SENIOR SCHOOL (YEARS 10–12) **COURSE HANDBOOK 2026**

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HUTCHINS
ESTABLISHED 1846

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THE HUTCHINS SCHOOL
71 Nelson Road, Sandy Bay, Tasmania 7005 Australia
PO Box 254, Sandy Bay, Australia 7006
T (03) 6221 4200
info@hutchins.tas.edu.au
hutchins.tas.edu.au

The Hutchins School Board as established by The Christ College Act 1926
ABN 91 133 279 291 CRICOS 00478F

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Welcome to Years 10, 11 and 12 at Hutchins

The senior years at Hutchins focus on exploring future pathways, making the most of opportunities for growth, leadership, and participation. You are encouraged to make the most of these last three years of formal schooling to prepare for life beyond school. We encourage you to take on responsibility for your future by choosing courses that allow you to challenge yourself, maximise strengths and create opportunities. We expect the same from your involvement in the House program, co-curricular program and sport. Immerse yourself in a well-balanced program that will allow you to achieve your goals.

Exciting new opportunities will emerge in the next few years. In Year 10, you will have opportunities for work experience and some pathway planning discussions. Later, you can explore subjects at our co-operating schools, St Michael's Collegiate and Fahan School. There are also VET courses or school-based apprenticeships that may help you in your chosen pathway.

Of course, not everyone already has a chosen pathway or career, so it is important to keep your options open and flexible. It is okay for you to be unsure about your future career.

Choosing areas of interest and strength will allow you to build a set of skills and achievements that allow you to change course as your future goals become clearer. Our Career Education and Vocational Learning Officer will help you map out pathways, options and set realistic goals.

School is also about building friendships, connections and community. Make the most of being part of the Hutchins community through service, leadership and participation in our co-curricular and sport programs. Your wellbeing is directly related to your connection to community. These connections will provide you with support and encouragement through the challenges.

Now is the time to start thinking and talking about your future aspirations. Seek good advice and guidance from those who care most for you, as well as from those who have specialist knowledge. We look forward to helping you be your best and set you in the direction best suited for you.

Mr Ken Kingston
Deputy Principal/Head of Senior School

Completing Years 11 and 12 creates pathways to future work, training, and study. With a clear, flexible plan—and support from teachers, families, and carers—you can take ownership of your learning and build the skills needed to thrive in a changing world.


HUTCHINS
SENIOR SCHOOL
RECEPTION
HEADMASTER
FOUNDATION
BURBURY HOUSE
CONFERENCE CENTRE
LIBRARY
ARCHIVES
SCHOOL SHOP

Our Guiding Statements

Our Vision

Hutchins provides an inspirational education where each student strives to achieve their personal best and is willing to serve their community as an informed and active citizen.

Our Mission

Hutchins is an Anglican school whose supportive learning community works together to nurture character of boys.

Our Values

As a community, we aspire to be people of integrity who act with humility, kindness, courage and respect.

Our Faith

A Christian life, as a response to Jesus Christ, is commended and encouraged at Hutchins. We express our Christian values by welcoming and respecting members of all faiths, beliefs and traditions.

Our Motto

Vivit Post Funera Virtus – *Character Lives on After Death* – What you do matters.

Expectations for students in Years 10–12

A Hutchins education is more than just gaining entry to a career or tertiary pathway. It is about becoming a lifelong learner, a responsible and ethical citizen, and someone who contributes positively to their community.

- Uphold our values of humility, kindness, courage and respect.
- Engage fully in your academic, co-curricular and House programs
- Take ownership of your learning by setting goals, seeking feedback, and acting on it
- Act with academic integrity and use digital technologies responsibly and ethically
- Be organised, manage your time effectively, and prioritise your wellbeing
- Present yourself respectfully, maintaining school expectations for dress and appearance
- Contribute to your community through meaningful service
- Complete regular homework to meet course requirements to the best of your ability
- Develop and regularly update your career and pathway plan with support from the Career Education and Vocational Learning Officer
- Work to satisfy the requirements for the TCE and prepare thoroughly for all assessments
- Research and apply for tertiary study, training, employment, or exchange opportunities
- Complete a work experience placement relevant to your interests and goals
- Stay connected with your mentor as a key support for your learning and wellbeing

Community Service Learning

Community Service Learning involves engaging with the community, making tangible differences and reflecting on the experience.

We encourage you to talk with Reverend Dr Lee Weissel and take part in serving others. Community Service Learning is a significant component of the Capstone Program. Completing the learning requirements may also mean that you can be accredited with Community Service Learning TASC 2, a five participation point subject accredited by the Office of Tasmanian Assessment, Standards and Certification (TASC). You can participate in several ways:

SCHOOL SERVICE

Here you can volunteer to be involved in such areas as games and supervising younger boys at lunchtime in the Early Learning Centre (ELC) and Junior School, tutoring younger students during private study lines, helping on camps and in the library, taking part in Open Day, performing outside school hours in orchestra, band and choir, umpiring, coaching, or involving yourself in any of the House service opportunities.

COMMUNITY SERVICE

Here you can be involved with aid organisations to help with their program by participating in the Relay for Life or the 40 Hour Famine, doorknocking for the Salvation Army, assisting the aged, belonging to a St John's group, and leading in youth groups such as Scouts or sporting groups.

SELF-INITIATED SERVICE

Here you are encouraged to look for needs in the community that you will address personally, e.g. being a home carer, helping with elderly neighbours, training with St John's or cleaning up a littered area.

Leadership

If your actions inspire others to dream more, learn more, do more and become more, you are a leader.

– John Quincy Adams

The School values and recognises all forms of leadership. The leadership program in the Senior School encourages students to be leaders of themselves first and others second. Students are expected to lead by example and be prepared to not only serve their fellow students but also the communities to which they belong.

The Senior School provides opportunities for you to be influential in a safe and dynamic environment. Leadership is collaborative and promotes respect, responsibility, fairness and loyalty. Through interacting with students, staff, parents, carers and the community you develop compassion, honesty and integrity.

Students are actively encouraged to seek leadership at many levels. You have numerous opportunities to explore, practise and learn leadership through service to the School, your mentor group, your House, the co-curricular program and in supporting the wider community.

If you wish to take on a leadership position you should approach your Head of House or the Head of Senior School. If you perform your leadership responsibilities successfully you will have your position recognised on The Hutchins Senior School Graduation Statement.

Before you can lead others, before you can help others, you have to discover yourself.

– Joe Jaworski


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The Senior School Personal Report

In keeping with the School's Guiding Statements, the Senior School supports students to achieve their best, act with integrity, and contribute as active, informed citizens.

The House system, at the heart of Senior School pastoral care, reinforces these principles and the relationships you develop with your mentor and Head of House can have a profound effect on your progress: academically, personally, culturally and spiritually.

To help you develop in these areas you will receive a Personal Report completed by your mentor or Head of House at both the mid-year reporting period and at the end of the year.

OUTCOMES

These outcomes reflect the key capabilities you are expected to develop throughout your Senior School journey. You will be assessed on how you:

1. Demonstrate initiative, leadership and co-operation
2. Participate enthusiastically in your House program
3. Uphold Hutchins standards for personal presentation
4. Build positive social relationships with others
5. Are punctual to school and House activities
6. Seek and take the opportunities available to you

THE COMMENT

The written comment by your mentor or Head of House is a personal comment to you and is a reflection on the personal growth and development you have demonstrated.

General information

The wide selection of subjects offered within this course handbook is possible due to a co-operating schools' agreement between The Hutchins School (CRICOS Provider Code 00478F), St Michael's Collegiate (CRICOS Provider Code 00482K) and Fahan School (CRICOS Code 00476G).

Regular meetings of the co-operating schools are held to share information and plan for subject choices and timetabling. Should you have any questions regarding the co-operating schools' arrangement, you can contact the Dean of Studies and Learning Analytics.

Specialty courses are also offered by arrangement with a number of external education providers. See Vocational Education and Training commencing page 177. Additional expenses may be incurred by students for equipment and resources required by the course (i.e. aprons, equipment, safety items, textbooks etc.). The providers will advise students of these additional expense requirements.

All subjects are offered to international students. Every attempt is made to provide the subjects a student selects. However, a subject will not run if there are insufficient numbers. At other times a class may be full.

Students who cannot take a subject at Hutchins may be enrolled in that subject at one of the co-operating schools. Arrangements exist for attendance, assessment and reporting between the schools.

In the event that a subject is not available, the Hutchins Career Education and Vocational Learning Officer or Dean of Studies and Learning Analytics will provide advice on appropriate subject choices and alternate pathways.

For international students, the Overseas Students Ombudsman can investigate complaints about action taken by us, for such things as refusing admission to a course, course progress or attendance and incorrect advice being given. If you wish to lodge an external appeal or complaint, you can use this free and independent service. See the Overseas Students Ombudsman website or phone 1300 362 072 for more information.

The Hutchins Senior School Graduation Statement

The Hutchins Senior School Graduation Statement is a significant document and complements academic certificates issued by the Office of Tasmanian Assessment, Standards and Certification.

Graduation Statement

Awarded to students who maintain an honourable relationship with the School. It is a record of your participation and significant awards gained during your senior years at Hutchins.

It consists of:

- **Awards conferred by The Hutchins School** – any academic and co-curricular awards received during the year, from the Awards Assembly and from Speech Night, e.g. an award for Academic Effort or a Cap for Debating
- **Leadership** – any leadership positions successfully undertaken
- **Scholarships** – any scholarships you hold
- **Service** – the achievement of the Senior School Service Award and Community Service Learning TASC 2
- **Further recognition and achievement** – any academic, sporting or cultural award achieved through involvement in the School's program, such as a Distinction in the UNSW Mathematics Competition or Participation in the Business Plan Competition
- **Co-curricular involvement** – recognition for boys who have represented the School at Firsts level in their chosen co-curricular activity and for representative teams outside of school.

Senior secondary education in Tasmania

The requirements for students undertaking their senior years of schooling in Tasmania are largely determined by the Office of Tasmanian Assessment, Standards and Certification (TASC).

Further details about certificates and subjects (including past examination papers) are available at www.tasc.tas.gov.au.

The most important TASC certificates you can qualify for are:

- the Tasmanian Qualifications Certificate, and
- the Tasmanian Certificate of Education.

Qualifications Certificate (QC)

You will receive this certificate if you successfully complete any post Year 10 subject. It will include all your qualifications in TASC subjects, and other TASC recognised studies (for example, AMEB Music, the ICDL and Duke of Edinburgh's International Award).

The Tasmanian Certificate of Education (TCE)

If you complete a full-time course accredited by TASC you will usually get this qualification at the end of Year 12, however, you can take longer than two years to meet the standards. This means that if you are in Year 10 or 11 you should plan your study program so that you can attain this qualification.

What is it?

Achieving the TCE will tell people, including employers, that you have met the minimum standards in:

- everyday adult reading, writing and communication (literacy skills);
- everyday adult maths (numeracy skills);
- everyday adult use of computers and the internet (ICT skills); and
- completing a full program of senior secondary education and training (participation and achievement).

What information is there about the literacy, numeracy and ICT requirements?

How awards in TASC subjects can be used to meet one or more of the literacy, numeracy and ICT requirements can be found on the TASC website.

What about the Participation and Achievement standard?

To meet this standard you must complete the equivalent of a two-year 'full-time' program of studies. You will show this by gaining a total of at least 120 participation points from TASC subjects and recognised studies. Of these 120 points, at least 80 must be studies at Level 2 or more.

Full details are available at www.tasc.tas.gov.au.

What about the Personal Pathway requirement?

You will meet this requirement if you have developed and reviewed future plans for education and training. At the end of Year 10 you complete a statement of intent and we have this registered with TASC. This covers your intended broad career goals and the education and training you need to reach these goals.

What will I actually get if I successfully meet the standards?

TASC will issue you with the TCE. They will also issue you with a TQC. This will show that you have been awarded the Tasmanian Certificate of Education and will list all your qualifications recognised by TASC.

What value will the Tasmanian Certificate of Education be to me?

Tasmanian employers support the TCE because its standards match important skills needed when entering the adult world, including employment, further education and training.

What will I need to do when choosing my subjects for Years 11 and 12?

We suggest you:

1. Choose whether gaining the TCE at the end of Year 12 is a personal priority and indicate this on your Course Choice Form.
2. Comprehensively complete the Hutchins Course Choice Form and process.
3. Choose a full two year program of TASC courses.
4. Put your full two year course into the TCE Planner. If the TCE is important to you ensure you select subjects that satisfy the literacy, numeracy and ICT requirements.
5. Talk to the School's Career Education and Vocational Learning Officer or Dean of Studies and Learning Analytics about your subject choices and any future subject changes.

Subject accreditation

Subjects are accredited by the Office of Tasmanian Assessment, Standards and Certification. These are indicated by the letters TASC in their title. At the time of publication a number of subjects are in the process of re-accreditation. In the event that a subject is not re-accredited, students will be counselled regarding an appropriate alternative.

Tertiary entrance information

If you are considering going to a tertiary institution you must make sure that you meet the entry requirements for that specific institution. However, merely passing subjects and meeting the entry requirements does not guarantee you a place. Responsibility for determining entry requirements rests with you and your parents/carers.

Entry requirements

The minimum entry requirements are:

- Spend at least two years in full-time study for the TCE (this means you should study subjects with a total load of at least 120 points over the two years).
- Have a Satisfactory Achievement award or better in at least four pre-tertiary subjects approved by the university.
- Selection for most courses will be based on your Australian Tertiary Admission Rank (ATAR): an ATAR is calculated using an eligible student's best results in Level 3 and 4 courses over two years of senior secondary education (combination of two years from Years 11, 12 or 13).

Are there pre-requisite subjects?

In addition to the general admission requirements many courses also have pre-requisites – subjects that need to be completed in Year 11 or 12 before certain courses or subjects can be attempted at university. Make sure you check the specific institution's website so that you clearly know which subjects are required for your intended pathway.

Scholarships at university

University scholarships are commonly awarded for academic achievement, with many also recognising extracurricular involvement or financial need; while some are degree-specific, most are open to eligible students across all fields.

Tertiary Entrance Scores (TE Scores)

As part of TASC's partnership with the University of Tasmania it calculates a tertiary entrance score for each subject that qualifies for entry. These are commonly referred to as pre-tertiary subjects.

The score is determined from all criterion ratings (both internally and externally assessed). This score will range from one to 26 according to your performance in that subject and how scaling has been applied to the results.

Scaling

Scaling is an adjustment made to the subjects that make up your TE score to allow for the variation in difficulty between subjects. The difficulty of each subject is determined after the results have been finalised, this changes every year.

The reason for scaling is to encourage you to undertake pre-tertiary subjects which are relevant to your learning pathway, i.e. there is no advantage for you to pick one subject over another.

Australian Tertiary Admission Rank (ATAR)

Your TE Score can be calculated by adding the scores of your best 4 or 5 TASC subjects studied over two years of senior secondary education.

UTAS converts this overall TE Score to a nationally comparable tertiary admission rank (ATAR). The ATAR represents a percentile ranking of the TE Score.

You may compete for entry to university with only four subjects, however, this could disadvantage your chances of entry.

Entry to the University of Tasmania (UTAS)

Rules and procedures for tertiary entrance are determined by the University of Tasmania. Full details about all aspects of studying at UTAS are available at www.utas.edu.au.

Entry to other universities

You will need to consult with the Career Education and Vocational Learning Officer and each university's information sheets. Success in an English subject at pre-tertiary standard is compulsory or strongly recommended by mainland universities.

The Nettlefold Library – Senior School

The Nettlefold Library is located on the first floor of the H D Baldwin Wing. It caters for the information needs and reading for pleasure.

Opening hours

Monday to Friday 8.00am–4.00pm

Library staff

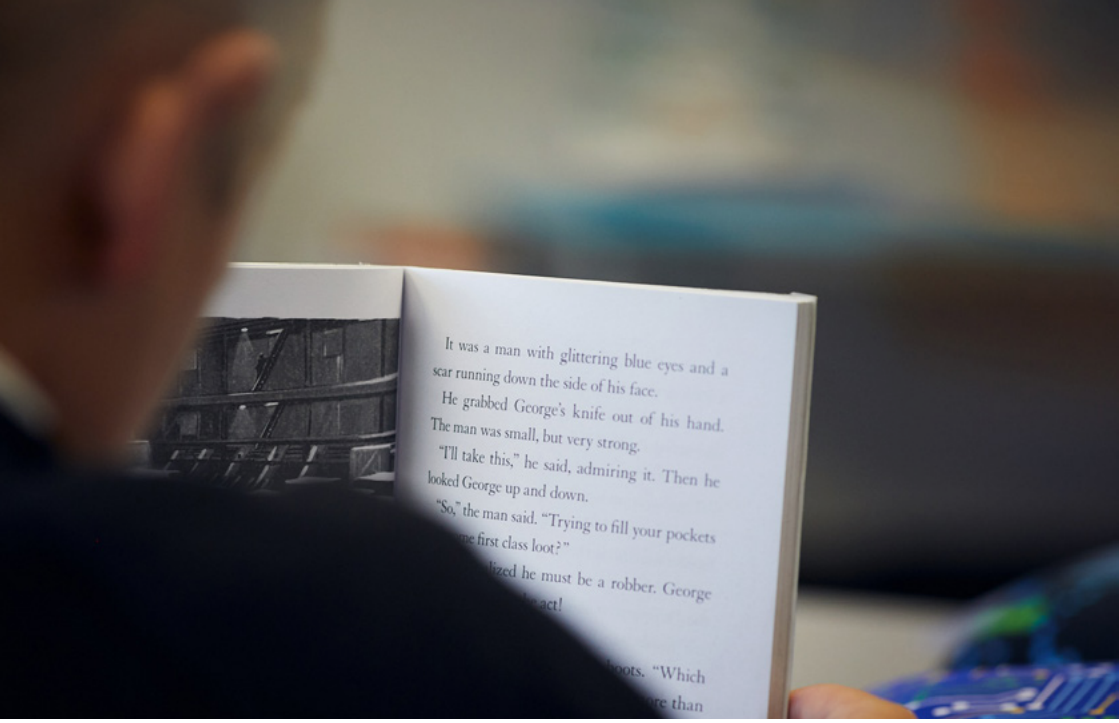
Miss Anna Davidson, Head of Library
Mrs Michelle Davies, Librarian – Middle and Senior School
Ms Bonnie Jones, Library Technician

The physical and digital collections of the library are tailored to support the Years 9–12 school curriculum across all subject areas. The staff work closely with classroom teachers to determine the current and future information needs of the whole school community. Library services and activities support the teaching and learning of information literacy skills, with a particular focus on academic integrity research skills.

The fiction collection is organised into genres to support reading for pleasure.

Services and facilities

- 24/7 access to the library via the catalogue and library intranet pages
- Access to digital e-platforms for ebooks and audiobooks
- Training in federated searching and the use of subscription databases
- Laptops
- Extensive video-on-demand with Clickview at home and school
- Borrowing for books, magazines, chargers, ebooks and audiobooks
- Two-week borrowing periods on loan items
- Book displays and author focus displays to promote reading for pleasure
- Training in the use of the online library catalogue from school or home
- Individual subject pathfinders LibGuides to support the use of academic information
- Student-driven book purchasing, helping to maintain a relevant and contemporary range of reading materials aligned with students' interests
- Support for and teaching of the Harvard, APA and MLA referencing systems and bibliography creation for all forms of information – digital or otherwise



- Skills development sessions targeting the search for and use of digital information through advanced search techniques, discussion of alternative search engines, and methods for effective note-taking
- Support for students to acces the UTAS Library

ACADEMIC PROGRAM
YEARS 10–12

Important information for students

Academic integrity for students in Year 10

During the year you will be asked to produce folios, independent enquiries and research assignments. You must adhere to the school's Academic Integrity Protocols.

You should discuss this document with your teachers and parents/carers and be aware of the possible implications of breaching the standards for academic integrity.

Academic integrity for students in Years 11 and 12

During the year you will be asked to produce folios, independent enquiries and research assignments. You must strictly adhere to guidelines for academic integrity. The Office of Tasmanian Assessment, Standards and Certification (TASC) has published two documents that are compulsory in the research and writing process:

- *Authenticity and Academic Integrity: A Guide*, and
- *How do I reference (cite) the source of other people's information, images, ideas or words I use in my work?*

Some of you will receive them from your subject teachers, if not, you may collect them from the Nettlefold Library. *Authenticity and Academic Integrity: A Guide* is available online at www.tasc.tas.gov.au.

You should discuss these documents with your parents/carers and be aware of the possible implications of breaching the standards for academic integrity.

Final internal assessments for TASC 3/4 subjects

You will receive from your subject teacher a statement of your internal assessments. This statement indicates your predicted internal ratings against the subject criteria, subject to any future assessments within the time frame set by your teacher, for outstanding work and any reassessments.

If you do not agree with these assessments please discuss them with your subject teacher. Ultimately you may seek a review of specific internal assessment(s). To seek this review it is your responsibility to complete the appropriate form available from your subject teacher and to provide the evidence required, such as a significant folio of your work. You must do this within two school days after you receive your final internal assessments.

If you are still dissatisfied you may request a review by the Head of Faculty or teacher responsible for the learning area. They will review the evidence themselves or have it reviewed by another member of the teaching team, a teacher with previous experience in the subject or another appropriate teacher such as from a co-operating school.

If you are still not satisfied then you may request a review of the process by the Dean of Studies and Learning Analytics and Head of Teaching and Learning whose decision is final.

Folios

'Folio' is a term used by TASC for work that you must submit for external assessment in certain Level 3 subjects. A folio may be one or more of written work, a product or a performance.

What must you do?

- Follow the instructions of your teacher
- Complete all the official details required
- Follow the academic and authenticity requirements set by TASC
- Hand in your folio by the deadline

Can you get an extension for a written folio?

Extensions are only allowed under extenuating circumstances and must be approved by TASC. You are given a long period of time in which to complete the folio so the extenuating circumstances must have a significant impact on your capacity to meet the due date. Applications must be made not later than 48 hours before the due date and applications must come through the Head of Teaching and Learning. An extension is not automatic.

Examples of extenuating circumstances that may be approved:

- A serious illness – a medical certificate is required
- Death of a close relative (parent, brother/sister or grandparent)

Examples of circumstances that would not be approved:

- Everyday illnesses
- Going on holidays – interstate and/or overseas
- School events such as drama and/or music performances
- Computer malfunctions

Reasonable Adjustments

TASC recognises that some Tasmanian senior secondary students may not be able to access or participate in TASC accredited courses on the same basis as other students without access to Reasonable Adjustments. Reasonable Adjustments were formerly known as Special Provisions.

The adjustments can be applied in Year 10 during all assessment tasks in preparation for Years 11 and 12. For those students considering applying, Year 10 is the perfect time to arrange assessments so that they are prepared in Years 11 and 12.

TASC provides for special assessment arrangements to be made for students who because of particular circumstances are unable to be assessed in the same way as other students for both internal and external assessments. To do so however, may require assessment procedures that allow you to provide evidence of your achievement in different ways or under different conditions from other students.

Reasons for applications and evidence required

Significant Health Impairment	• Evidence from an independent medical professional who has been treating you • Diagnosis, history and statements about the impact on your day-to-day functioning and capacity to complete an examination
Significant Physical Disability	As above
Learning Disability	Testing to be administered by a registered psychologist. The types of tests accepted: one of • WISC III IV • WAIS III or IV • Stanford Binet IV or V • WASI
Hearing Impairment (Disability)	• Report from a qualified practitioner indicating a bilateral sensory-neural hearing loss that is moderate/severe/profound • Support statement and recommendations from a specialist teacher, e.g. Visiting Teacher Service, hearing impaired facility/school
Vision Impairment (Disability)	• Current professional vision assessment report indicating moderate/severe vision impairment • Support statement and recommendations from a specialist teacher, e.g. Visiting Teacher Service • Details of school arrangements • Detailed alternative format paper requests: braille, enlarged print, diagrams, coloured paper, recorded examination, diagram descriptions

Please note TASC does not provide Reasonable Adjustments for students on the basis of lack of familiarity with the English language. They do not provide Reasonable Adjustments or consideration to students for normal exam stress unless a request is supported by medical evidence about treatment received for an ongoing chronic condition.

Examples of Reasonable Adjustments available

- Extra time
- Permission to leave the room (under supervision)
- Medication (food and drink)
- Reader
- Scribe
- Computer
- Smaller examination room with fewer candidates
- Permission to stand, stretch or move around the room
- Alternative format papers (vision and aural impaired)
- Advice to markers about spelling, grammar or poor handwriting
- Borderline consideration

Applying for external Reasonable Adjustments

Complete a **Reasonable Adjustments application form** available online at www.tasc.tas.gov.au or from the Dean of Studies and Learning Analytics.

All students seeking Reasonable Adjustments need to seek assistance from the Dean of Studies and Learning Analytics. The Centre for Excellence can advise students around eligibility.

Reasonable Adjustments are not rolled over, i.e. if a student is successful in being granted Reasonable Adjustments it does not infer that it will automatically be granted the following year. Students must apply each applicable year.

The completed application form must be lodged by the School to TASC by mid-May. Requests for adjustments from students with pre-existing conditions *will not* be considered after this date.

If all the necessary information is not provided TASC will contact you and request this information. This will delay the process of considering the application and of advising the outcome.

Applications for students who need a re-written examination paper (i.e. braille or deaf papers) must be with TASC by no later than the end of Term 1.

Your application is assessed by a TASC officer. When a final decision has been made you and the School will receive written notification of what has been approved.

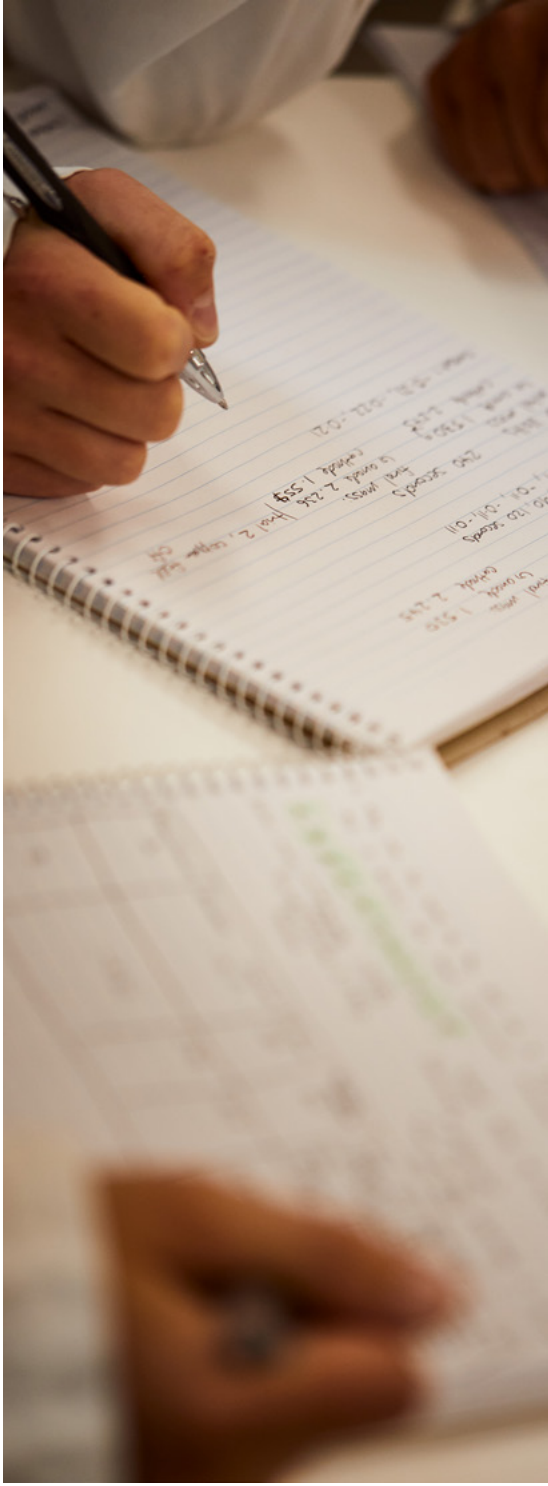
Emergency applications

Only emergency cases such as a physical injury or illness that occurs after the end of Term 3 which will impair a student undertaking their examinations will be considered for that year's examinations.

