international organisations i.e. The United Nations and Médecins Sans Frontières.

French enables students to develop their use of vocabulary and grammar within a range of topics such as cooking, fashion, theatre, the visual arts, dance and architecture. The course offers access to great works of literature as well as films and songs.

Career possibilities include but are not limited to: tourism industry, translator, diplomat, teaching, interpreter, International aid/development worker.

Points of difference

Learners will use French to communicate with others within a contextual framework of three prescribed themes: The individual, French-speaking communities and the changing world.

Subject to circumstance, there is an opportunity to travel to France with the school.

Bonus ATAR Points – There are many universities around Australia, including the 'Go8', that offer bonus ATAR points for those students who have studied at a TCE 3 Level. The points available are dependent on the university, and course studied, however, up to 5 bonus ATAR points are available!

Pathways

Level 3: The Level 3 course builds on the Level 2 course and provides a pathway to the study of a target language at university level. Most students at Scotch Oakburn are recommended to study the Level 3 course.

High Achievers Program (HAP): The University of Tasmania's HAP provides high-achievers Year 12 Tasmanian senior secondary school students with the opportunity to enrol in university language units to complement and extend their TCE studies. Students interested in this course are required to have excellent result in Level 3 French and/or exhibited supplementary evidence to support their application into HAP.

Contact

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FOOD AND NUTRITION
FDN315118

Why Choose
Food and Nutrition is a course that is suited to any student who has an interest in nutrition and healthy eating. Students will develop their understanding of nutrition and dietary analysis to enable them to review and modify diets according to nutritional requirements and food selection tools, such as the Australian Dietary Guidelines. Students study the role of the major macronutrients and micronutrients, non-nutrients and water; energy requirements and the importance of maintaining energy balance. Major nutrition-related chronic conditions that affect the health of many Australians such as obesity, type two diabetes and heart disease, are also studied. Students will explore the influences on food choice and the role of nutrition promotion in guiding healthy dietary practices. In the final unit of study, students will develop their understanding of food security and ecological sustainability, investigating both the barriers and solutions. Food security considers our capacity to provide adequate nutrition for our growing global population, and ecological sustainability explores the Earth's capacity to feed the current and future populations.

Points of difference
This subject is open to Year 11 and 12 students. While this subject may be used as a foundation for some career paths, it is also a good choice for any student who wants to learn more about the importance of good nutrition and healthy eating.

Students will have multiple opportunities throughout the year to undertake practical cooking sessions to further develop their understanding of the concepts studied.

Pathways
This subject does not require a pre-requisite, and it is not a pre-requisite for any tertiary pathways.

This course provides a pathway to tertiary study in the Health and Medical Sciences, Dietetics, Nutrition, Environmental Health and Community Health areas, and Education, especially in Design and Technology and Health and Physical Education areas.

Contact
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FOOD, COOKING AND NUTRITION

FDN215118

Why Choose

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

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

Points of difference

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

Pathways

This course provides a pathway to Food and Nutrition Level 3.

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

Contact

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MUSIC FOUNDATION PRACTICAL STUDY

FCP113/FCP120

Why Choose

This course is accredited and assessed by the University of Tasmania Conservatorium of Music and taught by the College. The focus of the course is to provide students with an intensive area of study with a focus on either performance or composition.

Aimed towards students with highly develop musical skills, this course provides students with the necessary skills to successfully audition for a Bachelor of Music degree.

Points of difference
Students will study composition or performance and work towards a final recital where they perform for an audience of family and friends. They will also prepare a detailed written portfolio which includes concert reviews, repertoire analysis, self-appraisals and critical listening.

Throughout the course of the year, students will meet with and receive feedback from University staff. This course may be used as credit towards a Bachelor of Music or some other degree.

Students require a high level of instrumental/vocal or compositional skill. They must have private lessons on their instrument/voice or in composition.

Pathways
The course provides students considering a career in music performance, music education, film/TV/game composing, music therapy, arts management and arts law with the necessary performance and theoretical skills to be successful.

Year 9 or Year 10 Music or Music 3
(approximate equivalent Grade 5-6 AMEB)

Music

UTAS Foundation Practical

Contact
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GENERAL MATHEMATICS LEVEL 3
MTG315123

Why Choose
Studying General Mathematics Level 3 provides the learner with a breadth of mathematical experience that enables the recognition and application of mathematics to real-world situations.

Area of study includes;
- growth and decay,
- standard financial models,
- bivariate data analysis,
- time series analysis,
- trigonometry and geometry,
- networks and decision mathematics.

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

Points of difference
Project work and investigations form an important component of this course.

This course is assessed both internally and externally (3 hour Exam).

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

General Mathematics Level 3 provides a pathway into a wide range of educational and employment opportunities, including continuing their studies at university or TAFE. While the successful completion of this course will gain entry into *some* post-secondary courses, (note, other courses may require the successful completion of Mathematics Methods Level 4).

It is recommended that learners undertaking this course will have previously achieved an Australian Curriculum Grade 10 'B' in Mathematics or have successfully completed General Mathematics Level 2.

Contact
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GENERAL MATHEMATICS LEVEL 2
MTG215123

Why Choose

This course is designed to support learners' entry into General Mathematics Level 3, thus enabling them to continue into tertiary education programs for non-STEM specific professions including teaching, social sciences, health sciences, accounting, business and marketing.

The General Mathematics Level 2 course is designed to develop learners' understanding of concepts and techniques drawn from:

- number, including finance
- linear algebra and matrices
- measurement, including right-angled trigonometry
- statistics, including univariate data analysis.

This course is suitable for students that received a C in Year 10 AC mathematics and wants to further develop their mathematical skills. Especially those preparing for the study of pre-tertiary General Mathematics Level 3.

In addition, skills in communicating mathematical arguments and strategies when solving problems, using appropriate mathematical and statistical language, will be developed.

Points of difference

The primary aim of this course is for students to be able to apply the mathematics that they are studying to authentic real-world problems. Practical modelling investigations outside the classroom are an important component of this course.

