

# Tranche 1 Course Overview

Proposed Course	Course Description	Rationale
<p><b>Arts</b> Level 1 <i>Discipline-based study</i></p>	<p><i>Arts</i> Level 1 is designed for learners to develop basic skills and use fundamental principles of an art discipline to create art. Learners choose one art discipline for the year: dance, drama, media arts, music or visual arts.</p> <p>Learners learn how to describe their art and what they are intending to convey through it. They identify some of the similarities and differences between their own work and the work of others. Learners will have the opportunity to develop confidence and creativity and communicate their unique perspectives on the world as they create and respond to a range of artworks and performances.</p> <p><b>Additional context for providers</b> This course replaces the current <i>Dance the Basic Moves</i> (DNCL10120) and <i>Art Making</i> (ART110117).</p>	<p>Art is a fundamental human activity and people have made and responded to art since the beginning of civilisation. Art is created to understand or reflect upon the world, to communicate meaning and express how it feels to be human. The arts can be a powerful motivator for personal and social change and can promote empathy and emotional resilience. All arts disciplines rely on collaboration to different extents and all foster communication and meaning-making skills.</p> <p><i>Arts</i> Level 1 is the study of a specific arts discipline to consolidate and develop arts techniques and arts skills. It allows learners to engage with the arts and develop confidence and creativity through their ability to manipulate elements, media and technologies. Learners will have the opportunity to create original, personalised artworks and performances to convey ideas, emotions or issues. They choose one art form from the disciplines of dance, drama, media arts, music or visual arts. Learners will develop a growing appreciation of artworks and performances made by others including those from diverse time periods, cultures and places.</p> <p>As learners develop technical proficiency, they will be given opportunities to make, present, perform, reflect or respond to their own and others' art works in a guided artistic process. <i>Arts</i> Level 1 will expand access and opportunities for learners by building learner agency and explicitly addressing the general capabilities.</p>
<p><b>Civics and Citizenship</b> Level 1 <i>Discipline-based study</i></p>	<p><i>Civics and Citizenship</i> Level 1 focuses on the knowledge and skills needed to participate in Australia's democratic system and local and global communities.</p> <p><i>Civics and Citizenship</i> Level 1 includes four main topics. These are: Australia's democratic system, Australia and the world, citizenship and belonging and diversity. Learning in this course has a strong focus on applied learning and on the opportunities and obligations that come from democratic participation and community involvement. These themes show learners how their learning will have an impact on them and their communities into the future.</p> <p><b>Additional context for providers</b> This course replaces the current <i>Community Access</i> (CAC110117).</p>	<p><i>Civics and Citizenship</i> Level 1 is designed to provide or consolidate knowledge, understanding, skills and confidence that learners require to participate fully in Australia's democratic system of government, to engage fully in their own communities, and to work collaboratively and respectfully with others in the pursuit of shared goals. A further focus of the course is to develop the life-skills, judgement, responsibility and civic engagement of learners; and to enhance these personal qualities through individual and group projects in each of the three modules.</p>

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<b>Digital Projects</b> Level 1 <i>Personal futures</i>	<p><i>Digital Projects</i> Level 1 is a foundational course designed for learners wanting to build personal confidence with the use of digital technologies.</p> <p>Digital literacy skills are essential for individuals to participate effectively in today's society and this course will support learners to develop these skills through engaging, problem-based and project-based inquiries.</p> <p><i>Digital Projects</i> Level 1 will enable learners to engage practically and collaboratively with common and emerging technologies and have opportunities to develop projects to meet personal needs and interests.</p> <p>This course replaces <i>Basic Computing</i> (ICT110114).</p>	<p>Digital transformation has changed the ways in which we live, learn and work. To take advantage of the opportunities and overcome the challenges of a digital society, learners in this course will develop the ability to identify and use digital technologies confidently, creatively and critically.</p> <p><i>Digital Projects</i> Level 1 is a foundational course designed to build personal confidence with the use of digital technologies and enable the development of digital literacy, skills and knowledge to enable learners to have fulfilling and productive lives, careers and relationships.</p> <p><i>Digital Projects</i> Level 1 will meet learner needs and interests through a customisable, engaging program of learning, utilising problem-based and project-based inquiries. It will enable learners to engage practically and collaboratively with common and emerging technologies and provide opportunities to develop projects to meet personal needs and interests.</p> <p><i>Digital Projects</i> Level 1 facilitates successful transition from Preliminary Technologies to Level 2 courses including Essential Skills – Using Computers and the Internet and Computer Applications as well as supporting the development of digital skills to aid learning in all senior secondary courses.</p>
<b>English Inquiry</b> Level 1 <i>Transdisciplinary projects</i>	<p>In <i>English Inquiry</i> Level 1 learners develop their basic English skills by making purposeful connections with other relevant disciplines. They undertake a series of inquiries which explore attitudes, values, themes and issues through texts from a range of disciplines. The course is designed to consolidate the development of their speaking, listening, reading, writing, viewing and representing skills through an approach that is engaging, relevant and meaningful. Learners are guided to make connections with aspects of English and other disciplines to respond to and create imaginative, informative and persuasive texts that evidence their understandings.</p> <p>This course replaces <i>Practical English</i> (ENGI10114).</p>	<p><i>English Inquiry</i> Level 1 is the study and use of the English language, literacy and literary texts in various forms. It shapes our understanding of ourselves and the world. It helps create confident communicators, critical and imaginative thinkers, and informed, active participants in Australian society.</p> <p><i>English Inquiry</i> Level 1 is designed to enrich learners' understanding of English by exploring the intersect of English and other disciplines in a way that is purposeful and relevant. Through inquiry-based experiences, <i>English Inquiry</i> Level 1 fosters learners' curiosity and wonder about themselves and the diverse worlds of others. Learners make connections between English and other disciplines by exploring common ideas, themes or issues in a range of mono- and multimodal texts.</p> <p>This course is suitable for learners who need support to develop their English skills. Learners will investigate ideas that are relevant to their learning needs, abilities and interests.</p> <p>Learners undertaking this course will learn how to:</p> <ul style="list-style-type: none"> <li>• communicate through speaking, listening, reading, writing, viewing and representing</li> <li>• explore attitudes, values, themes and issues in texts</li> <li>• make transdisciplinary connections through the study of contemporary spoken, written and multimodal texts</li> <li>• use the English language in different forms to make and communicate meaning</li> <li>• express themselves and their relationships with their world</li> <li>• create imaginative, informative and persuasive texts utilising transdisciplinary connections</li> <li>• respond, apply and share their learning</li> <li>• develop basic inquiry skills through their transdisciplinary study of English.</li> </ul>

