



Guilford
Young
College



Handbook 2022



Contents

Welcome to Guilford Young College	3
Faith and Mission, Ministry and Pastoral Care	4
Teaching and Learning	6
Learning Support	6
University Programs	6
ARC	7
Information and Communication Technology	7
Co-curricular Opportunities	8
Pathways through College and beyond	11
• Tasmanian Certificate of Education (TCE)	13
• Choosing your course for university entrance	13
• Choosing your course for VET	14
Course Information	15
Religious Education	16
English	19
Mathematics	24
Science	27
Humanities and Social Sciences	31
Languages	41
The Arts	44
Food Technology	56
Health and Physical Education	57
Computing and Information Technology	62
Design Technology	64
Vocational Education and Training (VET)	70
Supported Programs	78
Index of Courses	81

The course information in this Handbook is correct at the time of printing.

On occasion, TASC courses are re-developed for accreditation during the academic year. As such, there may be some changes before the 2022 school year begins. Changes will be advised via the College website as they become available.

Welcome to Guilford Young College for 2022

Welcome to the 2022 Guilford Young College Handbook and to the opportunities you will be offered as a student at the College.

As the only Catholic senior secondary college in this State, Guilford Young College occupies a unique place in Tasmanian education.

Our students have established a record of exceptional achievement in their studies, careers, sporting and cultural pursuits, and service to the community.

Our College has an outstanding reputation in the community and we welcome your future contribution to it.

The 2022 Guilford Young College Handbook is one of the many sources of information upon which you can build your course selection for next year.

Inside you will find details about all the courses being offered by the College in 2022, with brief descriptions of each, course requirements and possible pathways that can open up within senior secondary education and beyond Year 12. You will also see where you can learn more about the careers and post-college pursuits that interest you.

Whatever your intended pathway, you will find a range of options that will help you get there.

All courses are linked to further training opportunities beyond school; to university, technical and skills education, and further training in a range of employment areas.

The College has excellent learning resources at both campuses and commits to continued refurbishment and building in order to provide a welcoming and modern learning environment with state-of-the-art facilities.

Guilford Young College, through the Southern Tasmanian Catholic Colleges Trade Training Centre, has been recognised as the nation's leading Schools Pathways to Vocational Education and Training (VET). A wide range of vocational courses is available within the College and in association with other providers.

Just as important as your studies at Guilford Young College is your enjoyment of your two years with us. There are many opportunities to be involved in co-curricular activities, a wide range of sports, and various avenues through which to enjoy the social life of our community.

As a Catholic college, we are committed to your welfare and to nurturing your faith so that as Jesus said, you may 'have life and have it to the full'.

We wish you all the best as you take these next important steps, and we look forward to welcoming you as part of our Guilford Young College community.

CRAIG DEAYTON *Principal*



HEAD START WEEK

Held in the first week of December, Head Start is a week-long program for Year 10 students entering Year 11 at Guilford Young College. During the week, you will start your Year 11 studies and receive:

- a comprehensive orientation to Guilford Young College and your Campus
- a thorough explanation of our teaching programs
- introductory lessons for your courses
- information on course content and assessment
- counselling on academic requirements
- pastoral care sessions with your Tutor teacher and Head of House
- an introduction to the co-curricular activities offered and the opportunity to express interest in a range of sports, the Musical production, service and outreach, clubs and societies
- an opportunity to work and interact with Year 12 Peer Support students
- a welcoming experience to the College with community activities such as concerts, barbecues and visiting speakers.

Head Start is a vital bridge between Year 10 and Year 11, and will provide you with a smooth transition to Guilford Young College and your senior secondary studies.

Faith and Mission, Ministry and Pastoral Care



FAITH AND MISSION

Guilford Young College opened its doors to students in February 1995 and today continues the proud tradition of Senior Catholic education in Hobart, which dates back more than 190 years.

The College offers a Year 11 and 12 completion of schooling in respectful partnership with our Association Colleges while reflecting the charisms of the Sisters of St Joseph, the Christian Brothers, the Dominican Sisters, the Salesians of John Bosco and the Sisters of Charity through our Pastoral Care House system.

In acknowledging the importance of developing the whole person, Guilford Young College focuses on encouraging our students to flourish within a community of faith, where all are invited into a relationship with God and each other. Guided by our Motto 'Christ our Light' and the vision of Archbishop Guilford Young, we recognise, appreciate and develop students' gifts in a spirit of collaboration, love and service.

Underpinned by our commitment to one another, we work closely with parents as we promote a 'learning for life' approach to education.

We encourage students to take responsibility for using their gifts to make a positive contribution to a changing and challenging world.

We walk alongside them as young adults as they begin to negotiate and embrace new academic, world and life choices, shaping a better future for all.

PASTORAL CARE

We acknowledge that Senior secondary education brings with it many challenges and we aim to offer students caring support for emotional and spiritual growth during this time. At the heart of all that we are doing for our students is concern for their wellbeing. We know that when a child has a strong sense of wellbeing, they will be more resilient and more able to approach their interactions with others in a positive and optimistic way. They will learn better, be healthier, happier and more confident. The goal of our Pastoral Care Team is to increase student engagement, sense of belonging and connection to their College community. Our pastoral structure provides the best possible means through which each student can be truly known, acknowledged and cared for during their time with us.

Our Pastoral Team consists of Tutors, Heads of House, Director of Student Wellbeing, Counsellors and Learning Support, Deputy Principals and Principal.

Tutors are at the forefront of care for our students and are the first point of contact for students and parents. They oversee academic, career and wellbeing pathways and provide advice and guidance as students navigate the challenges and joys of College life. These smaller Tutor groups sit within a House, each one of which is

named after a founder from one of the religious orders that are part of the history of Catholic education. House groups provide opportunity for student leadership and community citizenship. The Head of each House provides support and coordination of care for students during their time at the College

There are 3 Houses on each Campus: Glenorchy - Carmel, MacKillop and Rice Hobart - Bosco, Guzman and Tenison

Guilford Young College is also committed to the implementation of restorative practice and its principles of participation, fairness, shared problem solving and values such as equity, respect and inclusion. Restorative practice is a way of being, thinking, interacting, teaching and learning – with relationships at the centre of all we do, every day. It is a framework that we use at Guilford Young College to create safe, supportive spaces. It builds capacity – in students and in adults – to live in, understand and embrace the real world, with all its contradictions and complexities.

STUDENT-FOCUSED, CHRIST-CENTRED LEARNING FOR LIFE

Education as 'student-focused, Christ-centred learning for life' in our Catholic College is a four dimensional reality; it is at once Catholic, Christian, spiritual and human, with Christ at its centre:

- *to be genuinely human* (about everybody) it must be about the *whole* person and *every* person as the image of God
- *to be genuinely spiritual* it must be about humanity *fully* alive and flourishing
- *to be genuinely Christian* it must be about humanity and spirituality centred on *Christ*
- *to be genuinely Catholic* it must be about humanity, spirituality and Christianity *centred* on Christ and open to *all* that is genuinely spiritual and human as the image of God, the circle of Love whose centre is everywhere and whose circumference is nowhere.



Teaching and Learning

PHILOSOPHY OF TEACHING AND LEARNING

Guilford Young College is a welcoming and inclusive community offering a learning environment in which individual needs and differences are valued and respected.

Through flexible learning delivery, we provide a holistic education which is relevant, challenging and student centred.

We strive to develop autonomous and reflective learners who will become effective and constructive global citizens.

Inspired by Catholic values, our students are challenged to develop their potential and to become life-long learners who take responsibility for shaping their own lives.

TEACHING AND LEARNING

Guilford Young College is committed to high standards and innovative methods of teaching so that students are challenged to achieve their potential. Students are encouraged to work cooperatively in an environment where the need for equity, mutual respect, tolerance and justice is recognised.

We provide a comprehensive range of courses to cater for academic and training pathways. Our Curriculum and Pedagogy Team leads and supports the professional learning and pedagogical review required for teachers to provide programs that are stimulating and engaging. Our varied learning opportunities enable students to develop rich knowledge along with appropriate skills, competencies and values.

As a Registered Training Organisation, Guilford Young College (1129) also offers an expanding range of nationally-recognised Vocational Education and Training (VET) programs. We work in partnership with the Catholic secondary colleges in southern Tasmania to provide a comprehensive range of VET programs. Our facilities include a world-class Trade Training Centre that features industry-standard work areas.

Guilford Young College is committed to fostering academic integrity and authenticity of work habits within its entire student cohort.

LEARNING SUPPORT

Guilford Young College is an inclusive college offering a range of supported programs to meet the needs of all students.

SUPPORTING LEARNING

The College offers assistance for students who may require extra support to improve their literacy, numeracy or general learning skills. With an inclusive curriculum and support framework, students with learning needs can maximise their educational outcomes through an individualised and tailored learning plan. Educational, social and vocational potential is fostered in an environment constructed upon the principles of social justice.

The College prides itself on catering for all its students; in particular those with additional learning needs. Life skills, community access, social skills and extension and transition programs can be catered for within our range of supported courses, as well as through personalised learning plans where appropriate (see our suite of Supported Programs, pp 78 to 80).

Students are supported to participate in all areas of college life including co-curricular and vocational experiences.

Physical access is catered for with ramps and several lifts at the Hobart Campus and a flat site with many classrooms at ground level on the Glenorchy Campus.

ENGLISH AS AN ADDITIONAL LANGUAGE

Guilford Young College welcomes students newly arrived from overseas and students from culturally and linguistically diverse backgrounds, including exchange students. English as an Additional Language or Dialect classes are available from intermediate (Level 2) to pre-tertiary (Level 3) levels, with general Level 1 beginner English in a separate class. In-class and additional assistance with English may be available on a one-to-one or small group basis.

ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS

Cultural, curricular and vocational support is provided to Aboriginal students. The student group is encouraged to meet regularly to arrange Aboriginal cultural events and projects.

UNIVERSITY PROGRAMS

The University of Tasmania offers a range of opportunities for Guilford Young College students to take part in university studies and experiences while at college.

HIGH ACHIEVER PROGRAM

This program provides high-achieving Tasmanian senior secondary school students with the opportunity to enrol in university units to complement and extend their Tasmanian Certificate of Education (TCE) studies. To be eligible, students are required to demonstrate very high levels of academic performance at senior secondary level.

UNIVERSITY CONNECTIONS PROGRAM (UCP)

UCP allows Year 11 and 12 students to study university level units at the same time or in addition to their TCE studies. When choosing subjects students should select the UCP course they wish to study so that it can be considered as part of their full load.

Information and Communication

ARC

The ARC at Guilford Young College supports students in their studies by providing a supportive environment specifically for young adult learners. The ARC aims to enable students to become independent, self-directed and lifelong learners, in a welcoming and inclusive learning environment. The ARCs on both campuses are currently being re-designed to make them a central hub for resources and services, which cater to the diverse needs and interests of the whole school community.

There is an ARC on each campus which provides a range of information services relevant to the curriculum and teaching and learning programs of the College, as well as physical spaces for individual study, groupwork, or online study. The ARCs have extensive physical and digital resources for both research and reading for leisure and enjoyment. Students on either campus can utilise the resources of both ARCs and items not already in our collections can be suggested for purchase.

The ARC staff are available to support students in their research and studies and in meeting academic integrity standards in their work providing guidance with locating, evaluating and referencing information. They will assist students to become confident users of ICT and digital technologies. The ARCs are also where students will find IT support staff to help with their IT issues.

In addition to the physical ARCs, online resources are available 24/7 through the College's intranet. This includes the online catalogue, networked database subscription services, video-on-demand resources and ebooks.

The ARC staff can assist students to register for Libraries Tasmania membership to access additional collections of ebooks, audio-books and other online digital library services. The University of Tasmania offers online access to students who are members of the University Connections Program (UCP) or High Achievers Program (HAP).

INFORMATION AND COMMUNICATION TECHNOLOGY

The development of skills in Information and Communication Technology is a vital component of education in the modern day. It is a requirement to prove a measurable level of competence in the use of technology in order to complete the Tasmanian Certificate of Education (TCE).

Guilford Young College provides a wide variety of opportunities for students to develop ICT skills.

Guilford Young College also provides every student with access to a number of ICT resources including:

- internal and external access to our Learning Management System
- content filtered Internet access
- web-based email (Outlook)
- a subscription to Microsoft Office (including Word, Excel, PowerPoint) through Office 365
- cloud storage.

Guilford Young College seeks to maintain pace with the developments in ICT that are constantly occurring. New and emerging technologies are regularly reviewed and incorporated within the College where appropriate.

BRING YOUR OWN DEVICE

Guilford Young College has a bring-your-own-device (BYOD) policy. Students are required to bring a laptop computer and charger to college that can browse the internet utilising Wi-Fi access.

Important information: iPads do not meet the minimum requirements for a BYOD device at Guilford Young College. The preferred devices are:

- Windows 10 laptop
- Chromebook
- MacBook

PRIVACY

On 21 December 2001, legislation covering privacy of information was promulgated. Amendments to this legislation were introduced in March 2014.

Information about students gathered by Guilford Young College is retained for educational purposes according to the requirements of the legislation.

From time to time student names and photos appear in college publications such as newsletters and the yearbook, on the Internet and in newspaper articles and other means of communication.

Please advise in writing if you have any concerns.

Guilford Young College is a Privacy Compliant Organisation.

The Privacy Policy is available on the Catholic Education Tasmania website, www.catholic.tas.edu.au.

Co-curricular Opportunities

DOSOMETHING!@GYC

At Guilford Young College we want every student to be involved in college life outside the classroom. We know that being involved in co-curricular activities in College results in a more enjoyable, valuable and connected college experience. There are over fifty options on offer, with a full range of sports, service and leadership opportunities, many committees and clubs, various Catholic Social Action groups, opportunities to be involved in drama and the musical, live performance in drama and music, lunchtime concerts, and inter-house competitions. There is something for everyone. DoSomething!@GYC is a fantastic way to enrich a student's College experience, meet other like minded people and to challenge themselves mentally and/or physically. It also helps students to broaden their skills and build on their College Certificate of Achievement.

ACADEMIC CLUBS AND SOCIETIES

Students are encouraged to select a co-curricular activity which suits their interests and passions. We have a wide range of academic clubs and societies on offer to suit a diverse range of students. These clubs can help students form connections with other students with similar interests and develop their skills and understanding in an area of their choosing. Examples of some of the clubs and societies which are offered include the Modern Languages Society, for those interested in learning about other cultures, the STEM Club, for those interested in science and engineering, and Books in Conversation for those who want to explore their reading experiences. These groups along with the many other clubs and societies on offer at Guilford Young College help provide students with a well-rounded college experience. Many of the clubs meet during lunchtimes while some combine the two campuses and run after school.

- BIC (Books Ink Conversation)
- Card games
- Change Society
- Chess Club
- Contract Bridge Club
- Debating
- Duke of Edinburgh Award
- Earth Care GYC
- Ethics Olympiad
- Modern Language Society
- Philosothon
- Public speaking workshops
- Robotics
- STEM
- Z (Zonta) Club



COMMUNITY AND SERVICE

At Guilford Young College we are inspired by our Catholic Christian values to live justly, be compassionate, care for the natural world, serve others in need and work for peace.

Our young adult students provide service leadership through community-based projects and partnerships. Active volunteering occurs in class time through Religious Education electives, through our College, campus and House-based fundraising and awareness raising activities.

Our approach is to see the need, judge situations with informed ethical understanding, reflect thoughtfully and respond generously to issues that arise as local, national and global citizens.

The College works closely with agencies of the Catholic Church such as Caritas Australia, St Vincent de Paul, Mary MacKillop Foundation, Edmund Rice and the Salesians of Don Bosco. While also providing support to the work of the

Cancer Council, the Red Cross and The Leukaemia Foundation.

Our students' active participation in the annual Mission Australia National Survey has impelled our student leadership body to promote the work of mental health and wellbeing, highlighting agencies such as Headspace, Stay Chatty and RUOK.

- Catholic Youth events
- Community events / fundraising
- Community volunteering
- Edmund Rice Holiday Camps
- Harmony Day
- Just Act Committee
- Kindness Kiosk
- Light the Way Refugee Homework Club
- Mental health awareness and education activities
- Oz Bosco
- Prayer
- Smith Family Student 2 Student Reading Program
- St Vincent de Paul
- World's Greatest Shave

Co-curricular Opportunities



CREATIVE ARTS

One of the highlights of any year at Guilford Young College is the annual musical production. Since 2015, the extravaganza has been performed at the Don Bosco Creative Arts Centre on the Glenorchy Campus: *Footloose* (2016), *Grease* (2017), *The Little Shop of Horrors* (2018) and *Disco Inferno* (2019). Due to the COVID-19 outbreak, the 2020 production of *Strictly Ballroom* was moved to 2021. Many months and countless hours of preparation and rehearsal go into learning and finessing the production each year, highlighting an amazing array of talent among our students and the generous commitment of students and staff to the endeavour. This work is all done outside normal school hours – afternoons after school, weekends and holidays.