Pathways

General Mathematics Level 2 provides a clear pathway to study General Mathematics Level 3 in Year 12. Additionally, it provides foundational knowledge to support students undertaking other non-STEM TASC-accredited Level 2 and Level 3 courses, requiring mathematical competence. It may also provide a pathway to vocational training courses requiring mathematical competence.

Contact

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GEOGRAPHY
GGY315120

Why Choose

Geography enables students to appreciate the complexity of our world and the diversity of its environments, economies and cultures. As a discipline, Geography values imagination, creativity and speculation as modes of thought. Geography provides a structured, disciplinary framework to investigate and analyse a range of challenges and associated opportunities facing Australia and the global community. In Unit 1, students investigate the challenges of living in a megacity versus remote locations, the differences between developed and developing countries, population growth and distribution, and the process of urbanisation. In Unit 2, students examine the consequences of rapid change in biophysical environments including issues such as climate change, coral bleaching and rising sea levels. In Unit 3, students study the drivers of globalisation, the impact of technological innovation, the cultural influence of world cities, and the shift in global economic power. Through the study of Geography students develop the ability to identify, evaluate and justify appropriate sustainable approaches to geographical issues, as well as developing and strengthening skills in communication, investigation, analysis, numeracy, problem solving and decision-making.

Points of difference

This course has a complexity level of 3. There is a mix of essay, short and extended answer style assessment tasks, both internally and externally. Internal assessment includes a major depth study for each unit (1250-1500 words each).

Pathways

Studying Geography improves students' understanding of the world they live in. Geography involves a unique blend of elements of history, economics, environmental science, and current affairs, examined through a geographic lens. It develops students' abilities to understand, analyse and interpret data from a wide range of sources.

Geography will prepare students for tertiary study in a wide range of subjects in Science, Health, and Arts faculties, including (among others) Geography, Political Science, Economics, Asian Studies, Environmental Science, Urban Planning and Design, and Demography.

Contact

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HEALTH STUDIES
HLT315118

Why Choose

Health Studies is a course that provides students with the opportunity to explore a range of health issues that will be relevant to them now and into the future. There are four compulsory units. The first is an introductory unit that covers some important background information that will prepare students for study in this course. Students then explore three core areas: personal health, Australian health and global health. Within each of these areas, students investigate a variety of health issues, explore the complex and multidimensional elements that influence health status, and learn about the various approaches to prevention, management and cure. Some examples of topics explored include drugs and alcohol, road safety, heart disease, cancer, diabetes, mental health, HIV/AIDS, malnutrition, infectious disease and indigenous health. Students also develop skills in analysing and interpreting health-related data.

Points of difference

This subject is open to Year 11 and 12 students; however, it is more suited to Year 12 students. If intending to study this subject in Year 11, a solid foundation in English is highly recommended. The assessment requirements are centred around short and extended written responses, and some of these will require a degree of critical thinking to determine what must be included.

Pathways

This subject does not require a pre-requisite, and it is not a pre-requisite for any tertiary pathways.

This course provides students with knowledge and skills that are both relevant and useful for tertiary studies in a range of areas, including education, health and medical-related fields, and vocational study in areas such as community services and health, including aged care and health support, children's services, community and disability services. Studies in these areas could lead to careers in health and allied health, including medicine, nursing, physiotherapy, osteopathy, physical education, childcare and exercise science.

Contact

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HOUSING AND DESIGN
HDS315118

Why Choose

Housing and Design develops learners' knowledge, skills and capabilities to respond to design problems relating to indoor and outdoor living spaces. Through an integrated design model incorporating Science, Technologies Engineering, Art and Mathematics (STEAM), students will consider environmental, aesthetic, functional, social, technological and ergonomic influences and impacts in design. Students investigate the concept that the built environment provides the setting in which we live our lives and this course aims to develop learners who are design literate.

Points of difference

Housing and Design is very much a hands-on subject where students are taught the concepts through a series of real-life design briefs. Final assessment is achieved through a combination of internal assessment, as well as an externally assessed major design folio and a two-hour final examination which involves sketched and annotated solutions to design challenges. The project work is time consuming by nature as it involves the preparation of hand drawn design communication. It is offered at both Year 11 and 12 level, however it is considered more suited to Year 12 students who have a year of pre-tertiary discipline to draw on.

Pathways

Students who have an interest in careers in Architecture, Interior Design, Environmental Design, Building Design or Urban Planning should consider studying Housing and Design. Students who have studied any design-based courses in Year 9 or 10 would be well placed to engage in Housing and Design, however there are no mandatory entry requirements to the course.

Contact

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INFORMATION SYSTEMS AND DIGITAL TECHNOLOGIES
ITS31518

Why Choose

Information Systems and Digital Technologies is designed to enable students to develop an understanding of how organisations manage, use and organise data to solve a range of information problems. With societies greater reliance on data collection and information technology solutions, and workplaces reliance on data changing at an ever-increasing rate, in this course students will develop knowledge and understanding of transferable tools and techniques that support data management, problem solving and project management.

Points of difference

Through the development of theoretical understandings and practical exercises students are able to identify, analyse and solve real-world problems. The course culminates in a major project where students put all the skills they have learnt into practice.

Students work independently and collaboratively on information systems projects to plan, organise, and complete activities, using a project management approach. They are required to communicate ideas, findings and information in a variety of forms.

Pathways

Strong performance in English and an interest in computing is a useful background for this course. Computer Science is a complementary course that could be undertaken in Year 11 or 12.

Information Systems and Digital Technologies provides a useful background to learners considering a wide range of future pathways including tertiary and vocational studies. Examples of possible future areas include but are not limited to: Information Technology; Business; Health; Law; Commerce; Engineering; Education; Arts; and Sciences.

This course provides students considering a career in the IT industry as a programmer, data analyst, systems engineer, mechanical engineer, electrical engineer with the necessary theoretical, problem-solving and programming skills.