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<b>Mathematics</b> Level 1 <i>Personal futures</i>	<p><i>Mathematics</i> Level 1 is designed to build on foundational knowledge of mathematics that enables learners to select and apply problem-solving strategies and mathematical techniques to engage in situations involving:</p> <ul style="list-style-type: none"> <li>• number, proportional reasoning, financial mathematics and pattern</li> <li>• using units of measurement, shape, maps and plans</li> <li>• everyday chance events, data collection and representation.</li> </ul> <p>Learners will develop their multiplicative thinking and mathematical reasoning by:</p> <ul style="list-style-type: none"> <li>• engaging in mathematical discussions</li> <li>• working on collaborative problem-solving tasks</li> <li>• sharing strategies and solutions</li> <li>• providing explanations for their answers.</li> </ul> <p>They will reflect on everyday scenarios involving mathematics and will integrate their prior knowledge, skills, attitudes and values in mathematics to refine and improve their understanding and personal decisions.</p> <p><b>Additional context for providers</b></p> <p>As a result of feedback and consultation, an additional Level 1 course has been developed. <i>Mathematics</i> Level 1 provides a pathway to <i>Essential Mathematics - Personal/Level 2</i> and <i>Essential Mathematics – Workplace Level 2</i>. <i>Mathematics</i> Level 1 is designed to develop fundamental numeracy and mathematical skills necessary for everyday living.</p> <p>This course replaces <i>Everyday Maths</i> (MTE110114).</p>	<p>The <i>Mathematics</i> Level 1 course is designed to develop adolescent learners' confidence and self-esteem to engage with mathematics and develop their ability to apply mathematical thinking and reasoning in real-world contexts. In doing so, the course enables learners to build the requisite knowledge and skills and the capacity, confidence and disposition to use mathematics to take informed action in varied personal contexts.</p> <p>This course will promote mathematics and numeracy learning opportunities that aim to:</p> <ul style="list-style-type: none"> <li>• build the foundational knowledge to enable learners to engage with content in the <i>Essential Mathematics - Personal/Level 2</i> and <i>Essential Mathematics – Workplace Level 2</i> courses</li> <li>• enable learners to interpret everyday practical situations</li> <li>• provide the basis for many informed personal decisions.</li> </ul> <p>These aims will be met by developing learners' ability to formulate situations mathematically and to employ mathematical concepts, facts, procedures and reasoning to interpret these situations. This is more pertinent than ever before as 75% of the fastest growing occupations require competence in STEM with an estimated 44% or 5.1 million jobs in Australia at risk of digital disruption<sup>1</sup>.</p> <p>Successful completion of the course will provide learners with a level of mathematical competence that will enable them to contribute productively in the rapidly changing workforce.</p>
<b>Numeracy</b> Level 1 <i>Personal futures</i>	<p><i>Numeracy</i> Level 1 is designed to develop learners' foundational numeracy and mathematical skills and their ability to apply mathematical thinking and reasoning in real world contexts. In doing so, the course enables learners to understand how mathematical tools can support them to understand and take informed action in familiar and personally relevant contexts. Providers will tailor the learning activities to support the individual needs of learners in this course.</p> <p>This course enables learners to:</p> <ul style="list-style-type: none"> <li>• use basic number skills independently in situations involving money, routine fractions, decimals and percentages</li> <li>• recognise and interpret patterns, shapes, maps and plans</li> <li>• estimate, calculate, measure and solve problems involving time, temperature, length, perimeter, mass, volume and capacity</li> <li>• understand the likelihood of chance events and engage with information found in tables, graphs and charts.</li> </ul> <p>Learners will develop their numeracy skills by exploring mathematical concepts using practical examples and materials. They will also share mathematical strategies and solutions with their peers, practise new skills and engage in discussions about their learning.</p> <p><b>Additional context for providers</b></p> <p>As a result of feedback and consultation, an additional Level 1 course has been developed. <i>Mathematics</i> Level 1 provides a pathway to <i>Essential Mathematics - Personal/Level 2</i> and <i>Essential Mathematics – Workplace Level 2</i>. <i>Numeracy</i> Level 1 is designed to develop fundamental numeracy and mathematical skills necessary for everyday living.</p>	<p>The <i>Numeracy</i> Level 1 course is designed to develop learners' fundamental mathematics skills and numerate behaviours and their ability to apply mathematical thinking and reasoning in real world contexts. In doing so, the course enables learners to understand how mathematics can support them to understand and take informed action in familiar and personally relevant contexts.</p> <p>This course enables learners to:</p> <ul style="list-style-type: none"> <li>• use basic number skills independently in situations involving money, routine fractions, decimals and percentages</li> <li>• recognise and interpret patterns, shapes, maps and plans</li> <li>• estimate, calculate, measure and solve problems involving time, temperature, length, perimeter, mass, volume and capacity</li> <li>• understand the likelihood of chance events and engage with information found in tables, graphs and charts.</li> </ul> <p>This course is specifically designed for learners who require flexible and individualised learning programs. Successful completion of the course will provide learners with a level of numeracy that will enable them to move toward greater autonomy and independence in everyday living and the workforce. This course does not enable learners to achieve the everyday adult standard – mathematics.</p>