The application **must** include a medical certificate containing:

- Diagnosis
- Date of onset
- Outline of symptoms and treatment
- Likely effect of the illness on the student's capacity to complete the examination(s)
- Medical recommendations for particular Special Examination Arrangements

Sometimes there are valid reasons why you are unable to complete your exams, e.g. illness. Please follow the procedures in your TASC Examination Guide. It is also important to contact the Dean of Studies and Learning Analytics.



Academic awards

Certificates of Academic Effort

These awards are presented at the end of each semester to students who have shown outstanding commitment to their academic studies through their ratings against the behaviour and attitude criteria.

Certificates of Academic Achievement

These awards are presented at the end of each semester to students who have shown outstanding achievement in their academic studies through their ratings against the subject criteria at **any** level of difficulty.

Certificates of Academic Excellence

These awards are presented at the end of each semester to students who have shown outstanding achievement in their academic studies through their ratings against the subject criteria at the **highest** level of difficulty.

Speech Night Awards for Academic Commitment in Year 10

These awards are presented for exceptional commitment to academic studies. The prizes are based on a student's final ratings against the behaviour and attitude criteria from reports at mid-year and end of year.

Speech Night Awards for Academic Achievement in Year 10

These are awarded for exceptional academic achievement and effort and include awards for:

- Dux
- Proxime Accessit
- Academic Commitment

The prizes are based on a student's final ratings against the subject criteria from their reports at mid-year and end of year. Students achieving these awards are also granted 'Academic Letters' which allows for recognition of the achievements on their blazer.

Speech Night Awards for Academic Commitment in Years 11 and 12

These awards are presented for exceptional commitment by students in Years 11 and 12 to their academic studies. The prizes are based on a student's ratings against the behaviour and attitude criteria at the end of year subjects taken at any level.

Speech Night Awards for Academic Achievement in Year 11

These are awarded for exceptional academic performance and include awards for:

- Dux
- Proxime Accessit
- Academic Commitment

The prizes are based on a student's ratings against the subject criteria at the end of year for subjects taken at TASC 3/4 level or as part of the UTAS-College Partnership or High Achiever Program. Students achieving these awards are also granted 'Academic Letters' which allows for recognition of the achievements on their blazer.

Speech Night Awards for Academic Achievement in Year 12

These are awarded for exceptional academic performance and include awards for:

- Dux
- Proxime Accessit
- Academic Merit

The prizes are based on a student's ratings against the subject criteria at the end of year for subjects taken at TASC 3 level or as part of the UTAS-College Partnership or High Achiever Program. Students achieving these awards are also granted 'Academic Letters' which allows for recognition of the achievements on their blazer.

The academic program in Year 10

Subjects

All students in Year 10 study the following compulsory subjects:

- English*
- History and Religious Studies*
- Mathematics*
- Health and Physical Education*
- Science*

* These are based on the Australian Curriculum.

You also study three year-long elective subjects which are Hutchins developed and based on the Australian Curriculum Subject Areas.

All subjects are grouped into learning areas. Each learning area includes:

- a map that shows you the possible pathways for your study from Years 10–12; and
- a subject description including areas of study, assessment, future pathways and if you require previous experience.

Learning outcomes

Subjects have specific learning outcomes against which your performance is assessed. The final ratings used are:

A At this point in time you have extensive knowledge and understanding of the content and can readily apply this knowledge. In addition you have achieved a very high level of competence in the processes and skills and can apply these to new situations.

B At this point in time you have thorough knowledge and understanding of the content and a high level of competence in the processes and skills and can apply these to most situations.

C At this point in time, you have sound knowledge and understanding of the content and have achieved the expected level of competence in the processes and skills.

D At this point in time you have basic knowledge and understanding of the content and have achieved a basic level of competence in the processes and skills.

E At this point in time you have elementary knowledge and understanding of the content and have achieved a very limited level of competence in the processes and skills.

NA At this point in time you have had little or no opportunity to demonstrate knowledge, understanding or competence in the processes and skills.

Australian Curriculum achievement standard

All subjects that are currently part of the Australian Curriculum will be assessed against the relevant standard.

Work practice and attitude

Work practice and attitude are assessed in each subject against four criteria:

- Engagement with learning
- Effort
- Task completion
- Conduct

The final ratings used are:

VG Very Good
G Good
S Satisfactory
IR Improvement Required

Full details of these standards are available from your subject teacher.

Choosing your course for Year 10

1. Ask yourself these questions:
    - Which subjects am I good at or find interesting?
    - Which combination of subjects will give me a well-balanced course?
    - Which subjects will provide a good background for further study in Years 11 and 12?
    - What are my possible career pathways?
    - What are my interests and hobbies?
    - Do I enjoy my current electives, or do I wish to try something new?
    - What have I never experienced before?
2. Read the Year 10 subject descriptions carefully.
3. Talk to your current teachers who know you well about your strengths and interests.
4. Talk to your parents/carers and friends.
5. You should attend the Course Choice Subject Fair and obtain more information from Heads of Faculty, curriculum co-ordinators and other teachers.
6. Make your choices – choose four electives in order of preference. You will only study three of these electives throughout the year.
7. **While every effort will be made to offer the electives presented in this handbook, there is no guarantee that all electives will run. Subject viability is determined by student interest and teacher availability.**
8. Notification of your subjects will be provided in October.
9. Changes to your course, once it is confirmed, must be discussed and approved by the Dean of Studies and Learning Analytics, Career Education and Vocational Learning Officer and your parents/carers.

List of subjects for Year 10

Centre for Excellence

- Academic Support (Elective)

Design, Production & Digital Technologies

- Creative Design and Innovation (Elective)
- CAD/CAM and Digital Fabrication (Elective)
- Workshop Techniques (Elective)
- STEM10 (Elective)
- Digital Technologies (Elective)

English & Modern Languages

- English (Compulsory)
- English as an Additional Language or Dialect Support (Elective)
- Chinese (Elective)
- French (Elective)

Health & Physical Education

- Health and Physical Education (Compulsory)
- Sports Development Program (Elective)

Humanities and Social Sciences

- History and Religious Studies (Compulsory)
- Australian Business and Enterprise in a Global Context (Elective)
- The Geography of Now (Elective)
- On Being Human (Psychology, Sociology, Philosophy) (Elective)

Mathematics

- Mathematics (Compulsory)
- Mathematics Extension 10A (Elective)

Music

- Music Pathway Projects (Elective)

Outdoor Education

- Outdoor Education (Elective)

Science

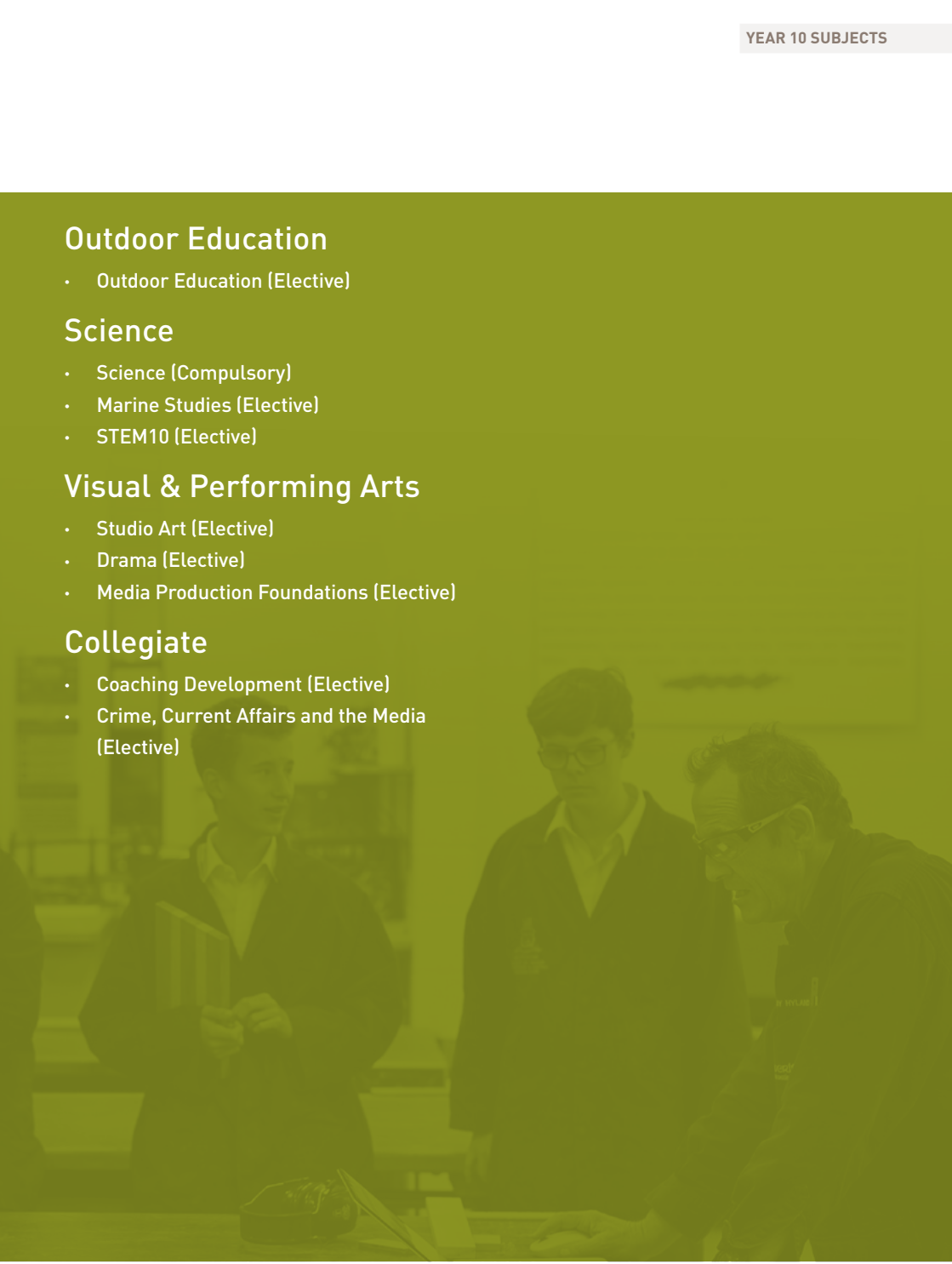
- Science (Compulsory)
- Marine Studies (Elective)
- STEM10 (Elective)

Visual & Performing Arts

- Studio Art (Elective)
- Drama (Elective)
- Media Production Foundations (Elective)

Collegiate

- Coaching Development (Elective)
- Crime, Current Affairs and the Media (Elective)



Year 10 Collegiate subject offerings

Hutchins and Collegiate are currently looking at opportunities for students in Year 10 to experience learning opportunities at either school. This model will be similar to that currently used in Years 11/12 at Collegiate and Hutchins where students have the opportunity to study subjects at either school depending on student interest and class numbers.

In 2026 the following options may be available for Year 10 students:

Elective subjects offered at either school may combine classes due to small numbers.

Collegiate electives are only 3 lessons in duration, therefore Year 10 Hutchins students completing an elective at Collegiate will have one study lesson to work in the Collegiate library each week.

As Collegiate electives are semester-based Hutchins students have the option of studying a combination of Coaching Development and Criminal Minds. Students **must do both courses**.

Following is information relating to the combined option that will be available at Collegiate in 2026.

COACHING DEVELOPMENT

(Elective, one semester)

Coaching Development is a course designed to give students the opportunity to obtain certified coaching accreditation. Successful completion of this course can provide students with a coaching pathway into school, club and possible national/international coaching opportunities in the future.

Students will engage with qualified and experienced sporting coaches through observation, guest speaker opportunities and mentoring. These experiences will help students develop an understanding of coaching strategies and techniques which will enable the development of an individual coaching plan.

As part of this course students will study the following units:

- Coaching Accreditation Course
- Engaging with qualified coaches, observations, mentoring
- Coaching Application – develop and implement coaching plans
- This subject would benefit those considering further study in the areas of sport science, sport management and fitness.

CRIME, CURRENT AFFAIRS AND THE MEDIA

(Elective, one semester)

This course explores the relationships between crime, current affairs, and the media, examining how media influences and shapes public perceptions and attitudes. Students will develop critical thinking, media literacy, and communication skills through historical and contemporary case studies.

The units of study focus on developing analytical and critical thinking skills in the context of specific criminal cases and current affairs.

Unit 1: Crime and the Media

- How does the media shape what we think about crime?
- What is the history of crime reporting in Australia?
- How do ethical dilemmas intersect with crime reporting?
- What's real and what's exaggerated in crime reporting?
- How do TV shows and movies portray crime?
- What is the impact of TV shows and movies about crime?

Unit 2: Current Affairs and the Media

- How does the media shape what we think about people and issues in the news?
- What ethical dilemmas are relevant to journalism?
- How and why do various media outlets represent news from different perspectives?
- What is the impact of biased media coverage on public opinion?
- How do social media and digital platforms influence political discourse?

Assessment

- Group and individual tasks.
- Researching and presenting information in a variety of formats: posters, brochures, infographics and PowerPoints.
- Analysing cases in the news, including how the media influences public perception of crimes.
- Quizzes and reflections.

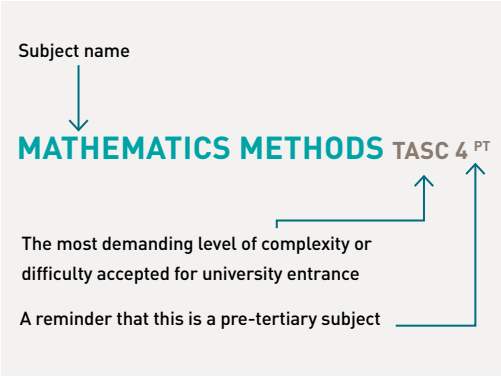
The academic program in Years 11 and 12

Subjects

Almost all subjects are grouped into learning areas. Each learning area includes:

- a map which shows you the possible pathways for your study from Year 10 to Year 12; and
- a subject description, including areas of study, assessment, future pathways and if you require previous experience.

The subjects are listed by name and level. Non-pre-tertiary subjects are listed first followed by pre-tertiary subjects.



Complexity levels

There are four levels of difficulty. Level 1 is the least demanding and Level 4 is the most demanding.

Pre-tertiary subjects

Level 3/4 subjects are pre-tertiary subjects. Pre-tertiary subjects are those subjects that qualify towards entry to university. They include an external assessment component. These subjects have six periods per week and are worth 15 participation points.

Non-pre-tertiary subjects

Level 1 and Level 2 subjects are known as non-pre-tertiary subjects and usually act as a foundation or preparation for study at Level 3/4. These subjects usually have six periods per week.

Assessment

Performance in most subjects is assessed against criteria which have predetermined standards. At the end of the year you will receive final ratings – 'A', 'B', 'C', 't' and 'z' for each criterion.

- A rating of 'A', 'B' or 'C' is given according to standards of achievements for each subject. These are available from the TASC website
- A 't' rating represents achievement against a criterion less than the standard specified for a 'C' rating
- A 'z' is used where you provide no evidence of achievement at all

Final awards

At the conclusion of your period of study you receive a final award for each subject. It is determined by an algorithm, i.e. it depends on the number and the standard of ratings you receive for the criteria. The award is:

EA Exceptional Achievement
HA High Achievement
CA Commendable Achievement
SA Satisfactory Achievement
PA Preliminary Achievement
LA Limited Achievement

Algorithms

Examples of algorithms used to determine final awards are:

	5 CRITERIA subjects	10 CRITERIA subjects	TASC PT CRITERIA subjects (7 x internal and 5 x external)
EA	4 'A' ratings 1 'B' rating	9 'A' ratings 1 'B' rating	10 'A' ratings (4 external) 2 'B' ratings (1 external)
HA	2 'A' ratings 2 'B' ratings 1 'C' rating	4 'A' ratings 5 'B' ratings 1 'C' rating	5 'A' ratings (2 external) 5 'B' ratings (2 external) 2 'C' ratings (1 external)
CA	3 'B' ratings 2 'C' ratings	6 'B' ratings 3 'C' ratings	7 'B' ratings (2 external) 4 'C' ratings (2 external)
SA	4 'C' ratings	8 'C' ratings	10 'C' ratings (3 external)
PA	2 'C' ratings	4 'C' ratings	5 'C' ratings
LA	PA award requirements not met		

Vocational Education and Training (VET) subjects

In VET subjects you will be assessed as to whether you are competent against particular criteria. The ratings may be:

- Competent
- Not Yet Competent

Work practice and attitude

Work practice and attitude are assessed in each subject against five criteria:

- Engagement with learning
- Effort
- Task completion
- Conduct

The final ratings used are:

VG Very Good
G Good
S Satisfactory
IR Improvement Required

Choosing your course for Years 11 and 12

What's important?

You are – your dreams, passions and goals, your interests and abilities, your past academic record and possible career options and their qualifications.

Use the following two pages to help you with your planning and course selection.

Seek help. Your parents, carers, mentor, Head of House and subject teachers know you well. Talk with them as you plan your course. These websites may also be useful:

www.myfuture.edu.au
www.education.gov.au/job-guide
www.careersonline.com.au

Our Career Education and Vocational Learning Officer will be working closely with you in this process. They can offer further information on:

- transition
- course counselling
- general careers advice
- university entrance requirements
- applications to interstate universities
- information about our exchange program
- personalised programs

Our general advice would be:

- select subjects you enjoy
- to choose a balanced course
- study a range of subjects to keep your options open
- be realistic about your capabilities
- ask questions

It's a two-year plan

A course of study consists of 120 attainment points over the two years, giving you a TCE, with a Maths, English and ICT tick.

In Year 11 it is very important to plan a two-year course to achieve the right mix of preparatory subjects for Year 12. You can select VET as well as Level 3 or Level 4 pre-tertiary subjects.

You **must** obtain your TCE to be eligible for an ATAR score and entry into university.

Other considerations

TASC subjects are assigned a relative difficulty based on Rasch Analysis (Scaling). This rating changes from year to year. Subjects should not be chosen based on previous years ratings.

There are no compulsory subjects but the study of English or Mathematics is strongly recommended in either Year 11 or 12.

Undertaking study at a co-operating school

If you cannot take a subject at Hutchins you may be enrolled in that subject at one of the co-operating schools: Fahan School and St Michael's Collegiate. The timetable allows you to move between schools. Placement may be dependent on there being room in the particular class. You must work through the Dean of Studies and Learning Analytics at Hutchins and not approach co-operating schools directly.

A shuttle bus service between the schools operates at recess and lunch times.

Please note if a subject is studied at a co-operating school, the books for it must be bought in accordance with that school's booklist.

What are the chances of getting my preferred choices?

Groups of subjects that are taught simultaneously are known as lines. At Hutchins and in each of the co-operating schools there are five lines. These lines are developed in September after all students have made their course selections.

This is done in such a way that a maximum number of students are able to do their course of first choice. With the co-operating schools' arrangement, and because a number of subjects appear on more than one line, only a small number of students will not get their preferred course.

While every effort will be made to offer the courses presented in this handbook, there is no guarantee that all courses will run. Subject viability is determined by student interest and teacher availability.

What happens in Years 11 and 12 if my subject choices do not add up to 60 points?

To qualify for the TCE and ATAR you need to aim for 60 points per year. You will need to choose a learning activity to make your course up to 60 points. We offer a number of TASC accredited courses in Years 11 and 12 to help you achieve this.

List of subjects for Years 11 and 12

Centre for Excellence

- Academic Support (Elective)

Design, Production & Digital Technologies

- Agricultural Enterprise TASC 2
- Agricultural Systems TASC 3 PT
- Computer Graphics and Design TASC 2
- Computer Graphics and Design TASC 3 PT
- Housing and Design TASC 3 PT
- Engineering Design TASC 3 PT
- UTAS Object Design
- Design and Production (Metal) TASC 2
- Design and Production (Wood) TASC 2
- Digital Technologies TASC 2
- Data Science and Digital Technologies TASC 3 PT
- Computer Science TASC 3 PT

English & Modern Languages

- English Inquiry TASC 2
- English TASC 3 PT
- English Literature TASC 3 PT
- English Studio TASC 3 PT
- English Foundations TASC 2
- English as an Additional Language or Dialect TASC 2 and TASC 3 PT
- Chinese TASC 2 and TASC 3 PT
- French TASC 2 and TASC 3 PT
- Chinese (Background Speakers) TASC 3 PT
- Other language options

Health & Physical Education

- Athlete Development TASC 2
- Community Sport and Recreation TASC 2
- Financial Literacy, Fitness Experiences and Outdoor Experiences TASC 1
- Food, Cooking and Nutrition TASC 2
- Food and Nutrition TASC 3 PT
- Health Studies TASC 3 PT
- Sport Science TASC 3 PT

Humanities and Social Sciences

- History TASC 2
- Ancient History TASC 3 PT
- Australia in Asia and the Pacific TASC 3 PT
- First Nations Studies TASC 3 PT
- Modern History TASC 3 PT
- Studies of Religion TASC 3 PT
- Accounting TASC 3 PT
- Business Studies TASC 3 PT
- Economics TASC 3 PT
- Financial Literacy, Fitness Experiences and Outdoor Experiences TASC 1
- Legal Studies TASC 3 PT
- Geography TASC 3 PT
- UTAS Asian Studies PT
- Introduction to Sociology and Psychology TASC 2
- Sociology TASC 3 PT
- Psychology TASC 3 PT
- Philosophy TASC 3 PT

Mathematics

- Essential Mathematics Workplace TASC 2
- General Mathematics TASC 2
- General Mathematics TASC 3 PT
- Mathematics Methods Foundation TASC 3 PT
- Mathematics Methods TASC 4 PT
- Mathematics Specialised TASC 4 PT

Music

- Music TASC 3 PT
- UTAS Foundation Practical Study PT
- UTAS Music Technology Projects PT

Outdoor Education

- Financial Literacy, Fitness Experiences and Outdoor Experiences TASC 1
- Outdoor Leadership TASC 3 PT

Science

- Agricultural Enterprise TASC 2
- Biology TASC 2
- Physical Sciences Foundation TASC 2
- Biology TASC 3 PT
- Chemistry TASC 4 PT
- Environmental Science TASC 3 PT
- Physical Sciences TASC 3 PT
- Physics TASC 4 PT

Visual & Performing Arts

- Visual Art TASC 2 and TASC 3 PT
- Art Studio Practice TASC 3 PT
- Drama Foundation TASC 2
- Technical Theatre Production TASC 2
- Drama TASC 3 PT
- Theatre Performance TASC 3 PT
- Media Production Foundations TASC 2
- Media Production TASC 3 PT
- Dance TASC 2
- Dance Choreography and Performance TASC 3 PT

Vocational Education and Training (VET)

- Certificate II in Hospitality
- Certificate II in Medical Service First Response
- Certificate II in Workplace Skills
- Certificate III in Aviation (Remote Pilot)
- Certificate III in Fitness
- Construction Industry Skill Set
- School-Based Apprenticeship and Traineeship
- Working with Children TASC 2

Centre for Excellence

Year 10

Years 11/12

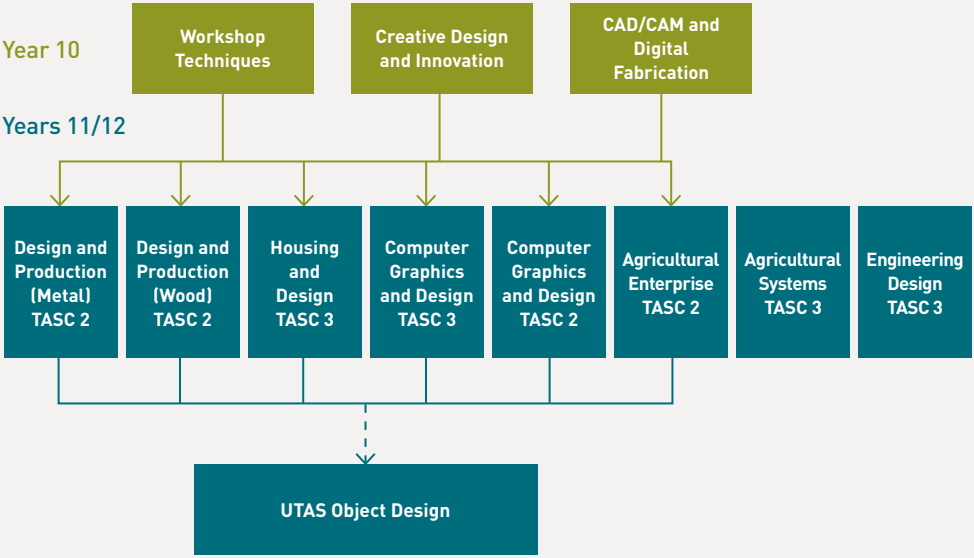
ACADEMIC SUPPORT (Elective)

Academic Support is a year-long subject offered to guide and assist identified students on ILPs (Individualised Learning Plans) and who receive adjustments through the NCCD, to manage their curriculum requirements. Consultation and collaboration with subject teachers to differentiate curriculum expectations and delivery will allow increased access to content and facilitate greater success.

This subject will also focus on developing time management, organisational and improved study skills to ensure effective communication with teachers around task requirements and deadlines. The goal being to develop proactive and resilient students who can effectively and responsibility manage multiple tasks and deadlines.

Design, Production & Digital Technologies

DESIGN AND PRODUCTION TECHNOLOGY



CREATIVE DESIGN AND INNOVATION (Elective)

Unlock your creativity and develop essential design skills with this dynamic, four-unit course.

This course empowers aspiring designers, architects, engineers and creative thinkers with essential skills in visual communication, digital modeling, sustainable housing, and human-centered product design. Through hands-on learning, students will master drawing techniques, explore advanced CAD software, develop climate-conscious housing solutions, and create innovative prototypes. Whether sketching, modeling, or problem-solving, this dynamic program prepares learners to bring their ideas to life in both digital and physical spaces.

Areas of study

- Unit 1: Visual Drawing Techniques – Master the art of visual communication through 2D orthographic drawings, 3D pictorial techniques, and rapid visualisation methods like thumbnail sketching.
- Unit 2: Computer Assisted Design (CAD) – Gain hands-on experience using advanced 3D modelling software for both product design and housing applications.
- Unit 3: Housing Design – Explore sustainable design principles, functional spatial planning, and the impact of material life cycles on the built environment.
- Unit 4: Product Design – Embrace human-centered design by working through the creative process to develop innovative solutions and prototype models.