No prerequisites

Computer Science

Contact

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INTRODUCTION TO SOCIOLOGY & PSYCHOLOGY
BHX215118

Why Choose

Introduction to Sociology and Psychology uses an interdisciplinary approach to introduce students to the fields of Psychology and Sociology. The goal of this course is for students to develop an understanding of the factors that influence the way we think feel and behave. Sociology seeks to understand social behaviour within the context of groups, cultures and social institutions. The goal being to better understand the ways society shapes people's behaviour, beliefs and identity. Psychology seeks to understand human behaviour and mental processes but with a focus on the individual and their experiences.

Some of the units of study in the course include:

- What are Psychology and Sociology?
- Psychological development across the lifespan
- Socialisation and youth culture
- Social stratification and social inequality
- Forensic Psychology

Points of difference

The TCE Level 2 Introduction to Sociology and Psychology course is internally assessed. There is no examination for this course, assessment is based on student's coursework which includes a range of tasks including conducting practical research investigations and formal research assignments.

Pathways

The aims of this course are to provide students with a foundational understanding of the disciplines of Psychology and Sociology. It also provides a solid grounding in the scientific inquiry skills that both utilise to understand human behaviour.

It is not a requirement that students complete the Level 2 course as a pre-requisite to studying either Psychology or Sociology in Year 12. However, it can be advantageous.

Contact

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JAPANESE LEVEL 2
JPN215123

Why Choose
- Either an opportunity to build further on the language you have acquired in junior Japanese classes or an opportunity to be exposed to a brand-new language
- There is a prescribed syllabus – hiragana, katakana, kanji, set vocabulary, set grammar patterns
- It's the perfect gateway to other Asian languages (similar grammar to Korean, similarities with Chinese writing)
- It's a gateway to technology, pop culture, cuisine, literature, movies, music, games, anime, manga & other media
- Very unique and fascinating culture
- Very experienced teachers, highly established course & well resourced
- It's a fun challenge, rewarding & logical

Points of difference
- Fewer people speak Japanese, making a Japanese speaker more in demand
- Launceston has lengthy & strong ties with Ikeda, Japan – our Sister City
- SOC has long & strong ties with our Sister School in Osaka, Osaka JHS
- Subject to circumstance, there is an also opportunity to travel to Japan

Pathways
Level 2: Most students at SOC have already covered the Level 2 course (in Years 7 – 10) and are recommended to study to Level 3 course. The level 2 course is a pathway for the Level 3 course.

Contact
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JAPANESE LEVEL 3
JPN315114

Why Choose
- An opportunity to build further on the language you have been systematically acquiring over many years
- It's the perfect gateway to other Asian languages (similar grammar to Korean, similarities with Chinese writing)
- It's a gateway to technology, pop culture, cuisine, literature, movies, music, games, anime, manga & other media
- Very unique and fascinating culture
- Very experienced teachers, highly established course & well resourced
- It's a fun challenge, rewarding & logical

Points of difference

- Fewer people speak Japanese, making a Japanese speaker more in demand
- Launceston has lengthy & strong ties with Ikeda, Japan – our Sister City
- SOC has long & strong ties with our Sister School in Osaka, Osaka JHS
- There is a three-hour written exam (listening, reading & writing) and a ten-minute oral exam
- Subject to circumstance, there is an also opportunity to travel to Japan

Bonus ATAR Points: There are many universities around Australia, including the 'Go8', that offer bonus ATAR points for those students who have studied at a TCE level 3. The points available are dependent on the university, and course studied, however, up to five bonus ATAR points are available!

Pathways

Level 3: The Level 3 course builds on the Level 2 course and provides a pathway to the study of a target language at university level. Most students are Scotch Oakburn College are recommended to study the level 3 course.

High Achievers Program (HAP): The University of Tasmania's HAP provides high-achievers Year 12 Tasmanian senior secondary school students with the opportunity to enrol in university language units to complement and extend their TCE studies. Students interested in this course are required to have excellent results in Level 3 Japanese and/or exhibit supplementary evidence to support their application into HAP.

Contact

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LEGAL STUDIES

LST315117

Why Choose

Legal Studies gives learners core knowledge and equips them to describe and assess essential principles, features and institutions of our legal and political systems, and how they operate locally, nationally and in an international context. Study of this course will develop research and communication skills as learners identify and assess: structures and processes of government; sources of law; how the criminal justice system is structured and works; and how law and politics have both a national and international dimension. Learners will develop an understanding of the complexity of law and challenges faced by law makers both nationally and internationally. Understanding of course concepts will be deepened during inquiry into topical legal and political issues. Legal Studies 3 enables learners to apply knowledge, skills and values they acquire to make sound and well-informed judgements in their role as active citizens at local, state, national and global levels.

Points of difference

Whilst Legal Studies Level 3 is recommended for Year 12 students, Year 11 students are accepted into the course. English 3 or Advanced English at Year 10 is recommended should you wish to study this subject in Year 11.

Pathways

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

Contact

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MATHEMATICS METHODS – FOUNDATION

MTM315117

Why Choose

Mathematics is the study of order, relation 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 provides a framework for thinking and a means of communication that is powerful, logical, concise and precise.

This subject provides a foundation for study of Mathematics Methods Level 4 and disciplines in which mathematics has an important role, including engineering, the sciences, commerce, economics, health and social sciences.
Area of study;

- Algebraic expressions and equations

- Linear, quadratic and cubic functions and their graphs
- Logarithmic, exponential and trigonometric functions and their graphs
- Differential calculus
- Probability and statistics

Points of difference
It is recommended that learners undertaking this course will have previously achieved at least a 'B' in Year 10 Australian Curriculum Mathematics.

This course is assessed both internally and externally with a three-hour exam.

Graphical calculators are used in all aspects of this subject both in the development of concepts and as a tool for problem-solving.

Pathways
This subject provides a foundation for study of Mathematics Methods Level 4 and disciplines in which mathematics has an important role, including engineering, the sciences, commerce, economics, health and social sciences.

This is a pre-tertiary subject. Although some courses and universities require higher level of Mathematics. Please check with each University for more information.