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<b>Science</b> Level 1 <i>Personal futures</i>	<p><i>Science</i> Level 1 enables learners to be in control of their understanding of our shared world and prepare them for their possible futures.</p> <p><i>Science</i> Level 1 provides opportunities to harness learners' curiosity, wonder and interest in biology, Earth and space science, physics and chemistry. They will follow and extend their own interests to investigate, imagine and explore ideas by inquiring into what is around them in their local community. Learners can be guided in a variety of rich and meaningful inquiry-based experiences when learning. Through a flexible and open-ended approach, they will revisit and reflect on their ideas, extending their thinking to take on further challenges.</p>	<p>Science provides a rational and empirical way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proven to be a reliable basis for action in our personal, social and broader lives.</p> <p><i>Science</i> Level 1 fills an identified gap between <i>Preliminary Science</i> Stage 4 and science courses at Level 2. It allows continuity of learning for learners who have completed <i>Preliminary Science</i> Stage 4 or need reinforcement of science knowledge and skills from Australian Curriculum Science F-10.</p> <p>Currently, over 50% of jobs in Tasmania benefit from a science background (calculated from: <a href="https://economy.id.com.au/tasmania/employment-by-industry">https://economy.id.com.au/tasmania/employment-by-industry</a>), and this will only increase.</p> <p>Science Level 1 will:</p> <ul style="list-style-type: none"> <li>• prepare learners for employment opportunities that require foundational scientific knowledge and skills</li> <li>• enable equity of access to science for all learners, ensuring that learners can include science as part of their pathway within senior secondary education provide a flexible course for those not on a university pathway and where their pathway is not easily defined within one area of science</li> <li>• increase student agency through explicit articulation of the General Capabilities, with learner choice embedded</li> <li>• allow learners to negotiate areas of focus where they can gain the greatest benefit from their learning and for their possible future pathways.</li> </ul> <p>All learners should have the opportunity within their compulsory education to engage or reengage with all learning areas, including science. It has been identified locally (<a href="https://stem.education.tas.gov.au">https://stem.education.tas.gov.au</a>), nationally (<a href="https://www.dese.gov.au/quality-schools-package/resources/review-achieve-educational-excellence-australian-schools">https://www.dese.gov.au/quality-schools-package/resources/review-achieve-educational-excellence-australian-schools</a>) and internationally (<a href="https://en.unesco.org/unesco-science-report">https://en.unesco.org/unesco-science-report</a>) that greater STEM understanding, in this case science, benefits learners, the workforce and the broader community.</p>
<b>Biology</b> Level 2 <i>Discipline-based study</i>	<p>In <i>Biology</i> Level 2 learners will understand the basic building blocks of biology. Learners will explore cell structure, processes and function. They will investigate organ systems and their place within multicellular organisms. They will apply this knowledge when inquiring into ecosystems and biodiversity.</p> <p>Learners will use these concepts to explore one or more contexts or themes; for example, human biology, agriculture, environmental biology, biochemistry or marine studies.</p> <p>Learners will come to understand how applying biological knowledge is central to society. They will explore relationships between biology and society and investigate the processes of biological discovery. They will use practical inquiry to engage with and understand the natural world.</p> <p>This course replaces <i>Life Sciences</i> (LSC215120).</p>	<p>The Biology suite of courses explores ways in which scientists work collaboratively and individually in a range of integrated fields to increase understanding of an ever-expanding body of biological knowledge. Australian, regional and global communities rely on the biological sciences to understand, address and successfully manage environmental, health and sustainability challenges facing society in the twenty-first century. These include the biosecurity and resilience of ecosystems, the health and wellbeing of humans and other organisms and their populations and the sustainability of biological resources. This course focusses on the structure and function of cells, multicellular organisms, biodiversity and ecosystems.</p> <p>Learners use their understanding of the interconnectedness of biological systems when evaluating both the impact of human activity and the strategies proposed to address major biological challenges now and in the future in local, national and global contexts. An understanding of biological concepts, as well as general science knowledge and skills, are relevant to a range of careers, including those in medical, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and eco-tourism. This course will also provide a foundation for learners to critically consider and make informed decisions about contemporary biological issues in their everyday lives.</p> <p>Learners will develop their investigative, analytical and communication skills through field, laboratory and research investigations of living systems. They will develop skills through critical evaluation of the development, ethics, applications and influences of contemporary biological knowledge in a range of contexts.</p>



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<p><b>Chinese</b></p> <p>Level 2</p> <p><i>Discipline-based study</i></p>	<p><i>Chinese</i> Level 2 enables learners to communicate in basic Chinese and develop an understanding of Chinese language and culture. They will make comparisons between their own lives and those of Chinese-speaking teenagers.</p> <p>Learners will learn to use basic vocabulary and structures. They will view and listen to Chinese, read and write characters, and learn tones for speaking Chinese. They will be able to talk about themselves, their family, friends, daily routine, school life, part-time employment, the media, travel, past experiences and their plans for the future. They will work individually, in pairs and small groups and will have the opportunity to investigate aspects of Chinese culture.</p> <p>Learners will explore personal, community and global perspectives and build the skills to make social, cultural and economic contributions using their knowledge of the Chinese language and interest in Chinese-speaking communities.</p> <p>This course replaces <i>Chinese – Foundation</i> (CHN215114).</p>	<p><i>Chinese</i> Level 2 enables personal empowerment and intercultural understanding. It allows learners to develop the ability to communicate in an additional language and provides them with opportunities to reflect on their own first language, culture and heritage. Learning Chinese extends Tasmanian learners' intercultural competence and develops knowledge, skills and understandings that will allow them to function successfully in the ever-changing world of the twenty-first century. The study of Chinese promotes and contributes to a socially cohesive society that values, respects and appreciates different points of view. It encourages a better understanding and acceptance of cultural, social, linguistic and religious diversity in Tasmania, in the wider Australian community and globally.</p> <p>The course provides access to <i>Chinese</i> Level 3 and also provides learners with the opportunity to develop metacognitive and metalinguistic skills. These skills help improve English literacy skills and can also be transferred to all other languages offered as part of Years 9 to 12 Education.</p> <p>Learners who are able to communicate in Chinese and engage with Chinese culture will be able to contribute to Tasmanian society and the economy through such areas as the arts, business, foreign affairs, trade, education, technology, hospitality and tourism in coming decades. As China is Tasmania's largest individual trading partner and Chinese speakers form the state's largest tourist source, Chinese language skills may provide Tasmanian learners with a range of opportunities for personal, vocational and professional growth.<sup>1</sup></p> <p><sup>1</sup> Drawn in part from the rationale for the Common Curriculum and Assessment Framework for Languages 2021.</p>
<p><b>Contemporary Music and Songwriting</b></p> <p>Level 2</p> <p><i>Professional studies</i></p>	<p><i>Contemporary Music and Songwriting</i> Level 2 is about contemporary music, the contemporary music industry and the types of knowledge, skills and understanding needed to be a contemporary musician or songwriter.</p> <p>The course is practical and skills-based and will develop learners' creative and critical thinking, collaboration, communication and self-management skills.</p> <p>Opportunities to collaborate may include helping set up a recording studio, negotiating a stage area, working through a sound check, working with others when composing, playing or performing and promoting an event.</p> <p>Learners are given as many opportunities as possible to have exposure to industry professionals in both face to face and digital workshops, symposia, competitions, festivals and events. Learners learn about and apply current music industry skills and ethical ways of working. Learners will also develop their creative entrepreneurship skills as they effectively market and promote their original music to a range of audiences.</p> <p>This course replaces <i>Contemporary Music</i> (MSC215117).</p>	<p>Music is an expression of human experience. As an aural art form, music encompasses performance, composition, listening, analysis and communication. Learners study elements of music with increasing depth and complexity. The study of music enhances the cognitive, affective, motor, social and personal skills of learners.</p> <p>Contemporary music encompasses a range of styles developed from the twentieth century to current times and include, but is not limited to, blues, country, electronic, dance, experimental, folk, funk, hip-hop, jazz, metal, pop, rock and roots music.</p> <p><i>Contemporary Music and Songwriting</i> Level 2 provides opportunities for creative expression and the development of aesthetic appreciation. The course is a vehicle for learners to engage with and create music. That music can range from abstract experimentation to music that responds to current ideas and issues or expresses personal viewpoints and experiences. Learners develop an understanding of and respect for contemporary music and contemporary music practices across different times, places, cultures and contexts.</p> <p>Learners listen to, perform, improvise, compose and analyse songs and music through a range of independent and collaborative experiences. The course develops basic music literacy, skills in music technology and covers music industry topics such as workplace health and safety and copyright issues.</p> <p><i>Contemporary Music and Songwriting</i> Level 2 can develop the transferable skills of critical and creative thinking, collaboration, communication, self-direction and confidence. Such skills will ensure a suitable foundation and confidence for learners to engage successfully in the wider music industry and further study; for example, the University Connections Program (UCP) Songwriting unit run by the University of Tasmania.</p>

<sup>1</sup> Drawn in part from the rationale for the Common Curriculum and Assessment Framework for Languages 2021.