Assessment

Assessment in this course is based on content taught within each unit of study, this being summarised below:

- **Visual Drawing Techniques**: Evaluate accuracy, technical skill, and how effectively drawings communicate design intent.
- **Computer-Assisted Design (CAD)**: Assess software proficiency, model complexity, functionality, and adherence to industry standards.
- **Housing Design**: Focus on sustainability, spatial efficiency, material selection, and balancing aesthetics with practicality.
- **Product Design**: Measure innovation, people-centred solutions, prototype execution, and responsiveness to feedback.

Previous experience

No previous experience is required, and new learners are actively encouraged.

Future pathways

Housing and Design TASC 3, Computer Graphics and Design TASC 2 and 3, Engineering Design TASC 3, Design and Production Wood TASC 2 and Design and Production Metal TASC 2.

CAD/CAM AND DIGITAL FABRICATION (Elective)

This subject is intended to develop skills in designing and making products using digital tools. Students will learn how to develop concepts and model them in CAD software to develop and refine their designs and to enable their production using CNC machinery. The speed and automation of digital production enables students to focus more on testing and iteration of their design ideas and encourages deeper thought and greater complexity of design features and details.

Areas of study

- Develop skills and experience in applying design thinking and processes to problem-solving
- Learn and develop visual communication skills such as sketching, hand-rendering and 3D rendering
- Learn and develop CAD modelling skills to develop, iterate and resolve design solutions
- Using models and prototypes for testing and developing design solutions
- Learn and develop skills in the use of CNC machinery such as laser cutters, 3D printers, Routers, Mills and Plasma cutters for the producing products
- Learn and develop problem-solving skills through design and practical production experiences
- Develop knowledge of the material properties and familiarity with the working properties of a range of different materials through practical design and production experiences
- Develop and apply knowledge of functional ergonomics with an emphasis on interior housing design
- Learn and apply workshop safety practices during practical experiences
- Learn to present and pitch concepts and design concepts

Assessment

Assessment in this course is based on the following:

- Folios documenting the process of developing the design solution
- Presentations of concepts and design solutions
- Modelling and testing material generated during the design process
- Observation of work practices and skill development throughout projects
- Quality of the completed project/design solutions

Previous experience

No previous experience is required, new learners are actively encouraged.

Future pathways

Design and Production Wood TASC 2 and Design and Production Metal TASC 2. Computer Graphics and Design TASC 2 & 3, Housing and Design TASC 3 and UTAS Object Design (TASC 3 Equivalent).

WORKSHOP TECHNIQUES

(Elective)

This subject is intended to develop skills in making products by training students in the use of hand, power and machine tools to shape and manipulate wood and metal materials. The assigned projects are intended to expose students to as broad a range of techniques as possible and to give the time and experience to develop their dexterity with tools. The course gives students familiarity in working with a range of materials and experience in reading and interpreting workshop drawings for the accurate production of components.

This course is strongly recommended for all students prior to undertaking the Design and Production TASC 2 courses in wood and metal, or anyone considering a trade or technical pathway.

Areas of study

- Hand, power and machine tool techniques for creating wood and metal products
- Learn and develop skills in the use of joinery techniques for wood
- Learn and develop skills in the use of joining and fusing techniques for metal
- Problem-solving experiences associated with practical production work
- Develop knowledge of the material properties and familiarity with the working properties of a range of wood species and metals
- Develop knowledge of, and experience working with a range of adhesives and finishes suitable for wood and metals
- Learn and apply workshop safety practices during practical experiences

Assessment

Assessment in this course is based on the quality and dimensional accuracy of completed project work and observation of your work practices and competency throughout the course.

Previous experience

No previous experience is required, new learners are actively encouraged.

Future pathways

TASC 2 Design and Production Wood, TASC 2 Design and Production Metal, UTAS Object Design (TASC 3 Equivalent), schools of fine furniture design, University Design degrees, apprenticeships in joinery, cabinetmaking, building and construction, fabrication, boilermaking, fitting and machining and industrial blacksmithing. As well as importantly, personal enjoyment and the acquisition of skills for life.

STEM10 (Elective)

This subject may be seen to complement your studies if you wish to pursue a pathway in science and engineering. Please see entry on page 146 in Faculty of Science.

MATHEMATICS (Compulsory)

Please see entry on page 128 in Faculty of Mathematics.

SCIENCE (Compulsory)

Please see entry on page 144 in Faculty of Science.

AGRICULTURAL ENTERPRISE TASC 2

This area of study provides a broad overview of the food and agribusiness industry. The Tasmanian Food and Agribusiness sector covers operations that include dairy, viticulture, aquaculture, fruit, vegetables, animal production, fibre production and horticulture. In this course learners will develop skills, knowledge and understanding in key areas of Science, Technology, Engineering and Mathematics (STEM). Learners engage in a small scale enterprise in an area of production that is suited to their learning context. Learners develop an awareness of agricultural systems and the importance of sustainable agricultural practice. This course covers content areas that include Environmental Systems: Managed and Natural, Animal Production, Plant Production and Enterprise.

Areas of study

Agricultural Enterprise Level 2 is divided into three (3) compulsory units of study:

Unit 1: Managed and Natural Systems (30 hours)

- Natural Systems
- Farm Management (there a many different types of farms)
- Engineering Principles and Systems in Farm Operations
- Applications of Engineering Principles and Systems Used in Food and Fibre Production

Unit 2: Plant and/or Animal Production (60 hours)

- Plant production systems
- Management and genetics in plant production
- Plants, climate and resource interaction
- Management and genetics in animal production
- Microbes, invertebrates and pests
- Production systems

Unit 3: Agricultural Enterprise (60 hours)

- The farm as a production unit
- Farm management
- Marketing and agribusiness

Assessment

This will be undertaken on a number of in-class tasks, both theoretical and practical and will culminate in a student directed managed project.

Previous experience

No previous experience is necessary.

Future pathways

Agricultural Enterprise TASC 2 provides a foundation for Agricultural Systems TASC 3 and may be used as a pathway to, or studied alongside, vocational education and training (VET) programs in Aquaculture, Horticulture, Conservation and Land Management, Agriculture and Animal Studies. Agricultural Enterprise TASC 2 develops learner understandings established through the Food and Fibre Production context of the Australian Curriculum: Technologies (P-10).

AGRICULTURAL SYSTEMS

TASC 3 PT

This subject offers students the opportunity to explore the food we eat and the fibre we wear. Through an integrated Science, Technologies, Engineering and Mathematics (STEM) inquiry and learning, students will develop an understanding of and the essential aspects of agriculture.

The course is designed to increase student understanding and capabilities in a continuum from the farm level through to international markets in which commodities are traded. Because it includes the study of a farm and an agricultural product of particular interest to the student, the relevance of the course is greatly enhanced. It has the facility to challenge students academically as well as providing them with a wide range of practical skills and an awareness of technologies associated with agriculture. Designing and developing an engineering solution to a agricultural problem will be a significant part of your studies. The theory component of this course is underpinned by experiential learning opportunities, making connections through guest speakers, field trips and a variety of agri-businesses.

Areas of study

- Systems Thinking strategies
- The farm as an ecosystem
- Plant Production Systems
- Animal Production Systems
- Agricultural Engineering & Technologies
- Agricultural Business Principles

Assessment

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

Previous experience

Agricultural Enterprise Tasc 2 would be beneficial, but not a prerequisite.

Future pathways

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

COMPUTER GRAPHICS AND DESIGN TASC 2

This subject develops your understanding of computer graphics processes, concepts and skills. You use design principles and a wide range of applications to prepare high quality graphic presentations and develop an understanding of the use of computer graphics and design across a range of industries. An emphasis on learning the 'tools' is a significant part of this subject.

Areas of study

- Computer graphics and the design process
- Computer hardware and software systems
- 3D modelling solutions
- 2D graphic solutions
- Animation
- Multimedia for presentation
- Management of resources and projects
- Major study

Assessment

The areas of study are assessed by practical and theory tasks that include design briefs and research assignments. On occasions you work as a member of a team. The mid-year examination is a practical examination.

Previous experience

No previous experience is required but a background in computers would be useful.

Future pathways

Computer Graphics and Design TASC 3.

COMPUTER GRAPHICS AND DESIGN TASC 3 PT

This subject extends and applies your understanding of computer graphic processes, concepts and skills. You use design principles and practice to freely explore diverse applications, prepare high quality graphic presentations conforming to contemporary industry practice and develop an understanding of the use of computer graphics and design across a diverse range of industries and its application to solving problems likely to be faced by industry.

Areas of study

- Computer graphics and the design process
- Computer hardware and software systems
- 3D modelling solutions
- 2D graphic solutions
- Animation
- Multimedia for presentation
- Management of resources and projects

Assessment

Assessment is by set tasks that include design briefs and research assignments. On occasions you work as a member of a team. There are two externally assessed components – a personal portfolio and a written three hour examination.

Previous experience

It is expected that you will have demonstrated progress towards the achievement of key competencies such as the ability to use technology, solve problems, collect, analyse and organise information, and be able to plan organise and undertake activities.

Future pathways

If you wish to do further study in any of the 'design' based fields you will benefit from completing this subject. Past students have moved into many areas such as industrial/product design, maritime engineering and architecture. If you are planning to go into the workplace you will be well grounded in computer hardware and software systems and the principles and practice associated with the production of computer graphics in a design context.

HOUSING AND DESIGN TASC 3 PT

This subject invites students to explore the essential principles of designing residential spaces that are functional, sustainable, and inclusive. Students will gain insight into the many factors that influence housing design—from climate considerations to accessibility and the efficient use of space. Through practical projects and theoretical study, learners will develop an understanding of spatial design, universal design concepts, and the core elements and principles of design that create comfortable and meaningful living environments.

Areas of study

Introduction to Housing and Design

- Overview of housing design and its importance
- Understanding the relationship between people, space, and environment

Elements and Principles of Design

- Core design elements: line, shape, form, texture, colour, space
- Principles of design: balance, contrast, emphasis, rhythm, unity
- Applying design principles to housing projects.

Designing for Climate

- Climate-responsive design principles
- Sustainable materials and energy-efficient housing solutions
- Case studies of climate-adapted housing

Universal and Accessible Design

- Principles of universal design
- Designing spaces for accessibility and inclusivity
- Addressing diverse needs in housing design

Functional Use of Space (Spatial Design)

- Spatial planning and zoning within residential environments
- Maximising functionality and flow in home design

Major Design Folio

- Students will design a housing space incorporating any of the following: climate responsiveness, universal design, and spatial functionality

Assessment

A number of task projects will be carried out in class relating to the course content, including a mid-year exam assessing Criteria 3 and 4. The culminating assessment is a Major Design folio, assessed internally and externally, covering Criterion 6, 7 and 8. An external exam will also assess Criteria 3 and 4.

Previous experience

There is no pre-requisite for this course, but participation in the Year 10 Creative Design and Innovation course would be highly beneficial.

Future pathways

Students can pursue further studies in architecture, interior design, urban planning, sustainable housing, or construction management to deepen their expertise and expand career opportunities in residential and urban design.

ENGINEERING DESIGN TASC 3 PT

Engineering Design TASC 3 equips learners with the ability to research, design, and develop solutions to real-world problems using engineering, scientific, and mathematical principles. Through STEM inquiry and project management, learners explore the relationship between engineering and society, gaining skills in innovation, problem-solving, and industry standards. The course fosters creativity, critical thinking, and practical application of technologies to improve lives and address challenges in an engineering context.

Areas of study

- **Design Process & Project Management** – Applying structured methods to develop engineered solutions and manage projects effectively.
- **Engineering & Society** – Exploring how engineering impacts communities, sustainability, and technological advancements.
- **STEM Principles** – Integrating science, technology, engineering, and mathematics to solve problems.
- **Innovation & Problem-Solving** – Developing creative solutions to real-world challenges.
- **Industry Standards & Manufacturing** – Understanding professional design practices, safety regulations, and production techniques.
- **Technology & Prototyping** – Using digital tools and manual tools & equipment to design, test, and improve products and systems.

Assessment

Assessment will be based on the content of three modules undertaken during the tenure of this subject: Module 1 – Engineering systems, Module 2 – Engineering Practice, Module 3 – Extended Engineering Project. These modules will involve the creation of prototypes in response to design briefs, a design journal and an externally assessed folio based on an extended engineering design project.

Previous experience

No previous experience is required, and new learners are actively encouraged. However, studying 10 STEM, 10 CAD/CAM and Digital Fabrication or 10 Creative Design and Innovation would be an advantage.

Future pathways

Students can pursue degrees in engineering, industrial design, or STEM research to deepen their expertise and prepare for careers in innovation, technology, and problem-solving across various industries.

UTAS OBJECT DESIGN

Information for this subject is available on the UTAS website.

Design and Production

Design and Production aims to develop design thinking, problem-solving and project planning as well as implementation skills that are typical of contemporary design practice across a range of fields. Students will design a range of projects in response to design briefs that will help them develop and expand their skills in visual communication, use iteration to develop their design solutions and learn and apply a diverse range of tools, equipment and techniques to test, prototype and produce final products.

The three specialisations of design and production offered at Hutchins are CAD/CAM (Composite materials), Metal and Wood.

*As the specialisations are all linked to the same course (Design and Production DAP215116) you are able to study multiple specialisations in a year, however, you are only able to earn one single set of time points from DAP215116 each year. You may, however, complete one specialisation in Year 11 and then another different specialisation in Year 12 and earn full time points each year.

DESIGN AND PRODUCTION (METAL) TASC 2

The Design and Production Metal specialisation involves designing and making products predominantly from metal alloys and tools suited to working with these materials.

Areas of study

- Develop skills and experience in applying design thinking and processes to problem-solving
- Learn and develop visual communication skills
- Learn and develop CAD modelling skills to develop, iterate and resolve design solutions
- Using models and prototypes for testing and developing design solutions
- Learn and apply project planning, management and implementation skills
- Learn and develop skills in reflection and appraisal of design and production work
- Learn and develop problem-solving skills through design and practical production experiences
- Learn and apply skills in using hand, power, machine and CNC tool techniques for creating metal products
- Learn and apply skills in the use of joining and fusing techniques for metal
- Develop knowledge of the material properties and familiarity with the working properties of a range of different metals, alloys and finishes through practical design and production experiences
- Learn and apply workshop safety practices during practical experiences

Assessment

Assessment in this course is based on the completed project production work and the documented folio evidence of the process of developing the design, project planning and implementation, experimenting and testing, and production process of the final design/product.

Previous experience

No previous experience is required, however, completion of 10 workshop techniques or 10 Digital Fabrication is strongly recommended.

Future pathways

UTAS Object Design (TASC 3 Equivalent), University Design degrees, apprenticeships in fabrication, boilermaking, fitting and machining, industrial blacksmithing and other manufacturing industries. As well as importantly, personal enjoyment and the acquisition of skills for life.

DESIGN AND PRODUCTION (WOOD) TASC 2

The Design and Production Wood specialisation involves designing and making products predominantly from wood and tools suited to working these materials.

Areas of study

- Develop skills and experience in applying design thinking and processes to problem-solving
- Learn and develop visual communication skills
- Learn and develop CAD modelling skills to develop, iterate and resolve design solutions
- Using models and prototypes for testing and developing design solutions
- Learn and apply project planning, management and implementation skills
- Learn and develop skills in reflection and appraisal of design and production work
- Learn and develop problem-solving skills through design and practical production experiences
- Learn and apply skills in using hand, power, machine and CNC tool techniques for creating wood products
- Learn and develop skills in the use of joinery and shaping techniques for wood
- Develop knowledge of the material properties and familiarity with the working properties of a range of different timber species, adhesives and finishes through practical design and production experiences
- Learn and apply workshop safety practices during practical experiences

Assessment

Assessment in this course is based on the completed project production work and the documented folio evidence of the process of developing the design, project planning and implementation, experimenting and testing, and production process of the final design/product.

Previous experience

No previous experience is required, however, completion of 10 workshop techniques or 10 Digital Fabrication is strongly recommended.

Future pathways

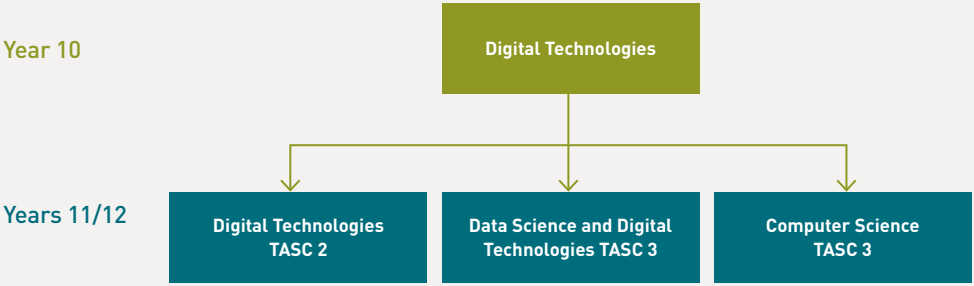
UTAS Object Design (TASC 3 Equivalent), University Design degrees, Schools of fine furniture design, apprenticeships in joinery, cabinetmaking, building and construction and other manufacturing industries. As well as importantly, personal enjoyment and the acquisition of skills for life.

UTAS OBJECT DESIGN

Information for this subject is available on the UTAS website.

Design, Production & Digital Technologies

DIGITAL TECHNOLOGY



DIGITAL TECHNOLOGIES

(Elective)

Students studying this subject will develop high levels of computing and digital technology literacies. They will work through the design thinking and computational thinking frameworks, specifically identifying a need or problem to be solved, explore a range of possible solutions and produce a working solution, which is evaluated. They will use a variety of digital technologies to create, modify and produce products in a variety of rich media formats.

The course has been designed with an emphasis on group and individual project based learning that allows students to maintain focus on a number of areas of interest to some depth.

Areas of study

- Software development and programming
- Data and databases
- Internet and website development
- Authoring and multimedia
- Artificial Intelligence, simulation and modelling
- Robotics and automated systems

Assessment

Your internal assessment is based on your performance in regular practical assignments, tests and projects.

Previous experience

No previous experience is required.

Future pathways

This subject is useful if you have an interest in information technology and as a background for Information Systems and Digital Technologies TASC 3 and Computer Science TASC 3.

DIGITAL TECHNOLOGIES TASC 2

This course introduces learners to digital systems, security, user design and programming. There is a focus on the interactions and impacts of digital technology in today's world.

Areas of study

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

Units of study

- Programming skills in making apps or games or in machines such as robots and drones
- Undertake a project or a series of small projects focused on user design; develop skills in critical, creative, computational and algorithmic thinking
- Individual and collaborative work to solve problems
- Use real-world project management and problem-solving skills
- Apply science, technology, engineering and mathematics (STEM) knowledge and competencies to investigate an existing challenge or need
- Investigate ethical issues such as privacy and security in the digital world

Assessment

Your internal assessment is based on your performance in regular practical assignments, tests and projects.

Previous experience

Digital Technologies Level 2 is designed as a foundational computing course that builds on learners' prior knowledge and skills from Years F–8 in the Australian Curriculum: Technologies – Digital Technologies.

Future pathways

This subject is a foundation course suitable for learners with an interest in technology. It builds highly desirable digital skills, knowledge and understanding that can be applied in a wide range of future learning and workplace contexts. It also provides the foundation for those interested in pursuing vocational education or Level 3 courses in Technology fields.

DATA SCIENCE AND DIGITAL TECHNOLOGIES TASC 3 PT

This course is designed for learners who are interested in the wider implications of the use technology to individuals and to workplace environments. Digital Solutions Level 3 provides opportunities for innovative and enterprising individuals to respond to emerging digital transformation through the analysis, creation, implementation, testing and management of information systems.

Data Science and Digital Solutions Level 3 as a Professional studies course will connect learners to industry by enabling them to be well-informed, analytical consumers of digital information and technology and to become confident creators of systems solutions.

Areas of study

- People, data and digital systems
- Data-driven design
- From problem to solution
- Units of Study
- Explore methods of data collection, management and analysis
- Understand and apply project management techniques
- Collaborate with others to identify a need or opportunity and to evaluate processes and products
- Investigate digital system weaknesses in terms of ethical data management, privacy and cyber security
- Apply a safe by design approach to development of digital solutions
- Undertake a real-world case study that uses data to design a solution to user problems

Assessment

Your internal assessment is based on your performance in regular tests, programming and networks assignments. There is an external examination at the end of the year.

Previous experience

Data Science and Digital Solutions Level 3 enables learning continuity from Digital Technologies Level 2. It is suitable for learners who have completed the Years 9–10 band of the Australian Curriculum: Technologies – Digital Technologies. It may also suit those who have prior digital technologies experience.

Future pathways

Data Science and Digital Solutions Level 3 provides a useful background to learners considering a wide range of future pathways including tertiary and vocational studies. Examples of possible future areas of study or employment include, but are not limited to, information technology, business, health, law, commerce, engineering, education, arts and science.

COMPUTER SCIENCE TASC 3 PT

This subject examines how computers work and interconnect. There is a strong emphasis on programming using the Java language.

Areas of study

- How data is represented in a computer
- Logic
- Algorithms
- Programming (Java)
- Negotiated project
- Project management (SDLC)
- Ethics and ICT careers

Assessment

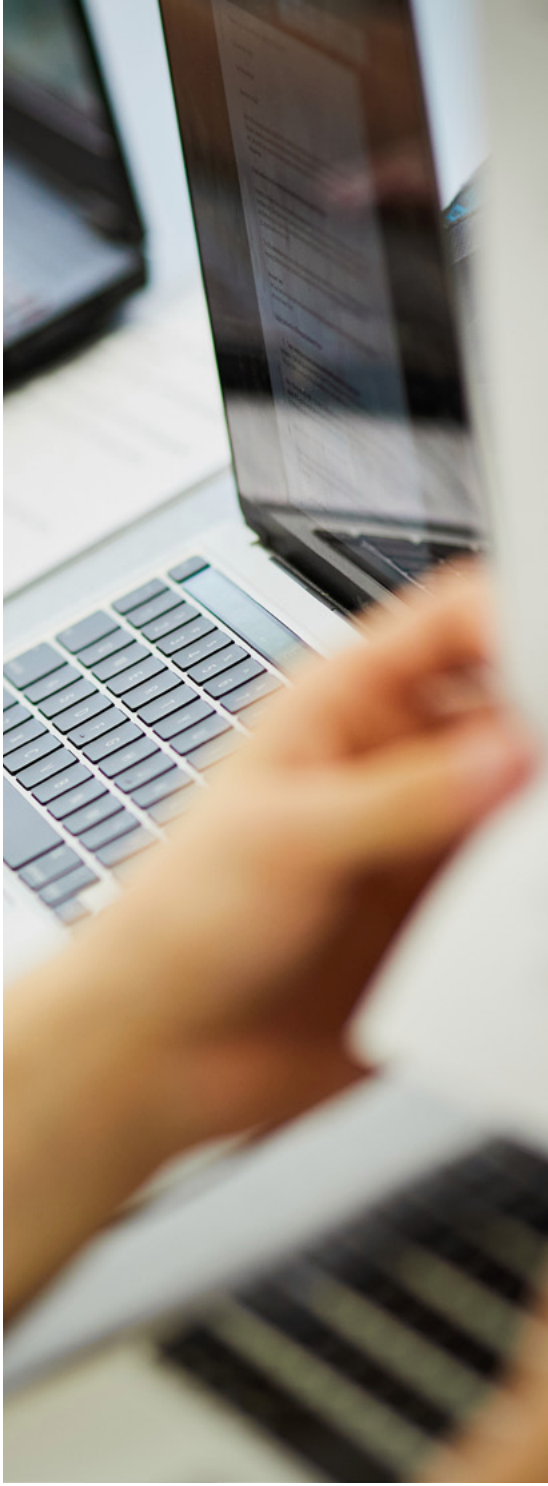
Your internal assessment is based on your performance in regular tests, programming and networks assignments. There is an external examination at the end of the year.

Previous experience

Although no previous experience is required you need to be capable in Mathematics.

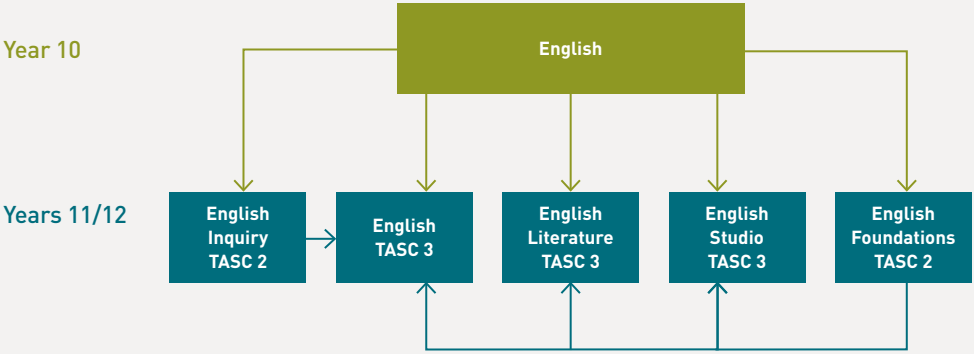
Future pathways

This subject is highly technical and designed for those with a strong interest in studying computing or engineering at tertiary level.



English & Modern Languages

ENGLISH



ENGLISH (Compulsory)

Year 10 English will give you the opportunity to further develop your ability to communicate effectively in speech and writing for a variety of purposes, including essay writing and referencing, creative, persuasive and reflective writing. You will respond to a range of texts which explore themes of personal, social and cultural significance, and ethical dilemmas relating to real and imagined settings. You will analyse genres, language features and text structures which influence meaning.

Areas of study

There are three interconnected strands:

1. **Language** (understanding how the English language works)
   - Spelling, punctuation and grammar: how word, sentence and text structures convey meaning
   - Rhetorical and poetic devices
   - Reviewing, editing and proofreading
   - Referencing

2. **Literature** (engaging with and creating valued texts)
    - Shakespeare
    - Indigenous and Asian texts
    - Film
    - Media
    - Poetry
    - Novel

3. **Literacy** (expanding the repertoire of English usage)
    - Speaking and writing effectively
    - Analytical essay writing and referencing
    - Purposeful vocabulary, visual and sound choices in creating imaginative, persuasive and multimodal texts

Assessment

Your individual performance, rather than your selection into a particular class, will determine the standard at which you are assessed on collaborative tasks, individual assessment tasks and an end-of-year examination.

Previous experience

Year 9 English.

Future pathways

English Inquiry TASC 2 and English Foundations TASC 2.

If you achieve an ACAS B rating or better in Year 10 English you can choose to study English TASC 3, English Literature TASC 3 and English Studio TASC 3.

ENGLISH INQUIRY TASC 2

This subject is aligned to the Years 9 to12 Curriculum Framework. English Inquiry is a transdisciplinary course which makes connections across subjects and the wider world. It is designed for learners who are developing and consolidating their skills, knowledge and understanding in English. Students will learn how to inquire, create, make and communicate meaning. They will explore and respond to ideas and social and ethical issues in a range of contemporary Australian texts and contexts.

Areas of study

- Understanding and responding to the ideas, values and information represented in a range of contemporary and popular culture texts
- Interpreting ethical ideas and arguments represented in Australian stories
- Integrating an individual negotiated inquiry within the context of a class inquiry into social issues in texts

Assessment

This subject is internally assessed.

Previous experience

No previous experience is necessary.

Future pathways

This subject provides ways to prepare for adult life and an alternative pathway to study English at pre-tertiary level.

ENGLISH TASC 3 PT

In English you will study language, literacy, media and literature with an emphasis on contemporary Australian contexts. You will develop your analytical, creative, critical thinking and communication skills. You will compare texts according to context, medium, genre and ideas, and create imaginative, interpretive and analytical responses.