Each year our Arts faculty runs a life drawing course. While Art students are particularly encouraged to join, the classes are open to all students and staff interested in learning how to draw from life. The College also has many opportunities for students to join various choir, band and guitar ensembles. These groups provide an excellent opportunity for all musicians to continue their musical journey including those who are not necessarily taking music as a subject. All of the creative opportunities on offer allow students to share their creative gifts and extend their skills while building friendships and memories that will last a lifetime!

- Band
- Choir
- Dance
- Guitar ensemble
- Life drawing
- Musical

Co-curricular Opportunities

SPORT AND RECREATION

At Guilford Young College, we strongly promote participation in the College's sporting programs. The College is a member of the Southern and State Sport Associations of Tasmania Independent Schools (SSATIS and SATIS) with many of the traditional sports offered to all students throughout the summer and winter sporting rosters and carnivals. The College also provides opportunities for students to participate in various community sporting events and rosters. The sporting program at Guilford Young College offers a wide range of sporting and recreational options to choose from, catering for a range of student abilities, interests and needs. All students at the College have the opportunity to extend their sporting skills, fitness and enjoyment levels while developing teamwork, friendships and College spirit.

- Athletics
- Badminton
- Basketball
- Canoe polo
- Cricket
- Cross country
- Equestrian
- Football
- Hockey
- Mountain biking
- Netball
- Orienteering
- Rowing
- Rugby
- Sailing
- Soccer
- Squash
- Surfing
- Swimming
- Tennis
- Triathlon
- Volleyball
- Water polo



Pathways through College and beyond



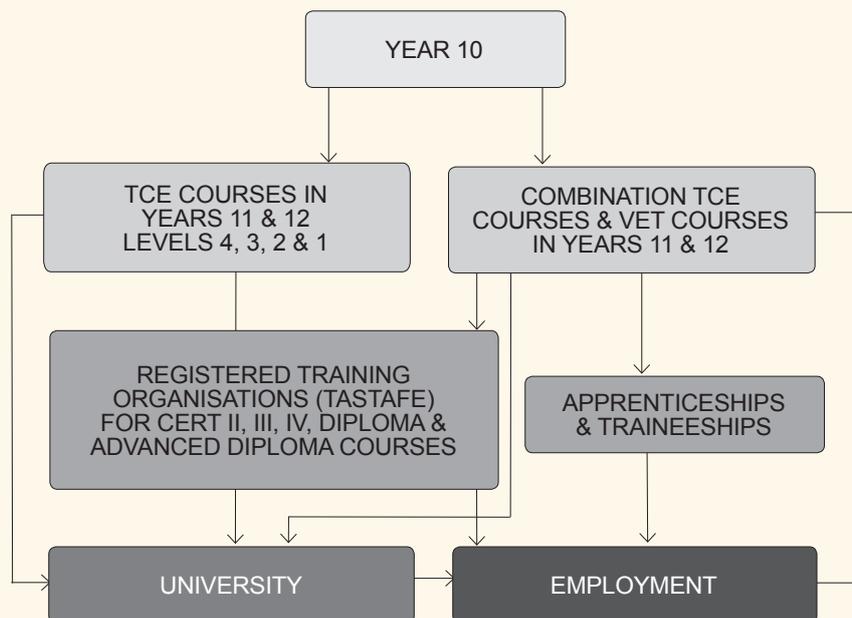
Pathways

Guilford Young College is committed to the provision of a curriculum which affirms and promotes the individuality and giftedness of every student.

To assist students in their course choices, some pathways are indicated.

These pathways should be treated as a guide only.

Students may combine courses from more than one pathway to make their course selection. For example, students can study TCE and VET courses.



LEVEL 3 AND LEVEL 4 COURSES

Level 3 and Level 4 courses are designed to provide a pathway into university.

For entrance to university a Satisfactory Achievement award (SA) in at least four of these Level 3 or Level 4 courses (UTAS) is required. However, to gain a good tertiary entrance score, students are encouraged to successfully complete at least five Level 3 or Level 4 courses over two years. **At least three of these courses must be gained in Year 12** and up to two may be counted from Year 11.

The Level 3 and Level 4 courses are academically challenging and theory based.

Year 10 students need strong results and study skills to enter Level 3 and Level 4 courses in Year 11. It is recommended that students considering university entrance should enrol in at least two Level 3 or Level 4 courses in Year 11.

LEVEL 1 AND LEVEL 2 COURSES

Guilford Young College offers a variety of Level 1 and Level 2 courses to suit the interests and preferences of many of our students. Some of these courses provide foundation or preparation for Level 3 and Level 4 courses.

VOCATIONAL EDUCATION

Guilford Young College is a Registered Training Organisation (1129) that offers a wide range of Vocational Education and Training (VET) courses to both Year 11 and Year 12 students.

These programs are nationally recognised and lead to entry-level qualifications in specific industries. They give students a distinct advantage when applying for employment.

VET courses involve work placement in relevant industries providing 'hands-on' experience. VET courses are taken alongside TCE courses.



Pathways

THE TASMANIAN CERTIFICATE OF EDUCATION

The Tasmanian Certificate of Education is issued at the end of Year 12 to those students who have completed a two-year program of senior secondary studies and who have been able to meet a number of requirements specified by the Office of Tasmanian Assessment, Standards and Certification (TASC).

These include:

- a minimum of 120 credit points over two years, with at least 80 of these credit points at Level 2 or higher (40 of these points must be completed in Year 12)
- a certain standard in literacy, numeracy and ICT.

The literacy, numeracy and ICT standards are usually achieved through studying designated TCE courses in Year 11 and in Year 12. Students will receive advice about this through the course counselling process. To meet the standard, a student must achieve a minimum Satisfactory Achievement award (SA).

Safety Net Tests in literacy, numeracy and ICT are administered by the Office of Tasmanian Assessment, Standards and Certification for students who failed to show competence in courses studied. There is a monetary cost.

The Tasmanian Certificate of Education is the highest certificate a student can achieve on leaving Year 12. It informs employers that the holder has the knowledge and skills that most people would expect adults to have.

Courses studied at Level 3 and Level 4 and most Level 2 courses carry 15 credit points, provided a minimum Preliminary Achievement (PA) award is achieved.

Courses studied at Level 1 (and some Level 2 courses) carry 5 or 10 credit points.

An NN result does not gain any credit points.

Students are also able to gain credit points through their study of Vocational Education and Training (VET) courses.

All Level 3 and Level 4 courses are recognised for university entrance and contribute towards the Australian Tertiary Admissions Rank (ATAR).

All students who complete one or more courses accredited by TASC will receive a Qualifications Certificate stating the courses studied and the award they have gained in each of those courses. The TCE will also include VET results.

There are five awards based on a student's assessment against course criteria:

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

This information was provided by the Office of Tasmanian Assessment, Standards and Certification (TASC).

CHOOSING YOUR COURSE FOR UNIVERSITY ENTRANCE

The minimum entry requirements for university are:

- achievement of the Tasmanian Certificate of Education (TCE)
- a Satisfactory Achievement (SA) award or better in a minimum of four but preferably five senior secondary Level 3 or Level 4 courses
- attainment of the minimum of four courses in not more than two (not necessarily consecutive) years.

A Satisfactory (SA) award or better in a Level 3 or 4 course results in a Tertiary Entrance (TE) score. TASC converts the TE score to an Australian Tertiary Admission Rank (ATAR).

Selection of Tasmanian senior secondary applicants for most university courses

will be based on the ATAR. The ATAR is calculated by aggregating the scores of the student's best Level 3 or Level 4 courses from Year 12 or 13, together with the score(s) from no more than two other Level 3 or Level 4 courses in one other year, for example, Year 11. This score is then expressed as a percentile rank (ATAR).

A minimum ATAR of 65 is generally needed to obtain a university place. Some high-demand courses such as Medicine require an ATAR of over 95 and a high result in the University Clinical Aptitude Test (UCAT).

Some university courses require pre-requisite Level 3 and Level 4 courses. You can check this on the various universities' websites.

For most mainland universities you must obtain an SA in a Level 3 English course to gain admission.

If you do not meet any of these requirements, it may still be possible to gain entry to a university.

Applicants who do not meet the above requirements will be considered for their course preferences on a concessional basis, or will be contacted to discuss course options.

Pathways

CHOOSING YOUR COURSE FOR VOCATIONAL EDUCATION AND TRAINING

Vocational Education and Training (VET) courses are very popular and will give students practical industry training while at Guilford Young College, as well as several weeks in the workplace.

VET opens up further training as well as employment possibilities through nationally accredited training courses that provide skills and practise for specific jobs.

VET courses are designed to develop and recognise work-related skills. They recognise what students can do, and develop underpinning knowledge of industry skills.

These qualifications are recognised by training authorities, governments and employers Australia-wide.

Industry training is usually offered at Certificate I or II level and goes through to Diploma and Advanced Diploma.

A student's starting point will usually depend on high school results and experience. All VET courses have interviews to determine a student's suitability and genuine desire to work in that industry.

If a student wants a job/apprenticeship/traineeship, he or she needs to obtain as many relevant skills as possible and choose courses which are practical and related to real-world experiences.

Remember, employers also like to see results in English and Mathematics, so students are advised to choose the highest level of which they are capable.



For 2022, students can choose from:

- FSK10119 Certificate I in Access to Vocational Pathways
- CHC24015 Certificate II in Active Volunteering
- ICT20120 Certificate II in Applied Digital Technologies
- AUR10120 Certificate I in Automotive Vocational Preparation
- AUR20720 Certificate II in Automotive Vocational Preparation
- CPC20220 Certificate II in Construction Pathways
- DEF10117 Certificate I in Defence Skills
- CHC30113 Certificate III in Early Childhood Education and Care
- MEM20413 Certificate II in Engineering Pathways
- SIT10216 Certificate I in Hospitality
- SIT20316 Certificate II in Hospitality
- CHC33015 Certificate III in Individual Support
- SIT20416 Certificate II in Kitchen Operations
- MAR10418 Certificate I in Maritime Operations
- BSB10120 Certificate I in Workplace Skills (Office Administration)
- BSB20120 Certificate II in Workplace Skills (Office Administration)
- SIS20419 Certificate II in Outdoor Recreation
- SIS20319 Certificate II in Sport Coaching
- UEE22120 Certificate II in Sustainable Energy (Career Start)
- SIT20116 Certificate II in Tourism

Students have the opportunity, while in Years 9 and 10, to start their nationally-recognised certificate courses which they can continue during Years 11 and/or 12.

Guilford Young College is the Registered Training Organisation – Guilford Young College RTO 1129.

For further information:

Registered Training Organisation - Penny Driessen, Manager

Guilford Young College courses - Jane Milburn, Head of Faculty - Vocational Education and Training

Course information

HOW TO READ COURSE DESCRIPTIONS

The course information in this Handbook is correct at the time of printing.

Some TASC courses are being re-developed for accreditation during the 2021 academic year. As such, there may be some changes before the 2022 school year begins. Changes will be advised via the College website www.gyc.tas.edu.au, as they become available.

All courses are grouped in learning areas and may be accessed quickly by reference to the Course Index on page 81.

Flow charts are provided on the first page of each of the learning areas to indicate possible pathways from Year 10 through to Year 12.

'Background' indicates if there are recommended subjects as background for any Year 11 or 12 courses.

Many courses can be undertaken without any previous experience.

Students are encouraged to plan their course choices over a two-year period.

The TCE course planner, available through the TASC website, may assist students in planning their two-year course choices. <https://www.tasc.tas.gov.au/students/course-planner/>



Religious Education

Religious Education is a compulsory subject for all students attending Guilford Young College.

We endeavour to make it engaging and relevant. While in most cases students will complete the classroom component of Religious Education by the end of Year 11, Year 12 students are expected to participate positively in other aspects of the religious life of the College.

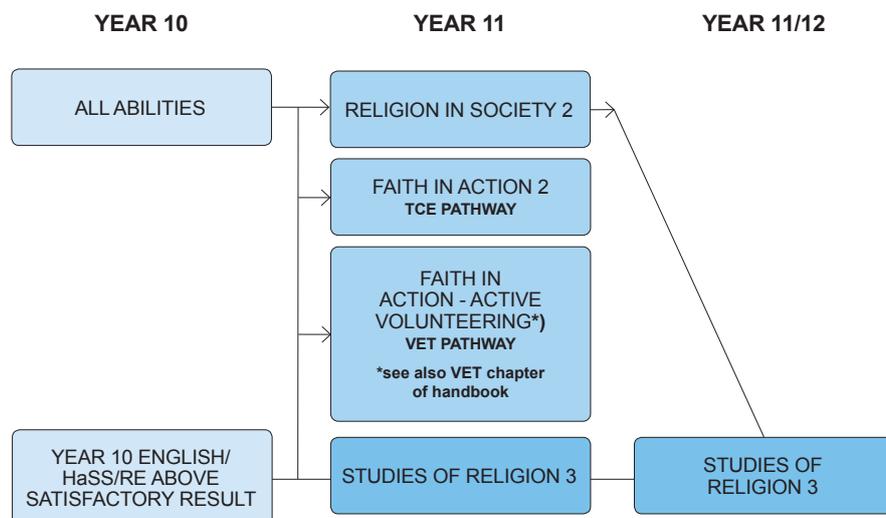
Students have a choice of two strands of Religious Education.

They can study the Level 3 course, Studies of Religion or the Level 2 courses, Religion in Society 2 or Faith in Action 2.

These options acknowledge that every student is unique and therefore has different gifts and interests. We believe that these programs and opportunities are respectful of students' varied knowledge and understanding. The courses provide a young adult perspective on the meaning of faith, culture and life.

The Religious Education program aims to give students, as young adults, an appreciation of the Catholic tradition. It is also designed to help students explore their own personal journeys and individual search for meaning. That students are searching and questioning is respected and encouraged.

In conjunction with the Religious Education program, all students attend a Reflection Day and participate in the liturgical and faith life of the College. Opportunities are provided for students to be involved in parish/school justice events, co-curricular committees with outside agencies and organisations, as well as with church and inter-faith communities.



RELIGION IN SOCIETY 2

TASC Code	RLP215120
TASC Level	Level 2
TCE Points	15
TCE Standards	Literacy
Pre-requisites	none

- Religion in Society – an in-depth study of two World Religions
- Exploring the Meaning of Life
- Religious Citizenship
- Applications – how religions use the Arts to promote beliefs and values.

Students will explore ideas about religion, the way that religion influences and is influenced by society, and ways of living an ethical life.

The course aims to provide all students with the opportunity to investigate the role of religion in society and to engage in critical inquiry about a range of ideas.

It also aims to develop students' understanding of the connection between religious beliefs, lived expressions of faith, religious experience and daily life.

Students will be introduced to core concepts and methods of religious enquiry and they will develop their own reasoned and critical responses to various religious, ethical and social issues.

Religion in Society involves the study of four modules:

WHAT WILL I LEARN FROM THIS COURSE?

- how religion and society interact and impact on one another
- about world religions and their response to assisting people with the meaning of life and moral challenges in the modern world
- what religious citizenship is and how religions guide moral and just actions within the world
- how religion uses the Arts to share beliefs and values in society

PATHWAYS

- Studies of Religion 3
- Philosophy 3
- Legal Studies 3
- First Nations 3

Religious Education



FAITH IN ACTION 2

TASC Code	<i>RLP205120 and CSL205118</i>
TASC Level	<i>Level 2</i>
TCE Points	<i>10</i>
TCE Standards	<i>na</i>
Pre-requisites	<ul style="list-style-type: none"> <i>• best suited to students involved in community service. It requires commitment to participate and complete practical and academic components of both courses.</i> <i>• Making Moral Decisions runs in conjunction with Community Service Learning</i>

Faith in Action combines the study of two TASC courses: Making Moral Decisions and Community Service Learning.

It is best suited to students currently involved in individual personal service within the community. It requires the commitment of students to fully participate and to complete both the practical and academic components of both courses.

The Catholic Faith perspective underpins the way this course is delivered, with

reference to secular and World Religious perspectives.

Making Moral Decisions is designed to introduce learners to basic ethical theory and will emphasise the important connections between moral beliefs and behaviour. The course has two compulsory content areas:

- an introduction to moral and ethical theory
- contemporary ethical dilemmas.

Community Service Learning combines community service with academic learning, focusing on critical, reflective thinking and personal and civic responsibility. It involves learners in activities that address community service needs, while developing their academic skills and commitment to their community. Learners complete at least thirty hours of unpaid service experience.

Faith in Action explores:

- the need and purpose of morality and how to make moral decisions
- moral world views
- ethical theories: deontological and teleological
- an individual study of 3 ethical dilemmas.

Through study, reflection, research and involvement, learners will participate in learning in three dimensions:

1. Dimension 1 - Civic Knowledge and Understanding
2. Dimension 2 - Social Action
3. Dimension 3 - Reflection

WHAT WILL I LEARN FROM THIS COURSE?