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MATHEMATICS METHODS
MTM415117

Why Choose
Mathematics is the study of order, relation 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 provides a framework for thinking and a means of communication that is powerful, logical, concise and precise.

Mathematics Methods Level 4 provides necessary prerequisites for the study of Mathematics Specialised Level 4 and as a foundation for tertiary studies in disciplines such as engineering, the sciences, commerce and economics, medicine.

Area of study;
- polynomial, hyperbolic, exponential and logarithmic functions
- circular functions
- differential calculus in the study of functions
- integral calculus in the study of functions
- binomial, statistical inference and normal probability distributions.

Points of difference
Graphical calculators are used in all aspects of this subject both in the development of concepts and as a tool for problem-solving.
This course is assessed both internally and externally with a three-hour exam.

Pathways
This course is a pre-requisite for many tertiary courses in mathematics, science or engineering (STEM), computing, health studies, economics, pharmacy, agricultural sciences and any other fields that involve a background in higher order practical and pure mathematical working knowledge and skills.

Please check with each University for more information.

It is recommended that learners undertaking this course will have previously achieved a CA in Mathematics Methods Foundation 3.

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MATHEMATICS SPECIALISED
MTS415118

Why Choose
Mathematics Specialised is designed for mathematically able students intending to continue to tertiary studies involving mathematics. This course will suit learners with a strong interest in mathematics, including those intending to study mathematics, statistics, all sciences and associated fields, economics, or engineering at university. Topics are developed systematically and lay the foundations for future studies in quantitative subjects in a coherent and structured fashion. Learners will be able to appreciate the true nature of mathematics, its beauty and its functionality.

Areas of study
- Sequences and series
- Complex numbers
- Matrices and linear transformations
- Calculus

Points of difference
Mathematics Specialised provides opportunities, beyond those presented in Mathematics Methods, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively.

This course is assessed both internally and externally with a three-hour exam.
Pathways
The subject is particularly suitable for students contemplating engineering or pure mathematics or for those with a fascination for mathematics. It will

considerably assist any students undertaking mathematical studies at a tertiary level. It is highly recommended by many universities as a background to studies in engineering, physics and mathematics.

A CA award in Mathematics Methods TASC 4 is highly recommended as a minimum.

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MODERN HISTORY
HSM315117

Why Choose
Modern History enables students to study the forces that have shaped today's world and provides them with a broader and deeper comprehension of the world in which they live.

Modern History enhances learners' curiosity and imagination, and their appreciation of larger themes, individuals, movements, events and ideas that have shaped the contemporary world.

Through a study of three units: Germany 1918-1945, Japan 1931-1952 and The Changing World Order (Peace, conflict and the nature of terrorism) 1945-2010, students will explore the key drivers of change including: political systems, ideologies; crises that challenged the stability of governments; national and global conflicts and their resolution; the transformation of social, political and economic life; and shifts in power. Students will make connections between past events and the current world.

Points of difference
This course has a complexity level of three.
There is a substantial amount of reading and writing required in this course.

Pathways
Studying Modern History improves students' reading and writing skills and makes them more conscious, critical consumers of information.

Modern History also prepares students for tertiary study in a range of areas including: History, Politics, Asian Studies, Law, Religion and Philosophy.

Contact
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MUSIC STUDIES
MSM215120

Why Choose
Music Studies provides students with the opportunity to gain skills, knowledge and understanding through performing, composing, arranging and analysing music. This is achieved through learning experiences such as in class performances, active listening music theory tasks.

Under the guidance of specialised teachers and tutors, students can follow their area of musical passion.

Points of difference
Music Studies is a course that is designed to provide students practical skills as a soloist and member of an ensemble, writing and performing their own music and music literacy (theory and listening). Students participate in regular class performances as well as the TCE end of year recital.

Pathways
The course provides students with a pathway to student TASC Music or UTAS Foundation Practical considering a career in music performance, music education, film/TV/game composing, music therapy, arts management and arts law with the necessary performance and theoretical skills to be successful.

Year 9 or Year 10 Music or TCE Music Studies
(approximate equivalent Grade 4-5 AMEB)

Music

UTAS Foundation Practical

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MUSIC
MSM315120

Why Choose
Music is a performing art that provides learners with a passion for music to develop their skills and understandings in the areas of performance, composition, arranging, improvisation and listening and analysis. Under the guidance of specialised teachers and tutors, students can follow their area of musical passion.

Points of difference
Music is a course that is designed to provide students with a rigorous training that will prepare them to present either a performance recital on their instrument of choice, or a folio of compositions. Students participate in regular class performances as well as mid-year and end-of-year recitals and written exam papers.

It is essential that students undertake private lessons on their chosen instrument and have a sound knowledge of Music Theory.

Pathways
The course provides students considering a career in music performance, music education, film/TV/game composing, music therapy, arts management and arts law with the necessary performance and theoretical skills to be successful.

Year 9 or Year 10 Music or TCE Music Studies
(approximate equivalent Grade 4-5 AMEB)

Music

UTAS Foundation Practical

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MUSIC ENSEMBLE
MSM205120

Why Choose
Music Ensemble is a Level 2 course which requires participants to have the vocal or instrumental competence to play/perform as a member of an ensemble. Instrumental skills for ensemble playing, Responding to Musical Direction, Rehearsal and Performance and Care and Safe Practice make up the four components of the course. Music Ensemble provides an extension opportunity for learners studying other music courses or for learners who wish to have their participation in a school based ensemble recognised.

Points of difference
This course enables learners to develop as musicians through engagement and collaboration in the rehearsal process and performance, in at least **one** (1) music ensemble.

The range of ensembles is wide and varied, demonstrating diversity of genre, instrumentation and technical requirements. This course can be accessed through any of the College ensembles.

Pathways
Successful completion of this course may lead to/enhance learning in a range of TASC accredited courses such as: *Studies in Music* Level 2; and *Music* Level 3.