Areas of study

- Compare texts in the thriller genre
- Adaptation: novel to film
- Critical perspectives on an Australian text
- Negotiated study exploring how an idea is represented in the media

Assessment

External assessment consists of a three-hour examination.

Previous experience

You need to have completed English Foundations TASC 2 or gained at least an ACAS B rating in Year 10 English to be admitted to this subject. You are expected to do some preliminary reading during the summer holidays.

Future pathways

- A pre-tertiary English subject is a pre-requisite for study at a mainland university
- If you have an interest in politics, current affairs and the media, consider this subject in Year 11 and English Studio TASC 3 in Year 12

ENGLISH LITERATURE TASC 3 PT

The focus of this subject is the power of language and stories to influence cultural communication. You appreciate the aesthetic use of language and evaluate historical and contemporary contexts, ideas and perspectives in poetry, drama, novels and films, allowing you to make connections with other fields of study, such as history, art, music, drama and languages.

Areas of study

- The study of a unified theme in poems from different historical and cultural contexts
- Single text study: Shakespeare – analyse how the treatment of ideas in a play interact with the audience, society and culture
- Comparative text study: novel and film – analyse how common ideas are developed in different texts and consider a range of critical interpretations
- The independent study – focused on a text you select from a prescribed list to produce analytical, imaginative and reflective writing

Assessment

External assessment consists of a two-hour examination and your independent study.

Previous experience

You need to have completed English Foundations TASC 2 or gained at least an ACAS B rating in Year 10 English to be admitted to this subject. You are expected to do some preliminary reading during the summer holidays.

Future pathways

- A pre-tertiary English subject is a pre-requisite for study at a mainland university
- If you have an interest in film and literature, history, languages, art, drama or music, consider this subject in Year 11 and English Studio TASC 3 in Year 12

ENGLISH STUDIO TASC 3 PT

This course is aligned to the Years 9–12 Curriculum Framework. English Studio TASC 3 is a Professional studies course that focuses on the art and industry of writing, which bridges academic courses and career-related study to provide you with a combination of academic and practical knowledge, skills and understanding to develop your proficiency in the craft of writing, share your stories and explore your own distinctive talents.

Areas of study

Using a practical studio-based learning approach you will:

- Investigate and apply professional processes and practices
- Engage in active, collaborative, and work-related learning
- Read and craft a range of written texts to support development of your writing
- Refine drafting and editing skills
- Investigate and apply current writing industry knowledge and skills in the development and promotion of your own compositions
- Create a range of texts, including a short story, a creative non-fiction text and an independent writing project which enables you, in consultation with your teacher, to immerse yourself in writing projects of your own choosing.

Assessment

A range of texts crafted in three modules are internally assessed. You will also compile a writer's folio comprised of three pieces developed in modules 1, 2 and 3 which have been refined to publishable manuscript standard for external assessment.

Previous experience

You need to have completed English Foundations TASC 2 or gained at least an ACAS B rating in Year 10 English to be admitted to this subject.

Future pathways

A pre-tertiary English subject is a prerequisite for study at a mainland university.

English Studio TASC 3 enables varied pathways including undertaking English Literature Level 3 and Media Production Level 3 courses and the VET Certificate II and III Creative Industries.

The course provides pathways into degree courses at tertiary level such as creative writing and media and communications, as well as the writing industry, including creative writing, freelance writing, copy writing, business writing, advertising, and communications.

ENGLISH FOUNDATIONS TASC 2

This subject is based on ideas, perspectives, language and conventions in fiction, non-fiction, film, media and drama. Texts will be contemporary with an Australian focus.

Areas of study

- Ideas and issues: explore the idea of change in a novella and an Australian play
- Negotiated study: explore how meaning is communicated in self-selected texts
- Cultural representation: compare ideas, attitudes and voices in a range of short fiction and non-fiction Australian texts
- Persuasion: analysis of how truth is represented in a documentary film

Assessment

This subject is internally assessed; although practice for pre-tertiary English in Year 12 is given in the form of class tests.

Previous experience

No previous experience is necessary.

Future pathways

Studying this subject will help you to consolidate the skills required for all three pre-tertiary English subjects, particularly text analysis, essay writing and referencing.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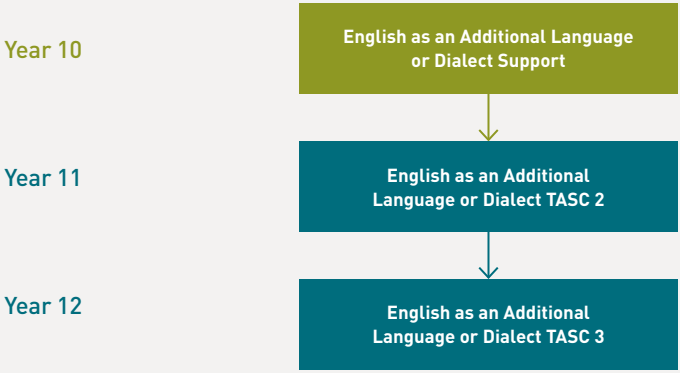
English & Modern Languages

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT



ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT SUPPORT (Elective)

English as an Additional Language or Dialect (EALD) is recommended in Year 10 if you are from a non-English speaking background and need to develop and consolidate your English skills. You refine the range of strategies you use to communicate in and learn about English so you can participate fully in all aspects of life in Australia, including further education.

Areas of study

- Research and discuss issues: the environment, culture and history of Australia, issues reported in the media
- Respond reflectively and creatively to the themes explored in a range of short text types
- Develop vocabulary, including English idioms and subject-specific words
- Learn English spelling, grammar and punctuation
- Practise planning, drafting, editing and proofreading skills
- Develop inquiry, research, referencing and independent learning skills
- Practise communicating information effectively in spoken and written form
- Receive support in reading, writing, listening and speaking tasks for other subjects

Assessment

- Collaborative tasks
- Tests
- Assignment work

Previous experience

Year 9 EALD. If you are a new student, you will be tested in listening, speaking, comprehension and writing.

Future pathways

This subject leads to English as an Additional Language or Dialect TASC 2 in Year 11 and English as an Additional Language or Dialect TASC 3 in Year 12.

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT TASC 2

Areas of study

- Exploration of issues (e.g. lifestyles, multi-cultural Australia, social issues)
- Study of texts (e.g. novel, short stories, film, journalism, websites, everyday texts)
- Development of research and study skills to produce a research report based on a topic selected by you. This will equip you for learning in other subjects and for future needs (e.g. tertiary study in Australia)

Assessment

This subject is internally assessed.

Previous experience

You are eligible to study this subject if you are from a non-English speaking background and have studied English for less than five years.

Future pathways

This subject is suitable as a background to English as an Additional Language or Dialect TASC 3.

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT TASC 3 PT

The focus of this subject is to develop your skills in interpersonal communication; gathering, using and communicating information; as well as responding to and creating a range of texts.

Areas of study

- Exploration of issues (e.g. lifestyles, multi-cultural Australia, social issues)
- Study of texts (e.g. novel, short stories, film, journalism, websites, everyday texts)
- Planning, drafting and editing imaginative, analytical, interpretive and persuasive texts
- Development of research referencing and study skills to produce a folio of work based on a topic selected by you. This will equip you for learning in other subjects and for future needs (e.g. tertiary study in Australia)

Assessment

This subject is assessed internally by the English as an Additional Language or Dialect (EALD) teacher and externally by a three-hour examination with listening, reading and writing components and a 10–12 minute interview, based on your writing folio prepared during the year.

Previous experience

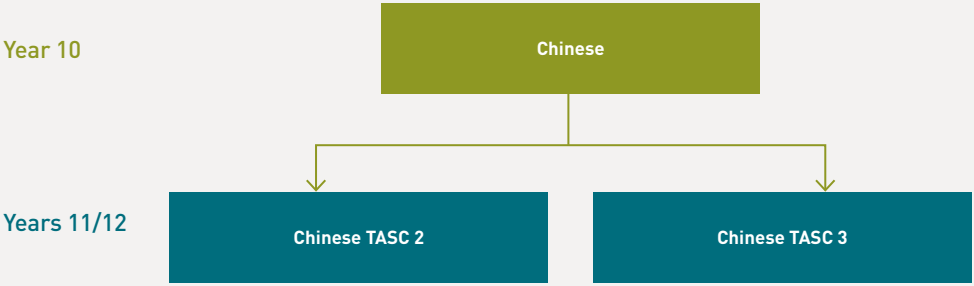
You are eligible to study this subject if you are from a non-English speaking background, have lived in Australia for fewer than five years and have studied English for no more than five years prior to 1 January of the year in which the subject is taken.

Future pathways

Results from the English as an Additional Language or Dialect TASC 3 course can count towards your ATAR for admission to university.

English & Modern Languages

MODERN LANGUAGES – CHINESE



CHINESE (Elective)

Year 10 Chinese develops your ability to communicate in Chinese. It covers three main themes: the individual, including personal information, family, school life, future plans and interests; Chinese-speaking communities, including traditional and contemporary culture, significant people and events, travel, the arts and entertainment; and the connection between Chinese-speaking communities and aspects of the changing world, including youth, environmental and social issues, school trips and the world of work.

You learn vocabulary, grammar and script associated with these themes through a variety of speaking, listening, reading and writing tasks. You understand the importance of studying a language as a global citizen in a rapidly changing world and critically reflect on your own language and culture.

Background speakers of a Chinese dialect are not eligible to study Year 10 Chinese.

Areas of study

- Communicate with others in spoken and written Chinese
- Increase vocabulary
- Practise pronunciation
- Learn and practise Chinese characters
- Comprehend written and spoken Chinese
- Study and compare the grammatical structures of Chinese and English
- Converse in Chinese including contact with native speakers and role plays
- Learn vocabulary and language structures necessary to socialise, exchange information, express attitudes and perform everyday tasks
- Learn vocabulary to develop an understanding of Chinese culture and attitudes relating to self, family, friends, Chinese-speaking communities, current issues, arts, travel, work and leisure

Assessment

Performance in conversations; vocabulary, aural and written comprehension tests; reading and writing tasks and research assignments form the basis for your assessment.

Previous experience

Completion of Year 9 Chinese is recommended. Background speakers of a Chinese dialect need to check with the Head of Teaching and Learning on your eligibility for this subject.

Future pathways

By completing Chinese in Year 10 and Chinese TASC 2 in Year 11, you will be in a strong position to succeed at Chinese TASC 3 in Year 12. If you achieve an ACAS B rating or better in Year 10 Chinese, you can study Chinese TASC 3 in Year 11.

Students who are studying Chinese in Senior School can take the HSK Chinese Proficiency Test in Terms 3 and 4 at Hutchins. This is an internationally recognised certification which will enable students to benchmark their language level globally and apply for scholarships at Chinese universities.

CHINESE TASC 2

This Year 11 subject is designed for students with little or no previous background in Chinese who wish to increase their knowledge and understanding of the Chinese language and culture to the point where they can confidently undertake Chinese TASC 3 in Year 12.

Areas of study

- Listening, speaking, reading and writing skills in the language
- Understanding and appreciation of the Chinese culture and society

Assessment

Assessment is through regular tests in the key areas of study together with an internal mid-year examination and an internal end-of-year examination.

Previous experience

No previous experience is required.

Future pathways

Chinese TASC 3.

CHINESE TASC 3 PT

This subject is the continuation of Chinese. Background speakers of Chinese dialects need to check with the Head of Teaching and Learning on your eligibility for this subject.

Areas of study

Chinese is a language of great cultural and economic significance in today's world. In this subject you develop your ability to communicate in Chinese and gain an understanding and appreciation of Chinese culture through the study of three major themes:

- The individual
- Chinese speaking communities
- The changing world

Assessment

Assessment is through regular tests in listening, speaking, reading, writing and cultural investigations together with an internal mid-year examination and an external end-of-year examination.

Previous experience

An SA award in Chinese TASC 2 or an ACAS B rating in Year 10 Chinese is recommended.

Future pathways

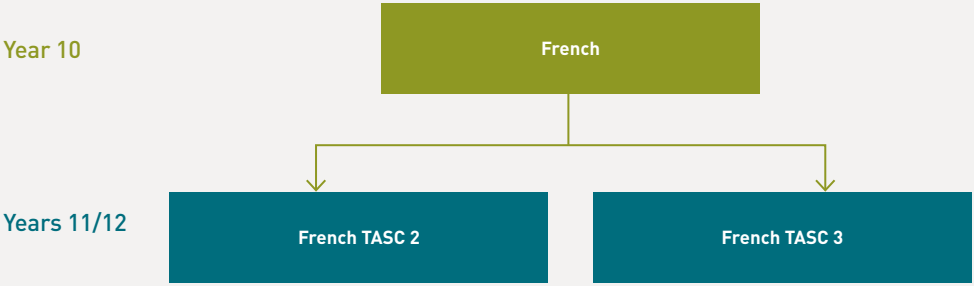
Chinese TASC 3 is a pre-requisite if you intend to study Chinese at university. It may also lead to careers in international business, foreign affairs, teaching, media, hospitality and the travel industry. Additional opportunities available to students include a three-week residential school immersion program in Beijing after the TCE exams.

Students who are studying Chinese in Senior School can take the HSK Chinese Proficiency Test in Terms 3 and 4 at Hutchins. This is an internationally recognised certification which will enable students to benchmark their language level globally and apply for scholarships at Chinese universities.

Students who complete TASC 3 Chinese to a high standard can apply for the Year 12 UTAS High Achiever Program.

English & Modern Languages

MODERN LANGUAGES – FRENCH



FRENCH (Elective)

Extending your French in Year 10 provides you with the confidence and knowledge to operate in a language that is invaluable for travel within the wide-ranging Francophone world. French is also extremely beneficial for future employment opportunities particularly within Europe. Through a range of cultural topics, you practise conversational French, producing filmed sketches in the process, as well as regular contact with a native speaker. Excursions within the Greater Hobart area help you to connect with the historical and contemporary links between France and Australia. The course aims to help you develop greater independence in applying your skills in French to future employment, further study or leisure pursuits.

Areas of study

- Engage with the Francophone world, its culture and history
- Regular awareness of current affairs, sourcing a range of online news and entertainment articles
- Develop your confidence, range and accuracy in spoken French, including regular contact with a native speaker
- Consolidate your knowledge of French grammar
- Effective implementation of the skills and disciplines that will help you with any language you may decide to learn in the future, especially those belonging to the 'Romance' family

Assessment

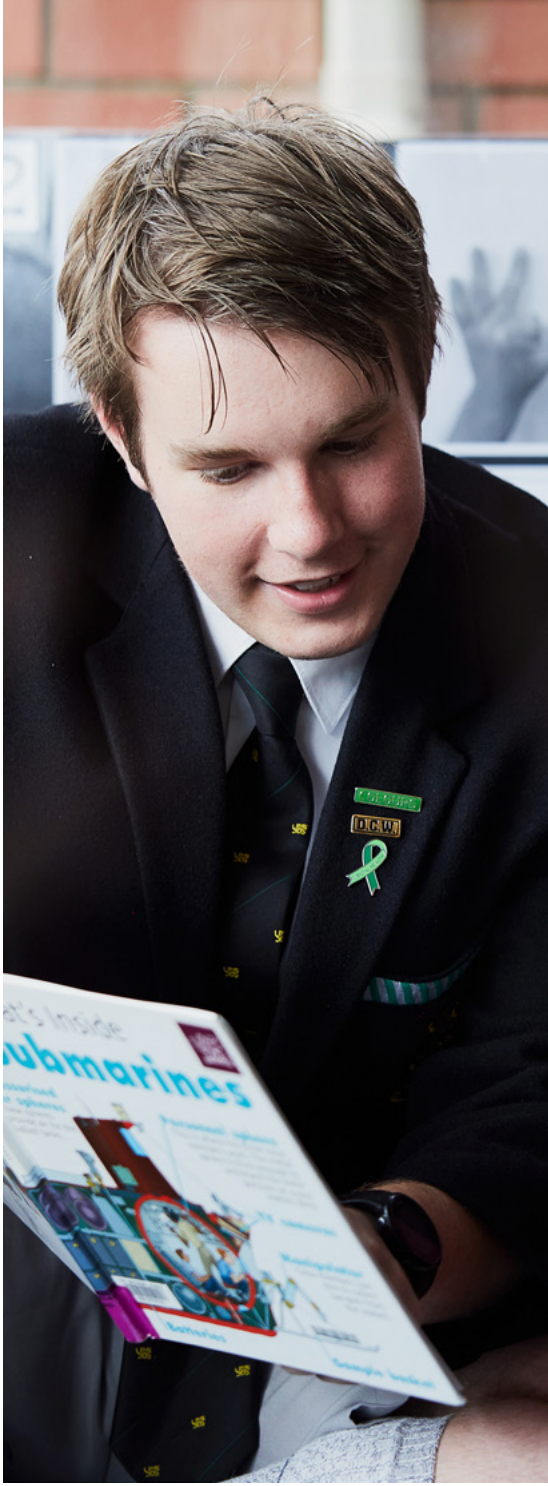
Performance in conversations; vocabulary, aural and written comprehension tests; reading and writing tasks and research assignments form the basis of your assessment.

Previous experience

The study of Year 8 French is sufficient; Year 9 French is desirable.

Future pathways

Year 10 French leads to pre-tertiary language study, opening up the possibility of study, travel and work overseas in the future. If you achieve an ACAS B rating or better in Year 10 French, you can study French TASC 3 in Year 11.



FRENCH TASC 2

This Year 11 subject is designed for those of you with little or no previous background in French who wish to increase your knowledge and understanding of the French language and culture to the point where you can confidently tackle French TASC 3 in Year 12.

Areas of study

- Reading, writing, speaking and listening skills in the language
- Understanding and appreciation of French culture

Assessment

Assessment is through regular tests in listening, speaking, reading, writing and cultural investigations together with an internal mid-year examination and an internal end-of-year examination.

Previous experience

No previous experience is required although the successful completion of Year 10 French is an advantage.

Future pathways

French TASC 3.

FRENCH TASC 3 PT

This subject is the continuation study of the French language.

Areas of study

You develop your ability to communicate in French and gain an understanding and appreciation of French culture through the study of three major themes:

- The individual
- French speaking communities
- The changing world

Assessment

Assessment is through regular tests in listening, speaking, reading, writing and cultural investigations together with an internal mid-year examination and an external end-of-year examination.

Previous experience

An SA award in French TASC 2 or an ACAS B rating in Year 10 French is recommended.

Future pathways

French TASC 3 is a pre-requisite if you intend studying French at university. It may also lead to careers in journalism, teaching, foreign affairs, hospitality and the travel industry.

CHINESE (Background Speakers)

TASC 3 PT

International students from China who have received full-time education in their native language for one or more years will have the opportunity to participate in tutorials in order to prepare for assessment in Chinese (Background Speakers) TASC 3.

OTHER LANGUAGE OPTIONS

Please check with the Head of Teaching and Learning if you are a background speaker in another language, e.g. Polish, Korean, Hindi, Vietnamese etc. Should you require any other language preference such as Latin, Spanish, Italian etc. Hutchins may be able to assist.


HUTCHINS
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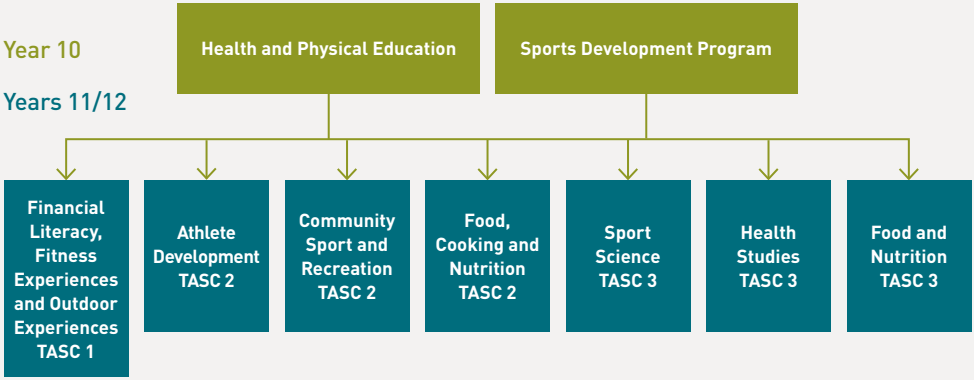
Health & Physical Education



HEALTH AND PHYSICAL EDUCATION (Compulsory)

In this subject you further investigate the major factors that impact on the management of personal, social and community wellbeing. You need to exercise a high degree of initiative and independence as well as demonstrate a high level of fair play, ethical behaviour and collaboration.

The learning objectives of responsibility, identity, relationships, sexuality, active participation, game sense and wellbeing are explored and developed through involvement in an extended range of activities.

Areas of study

- Game design and analysis
- Invasion and net/wall sports
- Group fitness training
- Relationships and sexuality

Assessment

To be assessed at the highest level you will be required to demonstrate leadership, communication skills and exercise a high degree of initiative and independence.

Previous experience

No previous experience is required.

Future pathways

This subject provides a pathway to secondary and tertiary study and the vocational areas of health, fitness, Sport Science and coaching.

SPORTS DEVELOPMENT PROGRAM (Elective)

This subject will develop your understanding of human functioning and physical activity, skills in communication and investigation, and the ability to apply theory to practical situations. It encompasses both theoretical and practical based learning that promotes immediate as well as lifelong health benefits. You will investigate body systems, the science of physical performance and coaching concepts across a variety of sports.

Areas of study

- Skill acquisition
- Coaching principles
- Circulatory system
- Energy systems
- Game sense principles
- Sport analysis

Previous experience

No previous experience is required.

Future pathways

This subject is suitable if you intend to follow a career in the fitness or recreation industry, complete a medical science course or for those who intend to be further involved in sport during Senior School and once they leave school. It provides relevant background and experience for students who plan to undertake Athlete Development TASC 2, Cert III Fitness, Sport Science TASC 3 and/or Health Studies TASC 3.

ATHLETE DEVELOPMENT TASC 2

(This course has access requirements – see previous experience)

Athlete Development focuses on sports-specific learning from the perspective of developing personal athletic potential.

Athlete Development is a course designed primarily for learners aiming to develop their personal attributes as an athlete and who are willing to apply themselves to reach their full sporting potential. It also builds experiences and understanding of the demands and practices of the high-performance sport environment and the surrounding culture, mindset and work ethic required for success. It is best suited for those students who are participating in a winter sport.

Areas of study

- Module 1 – Specialist and Technical Coaching/Training
- Module 2 – Physical Preparation and Performance Measurement
- Module 3 – Athlete Education

Assessment

- Written tasks
- Journals and training plans
- Practical based activities

Previous experience

No previous experience is required, but:

- have a supporting reference from a sporting body, coach and/or other qualified individual (e.g. a past coach, club official, past or current HPE teacher) who is prepared to endorse the enrolment and verify the athlete's capacity to successfully complete the course
- compete in a recognized sporting competition in the year they undertake the course
- be involved in a physical preparation, sport-specific coaching and technical training program
- be aware that while inclusive of learners with varying levels of talent and athletic attributes, this course has a focus on the athletic development of learners in competitive (not recreational) sports contexts.

The Head of Health and Physical Education (Mr Anthony Prior) will need to sign off on eligibility for this subject, and students not meeting the access requirements will be shifted into Community Sport and Recreation as an alternative elective choice.

Future pathways

Athlete Development provides a broad pathway to other Year 11/12 HPE and Outdoor Education courses.

COMMUNITY SPORT AND RECREATION TASC 2

This subject provides learners with practical involvement in a range of socially based physical activities, roles and experiences. A major element of the course is building awareness of the many lifestyle and lifelong health benefits gained through regular involvement in recreational and sporting activities. The course also aims to engage learners in physical activity in a way that promotes immediate as well as long-term benefits for: personal growth; movement skills and fitness; interpersonal skills; and the ability to interact with others in a safe, non-threatening and enjoyable environment.

Areas of study

- Sport specific activities: Individual Games and Sports; Team Games and Sports; Recreation and Adventure Activities
- Applied theory: Recreation Concepts and Personal Development

Assessment

- Written tasks
- Journals
- Practical based activities

Previous experience

No previous experience is required but a genuine interest in health and wellbeing is an advantage.

Future pathways

Community Sport and Recreation provides a broad pathway to other Year 11/12 HPE and Outdoor Education courses.

FINANCIAL LITERACY, FITNESS EXPERIENCES AND OUTDOOR EXPERIENCES TASC 1

The Financial Literacy, Fitness Experiences and Outdoor Experiences TASC 1 courses are being offered as a suite of courses run concurrently over the year.

Financial Literacy is a combination of financial knowledge, skills, attitudes and behaviours necessary to make sound financial decisions, based on personal circumstances, to improve financial wellbeing. Having financial literacy means being able to understand and navigate the financial landscape and make good decisions about money. Financial Literacy is an introduction to the basic concepts surrounding personal financial management. This course provides learners with the tools to make wiser decisions regarding their financial affairs.

Fitness Experiences provides an opportunity for learners to connect with a range of fitness activities. It will help build a positive lifelong health culture and support physical literacy, both individually and across the wider community. It provides learning experiences that engage and develop learners through participation, review and refinement of a personalised fitness program.

Outdoor Experiences provides an opportunity for learners to connect with a range of outdoor activities. It will help build a positive lifelong health culture and support physical literacy, both individually and across the wider community. Outdoor Experiences is designed to foster the development of learner independence and self-sufficiency within the context of outdoor recreational activities. Through practical experiences in two or more outdoor recreation activities (typically containing an element of adventure) the learner will develop a variety of skills and knowledge.

Assessment

- Written tasks
- Journals and training plans
- Practical based activities

Previous experience

No previous experience is required.

FOOD, COOKING AND NUTRITION TASC 2

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

Areas of study

- Keeping food safe
- Nutrients, energy and health
- Key foods
- Influences on food choice
- Contemporary food applications

Assessment

- Written tasks including reports, journals and investigations
- Practical based activities

Previous experience

No previous experience is required.

Future pathways

This subject is suitable if you intend to follow a career or seek part-time work in the food and hospitality industry. Food, Cooking and Nutrition provides a pathway to other Year 11/12 courses primarily Food and Nutrition TASC 3.

FOOD AND NUTRITION TASC 3 PT

This subject provides an in-depth knowledge of food and nutrition issues which have direct relevance to individual and community health and wellbeing.

Areas of study

- Food nutrients and how they relate to health
- Contemporary lifestyle and dietary-related diseases
- Diet analysis
- Health promotion
- Food issues – food security and ecological sustainability

Assessment

Your internal assessment is based on your performance in research assignments, individual and group presentations and tests in each of the areas of study. There is an external examination at the end of the year.

Previous experience

No previous experience is required but a genuine interest in health and wellbeing is an advantage.

Future pathways

This subject provides valuable nutritional, lifestyle and health-related information. It is also valuable for those considering a tertiary pathway in health sciences, dietetics, nutrition, environment and community health. This study also provides vocational pathways to hospitality, food technology, children's services and food enterprise.

HEALTH STUDIES TASC 3 PT

This course is for students who wish to develop knowledge and skills in health and health-related issues through the investigation of personal, Australian and worldwide health issues. It looks at the influences of personal, cultural, social, political, economic and spiritual values on healthcare and promotion.

Each area of study explores a number of health issues culminating with more specific investigations.