- about a range of ethical theories, Catholic perspectives, World religions and secular world views, applying skills in reasoning and enquiry to communicate ideas and information about morals and ethics
- about ethical theories, and religious/ secular world views, in order to understand ethical dilemmas and their context, using evidence to support presentation of ideas, arguments and conclusions and apply referencing/citation methodology.
- how to plan and organise volunteer placements
- knowledge of community service organisations and associated activities, social issues and social justice, to appreciate the value of contributing to the welfare of others in local, regional, national and/or international communities

Religious Education



STUDIES OF RELIGION 3

TASC Code	REL315116
TASC Level	Level 3
TCE Points	15
TCE Standards	Literacy
Pre-requisites	above satisfactory results in English/ HaSS/RE at Year 10 level

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

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

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

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

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

- understanding of a range of religious and secular world views

PATHWAYS

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

English

Guilford Young College provides enjoyable learning opportunities for English students both in and out of the classroom. Students can enter writing and public speaking competitions, participate in Book Week activities, and undertake workshops with experienced authors, poets, script writers and producers.

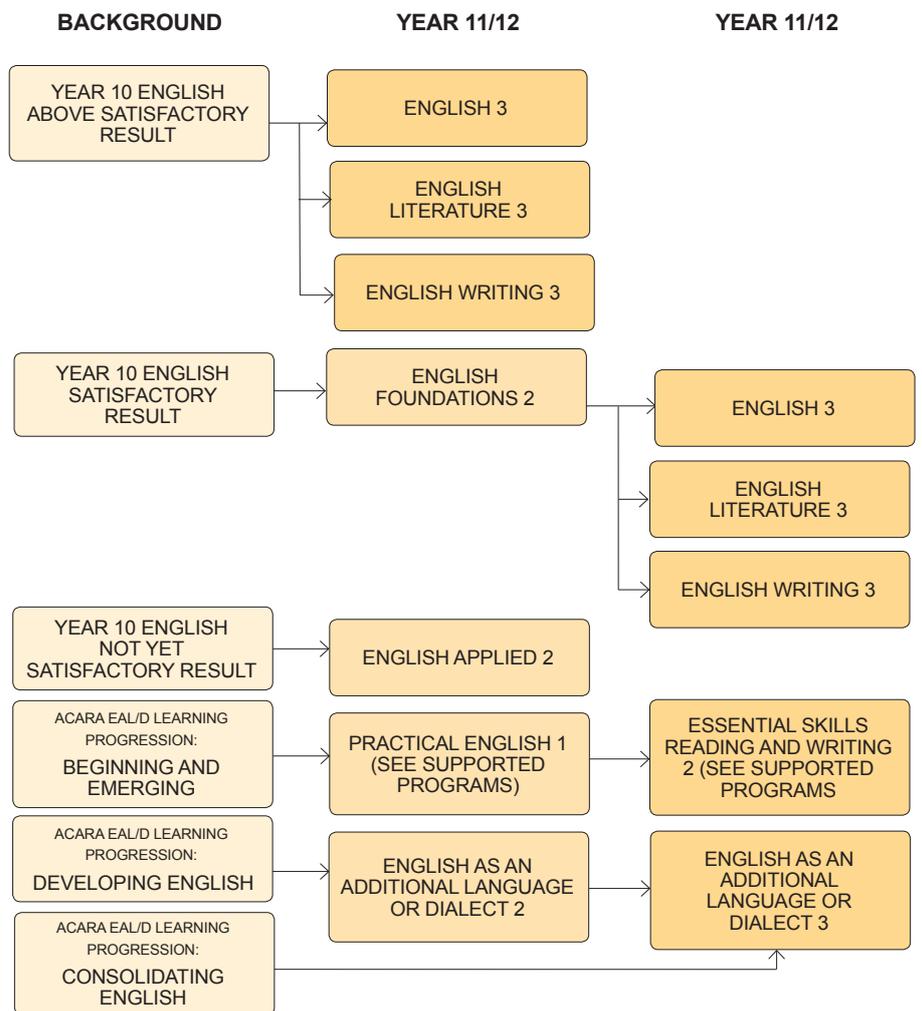
The College caters for varied student ability and interest by offering a wide range of English courses. If you are coming from Year 10 and have satisfactory reading and writing skills, do not intend to study at university after Year 12, and know you do not need a Level 3 English course for your intended career path, you should select English Applied 2.

If you are coming from Year 10 with satisfactory reading and writing skills and you are considering a university pathway, you can select English Foundations 2 or English Applied 2 for Year 11 and a Level 3 English in Year 12.

If you are coming from Year 10 and you have above satisfactory reading and writing skills and are intending to undertake a university pathway, you should select a Level 3 English course in Year 11. You might consider studying another Level 3 English course in Year 12, as you are able to count more than one English course towards your ATAR.

If you are a current Year 11 student and have not studied English this year, you should make your selection on the basis of your Year 10 skills, as per the recommendations above.

If you are a current Year 11 student studying English this year, you should seek advice from your current English teacher if you are considering another English course in Year 12.



ENGLISH APPLIED 2

TASC Code	ENA215114
TASC Level	Level 2
TCE Points	15
TCE Standards	Literacy
Pre-requisites	• satisfactory Year 10 English

This course is designed to help students improve their English skills in a practical and realistic context. Students are given opportunities to develop all types of communication skills that will be useful in adult life and in the workplace. English Applied 2 provides excellent preparation for communication in the workforce and for independent living.

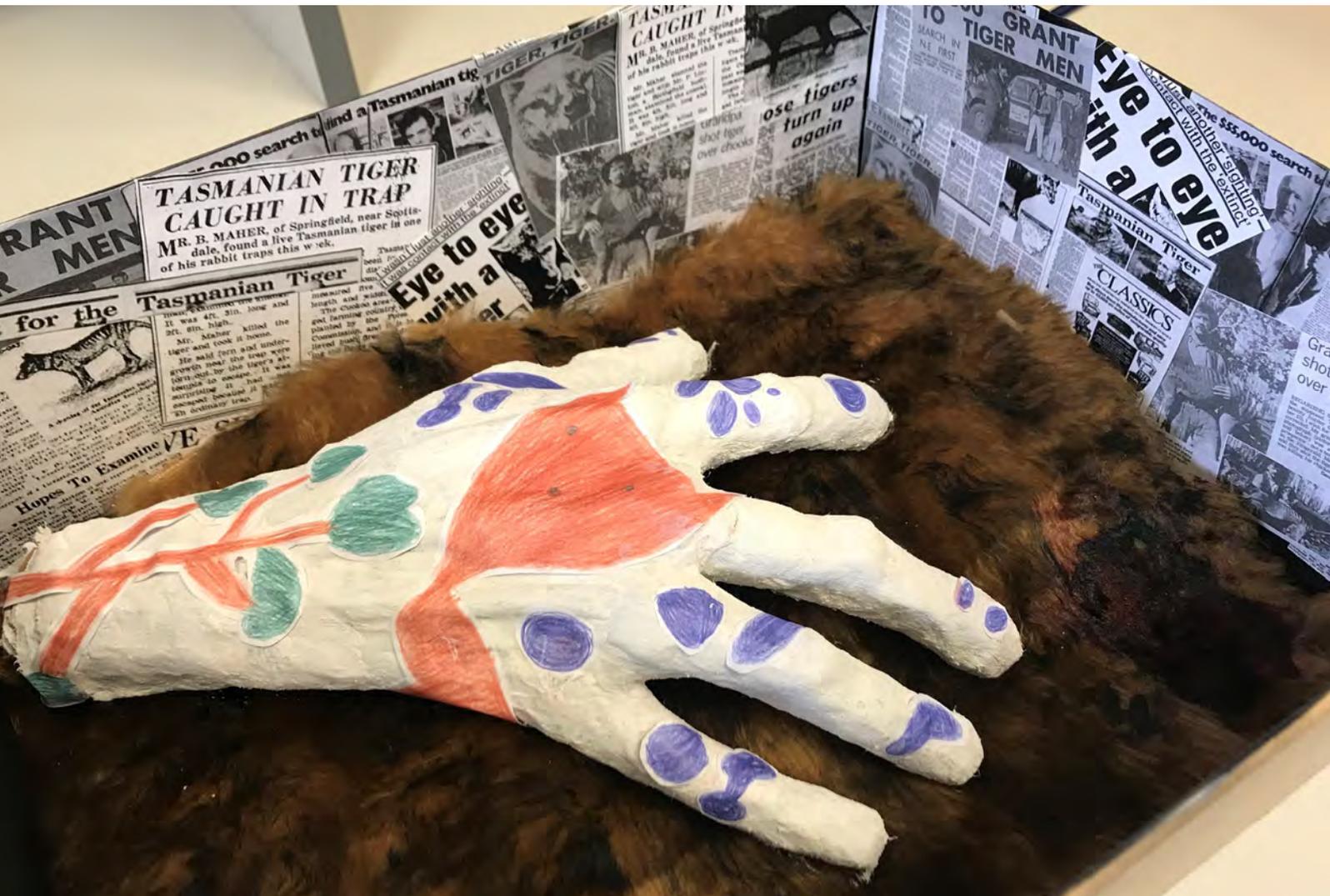
WHAT WILL I LEARN FROM THIS COURSE?

- reading skills for information and pleasure
- practical skills needed for emails, phone calls, industry visits, interviews, surveys and presentations
- how to use a range of technologies, video, computers, Internet and software programs
- how to write journals, reviews, analyses
- English language skills

PATHWAYS

- the workplace
- everyday life

English



English

ENGLISH FOUNDATIONS 2

TASC Code	ENG215117
TASC Level	Level 2
TCE Points	15
TCE Standards	Literacy
Pre-requisites	• <i>satisfactory Year 10 English</i>

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

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

ENGLISH 3

TASC Code	ENG315117
TASC Level	Level 3
TCE Points	15
TCE Standards	Literacy
Pre-requisites	• <i>CA or better in English Foundations 2</i> • <i>above satisfactory Year 10 English and established essay writing skills</i>

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

Modules include:

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

- textual analysis
- essay writing

PATHWAYS

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

ENGLISH WRITING 3

TASC Code	ENW315114
TASC Level	Level 3
TCE Points	15
TCE Standards	Literacy, ICT
Pre-requisites	• <i>another Level 3 English course</i> • <i>CA or better in English Foundations 2</i> • <i>above satisfactory Year 10 English</i>

Love creative writing? Enjoy reading? Are you already a competent writer who would like to develop your technical skills?

English Writing allows students to work independently in the relaxed setting of a community of writers with teacher guidance and peer sharing.

Students experiment with different types of writing, learn to edit and refine their work, and understand their impact on readers. Reading widely to find models for their own writing is an essential component of this course.

Students will craft their best pieces to submit a folio of 5000 to 8000 words for external assessment.

Students taking English Writing 3 should have strong literacy skills.

WHAT WILL I LEARN FROM THIS COURSE?

- how to write in a range of forms and genres
- techniques for creating engaging pieces

English

- editing and proofreading skills to produce work of publication standard

PATHWAYS

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

ENGLISH LITERATURE 3

TASC Code	ENL315114
TASC Level	Level 3
TCE Points	15
TCE Standards	Literacy
Pre-requisites	<ul style="list-style-type: none"> • CA or better in English Foundations 2 • above satisfactory Year 10 English and essay writing skills

Have you noticed how some texts offer glimpses into life in other cultures, times and places? Are you interested in history, and how it can be revealed through a careful study of texts?

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

- the ways historical and cultural contexts influence texts

PATHWAYS

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

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT 2

TASC Code	EAL215114
TASC Level	Level 2
TCE Points	15
TCE Standards	n.a.
Pre-requisites	<p><i>this course is restricted to students:</i></p> <ul style="list-style-type: none"> • for whom English is a second language or an additional language or dialect, and • who have no more than a total of six years of formal education in a school where English is the major language of instruction, and • who have been a resident in Australia for no more than six calendar years immediately before 1 January of the year in which the course has been taken*

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

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

Through close study of language and meaning, learners of EAL/D Level 2 explore how learning in and through English language and literature influences their own and others' personal, social and cultural identities and thought processes. They develop skills that enable them to use different registers of spoken and written SAE so they can communicate effectively in a range of contexts and for a variety of purposes in order to become effective cross-cultural users of language and dialect.

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

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

English



ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT 3

TASC Code	EAL315120
TASC Level	Level 3
TCE Points	15
TCE Standards	Literacy
Pre-requisites	<p><i>this course is restricted to students:</i></p> <ul style="list-style-type: none"> • for whom English is a second language or an additional language or dialect, and • who have no more than a total of six years of formal education in a school where English is the major language of instruction, and • who have been resident in Australia for no more than six calendar years immediately before 1 January of the year in which the course has been taken*

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

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

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

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

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

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

Mathematics

Guilford Young College caters for varied student ability and interest by offering a wide range of Mathematics courses in 2022.

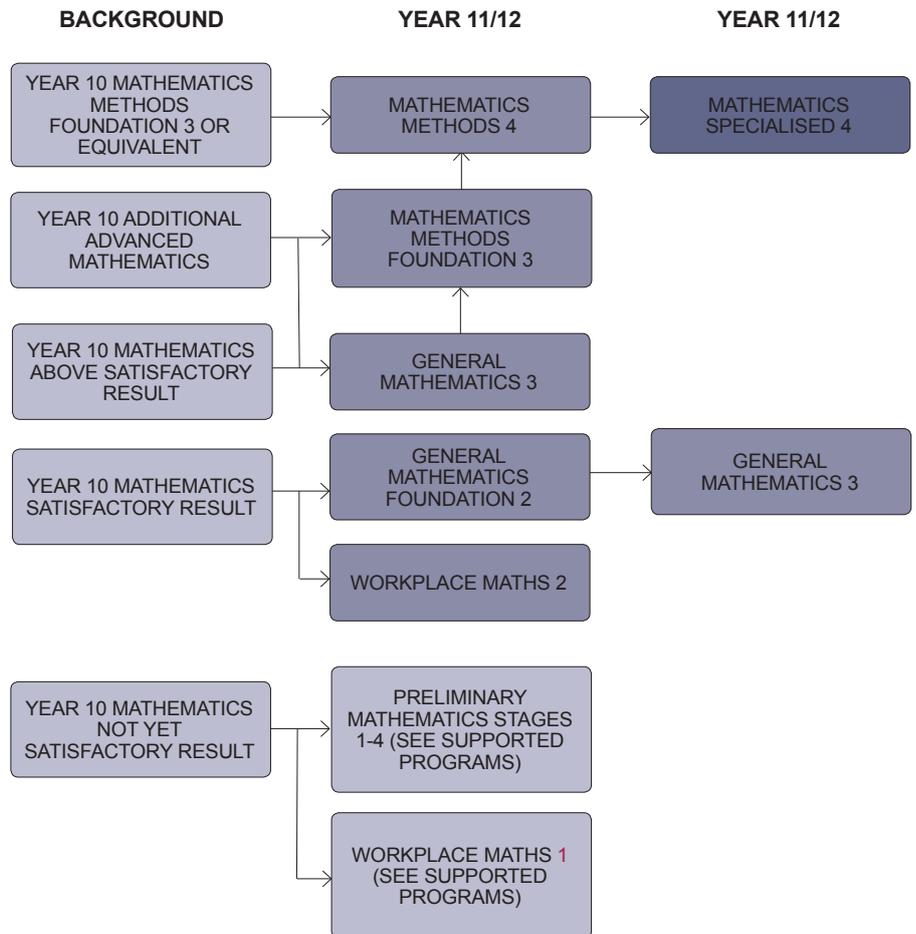
If you are coming from Year 10 and have completed Year 10 Mathematics, you do not intend to study at university after Year 12 or you know you do not need a Level 3 Mathematics course for your intended career path, you should select Workplace Maths 2 or General Mathematics Foundation 2.

If you are coming from Year 10 with a satisfactory level of achievement at Year 10 Mathematics and you need a Level 3 Mathematics course for university, you should select General Mathematics Foundation 2 in Year 11 and General Mathematics 3 in Year 12.

If you are coming from Year 10 and achieved an above satisfactory result in Year 10 Mathematics, but did not successfully complete Year 10A Mathematics, you could select General Mathematics 3 or Mathematics Methods Foundation 3.

If you need Mathematics Methods 4 for university, you would select Mathematics Methods Foundation 3 in Year 11 and Mathematics Methods 4 in Year 12.

If you have successfully completed Year 10A Mathematics, you should consider choosing Mathematics Methods 4. This allows you to select Mathematics Specialised 4 in Year 12 if this is a recommended subject for your university pathway.



WORKPLACE MATHS 2

TASC Code	MTW215120
TASC Level	Level 2
TCE Points	15
TCE Standards	Numeracy
Pre-requisites	Year 10 Maths satisfactory result

Workplace Maths 2 provides students with the mathematical knowledge, skills and understanding to solve problems in real-life for a range of jobs, and personal, further learning and community settings.

This subject provides the opportunity for students to prepare for post-school options of employment and further training.

WHAT WILL I LEARN FROM THIS COURSE?

- how to communicate arguments and strategies when solving mathematical problems using appropriate

mathematical or statistical language

- how to use an investigative approach to collect, represent and analyse data and draw conclusions
- how to plan, organise and implement strategies in order to complete negotiated tasks
- how to apply reasoning skills to solve practical problems involving measurement, time and motion
- how to interpret mathematical and statistical information and ascertain the reasonableness of their solutions to problems
- how to apply reasoning skills to solve practical problems involving finance and budgeting

PATHWAYS

- apprenticeships
- further training

Mathematics

GENERAL MATHEMATICS FOUNDATION 2

TASC Code	MTG215114
TASC Level	Level 2
TCE Points	15
TCE Standards	Numeracy
Pre-requisites	• Year 10 Maths satisfactory result

General Mathematics Foundation builds on Year 10 Maths.