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<b>English Inquiry</b> Level 2 <i>Transdisciplinary projects</i>	<p><i>English Inquiry</i> Level 2 is designed for learners who wish to consolidate and develop their knowledge, skills and understanding of English, by making purposeful connections with transdisciplinary texts from English as the primary discipline and a range of other disciplines. The course offers learners opportunities for agency, and to enjoy language and be empowered as competent, confident and engaged users of English for a variety of purposes through inquiry-based learning. Learners develop their language, literacy and literary skills through transdisciplinary study of English, providing them with the skills to succeed in a wide range of post-secondary pathways.</p> <p>Through engaging with a range of short, contemporary transdisciplinary texts students will learn about:</p> <ul style="list-style-type: none"> <li>• how language works to communicate meaning</li> <li>• language that persuades</li> <li>• representations of national or local issues.</li> </ul> <p>Learners will do this by:</p> <ul style="list-style-type: none"> <li>• responding to a range of transdisciplinary texts</li> <li>• creating texts for different purposes, contexts and audiences</li> <li>• investigating a national or local issue of interest through an individual negotiated study.</li> </ul> <p>This course replaces <i>English Applied</i> (ENA215114).</p>	<p><i>English Inquiry</i> Level 2 offers learners opportunities to enjoy language and be empowered as functional, purposeful, creative and critical language users, who understand how transdisciplinary texts drawn from English and other disciplines can communicate and represent meaning.</p> <p>This course is suited to learners who wish to consolidate and develop their knowledge, understanding and skills in English, by creating, comprehending, and responding to texts from a range of disciplines. Learners develop literacy skills by drawing on a variety of transdisciplinary resources to interpret and create texts for personal, cultural, social and aesthetic purposes. They learn how language use varies in different disciplines, according to purpose, context and audience, content, modes, mediums and how it is used effectively for a variety of purposes. They engage with different text types across a range of disciplines to support their understanding of themselves, their world and their place in it.</p> <p>Learners engage with language and texts drawn from English and other discipline areas through inquiry-based learning experiences to foster:</p> <ul style="list-style-type: none"> <li>• skills to communicate confidently and effectively in Standard Australian English</li> <li>• skills to choose structures, language and language features to convey meaning</li> <li>• skills to read and view for meaning, purpose, and to use, critique and appreciate a range of contemporary texts drawn from a range of discipline areas</li> <li>• effective use of language to ideate, design and produce texts for a variety of purposes and audiences</li> <li>• critical and imaginative thinking to explore their own world and the worlds of others</li> <li>• active and critical interaction with transdisciplinary texts, and how language shapes meaning.</li> </ul>
<b>Engineering Design</b> Level 2 <i>Professional studies</i>	<p><i>Engineering Design</i> Level 2 enables learners to be creative problem solvers who explore how and why things work.</p> <p>Learners will be supported to work individually and collaboratively with others to explore the activity of engineers through practical problem-solving using engineering design processes. <i>Engineering Design</i> Level 2 incorporates concepts from Maths, Science and subjects such as Design and Technology, Computing and Construction, within a project-based learning context to enable learners to solve problems and to design and improve products, services and environments. Learners will have opportunities to shape their learning experience through their interests, questions they want to explore and the products they choose to create in response to authentic challenges.</p> <p><b>Additional context for providers</b></p> <p>This course replaces the current <i>Engineering Design</i> (EDN215118).</p>	<p>Technologies enrich and impact on the lives of people and societies globally. The practical nature of the Technologies learning area engages learners in critical and creative thinking, including understanding interrelationships in systems when solving complex problems. (ACARA, 2021).</p> <p>The Engineering Design suite provides a flexible framework for learners to engage with engineering principles and systems through integrated Science, Technologies, Engineering and Mathematics (STEM) inquiry. Engineering is a broad term covering a wide range of skills and diverse disciplines but fundamentally, engineering is about improving people's lives through engineered solutions.</p> <p>The Engineering Design suite encourages learners to become aware of factors that influence innovation and enterprise, and the subsequent success or failure of a product.</p> <p>Learners will develop a specific skill set that will enable them to confidently explore a challenge or identify an existing problem and develop a solution in an engineering context. They will achieve this through using an engineering design process and gain valuable experience in designing engineered components and in project management.</p> <p>Learners will learn to generate imaginative and creative solutions of their own. They will communicate their ideas within the parameters and requirements of engineering-based tasks whilst gaining and applying knowledge of industry standards of design, manufacture and safety. Through practical experiences, learners will learn to use technology to design, test and appraise products, systems and solutions and identify and articulate further improvements and developments.</p>

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<p><b>Enterprise at Work</b> Level 2 <i>Work-based learning</i></p>	<p><i>Enterprise at Work</i> Level 2 is a practical course that introduces learners to existing or new enterprises as they learn what it means to be an enterprising person.</p> <p>Learners will discover their enterprising strengths, develop targeted transferrable enterprise skills and gain insight into future job clusters, including options for self-employment. Learners will take active roles, as part of a team, in one or more enterprise projects related to events, products, services or social enterprises. This will prepare them to undertake an individual or collaborative enterprise project aligned with their interests and ideas. Learners will develop the creativity, problem-solving and collaboration skills that are critical to founding new enterprises and for individuals to work in, work for and work with these enterprises.</p>	<p><i>Enterprise at Work</i> Level 2 engages learners by activating their confidence, creativity and capability to reach their potential and lead productive and fulfilling lives.</p> <p>According to The Foundation for Young Australians (FYA) New Work Order research (FYA, 2018), enterprise skills are transferable employability skills that enable young people to engage with a complex world and navigate the challenges they will inherit. Enterprise skills are not just for entrepreneurs; they are skills that are required in many jobs. The terms used to describe these skills vary across different contexts: sometimes called generic, soft, or 21st century skills.</p> <p>The nature of work is rapidly changing. An enterprising mindset and entrepreneurial behaviours have been identified as important transferrable characteristics that are powerful predictors of long-term job success. Research has identified a strong positive correlation between family background in business and enterprise skills in students (Education Development Trust, UK, 2020). <i>Enterprise at Work</i> Level 2 provides a way for all learners to develop an enterprising mindset and entrepreneurial behaviours, embedded in digital ways of working, which will support them to be confident and creative individuals, able to adapt to their circumstances and be successful.</p>
<p><b>Essential Mathematics – Personal</b> Level 2 <i>Personal futures</i></p>	<p><i>Essential Mathematics – Personal</i> Level 2 enables learners to use Mathematics to make informed decisions effectively, efficiently, and critically.</p> <p>They will study:</p> <ul style="list-style-type: none"> <li>• percentages, rates and ratio</li> <li>• data representation and interpretation</li> <li>• measurement of energy and mass, and time and motion.</li> </ul> <p>Learners will solve problems, explain their reasoning, and investigate, explore and model situations. Working collaboratively, they will discuss ideas and evaluate their use of mathematics in everyday contexts.</p> <p><b>Additional context for providers</b></p> <p>Following the publication of the new levels of complexity document, the planned level 3 in this suite was deemed more appropriately referenced at level 2. There are now 2 intended courses at level 2, noting the rationale for each provides context for delivery.</p> <p>This course replaces <i>Workplace Maths</i> (MTW215120).</p>	<p><i>Essential Mathematics – Personal</i> Level 2 is offered alongside <i>Essential Mathematics – Workplace</i> Level 2. The two courses provide learners with different topics and together they provide breadth rather than progression of complexity. Consequently, there is no defined order for undertaking these courses and learners may choose to do either one or both according to their personal interest and needs.</p> <p>In <i>Essential Mathematics – Personal</i> Level 2 learners develop their understanding of concepts and techniques drawn from proportion and finance, collection and handling of data, measurement of time, motion, energy and mass.</p> <p>This will assist them in making informed decisions in relation to their use of mathematics. By undertaking this course, learners will develop their ability to identify and solve problems in real contexts, and in a range of personal, further learning, everyday and community settings.</p> <p>Learners will work collaboratively to generate ideas and find innovative approaches to engaging with mathematics. Learners will reflect on their ability to interpret, understand and apply these concepts and techniques.</p> <p>This course will enable learners to develop their mathematical proficiency to the standard required to enter the workforce and participate effectively. This is a key factor in ensuring Tasmania and Australia's current and emerging needs are met. The nation's ability to compete globally requires a substantial number of proficient workers able to learn, adapt, create, interpret, analyse and apply mathematical information.</p>