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MUSIC TECHNOLOGY PROJECTS 1 & 2
FCJ110/FCJ113

Why Choose
Music Technology Projects is accredited and assessed by the University of Tasmania Conservatorium of Music and taught by the College. The focus of the course is to provide students with an intensive area of study with a focus on Music Technology through recording, mixing, re-mixing, and mastering for radio, TV, film and games.

Points of difference
This course is delivered through four unique, yet related, modules. The modules include introduction to and use of the College's Recording Studio, Workplace Health and Safety within the Music Technology, microphone use, recording instruments and voices and the editing and mixing of music tracks.

Students work independently to develop specialised skills in the areas of recording and the manipulation of digital sounds.

Pathways
The course provides students with a pathway to study Music Technology Projects *2* in Year 12. It provides a foundation for students considering a career in the music industry, music education, film/TV/game composing, music arts management.

Throughout the course of the year, students will meet with and receive feedback from university staff. This course may be used as credit towards a Bachelor of Music or some other degree.

An interest in music and technology

UTAS Music Technology Projects

UTAS Music Technology Projects 2

Contact
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MUSCIAL THEATRE
MUT215120

Why Choose

Learners are required to work as a member of an ensemble in a Musical Theatre season. There are four compulsory units of study: Musical Theatre Skill Development, Ensemble Performance Skills, Understanding and Responding to text, score or music and presenting polished Musical Theatre performances. Musical Theatre may lead on to further study in Dance, Drama or Music.

Points of difference

Musical theatre is a highly popular performing art form for Australian audiences. The narrative in musical theatre is communicated through the dialogue, music, movement and technical aspects of the entertainment as an integrated whole. Although musical theatre overlaps with other theatrical forms like opera and dance, it may be distinguished by the equal importance given to the music and other elements. In the study of *Musical Theatre*, learners work as members of a musical theatre ensemble, acquire music or performance skills, and learn specialised techniques necessary for the performance of this sophisticated theatre genre.

The study of *Musical Theatre* builds social and collaboration skills and increases self-confidence. *Musical Theatre* allows the exploration and expression of emotion and creativity. Learners will develop significant skills in rhythmic, body spatial awareness and reflective skills about their own performance practice, skill development and contribution to the ensemble.

Pathways

Musical Theatre Level 2 provides a pathway to studying a range of TASC accredited courses in the Performing Arts.

The study of *Musical Theatre* Level 2 also provides a pathway to the Conservatorium of Music (UTAS) unit FCE 107 MUSIC PROJECT 1 (College Music Theatre Production), and VET units and qualifications associated with the CUA Live Performance and Entertainment Training Package.

Contact

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OBJECT DESIGN - UNIVERSITY CONNECTIONS PROGRAM
FSF104

Why Choose

This unit is available to any student completing TASC Design and Production, Housing and Design, Computer Graphics and Design or equivalent subject. Successful completion of this unit will give 25 per cent credit in the Diploma of General Studies. Results in this unit will contribute to your ATAR and TCE.

Points of difference

You will be required to produce a major design piece for assessment, backed up by a project journal and drawing, model, or project plans. Your completed object will be presented at a group exhibition, which will also form the basis of your assessment.

Learning outcomes

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

Teaching format

- one day colloquium symposium (five hours)
- project development at school.

Assessment
Presentation/journal research

Contact

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OUTDOOR LEADERSHIP

OXP315118

Why Choose

Outdoor Leadership prepares learners for a wide range of future study and vocational destinations by developing transferable leadership skills including communication and conflict resolution, that can be taken into everyday life and the work environment to foster active citizenship and make contributions to the wider community.

Points of difference

Outdoor Leadership is a very practical subject that will enhance your personal leadership skills. There are three overnight camping components to the course. These happen in each of the first three terms of the year. Two of the programs involve one night away and the other is two nights away. There is also an independent Outdoor Education experience that students need to organise and run as a part of their assessment.

There is a $300 (approximate) levy associated with this course.

Pathways

Outdoor Leadership provides a transferable skillset for learners wishing to move into areas of employment where there is a requirement for people managers and team workers, particularly those working outdoors and/or where leadership, responsibility, decision-making and resourcefulness are crucial, such as: The Defence Forces; Police, Ambulance and Fire Departments; the Antarctic Division; and Adventure Tourism and Education.

Contact

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PERSONAL HEALTH AND WELLBEING

PER215118

Why Choose

Personal Health and Wellbeing is for students seeking to improve their personal fitness, and increase their understanding of personal care, good health and wellbeing issues. This subject empowers learners to reflect on, take responsibility for their own personal health and wellbeing.

Personal Health and Wellbeing is aimed at developing independence, critical and creative thinking skills and awareness around lifelong health issues, so learners are prepared to manage their health throughout their adult lives. This subject is designed to help individuals feel positive about who they are and enjoy healthy practical learning experiences. Students are encouraged to develop healthy lifestyles and to become actively involved in shaping the influences that

determine their health and wellbeing. They develop a range of personal and interpersonal skills, which underpin positive health behaviours.

Points of Difference
Being a level 2 subject, this is an excellent addition to students, who have a busy TCE schedule and want to learn about the benefits of a balanced lifestyle. The majority of the work is completed in class time, allowing them to focus on their other level 3 TCE subjects. What an excellent opportunity to learn about your health and well-being at a time of rigour and commitment and take that beyond your school years into your adulthood.

There is no written examination for this subject.

Pathways
Personal Health and Wellbeing provides a pathway to build breadth with other 11/12 HPE courses such as *Sport, Fitness & Recreation experiences and Athlete Development*, as well as providing background to support the transition to studying Level 3 courses in the HPE area (Sports Science, Health Studies and Food and Nutrition). The course also provides skills and knowledge for learners who wish to undertake VET qualifications such as: Certificate II/III in Sport and Recreation; Certificate III in Fitness; and Certificate III in Aquatics and Community Recreation.

Contact
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PHILOSOPHY

PHL315118

Why Choose

Philosophy is unlike any other subject you will study. You will not learn what to think, but how to think. You will learn how to analyse, to engage with and to question prevailing views and to express your thoughts clearly and precisely.