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

Students should have sound algebra skills.

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

- General Mathematics 3

GENERAL MATHEMATICS 3

TASC Code	MTG315120
TASC Level	Level 3
TCE Points	15
TCE Standards	Numeracy
Pre-requisites	• Year 10 Maths above satisfactory result • CA or better in General Mathematics 2

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

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

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

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

MATHEMATICS METHODS FOUNDATION 3

TASC Code	MTM315117
TASC Level	Level 3
TCE Points	15
TCE Standards	Numeracy
Pre-requisites	• Year 10 Additional Advanced Maths

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

Mathematics

MATHEMATICS METHODS 4

TASC Code	MTM415117
TASC Level	Level 4
TCE Points	15
TCE Standards	Numeracy
Pre-requisites	<ul style="list-style-type: none"> • successful completion of Mathematics Methods Foundation 3 • above satisfactory result in Year 10 Additional Advanced Maths

Mathematics is the study of order, relation and pattern.

From its origins in counting and measuring it has evolved in highly sophisticated and elegant ways to become the language now used to describe much of the modern world.

Mathematics Methods 4 is concerned with collecting, analysing, modelling and interpreting data in order to investigate and understand real-world phenomena and solve problems in context.

It provides a framework for thinking and a means of communication that is powerful, logical, concise and precise.

It impacts upon the daily life of people everywhere and helps them to understand the world in which they live and work.

WHAT WILL I LEARN FROM THIS COURSE?

- how to analyse and manipulate the equations of certain functions in order to sketch a graph
- exact values of the sine, cosine and tangent ratios and how to sketch graphs of these functions
- how to use calculus to find:
 - the gradient of a curved function at any point
 - and classify a stationary point on a curved function
 - an equation for a function given a gradient function
 - the area under a curved function

- how to calculate the probability of an event using the Binomial and Normal probability distributions
- the significance of a confidence interval when quoting statistics, as well as how to calculate a confidence interval

PATHWAYS

- Mathematics Specialised 4
- assists with entry to courses such as engineering, medicine and pharmacy
- gives a solid maths background for students who wish to study pure maths, chemistry and physics at university
- for some mainland universities it is the minimum required maths level for the courses mentioned above, as well as others such as accounting, business and economics

MATHEMATICS SPECIALISED 4

TASC Code	MTS415118
TASC Level	Level 4
TCE Points	15
TCE Standards	Numeracy
Pre-requisites	<ul style="list-style-type: none"> • Mathematics Methods 4 (can be taken concurrently)

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

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

This course has a strong academic focus.

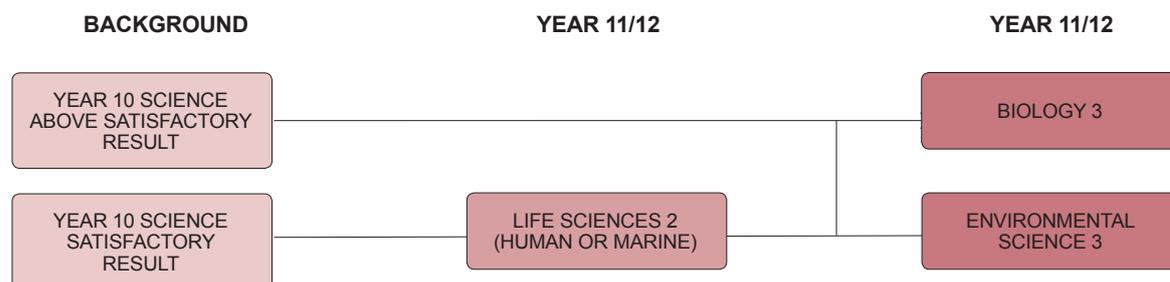
WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

- tertiary studies involving
 - mathematics
 - statistics
 - all sciences and associated fields
 - economics
 - engineering

Science



LIFE SCIENCES (MARINE) 2

TASC Code	LSC215120
TASC Level	Level 2
TCE Points	15
TCE Standards	n.a.
Pre-requisites	none

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

The three basic concepts or key ideas explored in the Life Sciences course are:

- biodiversity and the interdependence of organisms and resources
- structure in relation to function

- continuity, change and biotechnology.
- These key ideas may be approached by exploring a theme or themes of particular interest.

The course has a significant practical component and challenges students to think about the ways in which the application of technological advances in life sciences impacts on society.

WHAT WILL I LEARN FROM THIS COURSE?

- marine plants and animals
- structure and function of marine ecosystems
- fisheries management
- biotechnology and genetic engineering

- biodiversity and the interdependence of organisms with the environment
- evolution and natural selection

PATHWAYS

- Biology 3
- Environmental Science 3

LIFE SCIENCES (HUMAN) 2

TASC Code	LSC215120
TASC Level	Level 2
TCE Points	15
TCE Standards	n.a.
Pre-requisites	none

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

The three basic concepts or key ideas explored in the Life Sciences course are:

- biodiversity and the interdependence of organisms and resources
 - structure in relation to function
 - continuity, change and biotechnology
- These key ideas may be approached by exploring a theme or themes of particular interest.

WHAT WILL I LEARN FROM THIS COURSE?

- cells, tissues, organs and systems
- structure and function of the human body
- genetics and diseases

- biotechnology and medical treatments
- biodiversity and the interdependence of humans with organisms and the environment
- evolution of humankind

PATHWAYS

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

Science

BIOLOGY 3

TASC Code	BIO315116
TASC Level	Level 3
TCE Points	15
TCE Standards	n.a.
Pre-requisites	<ul style="list-style-type: none"> • Life Sciences 2 (recommended) • Physical Sciences 2 or 3 (recommended)

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

ENVIRONMENTAL SCIENCE 3

TASC Code	ESS315118
TASC Level	Level 3
TCE Points	15
TCE Standards	n.a.
Pre-requisites	none

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

We have excursions to coastal and forest ecosystems and to industrial sites.

Environmental Science students carry out a case study investigation into a topic of their own choice.

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

WHAT WILL I LEARN FROM THIS COURSE?

- scientific method, including experiments, monitoring, survey techniques
- the social context – values, attitudes, stakeholders, the role of governments
- Australian ecosystems, including forest types and aquatic ecosystems
- matter and energy flow in ecosystems, food chains and food webs

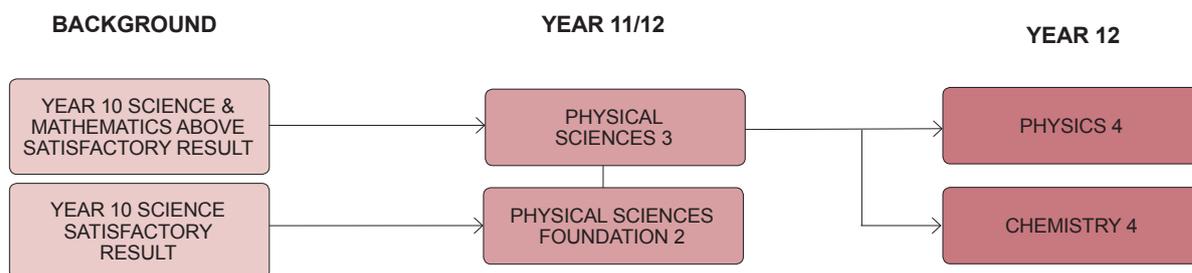


- relationships between organisms, including competition, predator/prey, parasitism, mutualism
- climate change and ocean acidification
- other human impacts including pollution, introduced species, biodiversity loss
- ecologically sustainable development and environmental management

PATHWAYS

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

Science



PHYSICAL SCIENCES FOUNDATION 2

TASC Code	PSC215118
TASC Level	Level 2
TCE Points	15
TCE Standards	n.a.
Pre-requisites	none

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

This course provides students with an introduction to the physical sciences.

It builds on the traditions of inquiry that are central to the study of science. Students work either individually or with others in active and practical ways to gain knowledge of many varied concepts.

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

PHYSICAL SCIENCES 3

TASC Code	PSC315118
TASC Level	Level 3
TCE Points	15
TCE Standards	Numeracy
Pre-requisites	above satisfactory results in Year 10 Science and Mathematics (recommended)

In studying Physical Sciences, a student has the opportunity to explore concepts, models and theories of both physics and chemistry.

Physics and Chemistry are fundamental sciences that:

- provide a foundation for undertaking investigations

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

Science

CHEMISTRY 4

TASC Code	CHM415115
TASC Level	Level 4
TCE Points	15
TCE Standards	Numeracy
Pre-requisites	Physical Sciences 3

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

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

- medicine
- physiotherapy
- nursing
- biological sciences
- marine science
- geology
- agricultural science
- pharmacy
- bio-medical science



PHYSICS 4

TASC Code	PHY415115
TASC Level	Level 4
TCE Points	15
TCE Standards	Numeracy
Pre-requisites	Physical Sciences 3

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

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

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

Humanities and Social Sciences

WORKING WITH CHILDREN 2

TASC Code	BH215116
TASC Level	Level 2
TCE Points	15
TCE Standards	n.a.
Pre-requisites	<i>Working with Vulnerable People Card (Dept of Justice) must be obtained before starting the course</i>

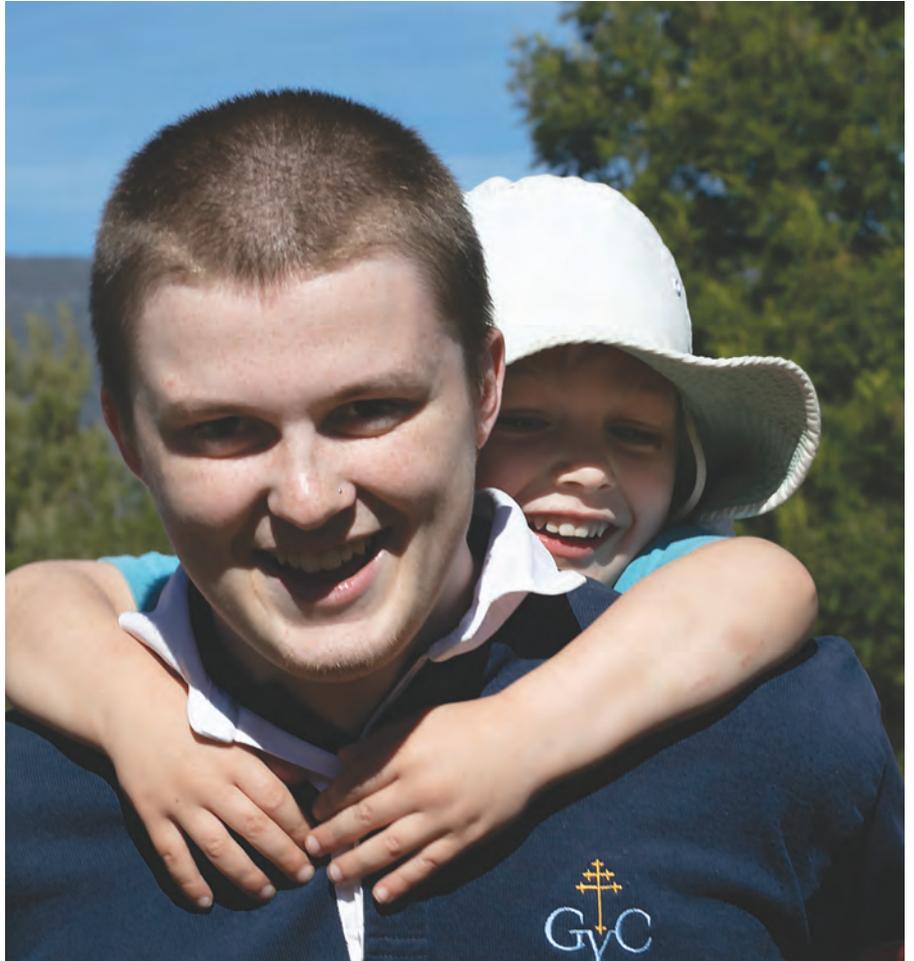
Students will learn about children's growth and development, health and safety, and about providing stimulating experiences for children. Students need to be motivated to work closely with young children and develop the required skills for effective interactions.

WHAT WILL I LEARN FROM THIS COURSE?

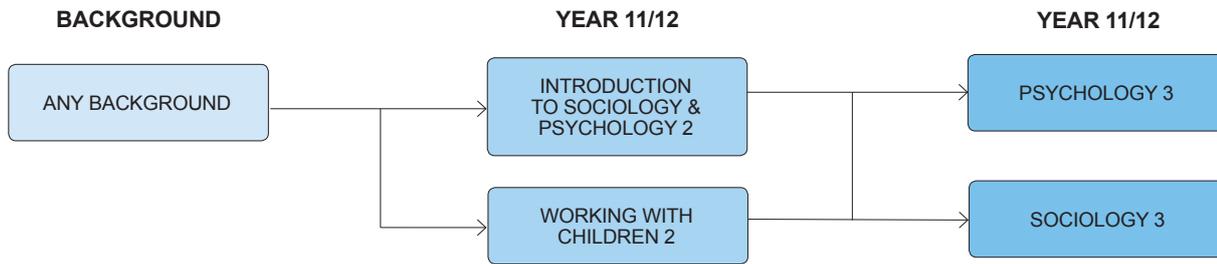
- understanding of children's health and safety
- provision of quality care environments
- effective communication

PATHWAYS

- CHC30113 Certificate III in Early Childhood Education and Care
- teaching
- child care



Humanities and Social Sciences



INTRODUCTION TO SOCIOLOGY AND PSYCHOLOGY 2

TASC Code	BHX215118
TASC Level	Level 2
TCE Points	15
TCE Standards	Literacy
Pre-requisites	none

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

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

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

Electives include:

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

PSYCHOLOGY 3

TASC Code	BHP315116
TASC Level	Level 3
TCE Points	15
TCE Standards	Literacy, ICT
Pre-requisites	<ul style="list-style-type: none"> • good literacy skills • good study habits

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

Humanities and Social Sciences

SOCIOLOGY 3

TASC Code	BHS315116
TASC Level	Level 3
TCE Points	15
TCE Standards	Literacy, ICT
Pre-requisites	none

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

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

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

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

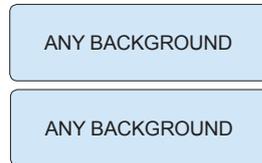
WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

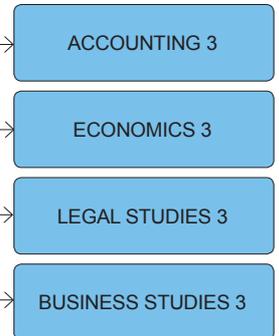
BACKGROUND



YEAR 11/12



YEAR 11/12



BUSINESS STUDIES FOUNDATION 2

TASC Code	BST215116
TASC Level	Level 2
TCE Points	15
TCE Standards	n.a.
Pre-requisites	none

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

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

Humanities and Social Sciences

BUSINESS STUDIES 3

TASC Code	BST315116
TASC Level	Level 3
TCE Points	15
TCE Standards	n.a.
Pre-requisites	none

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

Students may experience excursions to businesses such as Shambles Brewery and Tassal.

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

ACCOUNTING 3

TASC Code	ACC315116
TASC Level	Level 3
TCE Points	15
TCE Standards	Numeracy
Pre-requisites	none

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

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

WHAT WILL I LEARN FROM THIS COURSE?

- accounting isn't just for accountants – you will gain valuable lifelong knowledge and skills for your personal life, your work life and in particular if you are thinking of buying or creating your own business.

- understanding how businesses use processes to protect business assets from theft and loss, and how and where to find information that can tell you how a business is coping with activities such as – managing it's stock, having enough cash to pay expenses on time, collecting money from customers etc.
- experience with cloud-based accounting software

PATHWAYS

- All businesses use accounting, so accounting skills are highly valued in many industries, and particularly for business owners and managers and those involved in the management of staff, budgets or responsibility for business assets
- accounting firms in Hobart regularly offer cadetships for Year 12 leavers, giving students full-time work while studying for their business degree. Students planning to study a business degree will improve their chances of being employed by majoring in Accounting at university.
- students can (voluntarily) undertake a UCP Course at UTAS during term 3 and gain a subject for their degree (at no charge)

NOTES

Humanities and Social Sciences

ECONOMICS 3

TASC Code	ECN315116
TASC Level	Level 3
TCE Points	15
TCE Standards	Literacy
Pre-requisites	none

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

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

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

LEGAL STUDIES FOUNDATION 2

TASC Code	LST215117
TASC Level	Level 2
TCE Points	15
TCE Standards	Literacy
Pre-requisites	none

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

LEGAL STUDIES 3

TASC Code	LST315117
TASC Level	Level 3
TCE Points	15
TCE Standards	Literacy
Pre-requisites	none*

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

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

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

Humanities and Social Sciences

TASMANIAN ABORIGINAL STUDIES 2

TASC Code	TAS215118
TASC Level	Level 2
TCE Points	15
TCE Standards	Literacy
Pre-requisites	none

Tasmanian Aboriginal Studies is designed to introduce both Aboriginal and non-Aboriginal students to key ideas, concepts and events relating to Tasmanian Aboriginal history, identity, place and culture over the past 40,000 years, including the experiences and consequences of European colonisation. It further considers and examines the continuation, successes and challenges of Tasmanian Aboriginal peoples.