Proposed Course	Course Description	Rationale
<p><b>Essential Mathematics - Workplace</b></p> <p>Level 2</p> <p><i>Personal futures</i></p>	<p><i>Essential Mathematics – Workplace</i> Level 2 enables learners to develop essential mathematical skills and understanding.</p> <p>They will study:</p> <ul style="list-style-type: none"> <li>• finance and money management</li> <li>• probability and statistics</li> <li>• measurement, scales, plans and models.</li> </ul> <p>Learners will solve problems, explain their reasoning and investigate, explore and model situations.</p> <p>By discussing ideas with others, learners will reflect and extend their own thinking. They will apply their learning to make informed decisions and take on further mathematical challenges.</p> <p><b>Additional context for providers</b></p> <p>Following the publication of the new levels of complexity document, the planned level 3 in this suite was deemed more appropriately referenced at level 2. There are now 2 intended courses at level 2, noting the rationale for each provides context for delivery.</p> <p>This course replaces <i>Workplace Maths</i> (MTW215120).</p>	<p><i>Essential Mathematics – Workplace</i> Level 2 is offered alongside <i>Essential Mathematics – Personal</i> Level 2. The two courses provide learners with different topics and together they provide breadth rather than progression of complexity. Consequently, there is no defined order for undertaking these courses and learners may choose to do either one or both according to their personal interests and needs.</p> <p>In <i>Essential Mathematics – Workplace</i> Level 2 learners develop their understanding of concepts and techniques drawn from finance and money management, construction and analysis of graphs, interpretation and measurement of shape, scale and models.</p> <p>This will assist them in making informed decisions, particularly relating to the workplace. By undertaking this course, learners will develop their ability to identify and solve problems in real contexts, and in a range of workplace, individual, further learning and community settings. Learners will work collaboratively with others to generate ideas and to find innovative approaches to engaging with mathematics. Learners will reflect on their ability to interpret, understand and apply these concepts and techniques.</p> <p>This course will enable learners to develop their mathematical proficiency to a standard required to enter the workforce and participate effectively. This is a key factor in ensuring Tasmania and Australia's current and emerging needs are met. The nation's ability to compete globally requires a substantial number of proficient workers able to learn, adapt, create, interpret, analyse and apply mathematical information.</p>
<p><b>French</b></p> <p>Level 2</p> <p><i>Discipline-based study</i></p>	<p><i>French</i> Level 2 enables learners to communicate in basic French and develop an understanding of French language and culture. They will make comparisons between their own lives and those of French-speaking teenagers.</p> <p>Learners will learn to use basic vocabulary and structures to read, write, speak, view and listen to French. They will be able to talk about themselves, their family, friends, daily routine, school life, part-time employment, the media, travel, past experiences and their plans for the future. They will work individually, in pairs and small groups and will have the opportunity to investigate aspects of French culture.</p> <p>Learners will explore personal, community and global perspectives and build the skills to make social, cultural and economic contributions using their knowledge of the French language and interest in French-speaking communities.</p> <p>This course replaces <i>French – Foundation</i> (FRN215114).</p>	<p><i>French</i> Level 2 enables personal empowerment and intercultural understanding. It allows learners to develop the ability to communicate in an additional language and provides them with opportunities to reflect on their own first language, culture and heritage. French is spoken and taught on every continent and is a major language required for employment in many international organisations. Learning French extends Tasmanian learners' intercultural competence and develops knowledge, skills and understandings that will allow them to function successfully in the ever-changing world of the twenty-first century. The study of French promotes and contributes to a socially cohesive society that values, respects and appreciates different points of view. It encourages a better understanding and acceptance of cultural, social, linguistic and religious diversity in Tasmania, in the wider Australian community and globally.</p> <p>The course provides access to <i>French</i> Level 3 and also gives learners the opportunity to develop metacognitive and metalinguistic skills. The significant shared origins of French and English can help Tasmanian learners improve their literacy skills. The skills learned in French can also be transferred to all other languages offered as part of Years 9 to 12 Education.</p> <p>Learners who are able to communicate in French and engage with French culture will be able to contribute to Tasmanian society and the economy through such areas as the arts, business, foreign affairs, sector-specific European Union trade, viticulture, technology, hospitality and tourism in coming decades. These skills may provide learners with a range of opportunities for personal, vocational and professional growth<sup>2</sup>.</p> <p><sup>2</sup> Drawn from the rationale for the Common Curriculum and Assessment Framework for Languages 2021</p>

<sup>2</sup> Drawn from the rationale for the Common Curriculum and Assessment Framework for Languages 2021.



