**Example 2: Content for correspondence with parents/guardians or carers
Pre-Year 11 Enrolment in a TASC Level 2 course**Students who have applied to study a TASC-accredited course this year will have their enrolment confirmed following approval of our application to TASC.

As TASC-accredited courses are intended for study during senior secondary education, a pre-Year 11 enrolment in a TASC course means that a student is being extended beyond the F-10 Curriculum and engaging in course content appropriate for students who are in Year 11 or higher.

TASC-accredited courses typically require students to participate in 150 hours of learning, with some of the learning and assessment activities being specified by work requirements. Generally, due to the volume of the course content, students are required to complete assessment activities and other additional work outside of the classroom.

Some courses involve study of topics and themes requiring a level of maturity typically demonstrated in the senior secondary years of education. It is important that parents/guardians or carers consider whether a pre-Year enrolment in a TASC-accredited course is in the best interest of their child.

**There are several considerations for pre-Year 11 study of a TASC Level 3 course outlined below:**

**Senior secondary education**

* [**Tasmanian Certificate of Education**](https://www.tasc.tas.gov.au/students/qualifications/tasmanian-certificate-of-education-tce/?highlight=tce)**:**

To achieve the **TCE**, a student must meet all of the **TCE** standards:

* + **Participation and Achievement Standard**: 120 credit points (with at least 80 credit points in studies at Level 2 or higher).
	+ **Everyday Adult Standards**:
		- Reading, Writing and Communication (in English)
		- Mathematics
		- [Use of Computers and the Internet](https://www.tasc.tas.gov.au/wp-content/uploads/2021/09/Infosheet_TCE_ICT_Standard.pdf).
	+ Students who achieve Preliminary Achievement (PA) or higher in a TASC course will be awarded the associated TCE participation points.
	+ Students who achieve a Satisfactory Achievement (SA) or higher will be awarded the associated Everyday Adult Standard (where relevant).
* **Student pathways:**
All students should consider the pathways towards Years 11 and 12 relevant to the TASC-accredited course the intend to be undertake prior to Year 11. For example, a pre-Year 11 enrolment in Athlete Development may indicate an enrolment in Sports Science – Foundation or Sports Science Level 3.
* **Level of complexity of TASC courses:**
TASC assigns senior secondary courses with a complexity level ranging from Level 1 to Level 4 with 4 being the highest level of complexity.

The TASC levels of complexity for Level 1 to Level 4 are the equivalent to those of the [Australian Qualifications Framework (AQF)](https://www.aqf.edu.au/).
The AQF is the national policy for regulated qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework.

The Tasmanian Certificate of Education Everyday Adult Standards align with [the Australian Core Skills Framework.](https://www.dewr.gov.au/skills-information-training-providers/australian-core-skills-framework)

**Level of complexity in TASC courses:**

* + TASC Level 2 courses map to Australian Qualification Framework Level 2 and Australian Core Skills Framework Level 3
	+ TASC Level 3 courses map to Australian Qualifications Framework Level 3 and Australian Core skills Framework Level 4
* [Academic integrity](https://www.tasc.tas.gov.au/wp-content/uploads/2020/03/Academic-Integrity-Guide.pdf) responsibilities and expectations continue throughout senior secondary education. The [TASC website provides resources for students](https://www.tasc.tas.gov.au/students/academic-integrity/?highlight=Academic%20integrity) in relation to demonstrating academic integrity. All TASC courses assess students’ approach to demonstrating academic integrity.

 **Assessment and Certification**

* **Criterion-based assessment:**
	+ Criterion-based assessment is designed to measure student performance against a fixed set of predetermined **criteria** or learning standards—i.e., concise, written descriptions of what students are expected to know and be able to do to demonstrate their learning.
	+ Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate end-point of study. Although assessment – as part of the learning program – is continuous, much of it is formative, and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course. Students’ results will reflect end-point achievement.
	+ The standard of achievement each learner attains on each criterion is recorded as a rating ‘A’, ‘B’, or ‘C’, according to the outcomes specified in the standards section of the course.
	+ A ‘t’ notation is used where a learner demonstrates any achievement against a criterion less than the standard specified for the ‘C’ rating.
	+ A ‘z’ notation is to be used where a learner provides no evidence of achievement at all.
* **Award requirements:**

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from the number of criteria assessed within the course. Each course specifies the number of A-t ratings required at each award.

[INSERT Course Specific Award Requirements]

Students may be eligible to achieve one of the following awards:

* + Exceptional Achievement (EA)
	+ High Achievement (HA)
	+ Commendable Achievement (CA)
	+ Satisfactory Achievement (SA)
	+ Preliminary Achievement (PA)

[INSERT Course Specific Award Requirements]

* **Providing *final* internal ratings to students:**

Schools will provide students with their *final* internal ratings to students to sight and sign-off on before these ratings are submitted to TASC.

* + This final rating will be based on the assessment records kept over the year.
	+ The copy of their internal ratings should be provided within a timeframe that allows the school review process to be undertaken before submission to TASC.
	+ [INSERT School process for students wishing to review their internal ratings]