This course will be supported by excursions and guest speakers.

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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



Humanities and Social Sciences

FIRST NATIONS STUDIES 3

TASC Code	TAS315119
TASC Level	Level 3
TCE Points	15
TCE Standards	Literacy, ITC
Pre-requisites	none

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

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

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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



EXPLORING ISSUES IN SOCIETY 2

TASC Code	BHF215116
TASC Level	Level 2
TCE Points	15
TCE Standards	n.a.
Pre-requisites	<ul style="list-style-type: none"> • <i>Current Working with Vulnerable People Card</i> • <i>Willingness to volunteer and commit to completion of the designated class project (30+ hours – 10 hours in own time outside of College)</i>

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

WHAT WILL I LEARN FROM THIS COURSE?

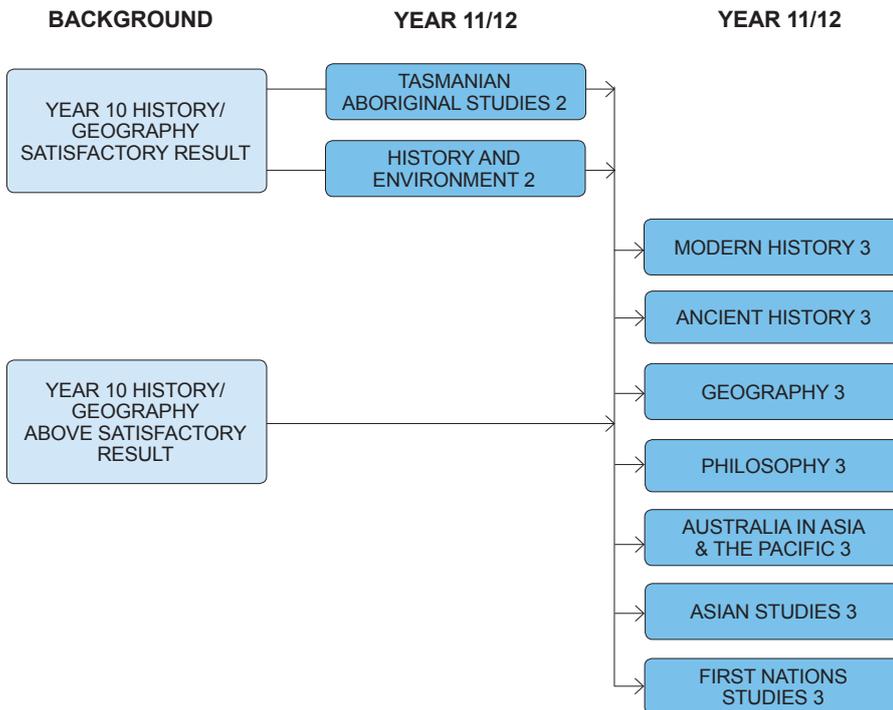
- development of independent volunteering skills.
- develop an informed perspective about current issues that impact on local, National and Global communities.

- to develop the skills to inform your opinions, think critically and to express a perspective on issues of concern in current times

PATHWAYS

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

Humanities and Social Sciences



MODERN HISTORY 3

TASC Code	HSM315117
TASC Level	Level 3
TCE Points	15
TCE Standards	Literacy
Pre-requisites	strong literacy

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

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

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

HISTORY AND ENVIRONMENT 2

TASC Code	HAE215120
TASC Level	Level 2
TCE Points	15
TCE Standards	Literacy
Pre-requisites	none

This course combines elements of History and Geography to compare and contrast the different ways in which human cultures have sought to adapt to particular features of their natural environment. The course focuses primarily on the three distinct cultures of Australia, China and India.

As a Level 2 course, there is no external examination and students will produce work through a range of written, multi-modal and oral tasks.

As well as the number of topics to be covered, there will be two case studies: A Threatened Species and the Environmental Impact of Modernisation in Asia.

WHAT WILL I LEARN FROM THIS COURSE?

- mapping
- research skills
- writing and referencing skills
- about demographics
- about environmental issues
- about historical data and principles

PATHWAYS

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

WHAT WILL I LEARN FROM THIS COURSE?

- 1918 - 1945 Weimar Republic and Nazi Germany
- 1930 - 1984 India's Independence
- 1945 - 2010 The Cold War

PATHWAYS

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

Humanities and Social Sciences

ANCIENT HISTORY 3

TASC Code	ANH315117
TASC Level	Level 3
TCE Points	15
TCE Standards	Literacy
Pre-requisites	strong literacy

Ancient History focuses on the study of Ancient Greece.

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

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

GEOGRAPHY 3

TASC Code	GGY315120
TASC Level	Level 3
TCE Points	15
TCE Standards	Literacy
Pre-requisites	none

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

PHILOSOPHY 3

TASC Code	PHL315118
TASC Level	Level 3
TCE Points	15
TCE Standards	Literacy
Pre-requisites	strong literacy

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

Humanities and Social Sciences

AUSTRALIA IN ASIA AND THE PACIFIC 3

TASC Code	AAP315116
TASC Level	Level 3
TCE Points	15
TCE Standards	Literacy
Pre-requisites	none

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

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

ASIAN STUDIES (UTAS)

TASC Code	HMA104
TASC Level	Level 3
TCE Points	15
TCE Standards	n.a.
Pre-requisites	recommended for Year 12 students

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

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

This course will also prepare students for many of the skills required at university, such as researching and referencing. Students will have opportunities to engage with UTAS staff throughout the year. Successful completion of the course gives students the opportunity to receive 25 per cent credit at introductory level in many UTAS courses (the Asian Studies course is HECS free).

There is no external examination but students will need to be able to research and write at an advanced level. Students will submit a final folio for assessment

by both their teacher and UTAS staff, which students will then discuss during an interview at the end of the year. Students who enrol in this course will receive a UTAS Student Card and access to UTAS services.

WHAT WILL I LEARN FROM THIS COURSE?

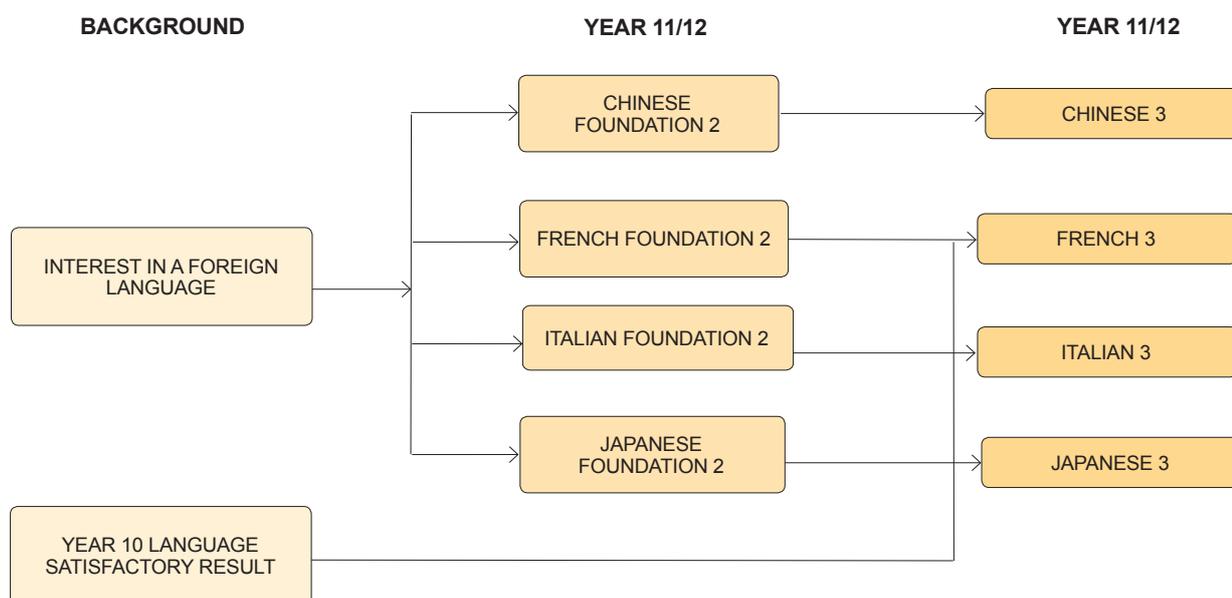
- an awareness of the increasingly important Asia and Pacific region in which they live
- skills that employers seek such as planning, time management, and problem-solving

PATHWAYS

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



Languages



FRENCH FOUNDATION 2

TASC Code	FRN215114
TASC Level	Level 2
TCE Points	15
TCE Standards	n.a.
Pre-requisites	none

The French Level 2 course is suitable for students who have had some or minimal exposure to French and who wish to develop their skills, knowledge and understanding of French language and culture. It is also suitable for students who have had no prior French language experience.

WHAT WILL I LEARN FROM THIS COURSE?

- an understanding and appreciation of contemporary French customs and daily life, and the cultural context in which French is used
- the ability to reflect on Australian culture through the study of French culture

PATHWAYS

- French 3



Languages

JAPANESE FOUNDATION 2

TASC Code	JPN215114
TASC Level	Level 2
TCE Points	15
TCE Standards	n.a.
Pre-requisites	none

This course is suitable for learners who wish to develop their skills, knowledge and understanding of Japanese language and culture.

Learners will use Japanese to communicate with others by: listening and responding to basic spoken Japanese; communicating in basic spoken Japanese; reading and responding to basic written Japanese and expressing ideas and information in basic written Japanese.

This is achieved through study within two themes: the individual and Japanese-speaking communities. These have been selected to enable learners to develop their understanding of how language and culture are inter-related.

WHAT WILL I LEARN FROM THIS COURSE?

- script – Hiragana, katakana and basic kanji
- basic grammar and basic conversation
- Japanese culture with a focus on contemporary culture

PATHWAYS

- Japanese 3
- various Vocational Education and Training packages that include language components/units of competency

Collaborative Curriculum and Assessment framework for Languages (CCAFL) exams

Learners who speak a language not taught in Tasmanian senior secondary schools are able to enrol in a language course accredited through CCAFL. The program is coordinated by TASC. Learning is self-directed with learners receiving support as necessary through their school. There is no internal assessment for these courses. External assessments are held in October or November each year. Further information can be obtained from the TASC website at www.tasc.tas.gov.au.

CHINESE 3

TASC Code	CHN315114
TASC Level	Level 3
TCE Points	15
TCE Standards	n.a.
Pre-requisites	• Chinese Foundation 2

Through studying Chinese, learners gain access to Chinese speaking communities in China and cross the world, including Australia. The ability to communicate in Chinese will (in conjunction with other skills acquired in the study of the course) provide learners with enhanced vocational opportunities and the possibility to apply Chinese culture and language skills to

work, further study, training or personal interests. This course builds on Chinese - foundation and provides a pathway to Chinese at university level. This course teaches Modern Standard Chinese, also known as Mandarin, Putonghua and Guoyu.

WHAT WILL I LEARN FROM THIS COURSE?

- the culture of China and its language
- an understanding of different attitudes and values within the wider Australian community and beyond
- a detailed understanding and appreciation of Chinese customs and traditions, and the cultural context in which Chinese is used
- to critically reflect on their own culture through the study of Chinese culture
- to make connections between English and another language
- to communicate in Chinese

Languages

FRENCH 3

TASC Code	FRN315114
TASC Level	Level 3
TCE Points	15
TCE Standards	n.a.
Pre-requisites	<ul style="list-style-type: none"> • French Foundation 2 • Year 10 French satisfactory result

The study of French 3 enables students to become competent in the major skills of reading, writing, listening and speaking. There are three prescribed themes: the individual, French speaking communities and the changing world.

WHAT WILL I LEARN FROM THIS COURSE?

- an understanding and appreciation of contemporary French customs and daily life, and the cultural context in which French is used and the ability to reflect on Australian culture through the study of French culture

JAPANESE 3

TASC Code	JPN315114
TASC Level	Level 3
TCE Points	15
TCE Standards	n.a.
Pre-requisites	<ul style="list-style-type: none"> • Japanese Foundation 2 • Year 10 Japanese satisfactory result

The study of Japanese contributes to the overall education of learners, particularly in the areas of communication, cross-cultural understanding and general knowledge. It provides access to the culture of Japan and Japanese-speaking communities and promotes understanding of different attitudes and values within the wider Australian community and beyond. The ability to communicate in Japanese may provide learners with enhanced vocational opportunities, and the ability to apply Japanese to work, further study, training or leisure situations.

WHAT WILL I LEARN FROM THIS COURSE?

- how to use Japanese to communicate with others by listening and responding to spoken Japanese; communicating in spoken Japanese; reading and responding to written Japanese; and expressing ideas and information in written Japanese
- a detailed understanding and appreciation of Japanese customs and traditions, and the cultural context in which Japanese is used

ITALIAN 3

TASC Code	ITN315114
TASC Level	Level 3
TCE Points	15
TCE Standards	n.a.
Pre-requisites	• Italian Foundation 2

Through studying Italian, learners gain access to Italian speaking communities in Italy and cross the world, including Australia. The ability to communicate in Italian will (in conjunction with other skills acquired in the study of the course) provide learners with enhanced vocational opportunities and the possibility to apply Italian culture and language skills to work, further study, training or personal interests. This course builds on Italian - foundation and provides a pathway to Italian at university level.

WHAT WILL I LEARN FROM THIS COURSE?

- the culture of Italy and its language
- an understanding of different attitudes and values within the wider Australian community and beyond
- to make connections between English and another language
- to use Italian to communicate with others by expressing ideas and information in written Italian
- a detailed understanding and appreciation of Italian customs and traditions, and the cultural context in which Italian is used

Language Pathways

- On completion of a Level 3 Language, students may be eligible for direct entry to second year university in their chosen language.
- If undertaking a Level 3 language in Year 12 you may be eligible for the HAP Program (High Achiever Program) in your chosen language if you have met the University requirements for this program. Typically, you will need to have completed three Level 3 TASC subjects in Year 11, with at least one EA result and at least two HA results in the other subject completed in Year 11.
- There are a number of universities throughout Australia that provide either bonus points to an ATAR for those students who have studied a pre-tertiary language course, or as in the case of the University of Tasmania, consideration for study of a pre-tertiary language may be given on assessment for entry into a degree course programme.

The Arts

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

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

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

We offer over twenty Arts subjects and our teachers are professional artists in their own right, meaning you will be taught by people who work professionally in the film and theatre industry, who dance professionally, who make and exhibit art and perform as professional musicians. Our teachers are passionate about the importance of the Arts in the world and want to give you the best Arts education possible.

To support our curriculum we have recently invested in some major building works for our Arts Faculty including a newly refurbished Music Centre with a dedicated Music Tech room; Brand new Media and Photography facilities with a separate Media Studio, Upgraded Dance and Drama facilities connected to our state-of-the-art theatre and an inspiring, newly renovated Visual Art Studio. These developments are testament to the fact that Guilford Young College is a competitive and innovative College of the Arts. Please don't hesitate to visit us to see what we have on offer and talk to us about your options.



DON BOSCO CREATIVE ARTS CENTRE

The Don Bosco Creative Arts Centre was opened in June 2015 and is now home to the annual Guilford Young College Musical, several theatrical performances by Drama students and a range of other events and activities throughout the year. The centre fulfils the long-held Guilford Young College dream of providing quality space for the Arts in southern Tasmania. Able to accommodate more than 600 patrons, the theatre auditorium converts easily to a conference venue or dinner space. The Don Bosco Creative Arts Centre, on the Glenorchy Campus, is utilised by many schools and colleges, and numerous community and cultural organisations.

The theatre is stage one of our progress towards a dynamic, professional standard Arts Precinct at the Glenorchy Campus. Building works will soon be underway for a brand new media centre incorporating a top quality film making facility, as well as new art and photography rooms, new music buildings and a new dance studio.

Alongside Drama subjects working out of the theatre, the Arts Precinct will become a hub of creative activity at Guilford Young College where students will be able to realise their creative potential within an artistic community.