In a world of information - and misinformation – overload, philosophy is more important than ever. Philosophy equips students with essential critical thinking, problem solving and communication skills needed to navigate the complexities of the modern world. Through developing logical responses to questions without definitive answers - answers that cannot be memorised, Googled, or generated by ChatGPT - students are forced to become comfortable with difficult intellectual challenges and through doing so, build their capacity to be independent thinkers who can articulate and justify their thoughts and ideas.

The course provides students with a thorough introduction to the key areas of philosophical study; metaphysics, epistemology, ethics, questions on free will and how to live the 'good life'.

Points of difference

This course has a complexity level of three.

Philosophy encourages critical and creative problem solving through open-minded intellectual flexibility. Discussion and Socratic debate are key parts of philosophy, so being prepared for your existing ideas to be challenged whilst respectfully challenging the ideas of others - is strongly encouraged.

There is a substantial amount of reading and writing required in this course. While many students find they are better equipped to engage in the intellectual battle that is Philosophy in Year 12, students in Year 11 are welcome to embark on the challenge.

Pathways

Philosophy cultivates critical thinking, close reading, clear writing, and logical analysis. These tools are of great use across other TCE subjects and in further education and employment in areas such as Law, History, Ethics and Philosophy, Business, Sociology, Psychology, Natural Sciences, Journalism, Nursing, Medicine and the Creative Arts.

Contact

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PHYSICAL SCIENCES – FOUNDATION
PSC215118

Why Choose

Physical Sciences - Foundation Level 2 aims to equip students with skills and knowledge in physical sciences. These can be applied to explain observations of the properties and behaviour of matter and natural phenomena that occur in the real world. In studying this course, learners will also develop skills in scientific thinking and understanding of scientific terminology.

Learners will be exposed to a range of scientific approaches for inquiring into the physical and chemical nature of their world. Content will have a strong practical basis and, where possible, links with the learners' experiences and lives. Learners will use basic investigative and interpretive skills and learn how to communicate relevant information appropriately.

The physical sciences endeavour to explain natural phenomena and properties of matter that occur in the physical world, the key areas of study are:

- Physics where students use models and theories based on physical laws to visualise, explain, and predict physical phenomena.
- Chemistry where students use an understanding of chemical structures, interactions and energy changes to explain chemical properties and behaviours.

Points of difference

Approximately 40 hours of the course is spent engaged in practical activities and laboratory work.

The course has one major Investigative Study with ten hours of design time

Pathways

This course is designed for learners who are interested in studying the science related to the physical world. Physical Sciences - Foundation, may be studied as a stand-alone course and is a useful preparation for further study of Physical Sciences Level 3.

It also provides background and support for vocational programs within training packages, where some scientific knowledge and experience is useful.

Contact

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PHYSICAL SCIENCES
PSC315118

Why Choose

In Physical Sciences 3 you will explore concepts, models and theories of both physics and chemistry. You will develop your science inquiry skills and an understanding of the nature and characteristics of science as a discipline.

This course is often a prerequisite course to tertiary study in science, although further study of physics (TASC 4) and/or chemistry (TASC 4) would be recommended. It is also a suitable subject for Year 12 students who wish to maintain an interest in science, without necessarily studying science at tertiary level.

Areas of study:

- Atomic properties and nuclear reactions
- Motion and force
- Conservation in physics
- Chemical structures and properties
- Chemical reactions and reacting quantities

Points of difference

This course is a pre-requisite for studying Chemistry 4 and Physics 4 in Year 12.

This course is assessed both internally and externally (3-hour Exam).

Pathways

It is recommended that you have achieved above the standard in both the Chemical Sciences and Physical Sciences learning outcomes in Year 10 Science or at least an SA from Physical Sciences Level 2 when enrolling.

This is a most important subject for students intending to undertake tertiary study in any area of science including those in health sciences, environmental science, engineering or medicine.

This is a pre-tertiary subject, however for many universities Physical Sciences TASC 3 is not recognised as a pre-requisite for university Physics 1 or Chemistry 1 courses. Please check with each university for more information.

Contact

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PHYSICS
PHY415115

Why Choose

Physics has helped to unlock the mysteries of the universe and provides the foundation of understanding upon which modern technologies and all other sciences are based. 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. It considers matter and energy and their relationship to each other.

An important component is the further development of scientific literacy and expression of the laws of physics in the language of mathematics. You will also explore how an understanding of physics is central to the identification of, and solutions to, some of the key issues facing an increasingly globalised society.

Areas of study:

- Newtonian Mechanics
- Fields (gravitational, electric and magnetic)
- Electro-magnetism
- Wave motion (including refraction and interference)
- Atomic Physics (including photoelectric effect, x-rays, models of the atom and nucleus, radioactivity and nuclear energy).

Points of difference

This course is both internally externally assessed (3-hour exam).

Pathways

Physics TASC 4 is a pre-requisite at university for maritime engineering and any science course with physics as a major or minor area of study or that requires Physics 1 in the first year. Please check with each university for more information.

Physics TASC 4 is highly advantageous in many university courses such as; engineering, physics, astronomy, biomechanics, oceanography, meteorology health sciences (medical radiation science), quantum computing and ADFA (physical sciences and engineering).

It is recommended that you have a strong SA in Physical Sciences 3 or equivalent, and a strong background in mathematics, e.g. Level 3 mathematics to undertake this course.

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PSYCHOLOGY
BHP315116

Why Choose

Psychology helps you understand human behaviour and how the mind works. Psychology is a science. The defining feature of any science is the objective approach that is used to advance our knowledge. In psychology we use this scientific approach to learn about behaviour and mental life. The course focuses on developing an understanding of the interaction of biological and environmental factors in the development of intelligence, gender and personality; the processes of sensation and perception; learning; memory and forgetting; and the way our experience of the world differs when in an altered state of consciousness – such as when we are asleep or dreaming.