Areas of study

- Introduction to health: What is health? What is a health issue? How do health issues arise? What data is available to determine the significance of health issues? How is the population put at risk because of a particular health issue?
- Personal health: Emotional, social and physical risk taking behaviour. What is the impact of these behaviours on our health? Adolescence and risk taking – what are the issues? Personal skills individuals need to deal with the pressure placed upon them.
- Australia's health: Community resources and services available to Australians. Environmental factors that impact on our health – physical, political, social and cultural. Chronic health conditions – what are the factors; how can we prevent, cure and treat; our current health care system and the characteristics of people with specific health concerns in our community – socio-economic status, age, gender, ethnicity, beliefs, race, limited or distinctive abilities, residential or geographical location.
- Global health issues: The state of health around the world; comparing health indicators in Less Developed Countries (LDC) and More Developed Countries (MDC); Sustainable Development Goals (SDG).

Future pathways

These skills form a basis for careers related to any health or community-based profession such as medicine, nursing, teaching, social or hospital-based services.

SPORT SCIENCE TASC 3 PT

This subject develops your understanding of exercise physiology, motor behaviour and sports psychology and how they influence sport performance.

Areas of study

- Exercise physiology: How the body's fundamental physiological processes contribute to sporting performance, the methods by which physiological performance can be maximised (including energy systems, energy continuum, the recovery process, O_2 transport system) and how to achieve a training effect
- Motor behaviour: Using information in the environment to learn, improve and master motor skills, and the processes which enable motor skills to be executed and modified to meet environmental parameters, including the information processing model, input, decision making, timing, output, feedback and skill analysis
- Sports psychology: The influence of psychological processes on sporting performance, identification of psychological techniques for maximising sporting performance and understanding that these techniques are most effective when used regularly as part of an athlete's training program, including self-image and positive reinforcement (feedback), goal setting, strategy planning, motivation, arousal/anxiety, mental rehearsal, relaxation and attention control (concentration)

Assessment

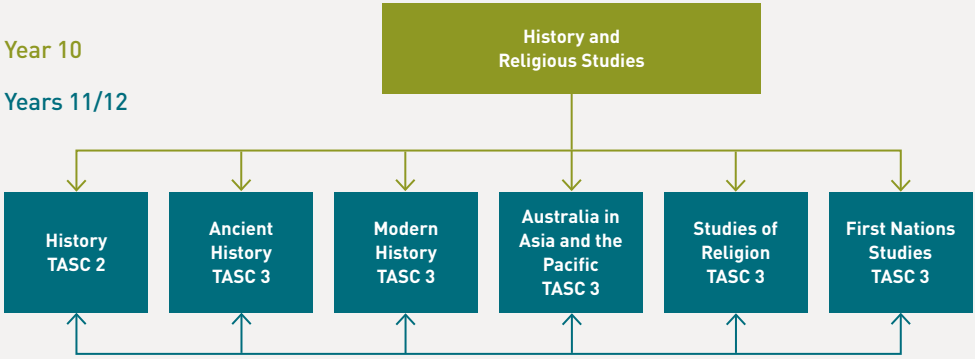
- Laboratory work and a major scientific investigative study on each of the three core units
- Written tasks
- Research projects
- Demonstrations and presentations

Previous experience

Year 10 Sport Science is highly desirable.

Humanities and Social Sciences

HISTORY AND RELIGIOUS STUDIES



HISTORY AND RELIGIOUS STUDIES (Compulsory)

This subject focuses on Australia's experiences of conflict and resolution since the end of World War I and addresses the questions: What happened? Why did it happen? What were the consequences? It aims to build greater understanding of the key issues facing Australia in the 21st Century and broad patterns of historical change. The integration of a study of Islam and Judaism will contextualise the historical components of the course.

Areas of study

- The Interwar Years
- Australia and World War II
- The Holocaust and Atomic Bombings
- The Cold War
- Political, Legal and Civil Rights and Freedoms
- Judaism and Islam

Assessment

Your assessment will be based on your performance in class work, research assignments, essays, tests and historical inquiries and an end-of-year examination.

Previous experience

No previous experience is required.

Future pathways

This subject is useful background for Modern History TASC 3, Ancient History TASC 3 and Studies of Religion TASC 3. Consequently, it would be valuable for students considering tertiary study in history, arts or law and for those who have an interest in international relations, law, journalism, teaching and politics.

HISTORY TASC 2

This course explores the world from ancient times into the modern era. You will develop an understanding of how historical evidence is represented and interpreted. Through this study of history, you will also develop skills in:

- evidence-based decision making
- understanding of different points of view
- critical thinking.

Areas of study

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

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

In studying history into the modern era, you will investigate:

- significant developments that moved us into the modern world
- how groups and institutions have challenged authority and transformed the world we live in
- a movement for change in the 20th century.

Assessment

Your assessment is based on your performance in evaluative and analytical essays, multimodal presentations and research tasks.

Previous experience

No previous experience is required but you should be competent in essay writing.

Future pathways

This subject provides an introduction to Modern History TASC 3 and Ancient History TASC 3, and Studies of Religion TASC 3. It complements career pathways and studies in History, Archaeology, Anthropology, Geography and the Law.

ANCIENT HISTORY TASC 3 PT

This subject stimulates your curiosity and imagination, and enriches your appreciation of humanity and the value of the ancient past. It shows how the world and its people have changed, as well as the significant legacies that exist into the present, and gives a context for this interconnectedness of past and present. The study of this subject illustrates the development of some of the distinctive features of contemporary societies, including social organisation, systems of law, governance and religion. This subject is also concerned with the possible motivations and actions of individuals and groups, and how they shaped the political, social and cultural landscapes of the ancient world.

Areas of study

- Investigating the ancient world
- The structure of an ancient society
- The nature of power and authority in an ancient society

Assessment

Your internal assessment is based on your performance in analytical essays, research tasks and a mid-year examination. There is an external examination at the end of the year.

Previous experience

No previous experience is required but you should be competent in essay writing.

Future pathways

This subject helps to develop your skills of research and analysis. It would be particularly useful if you wished to study history, the arts, archeology, anthropology or curating for museums. It is also relevant to those interested in cultural heritage, research or tourism.

AUSTRALIA IN ASIA AND THE PACIFIC TASC 3 PT

This subject explores Australia's relationships within the region through a variety of disciplines and provides an overview of key environmental, human, economical, 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.

Areas of study

You will study four (4) units:

- Diversity of the physical and human geography in the AAP region
- Australia's changing roles in the region: partnerships or immigration
- Tourism in the Australia, Asia and Pacific region:
  - Travel and tourism in the region
  - Management practices
- National responses to crises

Time is allocated in each unit for individual inquiry and research into current issues, perspectives and events.

Assessment

- Essays and enquiries
- Reports
- Major case-studies
- In-class tests and assignments
- Two-hour mid-year examination
- Three-hour external examination

Previous experience

No previous experience is required.

Future pathways

This subject provides an introduction to Economics TASC 3, Geography TASC 3, Modern History TASC 3, Legal Studies TASC 3, Studies of Religion TASC 3 and Psychology TASC 3. It is also valuable to those considering tertiary study in tourism, hospitality, history, arts or law and for those who have an interest in working in the fields of tourism, law, journalism, teaching, diplomacy and politics.

FIRST NATIONS STUDIES

TASC 3 PT

This course enables learners to understand and appreciate the culture and history of Australian and other First Nations from an internationally comparative perspective. The course further provides opportunities for all learners to build their knowledge of the impacts of, and First Nations Peoples' responses to, colonisation across the globe through evaluation and analysis in pre-contact studies, colonialism, assimilation and resistance and contemporary cultural expression and political activism.

Areas of study

- An Introduction to First Nations Study
- Traditional First Nations Worlds
- Contact, First Nations Resistance and Settler Colonisation
- First Nations Advocacy, Self-Determination and Global First Nations Politics
- Contemporary First Nations Identity, Community, Connection to Place and Cultural Resurgence

Assessment

Your internal assessment is based on your performance in class work, research projects, essays and presentations. There is no external exam but rather a 4000–6000 word research-based student directed inquiry as the external assessment due by the end of the year.

Previous experience

No previous experience is necessary but it is an advantage to have studied Introduction to Sociology and Psychology and have achieved at a high level in English and History.

Future pathways

This subject is valuable for those considering tertiary study in anthropology, sociology, law, indigenous studies, political science, or history. It is also useful for careers in education, anthropology, social work, the law, journalism and government or public service.

MODERN HISTORY TASC 3 PT

This subject offers you an opportunity to study various aspects of the modern world. Studying these events gives an understanding of current developments.

Areas of study

- Modern Western nations in the 20th Century: Russia
- Modern Asian nations in the 20th Century: Japan
- The changing world order (1945–2010): Peace, Conflict and the Nature of Terrorism

Assessment

Your internal assessment is based on your performance in class work, tests, mid-year examination, independent research assignments and essays. There is an external examination at the end of the year.

Previous experience

No previous experience is required but you should be competent in essay writing.

Future pathways

This subject benefits anyone who is interested in understanding the background to our modern world. Whilst valuable for those considering tertiary study in history, arts, law, politics or education, the skills and understanding gained are beneficial in any area of future study and valued as a Humanities and Social Sciences subject to complement other disciplines.

STUDIES OF RELIGION TASC 3 PT

Learners will study details about specific religious traditions that will include aspects of spirituality, individual and communal faith.

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

Throughout this course learners will have opportunities to work both individually and in a group. They will undertake projects that investigate different religious beliefs, values and practices. Studies of Religion Level 2 is suitable for learners who are curious about different religious views. It also suits those wishing to broaden their inquiry and communication skills.

Areas of study

- An introduction to religion
- The beliefs of at least one religious tradition from Aboriginal spirituality, Judaism, Christianity, Islam or Buddhism
- One significant challenge encountered by a religious tradition within the context of a key period of change
- The question of ethics and morality from the point of view of a variety of religious and non-religious worldviews, including natural law, utilitarianism and virtue ethics
- An extended depth study from either:
  - the search for meaning: looking at the way religions shape your worldview; or
  - ultimate questions: looking at the way religions respond to questions such as 'the Origins of the Universe' and 'Why do we suffer?'

Assessment

You are assessed through small research projects, essays, presentations to the class, contributions to group work and class discussions. There is an external examination at the end of the year.

Previous experience

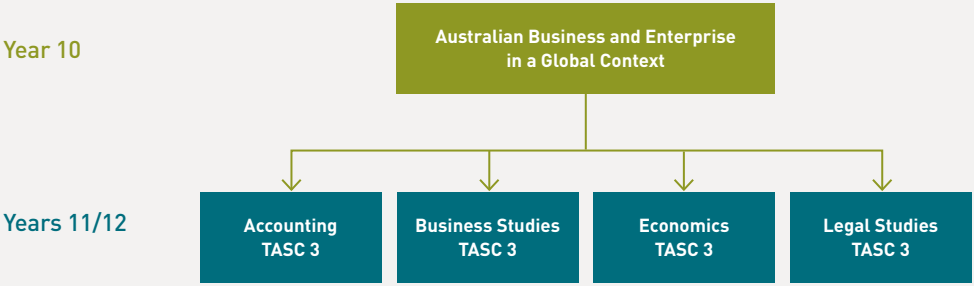
Previous experience is not necessary but you need an open mind, a readiness to investigate your own beliefs and behaviours, and a preparedness to put yourself in the shoes of others.

Future pathways

Courses in comparative religion; the sociology, psychology or anthropology of religion; the history of religion; religious art; and the philosophy of religion are available in most mainland universities and in New Zealand. In Tasmania, units of study in the philosophy of religion, the psychology of religion, the history of religion, and the sociology of religion have been offered.

Humanities and Social Sciences

BUSINESS, ECONOMICS AND CIVICS



AUSTRALIAN BUSINESS AND ENTERPRISE IN A GLOBAL CONTEXT (Elective)

Australian Business in a Global Context introduces students to the study of initiating, organising and operating a business in Australia. The subject develops student appreciation of the role of global markets as well as Australia's dependance on international economic and business relationships as a trade exposed economy. Students will develop enterprise skills and dispositions by applying their knowledge in the development of an original business idea of their own.

Areas of study

- Introduction to entrepreneurship in business
- Business marketing
- Introduction to financial management
- Legal requirements in business
- An introduction to Economics
- Australia's economy in a global context
- $20 Boss

Assessment

Your assessment is based on your performance in:

- Class work
- Research assignments
- Projects
- Assignments

Previous experience

No previous experience is required, however, a C rating or above in English and Mathematics is highly recommended.

Future pathways

This subject is useful for those with an interest in business and as a background for Accounting TASC 3, Business Studies TASC 3, Economics TASC 3 and Legal Studies TASC 3.

ACCOUNTING TASC 3 PT

This subject is the study of accounting and finance from an applied viewpoint. You will learn the recording and reporting of financial information using the double entry accounting system, how to analyse accounting information and how to make financial decisions.

Areas of study

- The accounting landscape for a sole trader
- Recording and controlling financial information
- Preparing financial reports using accrual accounting techniques
- Analysing financial information and making business decisions
- A financial investigation into Personal Investing

Assessment

Your internal assessment is based on your performance in tests on the first four areas of study and in an independent research investigation into Personal Investing. There is an external examination at the end of the year.

Previous experience

No previous experience is necessary but the study of Introduction to Business and Enterprise is an advantage.

Future pathways

This subject is particularly valuable for those considering tertiary study in accounting or business or working in the fields of accounting, management or finance.

BUSINESS STUDIES TASC 3 PT

This subject is the study of the nature, aims and functions of business. You will develop an understanding of business organisations and the markets they serve. You will learn about their internal workings, management and decision-making processes.

Areas of study

- The business environment
- Operations management
- Human resource management
- Financial management
- Marketing management
- Business Inquiry: Preparing a feasibility study

Assessment

Your internal assessment is based on your performance in class work, tests, topic assessment tasks and a feasibility study. There is an external examination at the end of the year.

Previous experience

No previous experience is necessary but it is an advantage to have studied Introduction to Business and Enterprise and have sound skills in written communication.

Future pathways

This subject is particularly valuable for those considering tertiary study in business or working in the fields of accounting, management or finance.

ECONOMICS TASC 3 PT

This subject deals with the attempts by societies to satisfy unlimited wants using limited resources. It is a study of contemporary economic problems and issues with particular emphasis on the Australian economic system and the groups which comprise it. You will be involved in analysing these problems and issues and then proposing and evaluating solutions to them.

Areas of study

- An introduction to economics
- Economic management
- Australia in the global economy
- Investigation into a contemporary economic issue

Assessment

Your internal assessment is based on your performance in a research assignment and progress and final tests in each of the areas of study. There is an external examination at the end of the year.

Previous experience

No previous experience is necessary, but having studied Introduction to Business and Enterprise is an advantage, as is having achieved a high level in English and Mathematics.

Future pathways

This subject is valuable for those considering tertiary study in economics or business or working in the fields of business, management and finance.

FINANCIAL LITERACY, FITNESS EXPERIENCES AND OUTDOOR EXPERIENCES TASC 1

See more detailed description of this course on page 95 in HPE faculty.

LEGAL STUDIES TASC 3 PT

This subject is the study of the nature of legal and political structures and processes in Australia and how justice is delivered.

Areas of study

- Australia's Westminster parliamentary system of government
- The Australian Federal Constitutional government
- Law making bodies, including parliaments and courts, law reform and international law
- Dispute resolution through the courts and other processes
- The criminal justice system, criminal procedure and sentencing
- Topical legal issues arising from events in the year of study

Assessment

Your internal assessment is based on your performance in class work, research projects, essays and tests. There is an external examination at the end of the year.

Previous experience

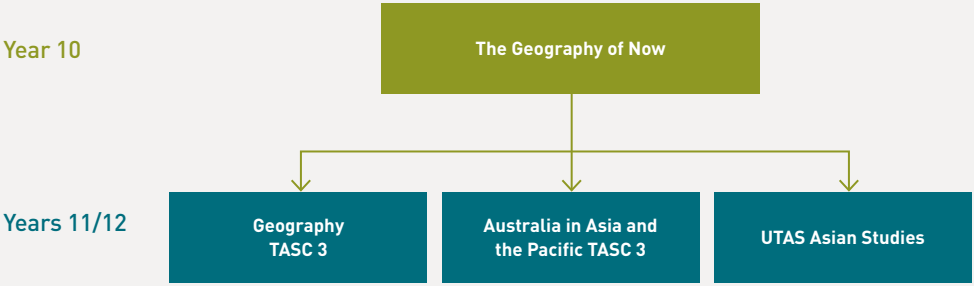
No previous experience is necessary but it is an advantage to have studied Introduction to Business and Enterprise and have achieved at a high level in English.

Future pathways

This subject is valuable for those considering tertiary study in law as your main focus or as a part of a combined degree such as arts/law, science/law or commerce/law. It is also useful for careers in business, police, paralegal work and government or public service.

Humanities and Social Sciences

GEOGRAPHY



THE GEOGRAPHY OF NOW

(Elective)

Adopting an inquiry-based model, this elective will provide students with the opportunity to study topical and highly relevant contemporary issues in political, human and environmental geography. Students will work collaboratively to develop key geographic understandings and methods and apply them to contested aspects of the modern world.

Areas of study

- The geography of boundaries and borders – including the South China Sea, the Middle East and West Papua
- The geography of the contemporary movement of peoples - global migration and refugee flows, including urbanisation and challenges of megacities
- The geography of environmental change and management – international and domestic responses and proposed adaptations
- The geography of global inequality – wealth and Income inequality in Australia and globally

Assessment

Your assessment is based on your performance in class work, independent inquiry assignments, knowledge tests, case study projects, field reports and short and extended written responses.

Previous experience

No previous experience is required.

Future pathways

This subject serves as a pathway to further study in Geography TASC 3, Australia in Asia and the Pacific TASC 3. Post-secondary pathways include tertiary courses in Aboriginal and Torres Strait Islander studies, earth science, economics, geography, political studies and tourism. In addition, this subject may provide a pathway into Vocational and Educational Training courses in business, environmental design, Global Information Systems (GIS), local government, public safety, spatial information services and tourism.

AUSTRALIA IN ASIA AND THE PACIFIC TASC 3 PT

This subject explores Australia's relationships within the region through a variety of disciplines and provides an overview of key environmental, human, economical, 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.

Areas of study

You will study four (4) units:

- Diversity of the physical and human geography in the AAP region
- Australia's changing roles in the region: partnerships or immigration
- Tourism in the Australia, Asia and Pacific region:
  - Travel and tourism in the region
  - Management practices
- National responses to crises

Time is allocated in each unit for individual inquiry and research into current issues, perspectives and events.

Assessment

- Essays and enquiries
- Reports
- Major case-studies
- In-class tests and assignments
- Two-hour mid-year examination
- Three-hour external examination

Previous experience

No previous experience is required.

Future pathways

This subject provides an introduction to Economics TASC 3, Geography TASC 3, Modern History TASC 3, Legal Studies TASC 3, Studies of Religion TASC 3 and Psychology TASC 3. It is also valuable to those considering tertiary study in tourism, hospitality, history, arts or law and for those who have an interest in working in the fields of tourism, law, journalism, teaching, diplomacy and politics.

GEOGRAPHY TASC 3 PT

This subject is about where people live and why, their changing demographic characteristics and the impact they have on the environments in which they live. Geographers study the world through investigating, mapping and interpreting natural and human patterns on the earth's surface and the consequences of those interactions. Geography TASC 3 has a local, regional and global emphasis.

Areas of study

- Sustainable places: challenges faced in a megacity in a developing country
- Human impact on land cover change: either anthropogenic climate change or initiatives to address land cover change
- Globalisation: either international economic integration or international integration

Assessment

Your internal assessment is based on your performance in class work, independent research assignments, field reports and essays. There is an external examination at the end of the year.

Previous experience

No previous experience is required.

Future pathways

This subject is a good bridging subject providing balance to Humanities and Social Sciences, and Science subjects. It is valuable if you are considering tertiary study in the environment, history, arts or law and for those who have an interest in working in the fields of law, journalism, teaching, town planning, environmental research, diplomacy and politics.

UTAS ASIAN STUDIES PT

Asian Studies is designed for students undertaking the TCE who are interested in pursuing a challenging subject, equivalent to a first or second year university course. Asian Studies is a pre-tertiary course with 15 points weighting and can be counted towards an ATAR score. It is a course written by the University within the Department of Humanities and Social Sciences. Students who enrol will also enrol as students of the University and will receive a UTAS student card, which allows the student access to the UTAS library, various online resources and other benefits of being a student of UTAS. The course is worth 25% in the Diploma of General Studies at introductory level. This credit may be transferred to other UTAS courses for domestic students. The course is HECS free for all students enrolled.

The course is taught at the School, with assessments being marked by the School and moderated throughout the State and with the University. Students will also attend the University at times and have opportunities to engage with UTAS teachers during the year.

Areas of study

The course consists of four modules:

- Introduction to Asia – globalisation and modernity
- Many Asias – ethnicity and diversity
- Young Asia – education, pop culture, fashion and work; the lives of young people in Asia
- What's for dinner? – food production and consumption in the region

Assessment

Assessments will be taken from the following:

- Tests
- Annotated bibliography
- Literature review
- Research assignment/essay
- Reflection on learning
- Reports
- Case study
- Oral presentation
- Blog/journal
- Creative writing

The course is also assessed through a final folio consisting of Final Reflection, Research Essay and two other assignments (re-worked) from the above list AND a short oral presentation/discussion about your folio. There is no external examination in the course.

Previous experience

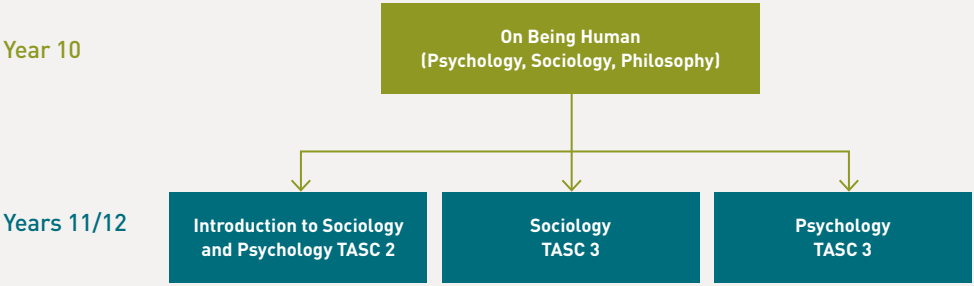
To enrol in this subject you need to be achieving success in your current Year 11 Level 3 subjects.

Future pathways

This course is recommended for Year 12 students who are intending to study at a tertiary level in their following year.

Humanities and Social Sciences

BEHAVIOURAL SCIENCES



ON BEING HUMAN (PSYCHOLOGY, SOCIOLOGY, PHILOSOPHY) (Elective)

This elective provides a cultural, linguistic, regional and historical analysis of who we are.

It is the study of the principles underlying conduct, thought, existence and knowledge. The skills developed are the ability to analyse, to engage with and to question prevailing views and to express thoughts clearly and precisely. It encourages critical and creative problem solving through open-minded intellectual flexibility and examining existing paradigms in new ways.

The course enables learners to develop logical responses to questions without definitive answers, thus helping them to become comfortable with difficult intellectual challenges. The emphasis on epistemology, the scientific method and logic allows students to identify faulty or weak arguments and understand the limits of knowledge.

Learners will gain skills in deeper, critical analysis and the application of various ideas and theories of a range of philosophers, as well as a significant investigation into the development of self. Learners will gain an understanding of the disparate ideas and concepts which underpin our thinking.

Areas of study

- Knowledge and understanding of the nature of philosophy, sociology, psychology and its methods
- Capacity to undertake inquiry, including skills in research, evaluation of sources, synthesis of evidence, analysis of interpretations and representations, and communication of findings
- Capacity to identify and articulate deep philosophical questions
- Capacity to be informed citizens with skills in analytical and critical thinking and to participate in philosophical questions and debates
- Capacity to explore ideas, responding to central questions, viewpoints and arguments with clarity, precision and logic
- Understanding of relationships between responses to questions and contemporary issues
- Open-mindedness, reflecting critically on their own thinking and that of others and exploring alternative approaches to deep philosophical questions.

Assessment

Your assessment is based on your performance in major assignments and progress and final research project at the end of the year. There is an emphasis on practical approaches such as experiments, surveys and observation techniques.

Previous experience

No previous experience is required.

Future pathways

This subject is relevant to a wide range of subjects and particularly as a background for Sociology TASC 3, Psychology TASC 3 or Philosophy TASC 3.

INTRODUCTION TO SOCIOLOGY AND PSYCHOLOGY

TASC 2

This course is an introduction to the disciplines of Sociology and Psychology, focusing on basic terms, concepts and theoretical perspectives of the disciplines. You will explore common human experiences and the interaction between motivation and behaviour. Through evidence based research and using the lenses of sociology and psychology, you will be encouraged to ask critical questions about social phenomena, human behaviour and psychological development.

Areas of study

- An introduction to sociology and psychology and the use of these disciplines in Australia today
- Focus on how sociologists and psychologists 'know' and the methods they use to gather data, test ideas and form hypotheses: the scientific method.
- The four key ethical considerations and principles for ethical study and research practice.
- Psychological Development
- Socialisation & Youth Culture
- One topic from sociology: social stratification, sociology of gender or family.
- One topic from psychology: communication, forensic psychology or prosocial and antisocial behaviour.

Assessment

Your assessment is based on your performance in major assignments, including short answer responses, and investigations and reports, including written, posters and other media.

Previous experience

No previous experience is required.

Future pathways

Introduction to Sociology and Psychology Level 2 may serve as a pathway into the following TASC accredited courses: Psychology Level 3 and Sociology Level 3. It may also act as a pathway to further education, training and employment for careers in which an understanding of the behaviour of individuals, groups and institutions is a key element, such as human resources, education, social, health and community work, policing, journalism and media studies, parenting and child care.

SOCIOLOGY TASC 3 PT

This course is a vehicle for understanding human behaviour, social structures and cultures, directing attention to the way in which the parts of society are related, and the causes and impact of social change. Sociology encourages you to become aware of and to think about daily life and activities from a variety of sociological perspectives. It enables you to harness key sociological frameworks to analyse social institutions, especially in contemporary Australian society.

Areas of study

- Socialisation: conformity and deviance
- Institutions: power and politics (the family, education, work and media)
- Equality and inequality (gender, ethnicity, Indigenous people, age and rural/ regional Australians)
- Sociological research methods

Assessment

Your internal assessment is based on your performance in major research assignments and tests. Your external assessment comprises two components – an end-of-year examination and an independent investigation project(IP) on the topic of equality and inequality. The IP accounts for 25% of course time.

Previous experience

The successful completion of Foundation Sociology and Psychology is an advantage, as is successful completion of pre-tertiary English (Literature or English TASC 3) or high achievement ('B' or 'A') in Year 10 English and/or History

Future pathways

This course is a useful background for study in psychology or sociology at a tertiary level for vocational education and training settings. The study of Sociology can lead to employment in government and community organisations and 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. Sociology is useful for those who wish to work in journalism, psychology, welfare or counselling, teaching and legal professions.

PSYCHOLOGY TASC 3 PT

This course provides an understanding of human behaviour and experiences of the individual. It provides students with a sophisticated framework for understanding the complex interactions between the biological, behavioural, cognitive and socio-cultural factors that influence thought, emotions and behaviour. You develop skills in the scientific method of social inquiry and undertake research experiments to understand the methodology and practice of psychology, especially interpreting research findings and communicating their evidence-based conclusions.