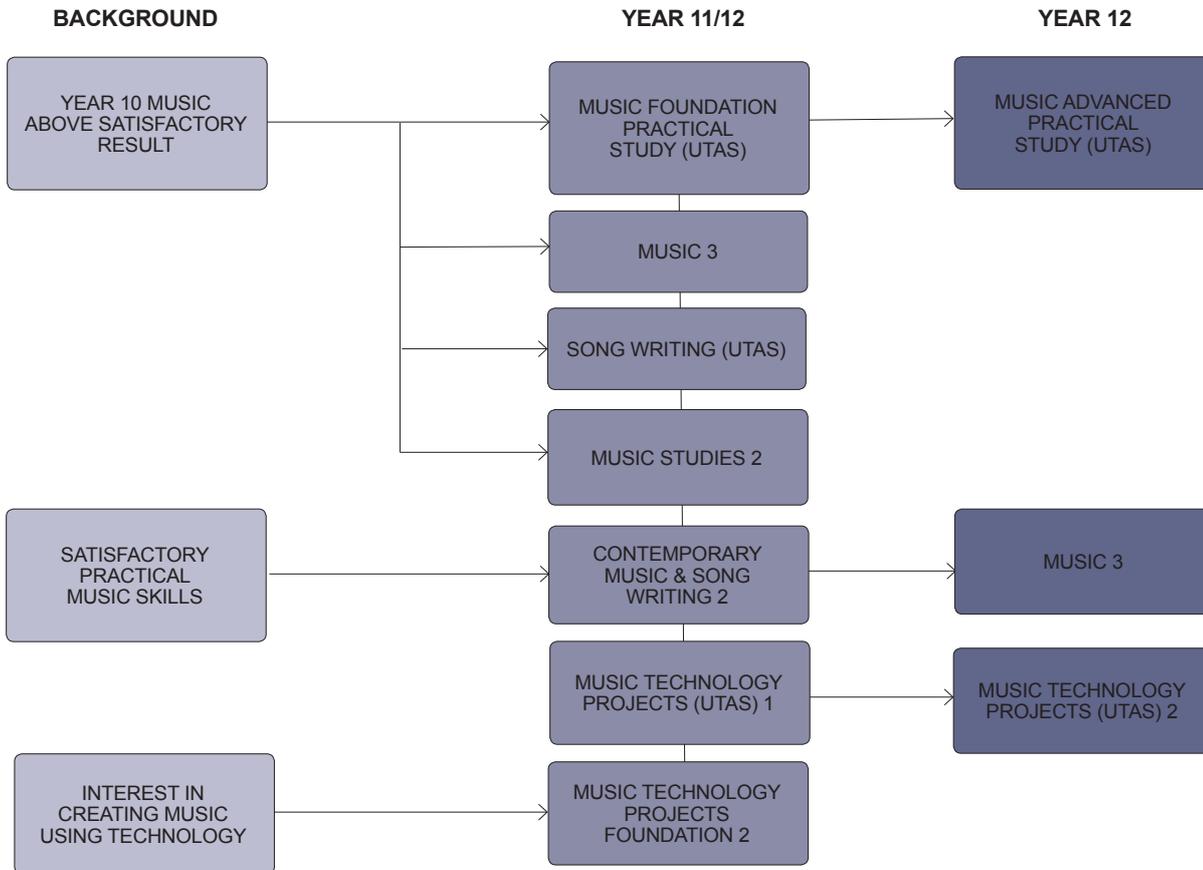
Students studying Arts subjects at the Hobart Campus will, of course, also be able to use the Glenorchy Arts Precinct facilities for major creative events and specialised activities.



The Arts



The Arts



MUSIC TECHNOLOGY PROJECTS FOUNDATION 2

TASC Code	AUD215120
TASC Level	Level 2
TCE Points	15
TCE Standards	n.a.
Pre-requisites	<ul style="list-style-type: none"> • an ability to play a musical instrument or sing is a benefit but not essential • a strong interest in creating music using technology

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

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

WHAT WILL I LEARN FROM THIS COURSE?

- how to create and manipulate sound
- how microphones work and techniques for recording

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

PATHWAYS

- Music Technology Projects 1 (UTAS)

The Arts

MUSIC TECHNOLOGY PROJECTS 1 (UTAS)

TASC Code	FCJ110
TASC Level	Level 3
TCE Points	15
TCE Standards	n.a.
Pre-requisites	<ul style="list-style-type: none"> • Music Technology Projects Foundation 2 (recommended) • an ability to play a musical instrument or sing is a benefit but not essential • a strong interest in creating music using technology

Music Technology Projects 1 is a Year 11 or 12 UTAS College course designed to develop awareness of what is required for musical expression utilising a range of music technologies, as well as how and why this might be achieved at a professional level. Using industry standard audio design tools, learners will engage in problem-based learning requiring them to analyse, experiment with, reflect on, revise and develop their craft and skill as music technologists.

This course has four major project briefs selected for study over the course of the year. The project briefs include a choice from a Podcast, Ensemble Recording, MIDI Sequencing, Re-mixing, Sound for Vision, and/or Multitrack Recording and Mix-down. Selection of each project brief will be in consultation with the student's teacher and UTAS staff.

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

MUSIC TECHNOLOGY PROJECTS 2 (UTAS)

TASC Code	FCJ111
TASC Level	Level 3
TCE Points	15
TCE Standards	n.a.
Pre-requisites	Music Technology Projects 1

This is a Year 12 UTAS College course in which students will develop an awareness of what is required for musical expression utilising a range of music technologies, as well as how and why this might be achieved at a professional level. Using industry standard audio design tools, students will engage in problem-based

learning requiring them to analyse, experiment with, reflect on, revise and develop their craft and skill as music technologists.

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

The Arts

CONTEMPORARY MUSIC 2

TASC Code	MSC215117
TASC Level	Level 2
TCE Points	15
TCE Standards	n.a.
Pre-requisites	<ul style="list-style-type: none"> Year 10 Music is an advantage prior music, singing, performing and/or song writing experience

This course celebrates and respects the musical tastes of young people and provides many opportunities for them to develop their skills as performers in rock or contemporary music. Students are expected to have good skills as instrumentalists or vocalists, as well as a desire to perform in class and at public concerts. Taking lessons from an instrumental or vocal teacher is strongly recommended. Interested students should have been regularly performing in Years 9 and 10. Anyone without this background but with solid performance skills can still do the course, but should contact the music teacher before enrolling.

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

WHAT WILL I LEARN FROM THIS COURSE?

- contemporary music ensemble playing
- composition of original music
- how to recognise and use music elements in aural, written and practical contexts
- promotion, marketing, presenting at music events
- work place safety procedures in contemporary music environments
- an understanding of legal issues, including those of copyright, as they apply to contemporary musicians
- how to operate and maintain instruments
- how to record music, mix and prepare music for sharing

PATHWAYS

- Music Technology Projects 1 (UTAS)
- Music 3 or Foundation Practical Study (UTAS); *please discuss with the music teacher at the start of the year*
- Music Studies 2

MUSIC STUDIES 2

TASC Code	MSS215120
TASC Level	Level 2
TCE Points	15
TCE Standards	n.a.
Pre-requisites	<ul style="list-style-type: none"> Year 10 Music is an advantage prior learning in music skills - playing and theory

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

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

WHAT WILL I LEARN FROM THIS COURSE?

- solo and ensemble performance skills
- how to write your own music
- how to listen to music and describe the use of music elements, and their effects
- how to recognise and use music elements while listening, composing and performing
- basic research skills to investigate music topics
- time management, planning and negotiation skills to complete music activities.

PATHWAYS

- Music Technology Projects 1 (UTAS)
- Music 3 or Foundation Practical Study (UTAS); *please discuss with the music teacher at the start of the year*

MUSIC 3

TASC Code	MSM315120
TASC Level	Level 3
TCE Points	15
TCE Standards	n.a.
Pre-requisites	<ul style="list-style-type: none"> above satisfactory in Year 10 Music strong music performance and theory skills

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

It provides opportunities for students to present polished music performances, create original music and present original music ideas through notation and performance, appraise music works and performances, read and write music statements and identify the use and effect of the music elements of pitch, time and design.

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

Students will require a specialist vocal, instrumental or composition tutor. Guilford Young College endeavours to provide a rigorously stimulating performing arts program.

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

WHAT WILL I LEARN FROM THIS COURSE?

- solo and ensemble performance skills
- how to write original music
- skills in performing, creating and listening to music

The Arts

- a broad understanding and knowledge of the characteristics of different music styles and genres
- skills in time management and organisation
- how to evaluate music performances

PATHWAYS

- tertiary study including Foundation Practical Study (in Year 12) through UTAS Conservatorium of Music

SONG WRITING (UTAS)

TASC Code	FCA118
TASC Level	Level 3
TCE Points	15
TCE Standards	n.a.
Pre-requisites	<ul style="list-style-type: none"> • <i>successful completion of Contemporary Music, or</i> • <i>interview/audition and present a folio of original songs to demonstrate technical and musical ability/</i>

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

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

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

WHAT WILL I LEARN FROM THIS COURSE?

- study compositional techniques integral to song writing;
- compose and present a portfolio of original songs
- focus on using and communicating in a variety of forms: melodies, rhythms, harmonies, song structures, and lyrics;
- align lyric emotional intent with melody, rhythm, harmony and form,
- reflect on your own work and learn from the work of others.

PATHWAYS

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



The Arts

MUSIC FOUNDATION PRACTICAL STUDY 4 (UTAS)

TASC Code	FCP113
TASC Level	Level 4
TCE Points	15
TCE Standards	n.a.
Pre-requisites	<ul style="list-style-type: none"> • strong results in Year 10 Music • strong music performance skills

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

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

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

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

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

WHAT WILL I LEARN FROM THIS COURSE?

- high level performance or composition skills
- how to build a challenging instrumental/vocal repertoire
- performance effectiveness through solo and ensemble playing
- reflective skills in relation to preparing for performances

- the ability to effectively critique live performances
- how to construct an effective recital program

PATHWAYS

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

MUSIC ADVANCED PRACTICAL STUDY 4 (UTAS)

TASC Code	FCP120
TASC Level	Level 4
TCE Points	15
TCE Standards	n.a.
Pre-requisites	<ul style="list-style-type: none"> • Music Foundation Practical Study (in Year 11) • strong music performance skills

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

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

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

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

WHAT WILL I LEARN FROM THIS COURSE?

- high level performance or composition skills
- how to build a challenging instrumental/vocal repertoire
- performance effectiveness through solo and ensemble playing
- how to engage an audience, use stage space and demonstrate effective microphone technique
- how to create and complete a reflective performance diary
- how to effectively critique live performances
- how to construct a recital program

PATHWAYS

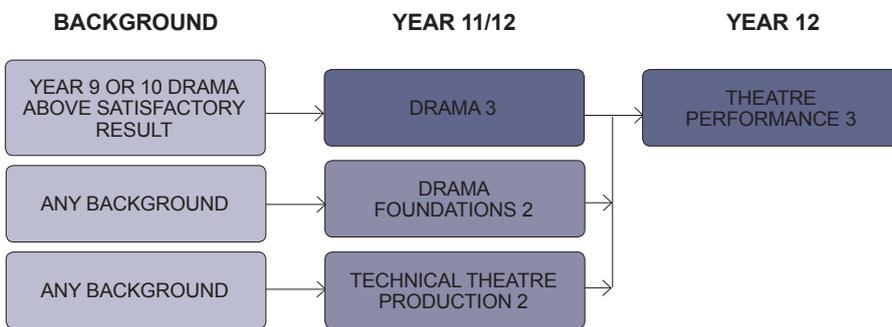
- enrolment in a range of courses within the Conservatorium of Music
 - Bachelor of Music (BMus)
 - Bachelor of Musical Arts (BMA)

(see box below)



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

The Arts



DRAMA FOUNDATIONS 2

TASC Code	SDS215117
TASC Level	Level 2
TCE Points	15
TCE Standards	n.a.
Pre-requisites	none

This course introduces learners to the foundations of drama.

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

- Drama 3

DRAMA 3

TASC Code	SDD315120
TASC Level	Level 3
TCE Points	15
TCE Standards	Literacy
Pre-requisites	none

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

WHAT WILL I LEARN FROM THIS COURSE?

- advanced techniques in acting and stagecraft
- theatre appreciation and criticism

PATHWAYS

- Theatre Performance 3
- tertiary study in Drama

TECHNICAL THEATRE PRODUCTION 2

TASC Code	SDT215120
TASC Level	Level 2
TCE Points	15
TCE Standards	n.a.
Pre-requisites	none

This course requires a strong interest in the technical elements of theatre. This course is intended for students who wish to gain or increase experience in the technical aspects of drama and theatre.

It is a highly practical course.

Further study in this area is available through VET pathways.

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

The Arts

THEATRE PERFORMANCE 3

TASC Code	SDP315120
TASC Level	Level 3
TCE Points	15
TCE Standards	Literacy
Pre-requisites	Drama 3

Students form a 'company' and undertake extensive theatre work in both solo and ensemble situations. There is a large written component focusing on the development of reflective skills and written performance analysis.

- skills of theatrical analysis and evaluation of individual acting work, and that of other actors
- rigorous reflective writing processes
- how to identify theatrical styles and genres, and their historical and cultural context

WHAT WILL I LEARN FROM THIS COURSE?

- development of vocal skills
- individual and ensemble performance skills
- how to perform and sustain a range of credible characters

PATHWAYS

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

This is a dynamic and challenging course designed for students who have already completed Drama 3.

It offers students who are passionate about theatre and acting the opportunity to undertake an intensive study of dramatic performance and techniques.

DANCE 2

TASC Code	DNC215120
TASC Level	Level 2
TCE Points	15
TCE Standards	n.a.
Pre-requisites	none

WHAT WILL I LEARN FROM THIS COURSE?

- an introduction to contemporary dance technique
- choreographic skills as part of a group, leading to individual solo creation
- dance appreciation, focusing on description and analysis of live dance works
- self-reflection through journal keeping and description of choreography

- performance skills by dancing in front of live audiences at various events
- basic anatomy and safe dance practices

PATHWAYS

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

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

DANCE CHOREOGRAPHY AND PERFORMANCE 3

TASC Code	DNC315120
TASC Level	Level 3
TCE Points	15
TCE Standards	n.a.
Pre-requisites	none

WHAT WILL I LEARN FROM THIS COURSE?

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

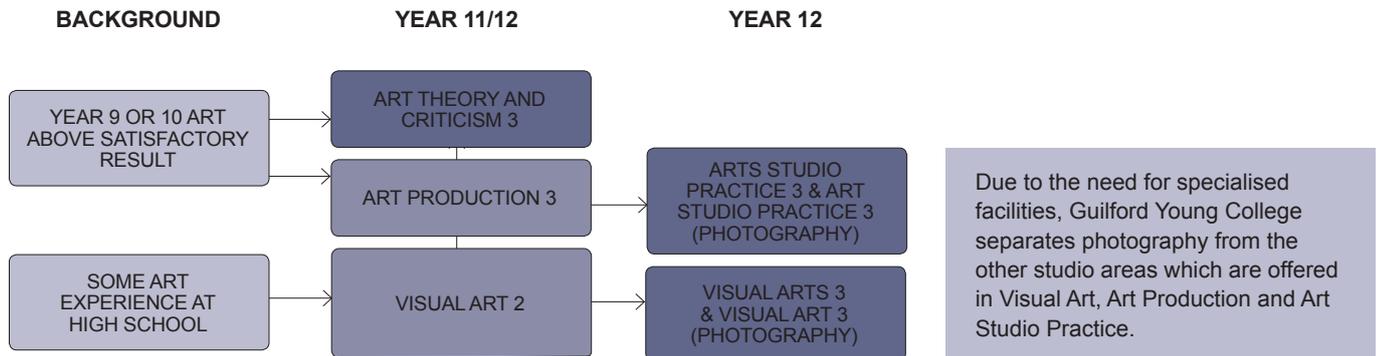
PATHWAYS

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

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

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

The Arts



VISUAL ART 2 AND VISUAL ART 2 (PHOTOGRAPHY)

TASC Code	ART215117
TASC Level	Level 2
TCE Points	15
TCE Standards	n.a.
Pre-requisites	prior visual arts experience is recommended but not mandatory

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

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

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

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

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

WHAT WILL I LEARN FROM THIS COURSE?

- a thorough understanding of one chosen artistic medium
- how to develop a thematic body of work

PATHWAYS

- Art Production 3

ART PRODUCTION 3 AND ART PRODUCTION 3 (PHOTOGRAPHY)

TASC Code	ART315117
TASC Level	Level 3
TCE Points	15
TCE Standards	n.a.
Pre-requisites	<ul style="list-style-type: none"> • <i>satisfactory result in Year 10 Art</i> • <i>an ability to generate and develop ideas</i> • <i>students who have completed Visual Art 2 will have been introduced to key knowledge, skills and understandings to support their further study in this course. However, Visual Art 2 is not a mandatory entry requirement to this course.</i>

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

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

Students develop a resolved body of work in a single studio area such as painting, printmaking, drawing, ceramics, sculpture, digital art and photography (Photography is taught as a separate class).

The course encourages students to apply problem-solving skills, think creatively and analytically, and engage with traditional, modern and contemporary art forms. Study of Visual Art Level 3 promotes skill refinement, confidence, self-direction and innovation, all of which help prepare students for their future.

WHAT WILL I LEARN FROM THIS COURSE?