The key units of study in the course include:

- Human learning
- Sensation and Perception and/or States of Consciousness
- Memory and Forgetting
- Individual differences (Heredity and environmental influences on formation of Intelligence &/or Gender)
- Psychological research methods

Points of difference

The TCE Level 3 Psychology external assessment requirements consist of:

- A three-hour written examination.
- An Investigative Project – this involves students formulating a research question to explore an aspect of human behaviour, designing an appropriate research tool to collect data, then analysing and reporting their findings.

Pathways

While studying psychology is not a specific pre-requisite for university courses, psychology provides an excellent training in analytic thinking and scientific research methods that are applicable to a broad range of careers in various fields – law, criminal justice, marketing, education, business, or social services. Fields of applied psychology include educational, forensic, health and sport psychology.

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SOCIOLOGY
BHS315116

Why Choose

Sociology encompasses the study of societies and the ways that they shape people's behaviour, beliefs and identity. It encourages students to use what sociologist C. Wright Mills called our "sociological imagination" in order to understand the world around us. This implies critically analysing and viewing social issues from a larger perspective and seeing how our individual lives are connected with larger social realities. By using "the sociological imagination" to link our personal, individual experiences to larger social structures, students will be encouraged to explore their own perceptions, attitudes and prejudices towards a range of social issues. This course provides an introductory overview of research and theory on a range of sociological topics. There is an emphasis on researching topical issues and the application of sociological knowledge and skills.

The key units of study in the course include:

- Socialisation, conformity, and deviance
- Social Institutions (family; education; work; media)
- Social Inequality (gender; ethnicity; age; geographic location; indigenous)

Points of difference

The TCE Level 3 Sociology external assessment requirements consist of a two-hour written examination and an Investigative Project – this involves students formulating a research question to explore an aspect of social inequality, designing an appropriate research tool to collect data, then analysing and reporting their findings.

Pathways

While studying sociology is not a specific pre-requisite for university courses, sociology provides an excellent training in analytic thinking and scientific research methods that are applicable to a broad range of careers in various fields. The study of Sociology can lead to employment in government and community organisations including, for example, cultural and community development, or work with minority and ethnic groups. It can lead to work in fields that address such issues as crime and substance abuse, youth and family matters, industrial relations, social justice and social issues related to health care.

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SPORT AND RECREATION EXPERIENCES
HPE110118

FITNESS EXPERIENCES
HPE105118

**The subject is made up of the above level 1 courses*

Why Choose
This course will help you to develop an understanding of training methods and fitness programs, leadership capabilities through a variety of activities, training, and coaching opportunities and improve your skills and understanding across a wide array of sport and recreational pursuits.

Benefits of Sport, Recreation & Fitness

- **Physical Health:** Regular participation in sports and recreational activities improves cardiovascular health, strength, flexibility, and overall fitness.
- **Mental Health:** Engaging in physical activities reduces stress, anxiety, and depression, and enhances mood and mental well-being.
- **Social Interaction:** Sports, Recreation & Fitness provide opportunities for socialising, teamwork, and building friendships.
- **Community Engagement:** Promotes community cohesion and inclusivity by bringing people together in differing environments.

Points of difference
It is a "doing subject" with limited theoretical assessment but requires an enthusiastic and passionate attitude towards all opportunities and challenges. Students maintain an E Journal for assessment over the duration of the course.

The subject does not receive a TCE score but does receive 15 TCE Credit Points. Usually, the subject is taken up in Year 11 (but not limited) as it allows for a subject that gives students a chance to let off steam and reduce the pressure in Year 11 or 12.

Pathways
It is a subject area that develops the following attributes – leadership, resilience, collaboration, cooperation, skill and understanding. Some elements of the course allow content that is relevant to other level 2's like Athlete Development, Sports Science foundation, but also allow some knowledge for Sports Science level 3.

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SPORT SCIENCE LEVEL 2
SPT215118

Why Choose
Sports Science Foundation is a course designed to provide the information required to complete Sports Science Level 3. The course aims to provide a balanced insight into the range of disciplines, philosophical views, and ethical considerations behind using Science to assist in understanding and improving sports performance. Students also have an opportunity to participate in a range of practical sessions to consolidate their learning.

Points of difference
Sports Science Foundation examines body systems, fitness, sports knowledge, involvement in sport and science of performance. Students also can extend their knowledge through an inquiry of choice. This subject offers a strong blend of theory and practical that goes beyond the content covered in HPE but prepares students for not only for level 3 Sports Science, but other courses within the HPE suite (Athlete Development, Personal Health & Wellbeing and Health Studies).

Pathways
Sports Science provides a useful pathway in exercise and human science, areas of medicine, physiology, biomechanics, physiotherapy, nutrition, psychology, wellness services e.g., massage and education studies. It is multi-faceted to provide a wide scope of opportunities, including certificates in fitness, coaching as well as sports management (fitness centre manager, sports development officer, strength and conditioning coach).

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SPORT SCIENCE LEVEL 3
SPT315118

Why Choose
Interesting and engaging theoretical content that can be related to sporting activities and scenarios that relate to high level athlete training and performance. Focusing on 3 key modules including exercise physiology, skill acquisition and sport psychology. Includes a variety of practical activities and some excursions to extend students' knowledge, skills and understanding.

Points of difference
Sports Science is a Level 3 subject that receives 15 TCE credit points and is a scoring subject. Primarily Year 12's completes the subject, however, no prerequisites are required. It is a key subject for many of the science-based university degrees as well as multiple areas within sports management and training.

Pathways
Sports Science provides a useful pathway in exercise and human science, areas of medicine, physiology, biomechanics, physiotherapy, nutrition, psychology, wellness services e.g. massage and education studies. It is multi-faceted to provide a wide scope of opportunities, including certificates in fitness, coaching and sports management.

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STUDENT-DIRECTED INQUIRY
SDI315117

Why Choose
This is a unique subject that allows students to engage in an area of interest. Participating students make trans-disciplinary connections between subject areas. Research is undertaken around a central inquiry question.