Areas of study

There are five modules:

- Research and Inquiry
- Individual Differences (Gender, Intelligence or Personality)
- Psychobiological Processes (Perception or Consciousness)
- Human Learning
- Remembering

Assessment

Your internal assessment is based on your performance in assignments, independent research reports, in-class essays and tests across the five modules. Your external assessment comprises two components: a three-hour written exam and an independent Investigative Project (IP). The IP accounts for 20% of course time.

Previous experience

The successful completion of Foundation Sociology and Psychology is an advantage, as is successful completion of pre-tertiary English (Literature or English TASC 3) or high achievement ('B' or 'A') in Year 10 English and/or History.

Future pathways

Psychology Level 3 also acts as a pathway to further education, training and employment for careers in which an understanding of human behaviour is a key element. These include careers in working with children, adults, families and communities in a variety of contexts such as academic and research institutions, human resource management, and government, corporate and private enterprises. Fields of applied psychology include educational, forensic, health and sport psychology. Specialist fields include counselling, neuropsychology, law enforcement and emergency support services in educational, institutional and industrial contexts.

Humanities and Social Sciences

PHILOSOPHY

Year 10

Years 11/12

ON BEING HUMAN (PSYCHOLOGY, SOCIOLOGY, PHILOSOPHY) (Elective)

This elective provides a cultural, linguistic, regional and historical analysis of who we are.

It is the study of the principles underlying conduct, thought, existence and knowledge. The skills developed are the ability to analyse, to engage with and to question prevailing views and to express thoughts clearly and precisely. It encourages critical and creative problem solving through open-minded intellectual flexibility and examining existing paradigms in new ways.

The course enables learners to develop logical responses to questions without definitive answers, thus helping them to become comfortable with difficult intellectual challenges. The emphasis on epistemology, the scientific method and logic allows students to identify faulty or weak arguments and understand the limits of knowledge.

Learners will gain skills in deeper, critical analysis and the application of various ideas and theories of a range of philosophers, as well as a significant investigation into the development of self. Learners will gain an understanding of the disparate ideas and concepts which underpin our thinking.

Areas of study

- Knowledge and understanding of the nature of philosophy, sociology, psychology and its methods
- Capacity to undertake inquiry, including skills in research, evaluation of sources, synthesis of evidence, analysis of interpretations and representations, and communication of findings
- Capacity to identify and articulate deep philosophical questions
- Capacity to be informed citizens with skills in analytical and critical thinking and to participate in philosophical questions and debates
- Capacity to explore ideas, responding to central questions, viewpoints and arguments with clarity, precision and logic
- Understanding of relationships between responses to questions and contemporary issues
- Open-mindedness, reflecting critically on their own thinking and that of others and exploring alternative approaches to deep philosophical questions.

Assessment

Your assessment is based on your performance in major assignments and progress and final research project at the end of the year. There is an emphasis on practical approaches such as experiments, surveys and observation techniques.

Previous experience

No previous experience is required.

Future pathways

This subject is relevant to a wide range of subjects and particularly as a background for Sociology TASC 3, Psychology TASC 3 or Philosophy TASC 3.

PHILOSOPHY TASC 3 PT

This subject teaches not what to think, but how to think. It is the study of the principles underlying conduct, thought, existence and knowledge. Philosophy encourages critical and creative problem-solving through open-minded intellectual flexibility and examining existing paradigms in new ways. Philosophy promotes respect for intellectual integrity and builds your capacity to be independent thinkers who can articulate and justify philosophical positions.

Areas of study

- A brief survey of Western Philosophy and philosophical methods of inquiry
- The ongoing debate within metaphysics concerning personal identity
- Free will
- Epistemology
- The investigation of what distinguishes justified belief from opinion
- The notion of knowledge and the approaches of Empiricism and Rationalism
- Examine the views of some modern philosophers and how to live a 'good life'
- Explore answers to science and faith based universal questions around the origin of the universe and life on Earth

Assessment

Your internal assessment is based on your performance in essay writing, discussions and tests. There is an external examination at the end of the year.

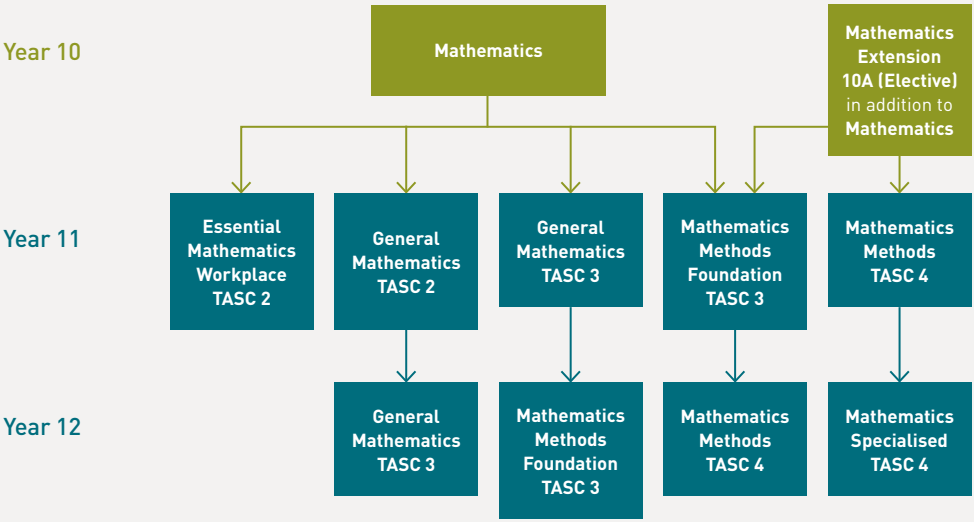
Previous experience

No previous experience is required.

Future pathways

Philosophy has had an historical role as a matrix within which disciplines form (such as physics, sociology, psychology, logic and computability theory, and cognitive science) and, therefore, Philosophy is an extremely useful subject for those considering careers in law, advocacy, politics, journalism and many other areas which require skills of analysis and critical evaluation.

Mathematics



MATHEMATICS (Compulsory)

Students study Year 10 Australian Curriculum Mathematics. This subject extends your appreciation of the role of Mathematics in society. You acquire skills that will enable you to solve problems in everyday situations and to pursue further studies in Mathematics.

Classes are broadly grouped according to ability but these groupings are flexible and allow you to move from one class to another during the year based on your needs and performance in common tests held at regular intervals.

MATHEMATICS EXTENSION 10A (Elective)

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

This subject incorporates the content of Australian Curriculum Mathematics 10A.

Areas of study

- Algebra
- Functions and graphs
- Circular (trigonometric) functions
- Calculus
- Probability

Assessment

Assessment is based on regular topic tests and an end-of-year examination.

Previous experience

A rating of 'A' at the Australian Curriculum Achievement Standard in Year 9 Mathematics is recommended.

Future pathways

This subject is recommended for Mathematics Methods TASC 4.

ESSENTIAL MATHEMATICS WORKPLACE TASC 2

This subject can be studied at Years 11 or 12 and is designed to enhance your basic mathematical and numeracy skills. Previously acquired mathematical skills will be developed through investigation, problem-solving, thinking, evaluation and decision-making activities.

Areas of study

All tasks undertaken will develop mathematical understanding, problem-solving, knowledge and representation.

Assessment

Assessment is competency-based in a variety of contexts and situations.

Previous experience

This subject is designed for those who have attempted Year 10 Mathematics and who have found Mathematics very challenging. It is also designed for those students who do not wish to pursue the General Mathematics or Mathematics Methods pathways.

Future pathways

If you study this subject in Year 11 you can decide not to study Mathematics in Year 12.

GENERAL MATHEMATICS TASC 2

This subject is designed for those of you who want to gain a qualification in General Mathematics TASC 3 but whose Year 10 background is not strong enough to proceed directly to that subject in Year 11.

Areas of study

- Data analysis
- Algebra and matrices
- Finance
- Measurement
- Linear modelling

Assessment

Assessment is based on end of unit tests, assignments and investigations.

Previous experience

At least a C grade in Year 10 Mathematics is required.

Future pathways

General Mathematics TASC 3.

GENERAL MATHEMATICS

TASC 3 PT

This subject focuses on the application of Mathematics to the solution of problems in the real world. It is designed for those who wish to obtain a pre-tertiary qualification in Mathematics but may not feel confident about tackling the more academic Mathematics Methods TASC 4. Graphical calculators are used in all aspects of this subject both in the development of concepts and as a tool for problem-solving.

Areas of study

- Statistics
- Growth and decay in sequences
- Finance
- Data and trigonometry
- Matrices, graphs and networks

Assessment

Assessment is based on regular topic tests, a mid-year internal examination and an external examination at the end of the year.

Previous experience

At least a B grade in Year 10 Mathematics or an SA award in General Mathematics Foundation TASC 2 is recommended.

Future pathways

At the University of Tasmania some faculties accept General Mathematics TASC 3 as a pre-requisite for enrolment, however mainland universities may require a higher level of Mathematics for some courses.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MATHEMATICS METHODS FOUNDATION TASC 3 PT

This subject has an academic focus and prepares you for Mathematics Methods TASC 4. Graphical calculators are used in all aspects of this subject both in the development of concepts and as a tool for problem-solving.

Areas of study

- Algebra
- Functions and graphs
- Circular (trigonometric) functions
- Calculus
- Probability

Assessment

Assessment is based on regular topic tests, an internal mid-year exam and an end-of-year external examination.

Previous experience

At least a B grade in Year 10 Mathematics is required.

Future pathways

Mathematics Methods TASC 4.

MATHEMATICS METHODS TASC 4 PT

This subject is designed for those who intend to undertake tertiary studies involving Mathematics. Graphical calculators are used in all aspects of this subject both in the development of concepts and as a tool for problem-solving.

Areas of study

- Functions and graphs
- Calculus
- Circular (trigonometric) functions
- Statistics and probability

Assessment

Assessment is based on regular topic tests, an internal mid-year examination and an external examination at the end of the year.

Previous experience

At least an CA award in Mathematics Methods Foundation TASC 3 is recommended.

Future pathways

If you gain a CA in Mathematics Methods TASC 4 in Year 11 and intend to study engineering, physics or mathematics at university you are strongly advised to study Mathematics Specialised TASC 4 in Year 12. At UTAS it is a pre-requisite for engineering, mathematics and some of the sciences.

MATHEMATICS SPECIALISED TASC 4 PT

This subject is designed for Year 12 students who intend to undertake tertiary studies involving Mathematics. Graphical calculators are used in all aspects of this subject both in the development of concepts and as a tool for problem-solving.

Areas of study

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

Assessment

Assessment is based on regular topic tests, an internal mid-year examination and an external examination at the end of the year.

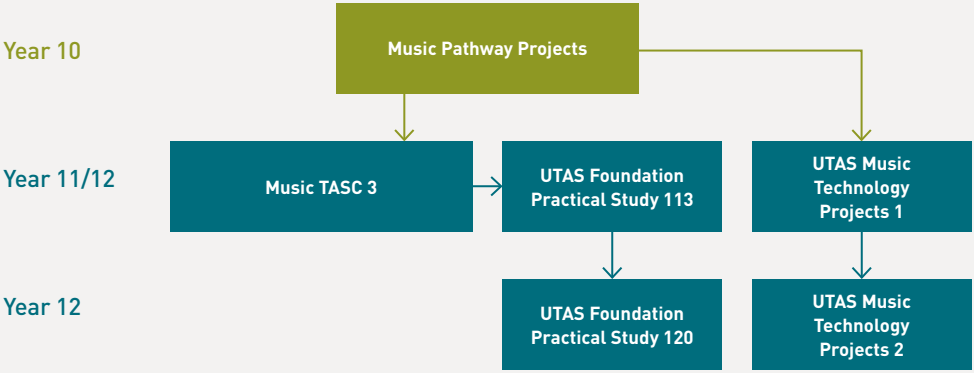
Previous experience

A CA award in Mathematics Methods TASC 4 is recommended.

Future pathways

This subject is strongly recommended as a background for engineering, mathematics or physics at UTAS.

Music



MUSIC PATHWAY PROJECTS

(Elective)

This course is a year-long program to provide students with the opportunity to develop their own musical direction. All students undertake core foundation units covering music literacy, composition, listening and analytical skills.

Course content

In addition to the core criteria students are also challenged to create their own project pathway in one or more of the following areas:

- Performance (classical or contemporary solo or ensemble)
- Composition (classical or contemporary)

Assessment

Assessment will be ongoing and relevant to each student. Common assessment will cover aural, composition, theory and analysis criteria. Other assessments will be relevant to the student's area of interest and will include solo performance, ensemble performance, composition folios, audio technology projects.

Previous experience

The ability to play an instrument, including voice, is desirable. Previous study of music is an advantage.

Future pathways

This course is designed to prepare students for further studies in Music Performance, Composition and/or Audio Technology in Years 11 and 12. Both TASC and UTAS courses are offered to students in Years 11 and 12 covering a range of areas of interest.

MUSIC TASC 3 PT

This course will enable learners to develop as musicians through an experience-based program that provides opportunities to investigate the relationship between creating, listening to and performing music.

All learners undertake four common units:

- Unit 1: Music performance skills
- Unit 2: Create and present original music statements
- Unit 3: Critical listening analysis
- Unit 4: Music literacy – theory knowledge and aural skills

Learners also choose either:

- Option 1 – Performance (presentation of a 10–15 minute performance) OR
- Option 2 – Composition (a folio plus recording of 10–15 minutes of original music)

Previous experience

Learners undertaking this course require prior learning in music skills – performance and theory – for a selected instrument. The characteristic of Grade 4 music qualifications are indicative of the entry level of skills required.

Assessment

- Internal – regular tests and performance assessments
- External – Music Literacy, two-hour written paper

And either:

- 10–15 minute practical performance on the student's chosen instrument/ voice OR
- Composition folio with a 10–15 minute audio CD

Future pathways

UTAS Conservatorium Foundation Practical Study, UTAS Music Technology Projects or Tertiary study of Music.

UTAS FOUNDATION PRACTICAL STUDY PT

This subject is offered through the Conservatorium of Music, University of Tasmania. It is designed for the competent classical, contemporary or jazz musician who wants to continue to develop as a performing musician or composer.

Areas of study

- Both the performance and composition options include theory and musicianship, historical and cultural studies, critical listening, concert attendance and review, performance and composition
- The performance option includes study of instrumental or vocal technique and performance repertoire (solo or ensemble) in individual practice sessions and in most cases private tuition
- The composition option includes study of instrumental techniques and ranges, compositional styles and techniques, notation conventions, and in most cases private tuition
- Regular performance class at school and attendance at master classes and university performance classes and professional performances

Assessment

Assessment criteria focus heavily on either of the two areas of performance and composition and a high standard of competence is required.

There is a formal mid-year assessment requiring a 12–15 minute performance recital. At the end of the year a final, formal 17–20 minute recital is held at the UTAS Conservatorium Recital Hall.

Performance – For the technical test you present a program of technical work (scales, etc.) studies and/or repertoire, designed to demonstrate to the panel the development of your instrumental or vocal technique. End-of-year assessment takes the form of a concert presentation demonstrating your technical and musical capacity together with your development through the year with the opportunity to present extended repertoire.

Composition – For the technical test you should present your folio as a 'work in progress' demonstrating the development of techniques and ideas together with sketches and exercises. End-of-year assessment takes the form of a folio of work together with supporting performance(s), either live or recorded with scores or other appropriate notation.

All assessments must be supported by a written and/or recorded folio of class work, assignments, concert reviews and self-reflection.

Concert attendance and performance participation are requirements of the course.

Previous experience

An SA in Music TASC 3 is desirable. For performance students at least five years' instrumental and/or vocal study is expected. Private instrumental/vocal tuition is highly recommended.

Future pathways

Music TASC 3 and UTAS Foundation Practical Study (following the other option stream) or UTAS (HAP). It also is an excellent preparatory subject for study at tertiary level.

UTAS MUSIC TECHNOLOGY PROJECTS PT

Music Technology Projects is a Year 11/12 UTAS College course designed to enhance your understanding of music technology and its professional applications. Through hands-on exploration, students will become familiar with industry-standard audio tools and engage in a range of problem-based learning tasks. Projects involve analysis, experimentation, reflection, creativity, and skill development. Upon completion, Music Technology Projects will attract pre-tertiary status and contributes to ATAR calculation.

Intended learning outcomes

At the completion of the unit, you will be able to:

1. Understand foundational music technology concepts and apply them in audio production
2. Use industry-standard tools for sound design, editing, and enhancing musical compositions
3. Plan and manage music technology projects, including recording production and organisation
4. Reflect on your achievements and evaluate your project outcomes
5. Communicate the function of music technology tools and your use of them in your creative projects

Areas of study

Module 1 (Criteria 1, 2, 3 and 4)
(Select one of the following)

- Podcast
- One Mic Musician
- Acknowledgement of Country

Module 2 (Criteria 1, 2, 3, 4 and 5)

- Commissioned Artist
- Like a Version
- MIDI Sequencing

Module 3 (Criteria 1, 2, 3, 4 and 5)

- Multi-track Recording and Mix
- Remix
- Producer Songwriter

Module 4 (Criteria 1, 2, 3 and 4)

- Sound Design for Vision
- Radio Advertisement

Assessment

Your classroom teacher will also engage you in a range of skills and knowledge development tasks over the course of the year. Tasks will be assessed against the following criteria (i.e. the degree to which you can):

1. Respond to project brief by using music technologies
2. Demonstrate developing knowledge and technical skill in the application of music technologies
3. Showcase your creativity, musicality and sound craft in a project outcome
4. Show skills in organisation, time management, engagement, communication and accountability
5. Analyse, reflect and communicate ideas through a written report

Previous experience

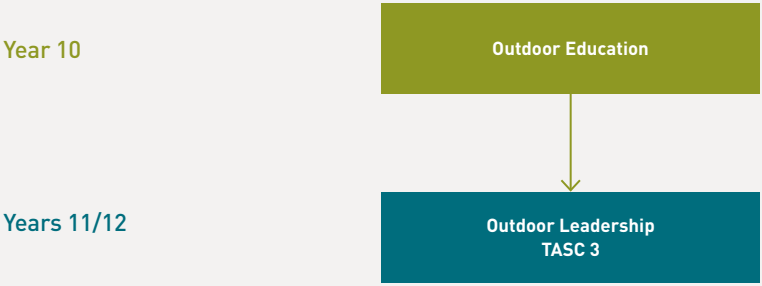
Competent assessment in Year 10 Music is recommended. Enrolment in Music TASC 3 or UTAS Foundation Practical Study is also an advantage.

Future pathways

Music Technology Projects provides a basis for work in the sound production industry or for study in a number of tertiary courses. Audio engineering offers many career prospects particularly since the advent of digital technology such as recording studio work, theatre, television, radio, live shows, sound effects and music production in the movie business.

Music Technology Projects has direct links to industry, vocational education/TAFE programs, UTAS through a Bachelor of Music and to many tertiary institutions specialising in sound engineering and production.

Outdoor Education



OUTDOOR EDUCATION (Elective)

In this subject you will participate in a range of outdoor recreation activities developing technical skills and using the activities as a means for applying knowledge of theoretical topics through practical situations. The emphasis is on learning to safely journey as a team through a variety of natural environments including alpine, bush, sea, rock and river environments. You will connect with and reflect on your own and the relationship of others with the environment. This course encourages students to develop an understanding of self and to foster positive relationships with others and the natural environment.

You will be expected to complete approximately three trips – one being a multi-day trip. You must supply your own food and have personal outdoor equipment including an appropriate raincoat, footwear, backpack and thermal clothing.

Areas of study

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

Assessment

Your assessment is based on how well you develop the technical skills and safety knowledge in the outdoor recreation activities and how well you self-manage and reflect on what you have learned about yourself, your relationships with others and your relationship with the environment. Lessons are a combination of both practical and theory activities with students expected to complete various written assignments, unit tests and worksheets.

Previous experience

No previous experience is necessary.

Future pathways

This subject provides an excellent pathway into Outdoor Leadership TASC 3.

FINANCIAL LITERACY, FITNESS EXPERIENCES AND OUTDOOR EXPERIENCES TASC 1

See more detailed description of this course on page 95 in HPE faculty.

OUTDOOR LEADERSHIP

TASC 3 PT

Through this subject you will develop an awareness and knowledge of the technical skills, leadership qualities and practical procedures in managing group outdoor activities.

It places an emphasis on applying critical and innovative thinking to solve problems in response to the environmental, technical and personal challenges experienced in outdoor education.

You will be provided with opportunities to connect with and reflect on your own and the relationship of others with the environment through participating in one or more recreation activities, developing technical skills and using the activities as a means of applying knowledge of theoretical situations.

Although this is predominantly a theory based course there is a practical component involving three overnight trips, one of which must be a multi-night trip. The practical component may include sea kayaking, rock climbing, walking, biking and leading on Middle School camps.

Areas of study

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

Assessment

Your internal assessment is based on your performance in classwork, evidence of your outdoor activities, research investigations and a negotiated leadership project.

You will be expected to show evidence of planning, managing and leading a negotiated expedition.

There is an external written assessment at the end of the year.

Previous experience

No previous experience is necessary but completion of Outdoor Education is an advantage.

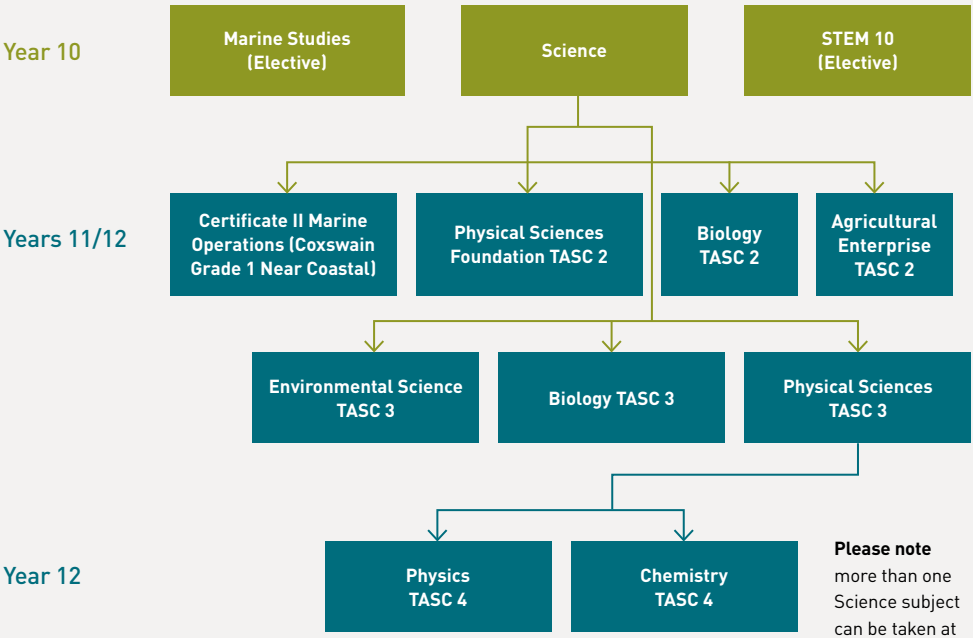
Future pathways

Outdoor Leadership TASC 3 provides a pathway to training in the sector through to diploma level and/or university studies including bachelor degrees in human movement, sport and outdoor recreation, leisure management, education, business and commerce and applied science in Tasmania and other States.

The vocational pathways include, but are not limited to: guiding, adventure tourism, the natural sciences, Defence Forces, training academies and registered training organisations in Australia and overseas.

It also provides a sound basis for employment where there is a requirement for good team workers and managers such as the Defence Forces, police services, ambulance services, fire departments, the Australian Antarctic Division and adventure tourism.

Science



SCIENCE (Compulsory)

You learn how science affects us in our daily lives how it enables us to make scientific or evidence-based decisions on social, environmental and health related issues and how it helps us to understand technology.

It introduces you to the broad areas of energy and change, life and living, the earth and beyond, and natural and processed materials. You learn how to plan an appropriate experiment, take detailed observations, research a scientific issue and communicate your findings to other people.

Areas of study

- Science inquiry: a student-negotiated experimental investigation
- Biological sciences: genetics, evolution, biotechnology – uses and issues
- Chemical sciences: atomic structure, the periodic table, types of chemical reactions, chemical equations and rate of chemical reactions
- Physical sciences: energy – transfer and conservation, describing motion using quantities such as distance, speed and acceleration, forces and how a force affects motion, and Newton's Three Laws

Assessment

Assessment comprises tests, formal and informal practical reports, case studies and written assignments.

Previous experience

No previous experience is required.

Future pathways

To select a Science TASC 3 subject in Year 11 a C+ award or higher in Year 10 Science is recommended.

MARINE STUDIES (Elective)

Hobart has more marine scientists per capita than anywhere in the world. Marine Studies is an interdisciplinary subject and through theoretical studies, experimental and practical work, surveys and excursions you will develop a set of skills for studying and working in and on the water. You will also gain experience snorkelling and sampling marine habitats.

Areas of study

- Human impacts: study the impact human activities are having on the marine environment including the impact of ocean acidification, ocean plastics and invasive species
- Classification and marine biodiversity: organism survival, marine ecosystems and species interaction
- Management and conservation: fisheries biology, aquaculture, marine parks and environmental management plans
- Boating: boats and equipment, outboard engines, small craft safety and handling, navigation
- Snorkelling: theoretical and practical
- Communication on the ocean
- Tides and weather

Assessment

Case studies, presentations, investigations and practical assessments.

Previous experience

No previous experience is required.

Future pathways

Biology TASC 2, Environmental Science TASC 3 and Certificate II in Transport and Distribution (Maritime Operations).

STEM10 (Elective)

STEM10 is an integrated subject focused on bringing together science, technology, engineering and mathematics in one teaching and learning experience. This subject is for those who want to be challenged to find innovative ways to solve a problem using knowledge and skills from the STEM subjects.

Areas of study

You will perform a range of activities and investigations that will help you gain experience in STEM. You will be part of the Hutchins Science and Engineering Challenge team. You will also conduct a negotiated major research project drawn from a local or global context, e.g. the sustainable production of energy for a low income society.

Assessment

Assessment will be based on experiential, hands on, practical learning as well as the understanding of processes and content. A major component of your assessment will be the presentation of your project to your peers and special guests in a seminar. You will be expected to create a portfolio illustrating:

- The scientific inquiry process
- The principles and practice of design, materials and technology
- The application of scientific and mathematical concepts

Previous experience

No previous experience is required but you will need to show initiative, be well organised and able to work effectively in groups.

Future pathways

STEM10 provides valuable knowledge and skills for you to be a more informed citizen in an increasingly scientific and technological society. STEM subjects are regarded as important to a country's success in science, engineering and manufacturing. There is a shortage of university graduates who have STEM knowledge and skills in Australia and across the world. STEM10 provides a valuable pathway to other Science subjects.

AGRICULTURAL ENTERPRISE TASC 2

Agricultural Enterprise Level 2 introduces learners to farming systems and operations through an integrated Science, Technologies, Engineering and Mathematics (STEM) inquiry. Teachers from both the Science and Design, Production and Digitial Technologies Faculties collaborate in the delivery of Agricultural Enterprise.

Students engage in a small scale enterprise in an area of production that is suited to their learning context. Students develop an awareness of agricultural systems and the importance of sustainable agricultural practice.