- to refine technical and conceptual skills in producing a body of work
- to develop an informed historical and contemporary perspective

PATHWAYS

- Art Studio Practice 4
- tertiary studies in visual art and related courses
- careers that require creative thinking and problem solving
- practising artists

The Arts

ART STUDIO PRACTICE 3 AND ART STUDIO PRACTICE 3 (PHOTOGRAPHY)

TASC Code	ART315214
TASC Level	Level 3
TCE Points	15
TCE Standards	none
Pre-requisites	Art Production 3

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

- Art Studio Practice 4
- tertiary studies in visual art and related courses
- careers that require creative thinking and problem solving
- practising artists

ART THEORY AND CRITICISM 3

TASC Code	ARA315116
TASC Level	Level 3
TCE Points	15
TCE Standards	Literacy
Pre-requisites	none

This course enables learners with an interest in art, but who do not necessarily wish to be artists, to immerse themselves in learning about significant developments and movements in art history. This is a theory-based subject which does not have a practical component. Students study the political, social and cultural influences on visual art, architecture and design. Visiting local art exhibitions is an important aspect of this course.

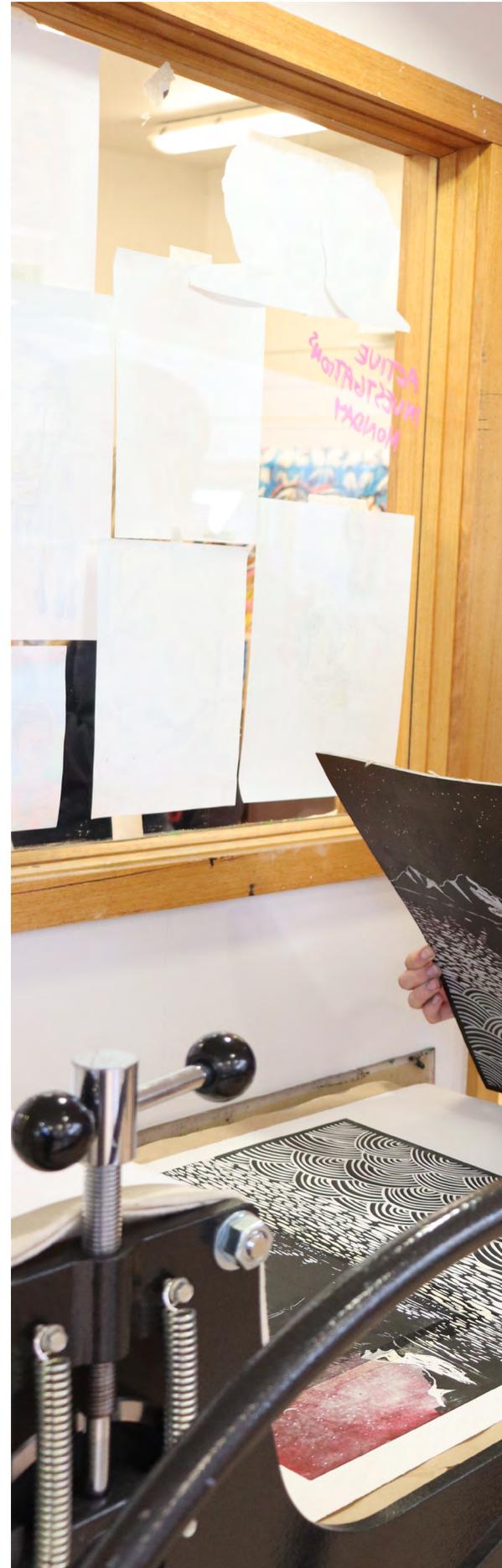
There is no external examination for this course, but learners will be required to complete a 4000 to 6000 word Major Study where they will examine in detail a question or theme of interest concerning an aspect of art, architecture and design, undertaken through a visual arts lens.

WHAT WILL I LEARN FROM THIS COURSE?

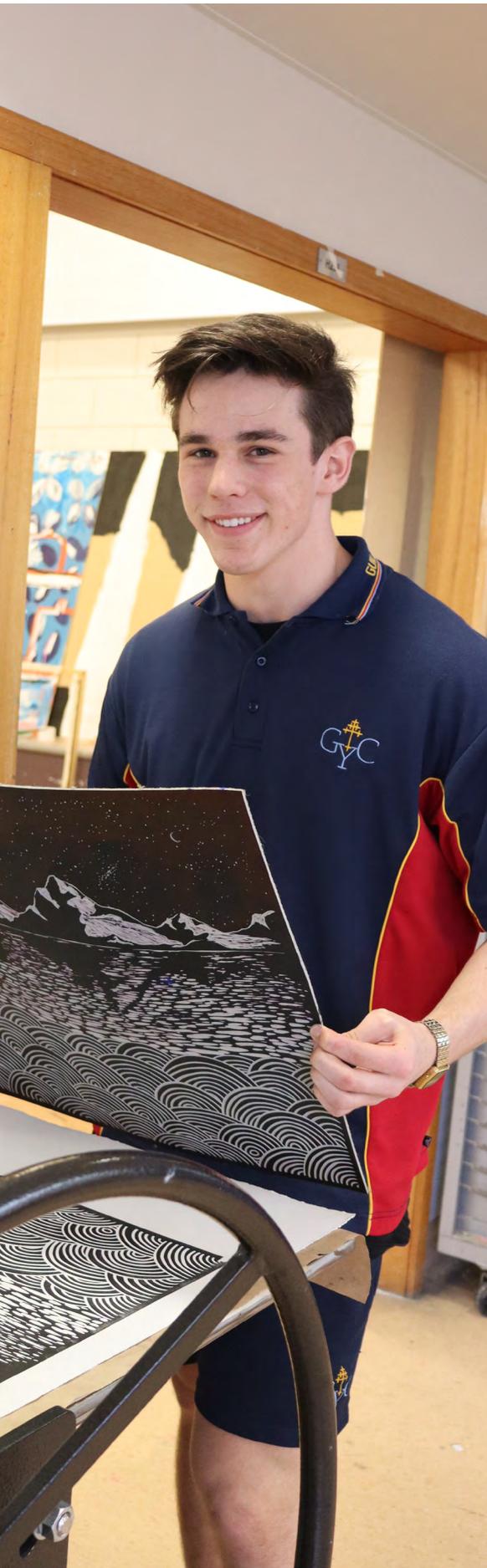
- how to analyse art works in terms of cultural, social and historical contexts
- significant concepts and principles of art theory
- a greater understanding of visual arts, artists and art movements through engagement with local, national and global visual art communities

PATHWAYS

- university
- careers that require research and analytical analysis
- curator, historian, architect



The Arts



BACKGROUND



YEAR 11/12

YEAR 11/12

MEDIA PRODUCTION FOUNDATIONS 2

TASC Code	MED215117
TASC Level	Level 2
TCE Points	15
TCE Standards	ICT
Pre-requisites	none

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

MEDIA PRODUCTION 3

TASC Code	MED315117
TASC Level	Level 3
TCE Points	15
TCE Standards	Literacy, ICT
Pre-requisites	Media Production Foundations 2 (recommended)

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

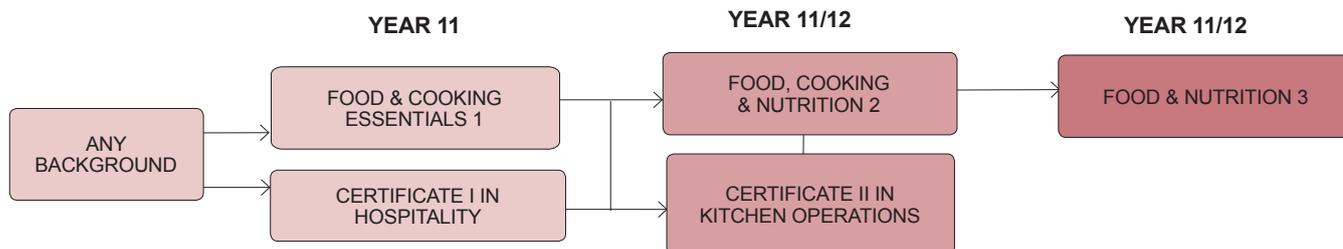
WHAT WILL I LEARN FROM THIS COURSE?

- skills in the specialised area of Screen (TV/film/online content)
- knowledge and skills from the four units: journalism, advertising, narrative and production

PATHWAYS

- tertiary studies in journalism, communications and media
- Certificate III and Certificate IV studies through VET providers

Food Technology



FOOD AND COOKING ESSENTIALS 1

TASC Code	FCE110114
TASC Level	Level 1
TCE Points	10
TCE Standards	n.a.
Pre-requisites	none

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

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

FOOD, COOKING AND NUTRITION 2

TASC Code	FDN215118
TASC Level	Level 2
TCE Points	15
TCE Standards	n.a.
Pre-requisites	none

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

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

FOOD AND NUTRITION 3

TASC Code	FDN315118
TASC Level	Level 3
TCE Points	15
TCE Standards	Literacy
Pre-requisites	none

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

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

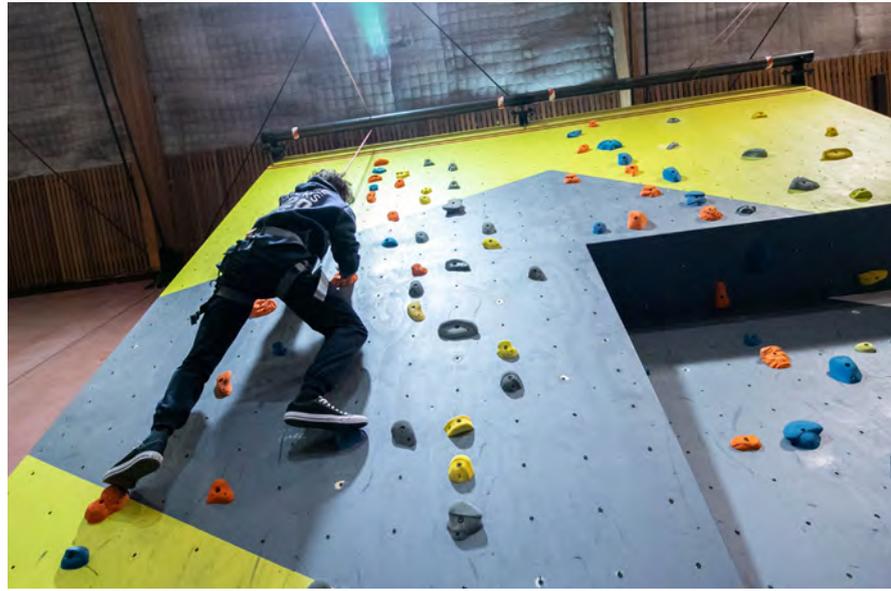
WHAT WILL I LEARN FROM THIS COURSE?

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

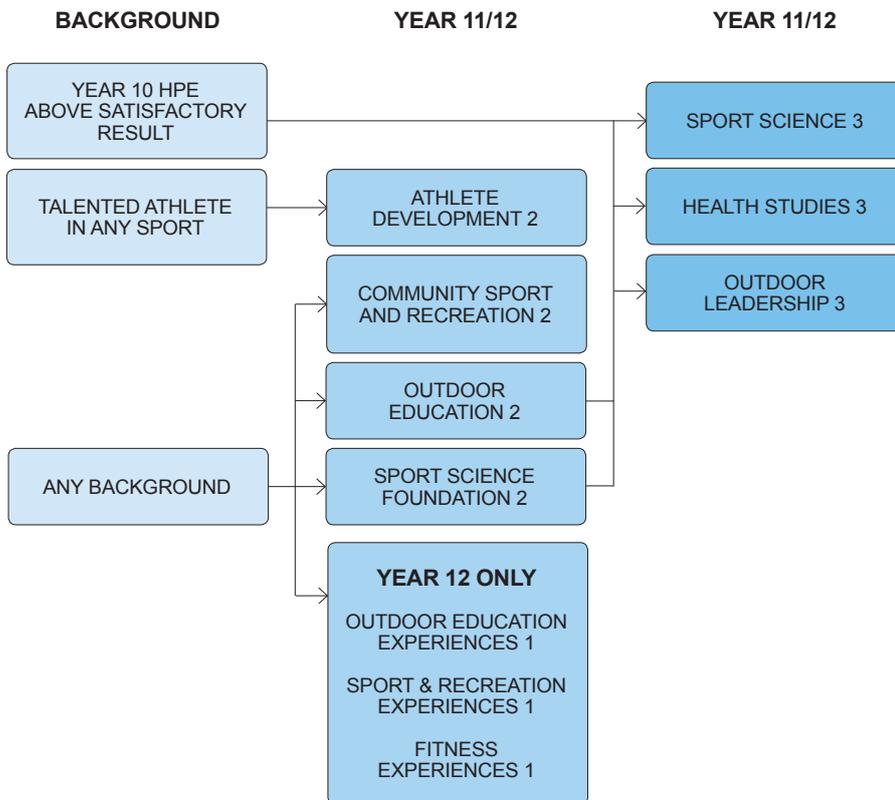
PATHWAYS

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

Health and Physical Education



Health and Physical Education



FITNESS EXPERIENCES 1

TASC Code	HPE105118
TASC Level	Level 1
TCE Points	5
TCE Standards	n.a.
Pre-requisites	none

This course is only offered to Year 12 students.

Students will develop and undertake a fitness program and record progress towards their personal fitness goals. Students are exposed to a range of approaches, facilities, activities and techniques that can help them to improve and maintain their personal fitness levels and attain fitness goals. The course will help build a positive life-long health culture and support physical literacy.

WHAT WILL I LEARN FROM THIS COURSE?

- how to manage personal fitness goals
- positive life-long attitudes and behaviours towards fitness
- confidence and motivation to engage with community fitness programs and facilities
- healthy behaviours

PATHWAYS

- any vocational pathway where physical literacy, a balanced healthy lifestyle and positive communication skills are valued
- careers in health and physical education
- HPE courses such as:
 - Community Sport and Recreation 2
 - Athlete Development 2
 - Sport Science Foundation 2
 - VET Certificates I or II in Sport and Recreation

OUTDOOR EXPERIENCES 1

TASC Code	OXP105118
TASC Level	Level 1
TCE Points	5
TCE Standards	n.a.
Pre-requisites	none

This course is only offered to Year 12 students.

This course provides learning experiences that engage and develop students in a holistic way.

They will participate in a minimum of two different practical focus activities. Using these activities, students will develop practical, cognitive and emotional skills that are required to safely engage in outdoor adventure activities.

Students will be required to maintain a log book and journal of their experiences. They will also learn how to check and maintain the different equipment required for the various practical activities they will complete.

The four areas of learning are: Skills and Knowledge, Human Nature Relationships, Conservation and Sustainability, Health and Wellbeing.

WHAT WILL I LEARN FROM THIS COURSE?

- basic technical skills in outdoor activities
- personal organisation
- personal and interpersonal skills
- environmental practices
- safety management techniques

PATHWAYS

- Outdoor Education 2
- Community Sport and Recreation 2
- Outdoor Leadership 3
- VET Certificate II in Outdoor Recreation
- a wide range of personal, vocational education and training options

A Level 1 (5 point) experience course can be chosen as part of a study line, combined or studied along with Sport and Recreation Experiences 1 to constitute a full line.

Health and Physical Education

SPORT AND RECREATION EXPERIENCES 1

TASC Code	HPE110118
TASC Level	Level 1
TCE Points	10
TCE Standards	n.a.
Pre-requisites	none

This course is only offered to Year 12 students.

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

- any vocational pathway where physical literacy, healthy lifestyle, communication and positive team skills are valued
- HPE courses such as:
 - Community Sport and Recreation 2
 - Athlete Development 2
 - Sport Science Foundation 2
 - VET Certificates I or II in Sport and Recreation

ATHLETE DEVELOPMENT 2

TASC Code	ATH215118
TASC Level	Level 2
TCE Points	15
TCE Standards	n.a.
Pre-requisites	students: <ul style="list-style-type: none"> • must be playing in a recognised sporting competition and be working with a recognised coach • must be in a physical preparation and technical training program

This course provides motivated students with an athlete development program based around individual needs. Students will be provided with a balance of applied knowledge to complement their sport-specific training out of school hours. They will need to complete the training requirements for their chosen sport and maintain a Training Diary throughout the course.

** Specialist classes in Athlete Development for basketball, cricket and a female only class are on offer in 2022. Other specialist classes may be considered if numbers are viable.*

WHAT WILL I LEARN FROM THIS COURSE?

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

Students will participate in either sport specific coaching or refereeing certification; or annual program planning)

PATHWAYS

- careers as a professional athlete, coach or work in the sport and recreation industry

COMMUNITY SPORT AND RECREATION 2

TASC Code	HPE215118
TASC Level	Level 2
TCE Points	15
TCE Standards	n.a.
Pre-requisites	none

Community Sport and Recreation 2 provides learners with practical involvement in a range of socially-based physical activities, roles and experiences.

The course aims to engage learners in a way that promotes immediate as well as long-term benefits for personal growth; movement skills and fitness; interpersonal skills; and the ability to interact with others in a safe, non-threatening and enjoyable environment.

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

- Health 3
- Athlete Development 2
- personal development, life preparation
- further education

Health and Physical Education

SPORT SCIENCE FOUNDATION 2

TASC Code	SPT215118
TASC Level	Level 2
TCE Points	15
TCE Standards	n.a.
Pre-requisites	none

Learners develop an understanding of the importance of physical activity, sport, recreation and fitness in their lives as well as an understanding of how the body functions and the factors that influence sporting performance.