Key skills including ethical, robust, disciplined and rational approach to gathering, interpreting and evaluating evidence.

The finished product must incorporate written research, be substantial, purposeful and contribute to the chosen field of study.

Points of difference
Designed for Year 12, students work with mentors and experts in their chosen field of inquiry.

There is no written examination for this subject. Instead, students present their findings to a panel of examiners. The focus is very much on the evidence of processes and research as much as it is on the final product.

Pathways
Completion of this subject is often an advantage should students be competing for places in further study or employment where evidence of substantial research projects or folios are required.

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TECHNICAL THEATRE PRODUCTION
SDT215120

Why Choose

Technical Theatre Production is a Level 2 course requiring a strong interest in the technical elements of theatre. Learners study units in Lighting and Sound, Set and Properties, Costume and Theatrical Make-up, Stage Management, Publicity and Front of House Responsibilities. Working as a member of a production team learners will develop a range of basic design and operational skills across a wide scope of technical production elements. These design and operational skills will be developed within the context of theatre and associated dramatic events. Emphasis will be given to work-safe principles and practices in theatre environments.

Points of difference

Technical theatre encompasses all that goes into making a staged production. The areas of technical theatre are: set elements; scenery; lighting; properties; costuming; and sound. All of these areas work together in a production to establish the place, time period, and mood of the production. In the study of Technical Theatre Production learners develop skills, knowledge and understanding that will enable them to communicate and cooperate with others in theatre and associated dramatic spaces to apply technologies in order to meet the artistic intention and direction of directors and other theatre personnel. Technical Theatre Production students will work in the context of a stage production (for example plays and musicals) either at their school or a local theatre production.

Pathways

The study of Technical Theatre Level 2 is relevant to learners who wish to pursue further study at tertiary level, in vocational educational training settings or to pursue industry or community related pathways.

Contact

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THEATRE PERFORMANCE
SDP315120

Why Choose

Theatre Performance develops and enhances the student's analytical, critical thinking and problem-solving skills. Through study and practice in theatrical analysis and research, play script interpretation and engagement in theatrical production processes, students will develop their acting, interpretive and communication skills, and their understanding of culture and society.

Points of difference

Theatre Performance is designed to continue rigorous training for performing artists and advancement of acting and performing skills previously learnt in prior drama courses.

Two full scale productions are essential to the skill development of students, as well as monologues, play extracts, live performance analysis essays and extensive individual academic reflection on personal acting experiences and background research undertaken.

A practical exam play form part of the external assessment requirements and out of class rehearsals are often required.

Several Individual Reflective Studies are completed for both internal and external written assessment.

Pathways

This subject is highly recommended for those considering tertiary study or a career in the performing arts (acting, dancing, directing, playwright, designing, stage managing) but would also benefit communication industries such as journalism, publicity and marketing, arts administration, film production, event planning, law, social work or teaching.

Year 9 and/or 10 Drama

TCE Drama Level 3 or TCE Drama Foundations

TCE Theatre Performance

Tertiary Studies and career in the performing arts

Contact

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VISUAL ART LEVEL 2
ART215123

Why Choose

This course promotes innovation and creative and critical thinking skills. Students develop problem-solving and time-management skills together with creative and analytical ways of thinking. Students in this course engage with art practice in a particular studio area.

Students develop a body of work in their art studio of choice, developing their technical skills and aesthetic understanding. They also develop skills in the research, analysis and criticism of art.

Points of difference

In addition to creating a body of work in a specialised studio area, learners are also required to interpret and discuss artists and works relevant to their chosen studio area. This allows learners to develop critical abilities and an understanding of the complex roles of art within social, historical and cultural contexts.

There is no written examination for this subject.

Pathways

Visual Art Level 2 is designed for learners who wish to focus their artmaking in a single area of study. The course prepares learners for further study in Art Production Level 3 however, it is not a mandatory entry requirement to Art Production. Visual Art Production may be studied in Year 11 or Year 12.

The generic skills (problem-solving, time-management, critical and creative thinking) that are developed in this course are key attributes in many fields of study and work.

Contact

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VISUAL ART LEVEL 3
ART315123

Why Choose

This course promotes innovation and creative and critical thinking skills. Students develop problem-solving and time-management skills together with creative and analytical ways of thinking. This course assists students to develop their communication skills, via visual design and opportunities to workshop their ideas and folio development.

Students pursue an area of interest in the Visual Arts to refine their technical skills and concepts of design while creating a folio of artwork. Each student develops an individual focus of study under the guidance of their teacher.

Points of difference

This is a folio-based subject. Students work towards creating a body of artwork throughout the year, which is presented for examination in an exhibition. Students complete supporting work including – journals containing research and evidence of your progress, technical experiments and theory assignments also contribute to your assessment.

Assessment requirements for this course are completed early in Term 4.

There is no written examination for this subject.

Pathways

Visual Art Level 3 is a pre-requisite for Art Studio Practice.

Visual Art Level 3 may be studied in Year 11 or Year 12. It is recommended for any student considering Tertiary Study in the Visual Arts or any creative and design-based course.

The generic skills (problem-solving, time-management, critical and creative thinking) that are developed in this course are key attributes in many fields of study and work.

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WORK READINESS LEVEL 2
WRK215117

Why Choose

Work Readiness Level 2 provides foundation for young people entering the workforce and further education, particularly in the Vocational Education and Training (VET) programs.

The future of work for young Australians will be characterised by flexibility and continuous change in how, what and where they will work. Jobs created in the future will be different from those of the past. Routine jobs will be limited, and outsourcing, contract work and flexible work arrangements will be the norm.

School leavers entering the workforce may expect to have up to 17 different jobs across 5 industry areas during their career and many may be roles that do not yet exist. There is an imperative to prepare young people for this new world of work and life-long learning in what is becoming an increasingly competitive and ever-changing workplace.

This course will help learners plan for their future, understand themselves in relation to work, and provide them with essential skills, knowledge, and understandings they require for participation in the rapidly changing world of work. The course will also prepare learners for further education across a broad range of industry areas.

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