Proposed Course	Course Description	Rationale
<p><b>General Mathematics</b> Level 2 <i>Discipline-based study</i></p>	<p><i>General Mathematics</i> Level 2 enables learners to broaden their mathematical experience beyond Year 10. It provides different scenarios for incorporating mathematical arguments and problem solving.</p> <p>They will study:</p> <ul style="list-style-type: none"> <li>• linear algebra and matrices</li> <li>• finance</li> <li>• univariate data analysis</li> <li>• right-angled trigonometry, shape and measurement.</li> </ul> <p>Learners will apply mathematical concepts and techniques to communicate arguments, solve problems and explain reasonableness of solutions.</p> <p>In this course, learners will model and investigate situations with and without the use of technology. By working collaboratively, they will reflect upon and broaden their own thinking.</p> <p>This course replaces <i>General Mathematics – Foundation</i> (MTG215114).</p>	<p>The <i>General Mathematics</i> Level 2 course is designed to develop learners' understanding of concepts and techniques drawn from:</p> <ul style="list-style-type: none"> <li>• number, including finance</li> <li>• linear algebra and matrices</li> <li>• measurement, including right-angled trigonometry</li> <li>• statistics, including univariate data analysis.</li> </ul> <p>This breadth of mathematical experience will enable learners to apply mathematical concepts and perform techniques to solve applied problems, synthesise mathematical information and design and conduct mathematical investigations to calculate and communicate possible solutions.</p> <p>Mathematics and numeracy provide a way of interpreting everyday practical situations and provide the basis for many informed personal decisions. This course will enable learners to develop their mathematical competence such that they may contribute productively in an ever-changing global economy, with both rapid revolutions in technology and global and local social challenges. This is a key factor in ensuring Tasmania and Australia's current and emerging needs are met, as an economy competing globally requires substantial numbers of professionals with a strong grounding in mathematics and other disciplines of STEM. This course is designed to support learners' entry into General Mathematics Level 3, thus enabling them to continue into tertiary education programs for non-STEM specific professions including teaching, social sciences, health sciences, accounting, business and marketing.</p>
<p><b>German</b> Level 2 <i>Discipline-based study</i></p>	<p><i>German</i> Level 2 enables learners to communicate in basic German and develop an understanding of German language and culture. They will make comparisons between their own lives and those of German-speaking teenagers.</p> <p>Students will learn to use basic vocabulary and structures to read, write, speak, view and listen to German. They will be able to talk about themselves, their family, friends, daily routine, school life, part-time employment, the media, travel, past experiences and their plans for the future. They will work individually, in pairs and small groups and will have the opportunity to investigate aspects of German culture.</p> <p>Learners will explore personal, community and global perspectives and build the skills to make social, cultural and economic contributions using their knowledge of the German language and interest in German-speaking communities.</p> <p>This course replaces <i>German – Foundation</i> (GRM215114).</p>	<p><i>German</i> Level 2 enables personal empowerment and intercultural understanding. It allows learners to develop the ability to communicate in an additional language and provides them with opportunities to reflect on their own first language, culture and heritage. Learning German extends Tasmanian learners' intercultural competence and to develop knowledge, skills and understandings that will allow them to function successfully in the ever-changing world of the twenty-first century. The study of German promotes and contributes to a socially cohesive society that values, respects and appreciates different points of view. It encourages a better understanding and acceptance of cultural, social, linguistic and religious diversity in Tasmania, in the wider Australian community and globally.</p> <p>The course provides access to <i>German</i> Level 3 and also gives learners the opportunity to develop metacognitive and metalinguistic skills. German and English share many language roots, which can help Tasmanian learners improve their literacy skills. Skills learned in German can also be transferred to all other languages offered as part of Years 9 to 12 Education.</p> <p>Learners who can communicate in German and engage with German culture will also be able to contribute to Tasmanian society and the economy through such areas as the arts, business, foreign affairs, sector-specific European Union trade, education and technology in coming decades. German speakers form the second largest group of non-English background tourists to Tasmania, so a knowledge of German is particularly relevant to tourism and hospitality. These language skills will provide learners with a range of opportunities for personal, vocational and professional growth<sup>3</sup>.</p> <p><sup>3</sup> Drawn in part from the rationale for the Common Curriculum and Assessment Framework for Languages 2021.</p>

<sup>3</sup> Drawn in part from the rationale for the Common Curriculum and Assessment Framework for Languages 2021.

Proposed Course	Course Description	Rationale
<p><b>Italian</b> Level 2 <i>Discipline-based study</i></p>	<p><i>Italian</i> Level 2 enables learners to communicate in basic Italian and develop an understanding of Italian language and culture. They will make comparisons between their own lives and those of Italian-speaking teenagers.</p> <p>Learners will learn to use basic vocabulary and structures to read, write, speak, view and listen to Italian. They will be able to talk about themselves, their family, friends, daily routine, school life, part-time employment, the media, travel, past experiences and their plans for the future. They will work individually, in pairs and small groups and will have the opportunity to investigate aspects of Italian culture.</p> <p>Learners will explore personal, community and global perspectives and build the skills to make social, cultural and economic contributions using their knowledge of the Italian language and interest in Italian-speaking communities. This course replaces <i>Italian – Foundation</i> (ITN215114).</p>	<p><i>Italian</i> Level 2 enables personal empowerment and intercultural understanding. It allows learners to develop the ability to communicate in an additional language and provides them with opportunities to reflect on their own first language, culture and heritage. Learning Italian extends Tasmanian learners' intercultural competence and to develop knowledge, skills and understandings that will allow them to function successfully in the ever-changing world of the 21st century. The study of Italian promotes and contributes to a socially cohesive society that values, respects and appreciates different points of view. It encourages a better understanding and acceptance of cultural, social, linguistic and religious diversity in Tasmania, in the wider Australian community and globally.</p> <p>The course provides access to <i>Italian</i> Level 3 and also gives learners the opportunity to develop metacognitive and metalinguistic skills. The significant shared origins of Italian and English can help Tasmanian learners improve their literacy skills. The skills learned in Italian can also be transferred to all other languages offered as part of Years 9 to 12 Education.</p> <p>Learners who are able to communicate in Italian and engage with Italian culture will be able to contribute to Tasmanian society and the economy through such areas as business, foreign affairs and sector-specific European Union trade. Italian language and culture will be a significant benefit for Tasmanian learners of the arts, industrial design, textiles and fashion design in coming decades. These skills will provide learners with a range of opportunities for personal, vocational and professional growth<sup>4</sup>.</p>
<p><b>Japanese</b> Level 2 <i>Discipline-based study</i></p>	<p><i>Japanese</i> Level 2 enables learners to communicate in basic Japanese and develop an understanding of Japanese language and culture. They will make comparisons between their own lives and those of Japanese-speaking teenagers.</p> <p>Learners will learn to use basic vocabulary and structures. They will speak, view and listen to Japanese and learn to read and write Japanese characters. They will be able to talk about themselves, their family, friends, daily routine, school life, part-time employment, the media, travel, past experiences and their plans for the future. They will work individually, in pairs and small groups and will have the opportunity to investigate aspects of Japanese culture.</p> <p>Learners will explore personal, community and global perspectives and build the skills to make social, cultural and economic contributions using their knowledge of the Japanese language and interest in Japanese-speaking communities. This course replaces <i>Japanese – Foundation</i> (JPN215114).</p>	<p><i>Japanese</i> Level 2 enables personal empowerment and intercultural understanding. It allows learners to develop the ability to communicate in an additional language and provides them with opportunities to reflect on their own first language, culture and heritage. Learning Japanese extends Tasmanian learners' intercultural competence and develops knowledge, skills and understandings that will allow them to function successfully in the ever-changing world of the twenty-first century. The study of Japanese promotes and contributes to a socially cohesive society that values, respects and appreciates different points of view. It encourages a better understanding and acceptance of cultural, social, linguistic and religious diversity in Tasmania, in the wider Australian community and globally.</p> <p>The course provides access to <i>Japanese</i> Level 3 and also provides learners with the opportunity to develop metacognitive and metalinguistic skills. These skills help improve literacy skills and can also be transferred to all other languages offered as part of Years 9 to 12 Education.</p> <p>Learners who are able to communicate in Japanese and engage with Japanese culture will be able to contribute to Tasmanian society and the economy through such areas as the arts, business, foreign affairs, trade, education, technology, hospitality and tourism in coming decades. As Tasmania has identified Japan as one of its priority high-end trade markets and it is a source of high-spending tourists, Japanese language skills may provide learners with a range of opportunities for personal, vocational and professional growth.<sup>5</sup></p>

<sup>4</sup> Drawn in part from the rationale for the Common Curriculum and Assessment Framework for Languages 2021.