Areas of study

Students explore the use of agricultural technologies and their purpose in optimising food and fibre production, and they design and develop an engineering solution to an agricultural problem or situation through the following areas of study.

- Managed and Natural systems
- Plant and/or Animal Production
- Agricultural Enterprise

Assessment

All assessments are internal and will comprise a combination of reports forming a folio of work.

Previous experience

Year 10 Science is recommended.

Future pathways

This subject will be useful for students wishing to gain further experience in Science and/or Design and Technology before attempting a pre-tertiary subject in either of those subject areas.

BIOLOGY TASC 2

Students 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. Students will use these concepts to explore one or more contexts or themes; for example, human biology, agriculture, environmental biology, biochemistry or marine studies. Students 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.

Areas of study

- Access and communicate biological understanding using qualitative and quantitative representations
- Identify the structure, components and function of cells
- Identify how cellular processes and biochemistry are related to the need to exchange matter and energy with a cell's immediate environment
- The role of enzymes in respiration and photosynthesis
- DNA structure and the process of replication
- The process of protein synthesis
- The causes and effects of genetic mutations
- Homeostatic processes that occur as organisms respond to stimuli from the environment

Assessment

Assessment is in the form of class tests, written/presented assignments and practical work.

Previous experience

None required. If you have an interest in biology or would like an extra year to prepare for Biology TASC 3, this course is a good option.

Future pathways

Biology 2 will provide a good stepping stone between Year 10 Science and Biology TASC 3.

PHYSICAL SCIENCES FOUNDATION TASC 2

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.

Students 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. A variety of approaches can be used to achieve this purpose.

Areas of study

- Investigating and predicting chemical behavior
- Investigating force and motion and the laws relating them
- Investigating the impact of physical sciences on society
- Practical experimentation and investigation are integral to the course, and are to be used as a means of teaching and consolidating the concepts and ideas as well as a means of assessment.

The purpose of practicals throughout the year varies and includes:

- learning and practising scientific techniques
- safe practices to avoid health and safety issues to be used independently throughout the year
- illustration of concepts
- exploring components of experimental practice

Assessment

All assessments are internal and will comprise formal and informal practical reports, case studies, written assignments and tests.

Previous experience

Year 10 Science is recommended.

Future pathways

This subject will be useful for students wishing to gain further experience in Science before attempting a pre-tertiary Science subject such as: Biology, Environmental Science, Physical Sciences.

It is also useful for students wishing to continue with science but do not require it for further study.

BIOLOGY TASC 3 PT

People have an innate interest in life in its diverse forms. They visit zoos and nature reserves, care for pets and they are curious to understand how their own body functions. Biology is the scientific extension of this human tendency to feel attracted to and curious about all forms of life. Biology introduces you to the fundamental processes that support life at all levels of biological organisation from a single cell through to a whole organism. It also considers the importance of scientific investigation in further developing our understanding of these processes. This subject includes a significant component of experimental work which enables you to develop interpretive, investigative and manipulative skills.

Areas of study

- The role of enzymes in respiration and photosynthesis
- DNA structure and the process of replication
- The process of protein synthesis
- The causes and effects of genetic mutations
- Homeostatic processes that occur as organisms respond to stimuli from the environment.
- Investigate body system change and continuity in response to pathogens
- Investigate the transmission and impact of infectious diseases at cellular and organism levels
- Consider the factors that encourage or reduce the spread of infectious disease at the population level
- Explain, model and predict patterns in inheritance by investigating mechanisms of heredity
- Connect inheritance patterns to population dynamics
- Apply the theory of evolution by natural selection to examine changes in populations

Assessment

Assessment is in the form of class tests, written assignments and practical work. Five criteria are externally assessed in end-of-year examination.

Previous experience

It is strongly recommended that students complete Biology TASC 2 prior to enrolling in Biology TASC 3.

If you wish to do this subject in Year 11 you should achieve at least a B in Year 10 Science with a higher result in the biology component of the subject. If taking this subject in Year 12 it is preferable that you have successfully completed a senior secondary Science subject at TASC 2 or TASC 3 in Year 11.

Future pathways

The knowledge, understanding and methodology obtained from the study of biology are important in all studies involving the natural sciences at university. Biology TASC 3 is highly advantageous (i.e. your chances of success in the following university courses will be greatly improved) in medicine (surgery), biomedical science, biomedical engineering, biotechnology and medical research, marine science, natural environment and wilderness studies, exercise science, health science, nursing and pharmacy.

CHEMISTRY TASC 4 PT

Chemistry is about materials, their uses, their structures and properties, and how these can be modified by chemical reactions. 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. Opportunities for excursions provide you with the chance to consider the implications of the subject for society. You discover answers to such questions as:

- What are food flavours?
- Can rusting be stopped?
- How much preservative is used in white wine?
- What does it mean to be a high energy molecule?
- Are there replacements for CFCs?
- How much energy and carbon dioxide is released from various fuels?
- What is the suitability of various electrical cells for their uses?

Areas of study

- Electrochemistry
- Rates of reactions and energy in reactions
- Equilibrium processes
- Organic chemistry
- Acids
- Gases
- The periodic table
- Quantitative chemistry
- Analytical techniques

Assessment

Assessment is both external and internal. The external component is a three-hour examination covering all theory areas. The internal assessment covers practical and theoretical areas using tests and assignments. You are expected to participate in at least 50 hours of practical work and excursions.

Previous experience

It is expected that you have successfully completed Physical Sciences TASC 3 and have studied, or be currently enrolled in, Mathematics Methods TASC 4 or General Mathematics TASC 3.

Future pathways

Chemistry is a common pre-requisite for the following university courses: medicine (surgery), biomedical science, agricultural science, biotechnology and medical research, environmental science, marine science and pharmacy. Chemistry TASC 4 is highly advantageous (i.e. your chances of success in the following university courses will be greatly improved) in Bachelor of Engineering (first year Chemistry of Materials), Antarctic science, maritime engineering, education (secondary), excercise science, health science and ADFA (physical sciences and engineering).

ENVIRONMENTAL SCIENCE TASC 3 PT

Environmental Science is designed for students who have an interest in the natural environment, climate change science, adaption and environmental management

Individuals and societies have different values and beliefs so they perceive environmental changes in different ways. Opinions about whether an environmental change is an environmental 'problem' will differ. Values and viewpoints often conflict. This subject encourages you to recognise and address different points of view whilst at the same time pursue a more scientific approach towards understanding the environment.

Areas of study

- Environments (natural and human) and their ecology
- Changes in ecosystems
- Human dependence on the natural environment
- Impact of human activity on the environment
- Political, legal, ethical, social and economic factors affecting management of the environment

Assessment

Assessment is based upon a wide range of written assignments, practical work and field trip reports. Assessment is both external and internal. The external component is a three-hour examination covering all theory areas. You are expected to undertake a minimum of 30 hours of experiments and field trips. You are also required to complete a case study involving four weeks of class time.

Previous experience

If you wish to do this subject in Year 11 you should achieve at least a C+ in Year 10 Science. If taking this subject in Year 12 it is preferable that you have successfully completed a senior secondary Science subject at TASC 2 or TASC 3 in Year 11.

Future pathways

The study of Environmental Science TASC 3 provides preparation for career areas such as forestry, environmental management, fisheries, teaching, tourism, national park ranger, journalism, the media, economics and law.

It may provide a pathway to Biology TASC 3, Geography TASC 3 and as a useful background to a career in business.

PHYSICAL SCIENCES TASC 3 PT

Physical Sciences is an integrated subject providing you with an introduction to the disciplines of physics and chemistry whilst keeping your options open for the future. The development of scientific numeracy and literacy are key elements and the basic principles that you encounter are applicable to other scientific disciplines. Physics is a fundamental science that endeavours to explain all the natural phenomena that occur in the universe. Physicists use qualitative and quantitative models and theories based on physical laws to visualise, explain and predict physical phenomena. Chemistry is the study of materials and substances and the transformations they undergo through interactions and the transfer of energy. Chemists can use an understanding of chemical structures and processes to adapt, control and manipulate systems to meet particular economic, environmental and social needs.

Physical Sciences must be studied before you can study Physics and/or Chemistry in Year 12.

Areas of study

- Physical quantities and units
- Force and motion
- Work and energy
- Electrical circuits
- Properties and structure of atoms and materials
- Atomic structure and nuclear reactions
- Chemical reactions and change
- Qualitative and volumetric analysis

Assessment

Assessment takes the form of tests, formal and informal practical reports, experimental research investigations and written assignments. There are two examinations, one internal (mid-year) and one external at the end of the year.

Previous experience

If you wish to do this subject in Year 11 you should achieve at least a C+ in Year 10 Science and Maths. If taking this subject in Year 12 it is preferable to have successfully completed a senior secondary Science subject at TASC 2 or TASC 3 in Year 11.

Future pathways

Physical Sciences is a pre-requisite to studying Physics TASC 4 and/or Chemistry TASC 4 in Year 12. An understanding of basic physical and chemical concepts is highly desirable for further study in any area of science and technology. Physical Sciences is a pre-requisite for the Bachelor of Engineering at UTAS, however, if you enrol in the Bachelor of Engineering at UTAS you may be disadvantaged with respect to other students if you do not also have Physics TASC 4 and Chemistry TASC 4. At mainland universities Physical Sciences TASC 3 is not recognised as a pre-requisite for Physics 1 or Chemistry 1. You will therefore only be able to enrol in Foundation units in first year Physics or Chemistry.

PHYSICS TASC 4 PT

This subject helps you understand the very small (nuclear reactions) to the very big (how far does gravity extend?). It considers matter and energy and their relationship to each other (where is $E=mc^2$ used?). An important component is the further development of scientific literacy and expression of the laws of physics in the language of mathematics.

You discover answers to such questions as:

- Why don't satellites fall back to Earth?
- What is micro-gravity?
- How do we know the mass of the Earth?
- Is irradiated food radioactive?
- How can physics help you at the House Athletics?
- What are harmonics and overtones in music?
- Are you safe in a car in a lightning storm?
- Why do we see an aurora more often in Tasmania than on the mainland?
- Is light a particle or a wave?
- How do we generate electricity?

Areas of study

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

Assessment

Assessment takes the form of tests, formal and informal practical reports, experimental research investigations and written assignments. There are two three-hour examinations, one internal in the middle of the year and one external at the end of the year.

Previous experience

It is expected that you successfully complete Physical Sciences TASC 3 and have studied Mathematics Methods TASC 4 or General Mathematics TASC 3 or are currently studying Mathematics Methods TASC 4 or General Mathematics TASC 3.

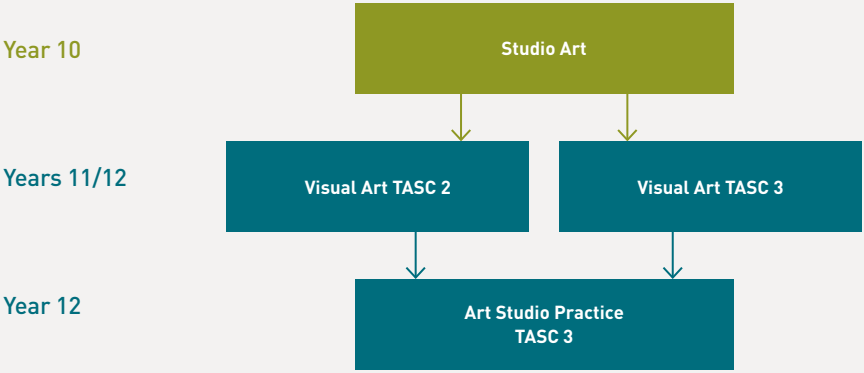
Future pathways

The knowledge, understanding and methodology obtained from the study of physics are important in other branches of science.

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. Physics TASC 4 is highly advantageous (i.e. your chances of success in the following university courses will be greatly improved) in engineering (first year Engineering Statics and Dynamics), Antarctic science and marine science (oceanography), education (secondary), health science (medical radiation science), and ADFA (physical sciences and engineering).

Visual & Performing Arts

VISUAL ARTS



STUDIO ART (Elective)

This subject is an opportunity to experiment and work in a range of studio areas in the visual arts. You will be required to complete several tasks under teacher guidance and then elect to focus your work in one or more studio areas. Through this process you will discover how to experience, make and respond to works of art.

Areas of study

The main focus is on making artworks from a combination of two or more media/ techniques from the following studio areas:

- Ceramics
- Craft and design
- Digital art and media
- Drawing
- Graphic design
- Industrial design
- Mixed media
- Painting
- Photography
- Printmaking
- Sculpture

Assessment

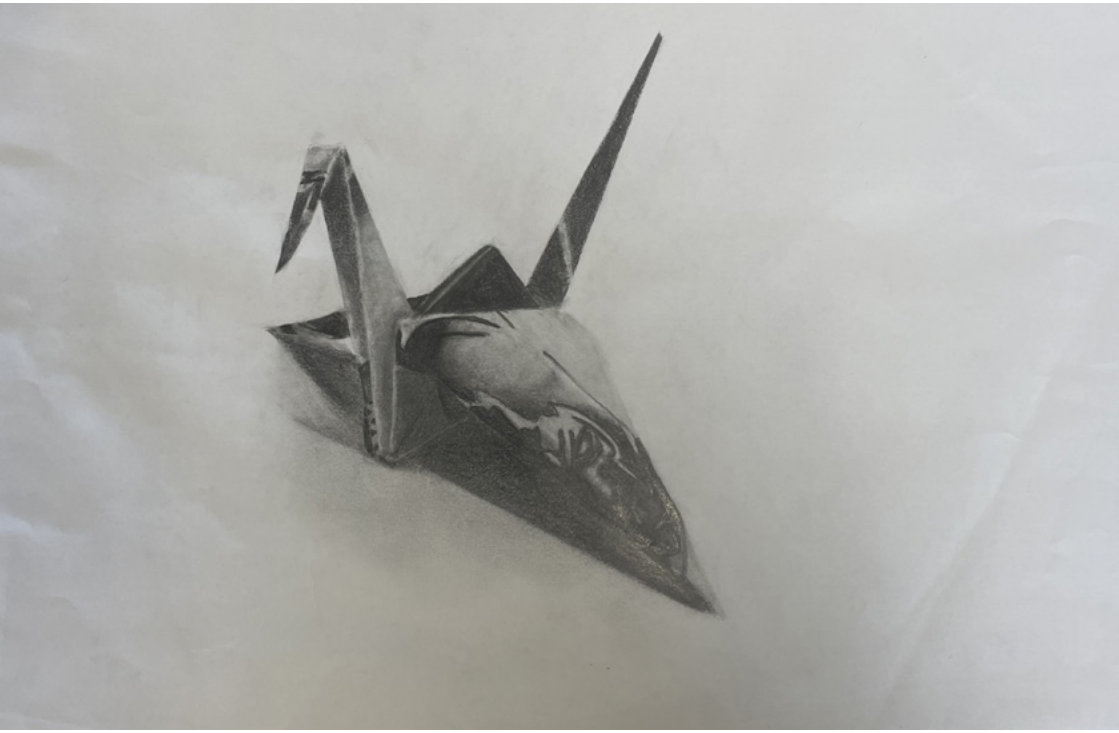
Assessment is internal and covers practical and theoretical areas of study.

Previous experience

No previous experience is required, however, earlier study in Art is an advantage.

Future pathways

This subject is useful if you have an interest in the arts and interested in studying Art Production TASC 3 or Art Studio Practice TASC 3.



VISUAL ART TASC 2

This course is designed for learners to undertake arts practice in a studio area and learn specialised skills, techniques and knowledge. Methods and processes specific to the studio of choice are explored so that students develop visual literacy skills: the ability to interpret and make meaning from information presented in images; technical skills, and knowledge and understanding of traditional, modern and contemporary art forms. Visual Art TASC 2 is for students who have not been engaged in art making in previous years.

Areas of study

Learners will become familiar with current trends in art and will see their own work in relation to the local, national and global cultural context. Art making techniques will be developed (in whatever the preferred media) in order to facilitate the expression of ideas. Study of Visual Art TASC 2 promotes innovation, creative and critical thinking skills, persistence and self-direction, all of which help prepare learners for their future and as a precursor to Visual Art TASC 3.

Assessment

Assessment is internal and covers practical and theoretical areas of study.

Previous experience

Visual Art TASC 2 is for students who have not been engaged in art making in previous years.

Future pathways

Pathways out of Visual Art TASC 2 include opportunities for learners to undertake study in Visual Art TASC 3.

VISUAL ART TASC 3 PT

This course is designed for learners who would like to broaden and deepen their understanding and application of artistic practice, perception and visual literacy and the ability to interpret and make meaning from information presented in images. The emphasis is on generating ideas and methods of working that simulate professional artistic practice.

Areas of study

Learners will become familiar with current trends in art and will see their own work in relation to the local, national and global cultural context. Art-making techniques will be developed to advances levels (in whatever the preferred medium) in order to facilitate the expression of ideas.

Learners will be expected to develop research skills in order to achieve the course requirements. A high degree of individual motivation and resourcefulness is necessary for the production of a body of work that demonstrates a cohesive development of ideas, communication and techniques.

Assessment

Final assessment is conducted at the end of the year by the marking of a cohesive display of work mounted by the learner. It is assessed internally and examined externally. A number of written responses/essays/ presentations are also required. There is not a written external examination.

Previous experience

Previous experience in Year 10 is not a pre-requisite, however and a pass in Studio Art or previous experience working in a preferred media is highly recommended.

Future pathways

Art Studio Practice TASC 3. This subject is useful for further work and study in the visual and creative arts.

ART STUDIO PRACTICE TASC 3 PT

This course is designed for learners to develop meaningful conceptual knowledge through research and studio practice. It challenges learners to engage in critical analysis to refine, evaluate and articulate their ideas in the consolidation of artistic practice.

Areas of study

Learners will be challenged to resolve a proposal to a final visual art exhibition through practical studio and discipline-based investigation. Learners will actively investigate the contemporary art world by engaging in self-directed inquiry and authentic learning experiences to build a relevant and meaningful context for their own studio practice.

Assessment

Final assessment is conducted at the end of the year by the marking of a cohesive display of work mounted by the learner. It is assessed internally and externally. A number of essays are also required. There is no written external examination.

Previous experience

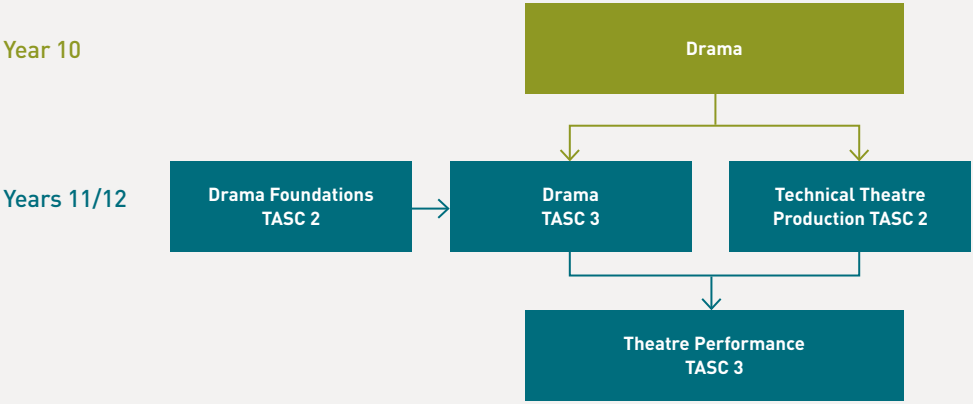
An SA in Visual Art TASC 3 is a pre-requisite for this subject.

Future pathways

This course enhances pathways from senior secondary to tertiary studies in the visual arts as learners develop their conceptual and analytical research skills. It promotes the consolidation of artistic skills and a deep engagement through a sustained practice characteristic of creative arts learning and professional arts practice.

Visual & Performing Arts

DRAMA



DRAMA (Elective)

This subject provides for a creative, hands-on experience where you will explore the world of performance. In this dynamic course, you will devise original works, study and perform scripts, and build confidence through improvisation, a variety of theatrical genres and solo performances. Whether new to the stage or love the spotlight, this class is all about collaboration, creativity and having fun while developing real performance and life skills.

Areas of study

- Preparing student devised performances
- Preparing some text-based work for performance
- Studying varying styles or genres of theatre
- Developing core skills in voice, movement, improvisation, characterisation and ensemble

Assessment

Assessment is against a number of criteria such as:

- Using skills, techniques and processes to make drama works
- Presenting drama works to an audience
- Exploring and developing ideas

Assessment

Assessment is against a number of criteria such as:

- Using skills, techniques and processes to make drama works
- Presenting drama works to an audience
- Exploring and developing ideas

Previous experience

No experience is required but the study of Year 9 Drama is an advantage.

Future pathways

This is useful study for those who wish to study Drama TASC 2 and Drama TASC 3. All career choices will benefit from having studied drama. You do not have to want to be an actor to benefit from drama.

DRAMA FOUNDATION TASC 2

This subject provides continuation study of Drama from previous years and for those with no previous drama experience. It involves performance of scripted drama, voice and improvisation. Personal reflection and theatre reviews are also a requirement. This subject is designed for those who wish to work in teams and enjoy performing. You will explore and experiment with the elements of drama through a range of drama tasks. You will be required to work from memory and set appropriate goals for achieving deadlines.

Areas of study

- Preparing student devised and text-based work for presentation
- Reflecting on development of work
- Studying varying styles or genres of theatre
- Developing core skills in voice, movement, improvisation, role play and ensemble

Assessment

Assessment is against a number of criteria such as:

- Using skills, techniques and processes to make drama works
- Presenting drama works to an audience
- Observing and critically appraising the drama works of others
- Exploring and developing ideas

Previous experience

No experience is required but the study of Year 9 or 10 Drama is an advantage.

Future pathways

This is useful study for those who wish to study Drama TASC 3. All career choices will benefit from having studied drama. You do not have to want to be an actor to benefit from drama.

TECHNICAL THEATRE PRODUCTION TASC 2

This subject is designed for those who have an interest in learning about the technical aspects of drama. You assist in the design and implementation of lighting, set, sound, costuming and publicity for a number of theatrical performances. You will be involved in performance, research, major productions and attend and review live theatre performances.

Areas of study

- Design and implementation of technical work for a theatrical production
- Design and implementation of technical work for smaller group performances, preparation of a second theatrical production and preparation of a folio for assessment
- Technical implementation of your second major theatrical production

Assessment

Assessment is based on such tasks as the design and implementation of your technical work, your folio and your knowledge of the technical aspects of drama.

Previous experience

No experience is required but the study of Year 10 Drama or an SA in Drama Foundations TASC 2 is recommended.

Future pathways

This is useful for those who wish to study:

- VET Live Production Services
- Audio Design – Foundation
- Design and Production – Level 2
- Industry and community related pathways

DRAMA TASC 3 PT

This subject is a comprehensive study in drama. It requires you to explore and experiment with the elements of drama:

- Voice
- Role play
- Improvisation
- Ensemble
- Reflection

You will perform from memory, reflect on progress, attend live theatre performances and submit written responses.

There is an expectation that some out-of-school rehearsals will take place in the weeks prior to the major production.

Areas of study

- Participation in a theatrical performance
- Performance of solo work, poetry, prose and monologue, and preparation of external requirements
- Performance of external requirements both practical and theoretical

Assessment

Assessment is against a number of criteria such as:

- Using skills, techniques and processes to make drama works
- Presenting drama works to an audience
- Observing and critically appraising the drama works of others
- Exploring and developing ideas

Previous experience

An SA in Year 10 Drama or Drama Foundations TASC 2 is recommended.

Future pathways

This is useful for those who wish to study Theatre Performance TASC 3 and at a university level may be desirable for studies including bachelor degrees in education, law, journalism and media where good communication and teamwork is essential.

THEATRE PERFORMANCE

TASC 3 PT

This subject requires you to participate in a range of practical drama making experiences, both solo and in a group. Tasks are based on the interpretation of texts and presenting polished performances. Theatre reviews and a folio of reflective and research entries based on the texts that you undertake to perform are also required. You are expected to operate as much as possible like members of a theatre company.

Areas of study

- Participation in a theatrical performance, concentrating on characterisation and performance skills
- Performance of solo work, three monologues and preparation of a second theatrical performance. Preparation of an independent reflective study for external assessment
- Performance of your second theatrical performance for external assessment. Performance of solo work for external assessment

Assessment

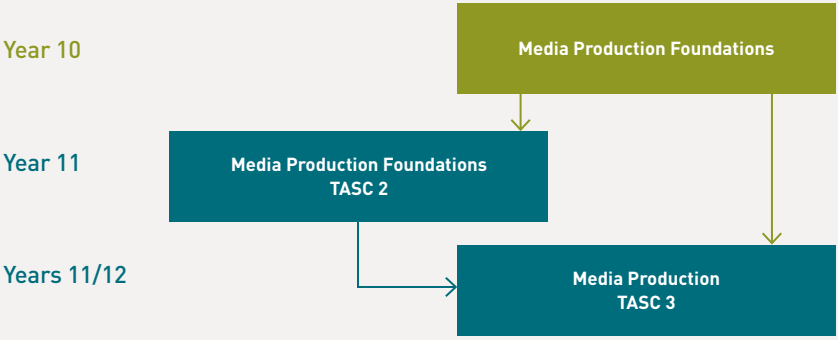
Assessment is based on the standard of your performance against the areas of study working both individually and as a member of a group.

Previous experience

An SA in Drama TASC 3 or an EA in Drama Foundations TASC 2 is recommended.


PHILIPS

MEDIA ARTS



MEDIA PRODUCTION FOUNDATIONS (Elective)

This subject is designed for those who wish to develop understanding of a range of aspects of the media. You will explore the media through practical experiences and form production teams to develop products in a specific medium.

Areas of study

- The study of a specialist media production option
- Production of a media product
- The initiation, planning and implementation of ideas
- The analysis and critical assessment of the operational functions and social implications of varying media

Assessment

Assessment is based on the standard of your product and your ability to communicate intention, acquire technical skills and create team projects.

Previous experience

The study of Film Making in Year 9 or a keen interest and experience in creating media productions is an advantage.

Future pathways

Media Production Foundations TASC 2, Media Production TASC 3 and various media and visual and performing arts career options.

MEDIA PRODUCTION FOUNDATIONS TASC 2

This subject is designed for those who wish to develop understanding of a range of aspects of the media. You will explore the media through practical experiences and form production teams to develop products in a specific medium.

Areas of study

- The study of a specialist media production option
- Production of a media product
- The initiation, planning and implementation of ideas
- The analysis and critical assessment of the operational functions and social implications of varying media

Assessment

Assessment is based on the standard of your product and your ability to communicate intention, acquire technical skills and create team projects.

Previous experience

The study of Film Making in Year 9 or Media Production Foundations in Year 10 or a keen interest and experience in creating media productions is an advantage.

Future pathways

Media Production TASC 3 and various media and visual and performing arts career options.

MEDIA PRODUCTION TASC 3 PT

This subject is designed for those who wish to develop understanding of a range of aspects of the media. You will explore the media through practical experiences and form production teams to develop products in a specific medium.

Areas of study

The study of a specialist media production option:

- Production of a media product
- The initiation, planning and implementation of ideas
- The analysis and critical assessment of the operational functions and social implications of varying media

Assessment

Assessment is based on the standard of your product and your ability to communicate intention, acquire technical skills and create team projects.

Previous experience

The study of Film Making in Year 9 or Media Production Foundations in Year 10 or 11 or a keen interest and experience in creating media productions is an advantage.