<sup>4</sup> Drawn in part from the rationale for the Common Curriculum and Assessment Framework for Languages 2021.

<sup>5</sup> Drawn in part from the rationale for the Common Curriculum and Assessment Framework for Languages 2021.

Proposed Course	Course Description	Rationale
<p><b>Transdisciplinary Science</b></p> <p>Level 2</p> <p><i>Transdisciplinary projects</i></p>	<p><i>Transdisciplinary Science</i> Level 2 provides an opportunity to inquire deeply into an area of scientific interest within Tasmania.</p> <p>Learners will apply inquiry-based approaches to design, plan, and undertake investigations across scientific disciplines, responding to local or global situations. Learners will experience and gain expertise in inquiry processes and how knowledge is created. By coming to an evidence-based understanding through the applied observation and thinking skills in this course, learners are prepared for any pathway in the 21st century.</p> <p><b>Additional context for providers</b></p> <p>The <i>Transdisciplinary Science</i> Level 2 course is intended to be used for projects within provider set parameters/foci, for example: Marine and Southern Ocean (Antarctic) studies, Renewable Energy or Earth and Space. It may also be used for individual learner transdisciplinary projects.</p>	<p>Science provides a rational and empirical way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and broader lives.</p> <p>Innovative and critical thinking in the disciplines of science underpins a cohesive understanding of the natural world and the discovery of new ways of doing and thinking. Science is continually refining and expanding knowledge and stimulating new questions for future investigation.</p> <p><i>Transdisciplinary Science</i> Level 2 provides a powerful platform for learners to develop their capabilities, in particular, to think creatively, work collaboratively, be innovative and prepare for Level 3 science courses. In practice, most modern and applied science flows between scientific disciplines and is transdisciplinary by nature.</p> <p>Learners undertaking <i>Transdisciplinary Science</i> Level 2 will apply inquiry-based approaches to design, plan, and undertake investigations across scientific disciplines on a shorter or more extended scale, responding to local or global situations. Collaboratively and individually, learners will employ a scientific approach to collecting, representing, and analysing data, and using technological tools effectively. After evaluating their procedures or models, learners communicate scientifically to draw evidence-based conclusions that may lead to further testing, exploring more effective methods or solutions, or raising new questions. They will be equipped to navigate, understand and adapt to what we experience as 21st century learners.</p>
<p><b>Visual Art</b></p> <p>Level 2</p> <p><i>Discipline-based study</i></p>	<p><i>Visual Art</i> Level 2 is a course for learners who would like to engage with a specific visual art studio from the available selection offered by their provider, and it may also prepare them for <i>Visual Art</i> Level 3. Learners will 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 learners 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.</p> <p>Learners begin to develop skills in the research, analysis, and criticism of art from different social, historical and cultural contexts and learn to express and identify meaning in artworks. Study of <i>Visual Art</i> Level 2 promotes innovation and creative and critical thinking skills, persistence and self-direction, all of which help prepare learners for their future.</p> <p><b>Additional context for providers</b></p> <p>This course replaces the current <i>Visual Art</i> (ART215117).</p>	<p>Art is an intrinsic human activity and people have made and responded to the visual arts since the beginning of civilisation. Art is created to understand or reflect upon the world, to communicate meaning and express how it feels to be human. The visual arts play a significant role in recording, shaping and reflecting the culture and context of society.</p> <p>Study of the visual arts promotes innovation, creative and critical thinking skills, emotional resilience, empathy and self-efficacy, all of which are vital for a rapidly changing world. These transformative skills have been identified by the international Organisation for Economic Co-operation and Development (OECD) as helping learners to thrive and shape a better future. Creating art can be a powerful motivator for personal and social change and research has shown overall better academic outcomes for arts learners. Tasmanians value and support our creative and cultural industries, which significantly contribute to the economy and our unique cultural identity.</p> <p><i>Visual Art</i> Level 2 has been developed for learners seeking to engage with art practice in a particular studio area and may prepare learners for <i>Visual Art</i> Level 3. Methods and processes specific to the studio of choice are explored so that learners develop visual literacy skills: the ability to interpret and make meaning from information presented in images; technical skills and aesthetic understanding in traditional, modern and contemporary art forms. Learners develop initial skills in the research, analysis and criticism of art forms from different social, historical and cultural contexts, and express and identify meaning in artworks.</p>