Future pathways

Various media and visual and performing arts career options.

Visual & Performing Arts

DANCE

Year 11/12

DANCE TASC 2

This subject provides you with the opportunity to gain experience in dance skills, dance making and dance appreciation.

Areas of study

- Dance making
- Dance composition
- Dance performance
- Movement vocabulary
- Dance skills
- Dance appreciation
- Australian dance

Assessment

Assessment is based on the standard of your performance against the areas of study working both individually and as part of a group.

Previous experience

Participation in a dance troupe, theatre dance or similar activities are an advantage.

Future pathways

Dance Choreography and Performance TASC 3. All performing arts career choices will be enhanced through the study of dance.

DANCE CHOREOGRAPHY AND PERFORMANCE TASC 3 PT

This subject is designed for the experienced dancer. It offers practical and creative opportunities in dance choreography, performance and appreciation.

Areas of study

- Practical and theoretical dance making
- Dance skills
- Dance appreciation
- Dance choreography
- Performance projects

Assessment

Assessment is based on the standard of your performance against the areas of study working both individually and as part of a group.

Previous experience

An SA in Dance TASC 2 is recommended.

Future pathways

This subject is an important background for future studies or careers in dance and/or choreographic work.


UNSHINE COAST
DANCE


THE
HUTCHINS
SCHOOL
CAREERS
CENTRE

Vocational Education and Training (VET)

In addition to the VET offerings listed, you may also like to consider another vocational course.

If this is the case then contact the Career Education and Vocational Learning Officer. Potential options include:

- Electro-technology
- Automotive
- Animal Studies
- Defence Force Cadets
- Educational Support
- Live Production

VET courses receive TCE points upon completion of units within each qualification. To map course and units to TCE points please consult with the Career Education and Vocational Learning Officer.

CERTIFICATE II IN HOSPITALITY

SIT20322

This nationally recognised training is an excellent entry level course in which you will gain the knowledge and practical work skills for employment in the hospitality industries.

Areas of study

12 units taken from hospitality package. Through core and elective units this certificate develops industry-specific skills and knowledge, as well as workplace skills in communication, presentation and self-confidence, which include:

- Work effectively with others
- Source and use information on the hospitality industry
- Participate in safe work practices
- Use hygiene practices for food safety
- Prepare and serve espresso coffee
- Provide Responsible Service of Alcohol

Assessment

Assessment is completed using a variety of formats: written, verbal questioning and observation of practical demonstrations. Upon completion of all units a Certificate II in Hospitality (Operations) will be issued. To complete the full certificate, students will need to complete 12 hospitality work placement shifts.

Course delivery

This course is delivered via an online training provider, with regular online training sessions as well as a work placement comprising of 12 shifts within an operational hospitality environment.

Previous experience

No previous experience is required.

CERTIFICATE II IN MEDICAL SERVICE FIRST RESPONSE

Serves as a valuable introductory course for aspiring paramedics. It provides via an online platform with trainer support foundational knowledge and practical skills that allow individuals to gain insight into the paramedic profession. This certificate offers a 'taster' of the industry, allowing students to explore their interest and suitability for a career in emergency medical services. Students learn how to respond to emergencies, provide basic life support, and effectively communicate with patients and other healthcare professionals. This qualification includes practical opportunities to develop more advanced patient skills to help students to practical in real-world settings.

Areas of study

- Basic anatomy and physiology
- Infection control
- Communication skills
- First aid techniques

Assessments

Assessments methods include multiple choice questions, short written answers and practical activities.

Course delivery

This course is offered online only with trainer supported provided by the RTO. Completion time 12 months.

Previous experience

No previous experience required. A genuine interest in helping others using first aid knowledge and skills.

CERTIFICATE II IN WORKPLACE SKILLS BSB20115

This national recognised qualification will provide you with a range of skills and knowledge to perform a range of basic business tasks.

Areas of study

The course is delivered using an online learning platform. During the course you will refine your knowledge of computer operations, business record-keeping, workplace health and safety, customer service and document creation. Creating employment opportunities as an:

- Administrative assistant
- Data entry operator
- Information desk clerk
- Office assistant

Assessment

Assessment is completed through a variety of online quizzes, written assignments and role plays scenarios.

Previous experience

No previous experience is required.

Future pathways

The Certificate II can lead to further study such as a Certificate III or Diploma of Business or to employment.

Delivery of course

Online over a 12 month period.

CERTIFICATE III IN AVIATION (REMOTE PILOT) AVI30419

This is a nationally recognised qualification which is designed to facilitate students achieving a comprehensive understanding of the unmanned aerial vehicle and how it can be part of their career opportunities. Upon successful completion of the course material students will receive a Certificate III in Aviation (Remote Pilot), Remote Pilot Licenses (RePL) and the Aeronautical Radio Operators Certificate (AROC).

Areas of study

- Navigate remote pilot aircraft systems
- Operate and manage remote aircraft systems
- Perform operational inspections on remote-operated systems
- Control remote pilot aircraft systems on the ground
- Launch, control and recover a remotely piloted aircraft
- Manage remote pilot aircraft systems energy source requirements
- Apply the principles of air law to remote pilot aircraft system operations
- Apply situational awareness in remote pilot aircraft systems operations
- Operate aeronautical radio
- Work effectively in the aviation industry
- Operate multi-rotor remote pilot aircraft systems
- Conduct an aerial search using remote piloted aircraft
- Operate remote pilot aircraft systems extended visual line of sight (EVLOS)

Assessment

Assessment is completed through a variety of online quizzes, written assignments and practical observations.

Future pathways

The Certificate III in Aviation (Remote Pilot) can lead to a wide range of unmanned aerial vehicle roles including, asset inspection, environmental assessment and monitoring surveying and mapping and a wide range of photography applications.

CERTIFICATE III IN FITNESS

SIS30315

This nationally recognised qualification will provide you with a range of skills and a quality career start in the fitness and leisure industry.

Areas of study

Delivered in a combination of practical sessions, online learning and structured work placement you will be required to complete the following units:

- Provide fitness orientation and health screening
- Provide quality service in the fitness industry
- Develop and apply an awareness of specific populations to exercise delivery
- Apply anatomy and physiology principles in a fitness context
- Provide healthy eating information to clients in accordance with recommended guidelines
- Maintain sport and recreation equipment for activities
- Work effectively in sport and recreation environments
- Follow occupational health and safety policies
- Undertake risk analysis of activities
- Apply first aid
- Instruct and monitor fitness programs
- Undertake client health assessment
- Plan and deliver gym programs
- Plan a home-based business
- Plan and deliver endurance training programs


DO NOT
DROP WEIGHTS

Assessment

Assessment is completed through a variety of online quizzes, verbal, written and practical simulations. You will need to gain the unit 'Apply first aid' yourself.

Previous experience

No previous experience is required.

Future pathways

No previous experience is required. You should have a genuine interest in sports performance, fitness and health related subjects. Places in this subject are limited.

Delivery of course

This course is offered online only. Expected time for completion is 24 months.

CONSTRUCTION INDUSTRY SKILL SET

The Construction Industry Skill Set introduces students to the construction industry, its culture, occupations, roles and workplace expectations. The units are taken from the Certificate II in Construction and will be recognised towards completion of this certificate or a future apprenticeship within the construction industry.

Areas of study

Students will develop industry specific skills and knowledge through the following units:

- Apply OHS requirements, policies and procedures in the construction industry
- Plan and organise work
- Carry out measurements and calculations
- Read and interpret plans and specifications
- Use construction tools and equipment
- Use explosive power tools
- Erect and dismantle restricted height scaffolding

Assessment

Assessments are completed through practical observations, verbal and written questioning.

Previous experience

No previous experience necessary.

Future pathways

This course is suitable for those considering career pathways with in the building and construction industry, including casual and part time roles as well as apprenticeship pathways.

SCHOOL-BASED APPRENTICESHIP AND TRAINEESHIP

A school-based apprenticeship or traineeship allows Year 11 and 12 students to undertake a nationally recognised qualification as an apprentice or trainee while still attending school.

When a prospective apprentice/ trainee and employer decide to enter into a school-based apprenticeship or traineeship they need to be clear about their commitment to the training contract and their completion of their Tasmanian Certificate of Education.

Students who commence a school-based apprenticeship or traineeship may complete the qualification over one or two years prior to leaving school, however many of the higher level qualifications particularly in the trade areas continue past the end of Year 12 where you will undertake a full-time apprenticeship.

Many of the school-based apprenticeships and traineeships provide pathways into careers in the trades and other vocations and give the trainee or apprentice a head start in their chosen career. It also provides employers with the opportunity to start training their future workforce from a very early age.

If considering a school-based apprenticeship or traineeship please make an appointment with the Career Education and Vocational Learning Officer prior to subject selection.

WORKING WITH CHILDREN

TASC 2

This subject is designed to equip students with a broad set of practical skills, attitudes and essential knowledge centred on working with and caring for children in a wide range of contexts.

Areas of study

Students will spend part of their time at the Collegiate Early Learning Centre and the Collegiate Junior and Middle Schools. They will observe, interact and prepare age appropriate activities for the children. The theoretical component encompasses a range of topics from child growth and development, safety and young children, guiding children's behaviour, nutrition and health, children and technology, and sustainable practices.

Assessment

Assessment is completed using a variety of formats: written, verbal questioning and observation of practical demonstrations.

Future pathways

This course provides a foundation for students wishing to continue to further studies in areas including Certificate III in Early Childhood Education and Care, Certificate III in Children's Services, Introduction to Sociology and Psychology TASC 2 and offers careers such as Teacher Assistant, Early Childhood Assistant, Child Care Educator, Play Group Educator and Nanny/Au Pair.

Previous experience

No previous experience is required.

Years 10–12 enrichment activities and co-curricular subjects

There are a number of extra opportunities provided for you outside of the classroom. Some will allow you to gain TASC accreditation for the learning undertaken.

SENIOR SCHOOL OUTDOOR ADVENTURE CAMPS

Depending on participant numbers for Outdoor Leadership and Outdoor Education Camps there may be the opportunity for students to participate in a range of outdoor expeditions and adventurous challenges, such as:

- Bushwalking
- Ski/snowboarding interstate/ international tour (if available)
- Snowcamping
- Whitewater Paddling
- etc

Students enrolled in a senior outdoor course have preference with the next priority being those enrolled in the Duke of Edinburgh International Award. Information can be obtained from the Director of Outdoor Education.

COMMUNITY SERVICE LEARNING TASC 2

The successful completion of the participation and learning requirements of this subject will earn you five participation points towards your TCE and listing on your TQC. It may be counted in Year 10, Year 11 or Year 12. This subject covers your participation in one or more community service activities and is central to the service requirements for graduation. An information pack can be obtained from the Director of Service Learning.

DUKE OF EDINBURGH'S INTERNATIONAL AWARD

The School offers opportunities to achieve the Bronze, Silver and Gold awards within the Duke of Edinburgh's International Award. These awards are recognised by TASC and contribute credit points to the TCE participation and achievement standard.

Information can be obtained from the Co-ordinator of the Duke of Edinburgh's International Award, through the Outdoor Education Faculty.

Short courses

PROVIDE RESPONSIBLE SERVICE OF ALCOHOL (RSA)

SITHFAB002

- An RSA is a nationally accredited unit of competency
- Completion online or face-to-face delivery
- Cost can vary depending on the delivery style
- Students from Years 10–12 can complete this course
- Courses are run in Term 1 and Term 2 holidays

WORK SAFELY IN THE CONSTRUCTION INDUSTRY (WHITE CARD) CPCCOHS1001A

- A White Card is required in Australia to work on a construction site
- Completing a face-to-face or online government mandated course
- Cost can vary depending on the delivery style
- Students from Years 10–12 can complete this course

Please email Mr Paul Bonnitcha (paul.bonnitcha@hutchins.tas.edu.au) to express an interest.

PROVIDE FIRST AID HLTAID003 and CARDIOPULMONARY RESUSCITATION HLTAID001

- The unit of competency describes the skills and knowledge required to provide a first aid response to a casualty. The unit applies to all workers who may be required to provide first aid response in a range of situations, including community and workplace settings
- Completing a face-to-face course from Moreton Group Solutions
- Cost will depend on numbers
- Students from Years 9–12 can complete this course

ESPRESSO ESSENTIALS (LEARN HOW TO MAKE GREAT COFFEE) NONC0004A

- Begin the journey to espresso coffee excellence with this introduction to barista basics. Gain the knowledge and understanding what constitutes high quality espresso coffee, and the skills to becoming a professional barista.
- Completing a face-to-face course at Hutchins or externally (depending on numbers)
- Cost will depend on the course provided
- Students from Years 9–12 can complete this course
- Courses are run in Term 1 and Term 2 holidays

Unique identification number (USI)

If you are a new or continuing student undertaking nationally recognised training, you will need a USI in order to receive your qualification or statement of attainment. If you do not have a USI, you can create one at www.usi.gov.au.

University of Tasmania – Hutchins programs

Hutchins has close links with UTAS and some of you will be able to undertake university units of study either in conjunction with or in addition to your TASC studies.

How are these studies undertaken?

Subjects may be studied in a variety of ways, e.g.

- Extension subjects in selected languages, visual and performing arts, arts and business studies with work completed online and at UTAS workshops and tutorials and assessed by the University
- Some units are undertaken as a Hutchins class (e.g. Foundation Practical Study) or UTAS class (e.g. units within the UTAS High Achiever Program or HAP)

Eligibility and enrolment

We work closely with UTAS in identifying appropriate students and will encourage you to complete an application. To be considered for such study you need to:

- Perform at a very high academic standard (complexity level 3/4) in Year 10 or 11 subjects with mostly A ratings against the subject criteria
- Consistently achieve E ratings in your behaviour and attitude criteria
- Be recommended by the appropriate Head of Faculty
- Speak with the Dean of Studies and Learning Analytics about the enrolment process

Costs

No course costs are payable by Australian and New Zealand citizens and Australian permanent residents. The only costs may be for any textbooks, stationery and attendance at workshops. International students are charged fees to undertake study within this program.

ATAR points

On successful completion of a UTAS unit your results will be forwarded to TASC and may be assessed for eligibility for inclusion in the TCE and ATAR.

Other links with UTAS

Other activities in which you may participate include:

- Course information sessions and visits
- The Step Up program and the UTAS Library Outreach Program to introduce you to the University environment

Reflections by previous students

Graduates of the College Language Program highly recommend the experience as 'helping and reinforcing, rather than adding a burden' to their study of a pre-tertiary language. They viewed the program as a good opportunity to 'bridge the gap' between school and university.

Students undertaking the High Achiever Program say that studying at UTAS is 'not as intimidating as it sounds'. They found the lecturers and other students to be friendly and welcoming, they enjoy classes with students from a range of ages and backgrounds and they feel ready to take responsibility for practising and mastering the course content as independent learners.

Further information

Please check this website for additional information:
www.utas.edu.au/underwood-centre/projects-and-initiatives/hap

Extension units for 2026

Extension units are available in the following study areas. For updates and complete unit information visit www.utas.edu.au/study/pathways-to-university/high-achiever-program

STUDY AREAS
Philosophy, Gender, History, Politics, Law and Languages
Accounting and Economics
Anatomy and Physiology, Psychology
Mathematics, Biology, Physics and Chemistry
Computer Science – by request

Full University College Program units for 2026

Full University College Program units are available in the following study areas.
For updates and complete unit information visit
www.utas.edu.au/study/pathways-to-university/university-connections-program

STUDY AREA	UNIT
Music, Creative and Performing Arts	Music Technology Projects Foundation Practical Study (Performance or Composition) Object Design
Arts and Social Sciences	Asian Studies

GETTING ADVICE

Advice to parents/carers

You can assist your child in this important process by:

1. Discussing the course choice process with them and negotiating your role
2. Helping them:

- Write down life and career goals and how to reach them
- Recognise what learning they have completed, e.g. school results, achievements in competitions, qualifications they have earned (such as a First Aid Certificate or AMEB award), sporting awards, workplace learning (through paid or unpaid work)
- Recognise what interests they have in arts, clubs, hobbies and sports
- Recognise personal strengths and attributes
- Learn about selected occupations and career pathways and their education and training requirements
- Keep up-to-date with the requirements of TASC and the University of Tasmania
- Identify areas where they need more information and what that information may be
- Help them be realistic with their course choices based on academic achievement

3. Working with us and supporting their learning to ensure their plans are on track by contacting the Career Education and Vocational Learning Office, Dean of Studies and Learning Analytics and coming to the Course Selection Evening
4. Ensuring they enter their course into the TCE Planner available on the TASC website.

Contacts

Academic

Head of Teaching and Learning (Years 6–12)
Ms Claire Taylor
T 6221 4307
claire.taylor@hutchins.tas.edu.au

Head of Faculty – Design, Production and Digital Technologies
Mr Anthony Hyland
T 6221 4233
anthony.hyland@hutchins.tas.edu.au

Head of Faculty – English and Modern Languages
Mrs Alison Farmer
T 6221 4295
alison.farmer@hutchins.tas.edu.au

Head of Faculty – Health and Physical Education
Mr Anthony Prior
T 6221 4289
anthony.prior@hutchins.tas.edu.au

Head of Faculty – Humanities and Social Sciences
Ms Gemma Leonard (Acting)
T 6221 4242
gemma.leonard@hutchins.tas.edu.au

Head of Faculty – Mathematics
TBA
T 6221 4244
firstname.surname@hutchins.tas.edu.au

Head of Faculty – Music
Mr Greg Stanton
T 6221 4294
gregory.stanton@hutchins.tas.edu.au

Head of Faculty – Science
Mr Brett Smith
T 6221 4282
brett.smith@hutchins.tas.edu.au

Head of Faculty – Visual and Performing Arts
Mrs Michelle Weeding
T 6221 4203
michelle.weeding@hutchins.tas.edu.au

Director of Outdoor Education
Mr Matthew Groves
T 6221 4279
matthew.groves@hutchins.tas.edu.au

Co-curricular

Director of Service Learning
Reverend Dr Lee Weissel
T 6221 4256
lee.weissel@hutchins.tas.edu.au

Director of Sport
Mr Jason Berry
T 6221 4241
jason.berry@hutchins.tas.edu.au

Co-ordinator of Duke of Edinburgh's International Award
Mr Mark Oates
T 6221 4279
mark.oates@hutchins.tas.edu.au

Course counselling

Dean of Studies and Learning Analytics
Mr James Seddon
T 6221 4319
james.seddon@hutchins.tas.edu.au

Career Education and Vocational Learning Officer
Mr Paul Bonnitcha
T 6221 4271
paul.bonnitcha@hutchins.tas.edu.au

Pastoral

Head of House (Buckland House)
Mr Matthew Sayers
T 6221 4280
matthew.sayers@hutchins.tas.edu.au

Head of House (School House)
Mr Martin Chambers
T 6221 4278
martin.chambers@hutchins.tas.edu.au

Head of House (Stephens House)
Mrs Giovanna Padas
T 6221 4243
giovanna.padas@hutchins.tas.edu.au

Head of House (Thorold House)
Ms Lauren Carr
T 6221 4240
lauren.carr@hutchins.tas.edu.au

Deputy Principal/Head of Senior School
Mr Ken Kingston
T 6221 4270
ken.kingston@hutchins.tas.edu.au

Deputy Head of Senior School
Dr Adam James
T 6221 4205
adam.james@hutchins.tas.edu.au

Chaplain
Reverend Dr Lee Weissel
T 6221 4256
lee.weissel@hutchins.tas.edu.au

Assistant Chaplain
Reverend Mark Holland
T 6221 4293
mark.holland@hutchins.tas.edu.au

School Counsellor
Mr Matthew Magnus
T 6221 4336
matthew.magnus@hutchins.tas.edu.au

School Counsellor
Mr Shane McAloon
T 6221 4261
shane.mcaloon@hutchins.tas.edu.au

Subject index

YEAR 10 SUBJECTS

YEARS 11 & 12 SUBJECTS

THE PRE-KINDERGARTEN TO YEAR 12 LEARNING PATHWAY

The Pre-Kindergarten to Year 12 Learning Pathway

JUNIOR SCHOOL

Pre-Kindergarten

Fine motor control skills
Health and Wellbeing
Integrated Studies
Library
Literacy
Music
Numeracy
Physical Education
Religious and Values Education (RAVE)

Kindergarten

Chinese
Fine motor control skills
Health and Wellbeing
Integrated Studies
Library
Literacy
Music
Numeracy
Physical Education
Religious and Values Education (RAVE)

Prep

Art (integrated in HASS/Science)
Digital Technologies
Chinese
English
Health and Physical Education
Humanities and Social Sciences (HASS)
Library
Mathematics
Music
Physical Education
Religious and Values Education (RAVE)
Science
Social and Emotional Learning (SEL)

Year 1

Art (integrated in HASS/Science)
Chinese
Digital Technologies
English
Health and Physical Education
Humanities and Social Sciences (HASS)
Library
Mathematics
Music
Physical Education
Religious and Values Education (RAVE)
Science
Social and Emotional Learning (SEL)

Year 2

Adventure Experience
Art (integrated in HASS/Science)
Chinese
Digital Technologies
English
Health and Physical Education
Humanities and Social Sciences (HASS)
Library
Mathematics
Music
Physical Education
Religious and Values Education (RAVE)
Science
Social and Emotional Learning (SEL)

Year 3

Adventure Camp
Art
Chinese
Digital Technologies
English
French
Health and Physical Education
Humanities and Social Sciences (HASS)
Library
Mathematics
Music
Religious and Values Education (RAVE)
Science
Social and Emotional Learning (SEL)

Year 4

Adventure Camp
Art
Chinese
Digital Technologies
English
French
Health and Physical Education
Humanities and Social Sciences (HASS)
Library
Mathematics
Music
Religious and Values Education (RAVE)
Science
Social and Emotional Learning (SEL)

Year 5

Adventure Camp
Art
Digital Technologies
Chinese
English
French
Health and Physical Education
Humanities and Social Sciences (HASS)
Library
Mathematics
Music
Religious and Values Education (RAVE)
Science
Social and Emotional Learning (SEL)

The Pre-Kindergarten to Year 12 Learning Pathway

MIDDLE SCHOOL

Years 6 and 7

Art
Chinese
Design and Technology
Digital Technologies
Drama
English
English as an Additional Language or Dialect
French
Humanities and Social Sciences (HaSS)
Health and Physical Education
Literacy Support
Mathematics
Music
Outdoor Education – Adventure Camp
Religious and Values Education (RAVE)
Science

Year 8

Compulsory subjects

Adventurous Expedition
Digital Technologies
English
Geography
Health and Physical Education
History
Mathematics
Modern Languages (Chinese or French or English as an Additional Language or Dialect)
Science
Religious Studies

Elective subjects

CAD-CAM Design and Digital Fabrication
Challenge Plus
Computer Graphics and Design
Housing and Design
Computer Science
Design in Wood
Drama Making
Drama Production
Ethical Dilemmas
Film and Animation
Food Studies
Literacy Support
Metal Engineering
Music Performance
Music Technology
Robotics and Automation Systems
Science Extension
Studio in 2-Dimensional Art
Studio in 3-Dimensional Art

The Pre-Kindergarten to Year 12 Learning Pathway

SENIOR SCHOOL

Year 9

Challenges

Global Challenge
Port Davey Challenge
Central Australia Aboriginal
Cultural Challenge
Tasmanian Aboriginal Culture Challenge
Island Challenge

Compulsory subjects

Building Connections
English
Health and Wellbeing
History and Religious Studies
Mathematics
Science

Elective subjects

Athlete Performance
Chinese
Designer Maker
Drama Technique
English as an Additional Language
or Dialect Support
Film Making
Financial Literacy
French
Game Making
Music
Philosophy
Visual Arts and Media
Year 9 Academic Support

Year 10

Compulsory subjects

English
Health and Physical Education
History and Religious Studies
Mathematics
Science

Elective subjects

Academic Support
Australian Business and Enterprise
in a Global Context
CAD/CAM and Digital Fabrication
Chinese
Coaching Development
Creative Design and Innovation
Crime, Current Affairs and the Media (Collegiate)
Digital Technologies
Drama
English as an Additional Language
or Dialect Support
French
Marine Studies
Mathematics Extension 10A
Media Production Foundations
Music Pathway Projects
On Being Human (Psychology,
Sociology, Philosophy)
Outdoor Education
Sports Development Program
STEM10
Studio Art
The Geography of Now
Workshop Techniques

The Pre-Kindergarten to Year 12 Learning Pathway

SENIOR SCHOOL

Years 11 and 12

Academic Support
Accounting PT
Agricultural Enterprise
Agricultural Systems PT
Ancient History PT
Art Studio Practice PT
Athlete Development
Australia in Asia and the Pacific PT
Biology PT
Business Studies PT
Certificate III Aviation (Remote Pilot)
Certificate III in Fitness
Certificate II in Hospitality
Certificate II in Medical Service First Response
Certificate II in Workplace Skills
Chemistry PT
Chinese
Chinese PT
Chinese (Background Speakers) PT
Community Service Learning
Community Sport and Recreation
Computer Graphics and Design
Computer Graphics and Design PT
Computer Science PT
Construction Industry Skill Set
Dance
Dance Choreography and Performance PT
Data Science and Digital Technologies PT
Design and Production (Metal)
Design and Production (Wood)
Digital Technologies
Drama Foundation
Drama PT
Duke of Edinburgh's International Award
Economics PT
Engineering Design
English as an Additional Language or Dialect
English as an Additional Language or Dialect PT
English PT
English Foundations
English Inquiry
English Literature PT
English Studio PT
Environmental Science PT
Espresso Essentials
Essential Mathematics Workplace
Financial Literacy, Fitness Experiences and Outdoor Experiences
First Nations Studies PT
Food and Nutrition PT
Food, Cooking and Nutrition
French
French PT
General Mathematics
General Mathematics PT
Geography PT
Health Studies PT
History
Housing and Design PT
Introduction to Sociology and Psychology
Latin PT*
Legal Studies PT
Mathematics Methods Foundation PT

Mathematics Methods [PT]
Mathematics Specialised [PT]
Media Production Foundations
Media Production [PT]
Modern History [PT]
Music [PT]
Outdoor Leadership [PT]
Philosophy [PT]
Physical Sciences Foundation
Physical Sciences [PT]
Physics [PT]
Provide First Aid and
Cardiopulmonary Resuscitation
Provide Responsible Service of Alcohol (RSA)
Psychology [PT]
School-Based Apprenticeship and Traineeship
Senior School Outdoor Adventure Camps
Sociology [PT]
Sport Science [PT]
Studies of Religion [PT]
Technical Theatre Production
Theatre Performance [PT]
UTAS Asian Studies [PT]
UTAS Foundation Practical Study [PT]
UTAS High Achiever Program (HAP)
UTAS Music Technology Projects [PT]
UTAS Object Design
Vietnamese [PT]*
Visual Art
Visual Art [PT]
Working With Children
Work Safely in the Construction Industry

* Students wishing to study these languages need to speak to the Director of Teaching and Learning

[PT] Pre-tertiary subjects are accredited for university entrance

HUTCHINS
ESTABLISHED 1846

THE HUTCHINS SCHOOL
71 Nelson Road, Sandy Bay
Tasmania 7005 Australia
T (03) 6221 4200
info@hutchins.tas.edu.au
hutchins.tas.edu.au

Follow us

The Hutchins School Board as established by The Christ College Act 1926
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