Proposed Course	Course Description	Rationale
<b>Engineering Design</b> Level 3 <i>Professional studies</i>	<p><i>Engineering Design</i> Level 3 enables learners to actively engage in the process of engineering. Learners will investigate, research and present information through a design process, using project management skills to create engineered solutions in response to real-world problems.</p> <p>Learners critically and creatively respond to needs, problems or challenges, exploring the interrelationships between engineering and society. They apply engineering, scientific and mathematical principles to turn ideas into reality and to develop solutions to problems.</p> <p><i>Engineering Design</i> Level 3 prepares learners with the skills and knowledge to make positive contributions to the future of societies and the environment and appreciate the engineering profession's role in improving the quality of people's lives.</p>	<p>The ability to design, make, acquire and apply skills and technologies is important to the lives of people and societies globally. The Technologies learning area engages learners practically in critical and creative thinking to solve complex problems using design thinking principles.</p> <p>The Engineering Design provides a flexible framework for learners to engage with engineering principles and systems through integrated Science, Technology, Engineering and Mathematics (STEM) inquiry. Engineering is a broad term covering a wide range of skills and diverse disciplines but fundamentally, engineering is about improving people's lives through engineered solutions.</p> <p>The Engineering Design encourages learners to become aware of factors that influence innovation and enterprise, and the subsequent success or failure of a product.</p> <p>Learners will develop a specific skill set that will enable them to confidently explore a challenge or identify an existing problem and develop a solution in an engineering context. This will be achieved through an engineering design process and learners will gain valuable experience, not only in designing engineered components but also in project management.</p> <p>Learners will learn to generate imaginative and creative solutions of their own. They will communicate their ideas within the parameters and requirements of engineering-based tasks whilst gaining and applying knowledge of industry standards of design, manufacture and safety. Through practical experiences, learners will learn to use technology to design, test and appraise products, systems and solutions and identify and articulate further improvements and developments.</p>
<b>General Mathematics</b> Level 3 <i>Discipline-based study</i>	<p><i>General Mathematics</i> Level 3 enables learners to extend their mathematical experience beyond Year 10 with increasing sophistication. It provides increasingly abstract scenarios for incorporating mathematical arguments and problem solving in situations involving growth and decay, standard financial models, bivariate data analysis, time series analysis, trigonometry, geometry, networks and decision mathematics.</p> <p>Learners will apply mathematical concepts and techniques to communicate reasoned arguments, solve problems and explain reasonableness of solutions.</p> <p>In this course, learners will model and investigate situations with and without the use of technology. By working collaboratively, they will reflect upon and extend their own thinking.</p> <p>This course replaces <i>General Mathematics</i> (MTG315120).</p>	<p>The <i>General Mathematics</i> Level 3 course is designed to develop learners' understanding of concepts and techniques drawn from number, including finance and algebra, as well as sequences, networks and decision mathematics, and statistics. This breadth of mathematical experience will enable learners to apply mathematical concepts and perform techniques to solve applied problems, synthesise mathematical information, and design and conduct mathematical investigations to calculate and communicate possible solutions.</p> <p>The <i>General Mathematics</i> Level 3 course will enable learners to develop the foundations for study in many disciplines at tertiary level and engage in applications of those disciplines. Mathematics and numeracy provide a way of interpreting everyday practical situations and provide the basis for many informed personal decisions.</p> <p>This course will enable learners to develop their mathematical expertise such that they may contribute productively to an ever-changing global economy, with rapid revolutions in technology and global and local social challenges. This is a key factor in ensuring Tasmania and Australia's current and emerging needs are met, as an economy competing globally requires substantial numbers of professionals with a strong grounding in mathematics. This course is designed to be supportive of learners pursuing both STEM and non-STEM specific pathways and professions including teaching, social sciences, allied health, accounting, business and marketing.</p>



Proposed Course	Course Description	Rationale
<p><b>Transdisciplinary Science</b> Level 3 <i>Transdisciplinary projects</i></p>	<p><i>Transdisciplinary Science</i> Level 3 enables learners to discover applications of science that are significant in the Tasmanian context. They apply scientific skills and knowledge to independently investigate an individual inquiry question of personal interest, guided by the provider, in response to the world around them.</p> <p>Learners design, plan and conduct scientific investigations drawing on multiple scientific disciplines. They use accepted scientific processes and practices to communicate their findings, including a scientific paper and poster presentation.</p> <p>Learners develop skills in collaboration, critical thinking, observation and synthesis relevant to both technical and academic careers and further study. Through this process they will be prepared for an increasingly broad range of contemporary tertiary pathways.</p> <p><b>Additional context for providers</b></p> <p>The <i>Transdisciplinary Science</i> Level 3 course is intended to be used for projects within provider set parameters/foci, for example: Marine and Southern Ocean (Antarctic) studies, Renewable Energy or Earth and Space.</p>	<p>Science provides a rational and empirical way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and broader lives.</p> <p>Innovative and critical thinking in the world of science underpins a cohesive understanding of the natural world and the discovery of new ways of doing and thinking. Science is continually refining and expanding knowledge and stimulating new questions for future investigation.</p> <p><i>Transdisciplinary Science</i> Level 3 is one component in a proposed suite of flexible science courses and provides a powerful platform to prepare learners for many pathways, and to develop their capabilities; in particular, thinking creatively, working collaboratively and being innovative. In practice, most modern and applied science flows between scientific disciplines and is transdisciplinary by nature.</p> <p>Learners undertaking <i>Transdisciplinary Science</i> Level 3 will apply inquiry-based approaches to design, plan and undertake investigations across scientific disciplines, which respond to local and global situations. Both collaboratively and individually, learners will employ a scientific approach to collecting, representing, analysing data and using technological tools effectively. After critically evaluating their procedures or models, learners communicate scientifically to draw evidence-based conclusions that may lead to further testing, exploring more effective methods or solutions, or raising new questions. They will be equipped to navigate, understand and adapt to what we experience as 21st century learners.</p>
<p><b>Visual Art</b> Level 3 <i>Discipline-based study</i></p>	<p><i>Visual Art</i> Level 3 is a course for learners who would like to broaden and deepen their understanding and application of artistic practice, perception and visual literacy, the ability to interpret and make meaning from information presented in images.</p> <p><i>Visual Art</i> Level 3 has been developed for learners seeking a pathway to tertiary studies or a career within the visual arts. Learners develop a resolved body of work in a single studio area which demonstrates their understanding of visual art as a form of communication, a way to make sense of the world and their own experience and a form of cultural transmission. The course encourages learners to apply problem-solving skills, think creatively and analytically and engage with traditional, modern and contemporary art forms.</p> <p>Learners apply and refine their skills in the research, analysis and criticism of art from a range of social, historical and cultural contexts, and express and identify meaning in artworks in increasingly sophisticated ways. Study of <i>Visual Art</i> Level 3 promotes skill refinement, confidence, self-direction and innovation, all of which help prepare learners for their future.</p> <p><b>Additional context for providers</b></p> <p>This course replaces the current <i>Art Production</i> (ART315117).</p>	<p>Art is an intrinsic human activity and people have made and responded to the visual arts since the beginning of civilisation. Art is created to understand or reflect upon the world, to communicate meaning and express how it feels to be human. The visual arts play a significant role in recording, shaping and reflecting the culture and context of society.</p> <p>Study of the visual arts promotes innovation, creative and critical thinking skills, emotional resilience, empathy and self-efficacy, all of which are vital for a rapidly changing world. These transformative skills have been identified by the global Organisation for Economic Co-operation and Development (OECD) as helping learners to thrive and shape a better future. Creating art involves the cognitive, aesthetic and practical domains. Research has shown overall better academic outcomes for arts learners.</p> <p>Tasmanians value and support creative and cultural industries, which significantly contribute to the economy and Tasmanian cultural identity. <i>Visual Art</i> Level 3 has been developed for learners seeking a pathway to tertiary studies or a visual arts career. <i>Visual Art</i> Level 3 builds on the skills gained in <i>Visual Art</i> Level 2 and provides an opportunity for learners to further their artistic skills, techniques and artistic vision in the artistic studio of their choice. It allows learners to broaden and deepen their understandings and application of artistic practice, perception, and visual literacy, the ability to interpret and make meaning from information presented in images.</p> <p>The course encourages learners to apply problem-solving skills, think creatively and analytically, engage with traditional, modern and contemporary art forms, and display their artworks to an audience. Learners apply and refine their skills in the research, analysis and criticism of art from a range of social, historical and cultural contexts, and express and identify meaning in artworks in increasingly sophisticated ways. Study of <i>Visual Art</i> Level 3 gives learners the confidence to think of themselves as creative practitioners able to take on challenges, overcome problems and produce tangible outcomes.</p>