This course provides opportunities to apply theory in a practical context through participating in, and organising, sporting events as well as participating in practical laboratory activities.

Practical aspects of the course encompass popular sports and recreational activities.

Course requirements:

- applicants must have a genuine interest in a range of sports
- full participation is expected in all activities
- students are required to demonstrate effective coaching and/or officiating skills.

WHAT WILL I LEARN FROM THIS COURSE?

- how the body works from an athletic perspective
- how athletic performance can be developed through targeted training methodologies
- how skills are acquired through effective coaching

PATHWAYS

- Sport Science 3
- careers in sport, sports administration, fitness and community recreation areas

SPORT SCIENCE 3

TASC Code	SPT315118
TASC Level	Level 3
TCE Points	15
TCE Standards	Literacy
Pre-requisites	<ul style="list-style-type: none"> • satisfactory completion of Sport Science Foundation 2 or courses in the life sciences/biology areas • or Year 9/10 Sport Science

This course is designed for learners who wish to expand their skills and understanding in Sport Science through a theoretical as well as applied understanding of the factors which influence sporting performance.

Sport Science is a theory-based subject which encompasses the individual and collective significance of physiology, skills acquisition, and psychological components in analysing and improving human sports performance.

The field of Sport Science requires an understanding of connections and cross discipline links among various performance components. Learners will undertake a range of practical laboratory experiences, applied activities and investigative studies designed to build and reinforce understanding of work covered.

WHAT WILL I LEARN FROM THIS COURSE?

- *Exercise Physiology* including the study and preparation of athletes; how to improve their performance under stress in both training and competition; how their bodies produce energy for physical activity; understanding how they recover; the theory behind training programs, and what it means physiologically to be fit

- *Skill Acquisition* including motor skills and learning, particularly focusing on teaching and coaching; the importance of reaction time and the study of biomechanics, including the use of technology to analyse and improve skill execution
- *Sport Psychology* examining the mental aspects required for preparing participants for sporting activities and the cognitive processes that occur and how they impact on sporting performance

PATHWAYS

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

HEALTH STUDIES 3

TASC Code	HLT315118
TASC Level	Level 3
TCE Points	15
TCE Standards	Literacy
Pre-requisites	good writing skills

Health Studies aims to develop awareness and skills in relation to health influences in varying contexts along a continuum from personal to global perspectives. It examines the dynamic nature of health and considers trends and management responses to issues arising from technological advances, 21st century lifestyles, shifts in community values, priorities and life stages. It is not a practical course, in that it does not include a sport or physical education component. Activities include individual and group tasks, discussions and major research assignments.

WHAT WILL I LEARN FROM THIS COURSE?

- how to define and explain health, including health in personal, local, national and global contexts
- how to assess how differing values and beliefs influence approaches to health
- how to analyse how specific influences on health contribute to variations and inequities in health outcomes

Health and Physical Education

- how to review and critique the role of individuals, communities and global organisations in health promotion, prevention and early intervention
- how to access, interpret and analyse health-related data and information

PATHWAYS

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

OUTDOOR EDUCATION 2

TASC Code	OSP215118
TASC Level	Level 2
TCE Points	15
TCE Standards	n.a.
Pre-requisites	<ul style="list-style-type: none"> • availability to participate in class activities during recess and lunch breaks • availability to participate in two weekend camp programs • capacity to swim 200 metres

This subject is designed to develop knowledge, skills and understanding in a range of outdoor activities, with an emphasis on skills development within several disciplines including: kayaking, rock climbing/abseiling, mountain biking, bushwalking, surfing and aquatics, and first aid.

Students will participate in a range of outdoor recreation activities, developing technical skills and using the activities as a means of applying the theoretical knowledge gained in the classroom to practical outdoor situations.

WHAT WILL I LEARN FROM THIS COURSE?

- personal organisation skills
- goal setting and personal reflective processes
- the ability to work as part of a team
- sound communication skills
- skills and techniques specific to a range of outdoor activities
- understanding of sustainable environmental practices

PATHWAYS

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

OUTDOOR LEADERSHIP 3

TASC Code	OSP315118
TASC Level	Level 3
TCE Points	15
TCE Standards	Literacy
Pre-requisites	<ul style="list-style-type: none"> • an appreciation of the natural environment • some previous outdoor experience • the confidence to lead a group of peers <p><i>Recommended for Year 12 students</i></p>

Outdoor Leadership enables students to further develop their outdoor skills and their ability to appreciate and enjoy the natural environment. Students will participate in a range of outdoor activities, using these to develop leadership techniques through the application of their knowledge of theoretical concepts.

Outdoor Leadership places an emphasis on applying critical and innovative thinking to solve problems in response to environmental, technical and personal challenges experienced in outdoor situations.

As well as the practical elements, this course involves a significant theory component at Level 3 standard.

Assessments will include: planning and guiding groups through a range of activities, research essays on aspects of leadership theory and environmental studies, and a major project where students will plan and conduct an event and write an extensive reflective essay.

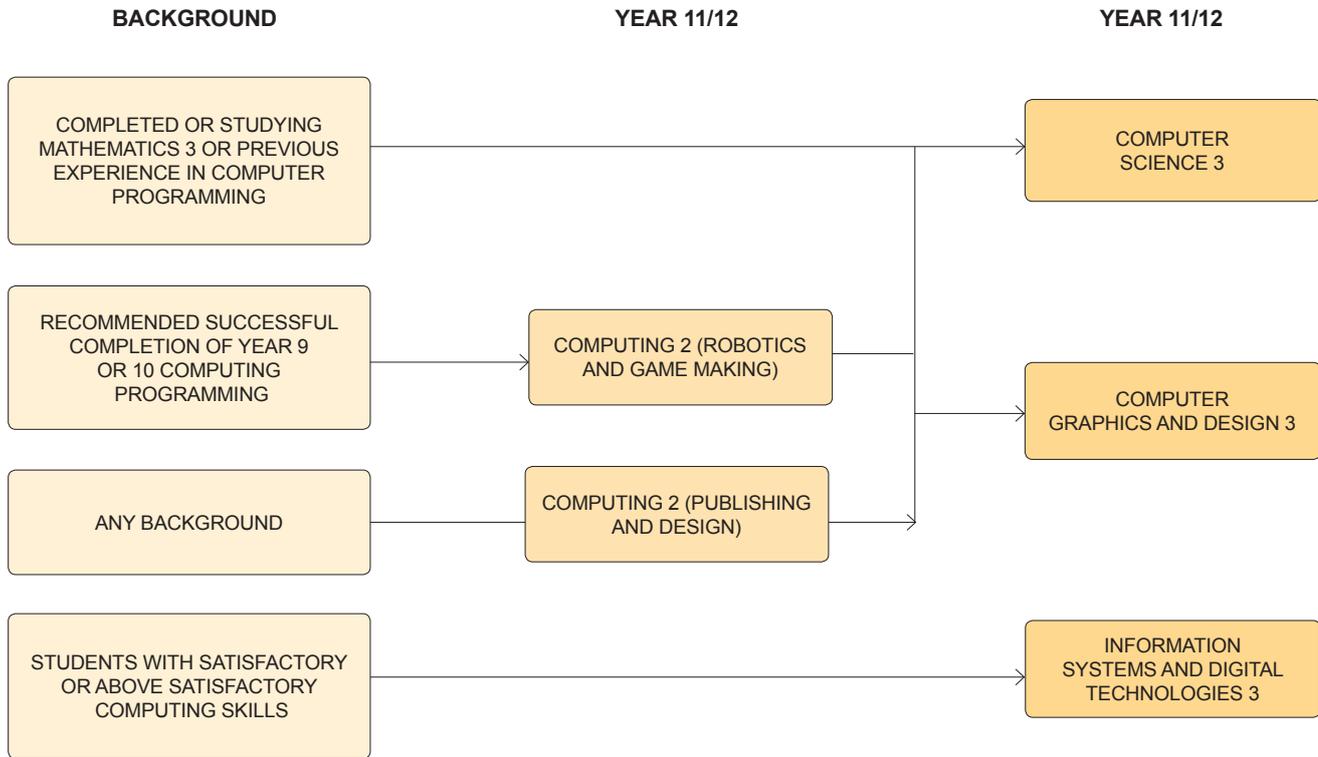
WHAT WILL I LEARN FROM THIS COURSE?

- leadership theory, qualities and skills
- group management theory
- organisational and planning requirements for leading outdoor activities
- ecologically sustainable practices in outdoor adventure activities
- how people experience and relate to the natural environment

PATHWAYS

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

Computing and Information Technology



COMPUTING (PUBLISHING AND DESIGN) 2

TASC Code	<p>ESC205114 <i>Computing Essentials – Using Computers and the Internet</i></p> <p>ICT205114 <i>Computing Applications</i></p> <p>PRJ205118 <i>Project Implementation</i></p>	<p><i>Essential Skills – Using Computers and the Internet</i> is designed for learners who need to develop their everyday adult skills in the use of computers and the internet.</p> <p>The topics covered in this course will be integrated into the study of publishing and design throughout the year.</p> <p><i>Computer Applications (Publishing)</i> provides focused learning in one area of computing.</p> <p>Throughout the year, students will:</p> <ul style="list-style-type: none"> • learn different software packages (e.g. Word, Publisher) • develop printed materials using software • explore different presentation software (e.g. PowerPoint, Prezi and Sway) • learn, evaluate and develop with different design packages at an introductory level such as Sketch-up, Stop-animation, Photoshop and Moviemaker • be introduced to web page design, from basic design techniques through to multi-layered web page structures (utilising online web page design tools and sites). 	<p><i>Project Implementation</i> enables students to plan, develop, and work on a major culminating project as part of a team. The team can choose its own topic and use a number of the software packages and skills learnt to produce an interlinked project of many parts.</p> <p>WHAT WILL I LEARN FROM THIS COURSE?</p> <ul style="list-style-type: none"> • how to use design-related software packages effectively and productively in order to produce finished digital or printed resources • a range of computing skills and terminology that will be useful in any modern workplace
TASC Level	Level 2		
TCE Points	15 (5 for each)		
TCE Standards	ICT		
Pre-requisites	none		
			<p>PATHWAYS</p> <ul style="list-style-type: none"> • Computer Graphics and Design 3 • Media Production 3

Computing and Information Technology

COMPUTING (ROBOTICS AND GAME MAKING) 2

<i>TASC Code</i>	<i>ESC205114 Essential Skills – Using Computers and the Internet</i>
	<i>ICT205114 Computing Applications</i>
	<i>PRJ205118 Project Implemen- tation</i>
<i>TASC Level</i>	<i>Level 2</i>
<i>TCE Points</i>	<i>15 (5 for each)</i>
<i>TCE Standards</i>	<i>ICT</i>
<i>Pre-requisites</i>	<i>none</i>

The IT industry is one of the fastest growing in the world and this subject will give students an introduction to the world of programming.

Students will gain a broad overview of safe and effective use of computers and the internet, as well as focused learning in programming and control using EV3 robotics and game making software. No programming experience is required.

Students will also plan, develop and implement a major culminating project as part of a team. Students can choose a topic from the year for further investigation.

WHAT WILL I LEARN FROM THIS COURSE?

- robotics building and programming,
- coding software to program and control EV3 Lego Robotics. There will also be an opportunity to enter robotics competitions
- the fundamentals of game design and what makes a good game
- GameMaker Studio 2 to design games*

- how to use publishing and Microsoft Office software for workplace applications
- coding and game design using Minecraft for Education
- safe and ethical use of computers and the internet

PATHWAYS

- Computer Science 3
- Computer Graphics and Design 3

INFORMATION SYSTEMS AND DIGITAL TECHNOLOGIES 3

<i>TASC Code</i>	<i>ITS315118</i>
<i>TASC Level</i>	<i>Level 3</i>
<i>TCE Points</i>	<i>15</i>
<i>TCE Standards</i>	<i>ICT</i>
<i>Pre-requisites</i>	<i>satisfactory or above computing skills</i>

Information systems are used to manage and control information to solve problems in business and society. Information systems combine people, hardware, software, procedures and data resources to collect, transform and communicate information.

Students will be provided with the opportunity to gain the understanding and skills to analyse, design and develop information systems as well as evaluate the impact of information technology and systems.

The course has a practical component, so students will learn new skills using a variety of software throughout the year,

as well as learning about hardware and computer-related issues such as Internet-based crime, and the use of personal information. Students develop skills in managing large projects as well as applying the System Development Life Cycle (SDLC) to a range of problems.

WHAT WILL I LEARN FROM THIS COURSE?

- how to describe information systems
- project management (including the Project Lifecycle)
- systems development lifecycle
- social, ethical and legal issues of information systems
- how to design, develop and use the tools of an information system
- common approaches to working as a team
- the effective use of resources in the completion of a project

PATHWAYS

- a solid grounding in ICT for students intending to pursue a career from the vast range that require efficient and effective use of ICT including commerce, accounting, business studies and education

Design Technology

COMPUTER SCIENCE 3

TASC Code	ITC315118
TASC Level	Level 3
TCE Points	15
TCE Standards	ICT
Pre-requisites	sound background in Mathematics 3 (recommended)

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

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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



AUTOMOTIVE AND MECHANICAL TECHNOLOGIES 2

TASC Code	AMT215116
TASC Level	Level 2
TCE Points	15
TCE Standards	n.a.
Pre-requisites	none

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

Specialist tools and equipment, technical knowledge and problem-solving skills are used to maintain, service and repair systems and develop an understanding of automotive and mechanical systems and subsystems.

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

Practical work is an integral part of the course as a whole.

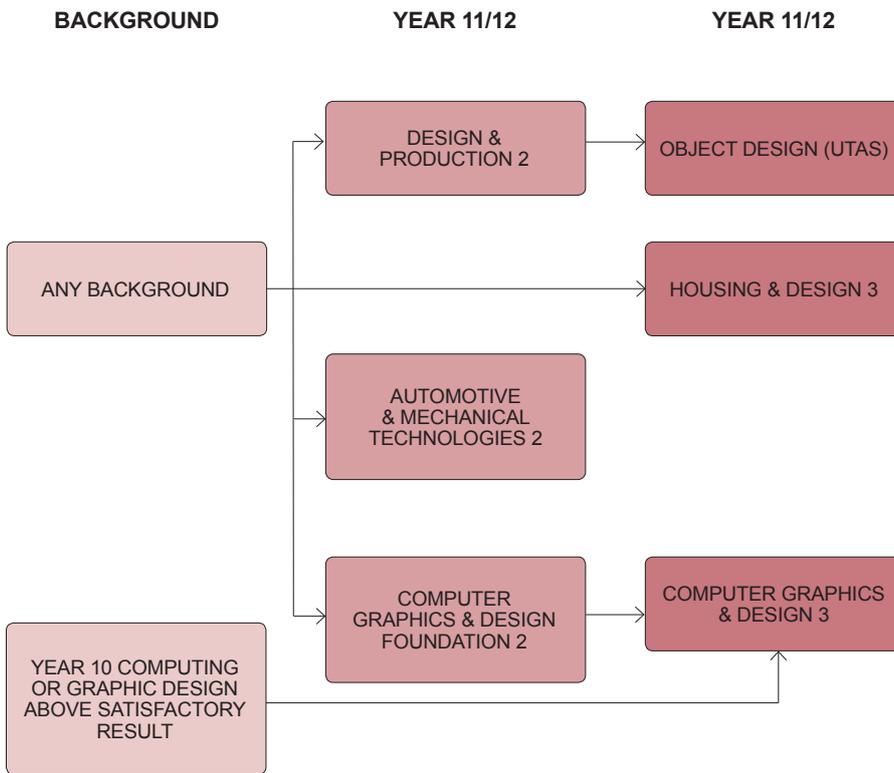
WHAT WILL I LEARN FROM THIS COURSE?

- safety
- tools and equipment
- mechanical and automotive operations
- mechanical and automotive components and systems
- principles of operation
- servicing and repairs
- fault finding, problem solving and analysis
- social, economic and environmental impacts

PATHWAYS

- skills are useful in vocational pathways in which mechanical knowledge and problem solving are integral such as
 - automotive
 - agricultural
 - motorsport

Design Technology



DESIGN AND PRODUCTION (METAL) 2

TASC Code	DAP215116
TASC Level	Level 2
TCE Points	15
TCE Standards	n.a.
Pre-requisites	none

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

Students of Design and Production 2 can specialise in digital craft, metal, wood or textiles



Design Technology



DESIGN AND PRODUCTION (WOOD) 2

TASC Code	DAP215116
TASC Level	Level 2
TCE Points	15
TCE Standards	n.a.
Pre-requisites	none

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

Design Technology

DESIGN AND PRODUCTION (TEXTILES) 2

TASC Code	DAP215116
TASC Level	Level 2
TCE Points	15
TCE Standards	n.a.
Pre-requisites	<i>an interest in sewing, fashion, craft</i>

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

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

WHAT WILL I LEARN FROM THIS COURSE?

- how to design construct products using fabrics and textiles

PATHWAYS

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

DESIGN AND PRODUCTION (DIGITAL CRAFT) 2

TASC Code	DAP215116
TASC Level	Level 2
TCE Points	15
TCE Standards	ICT
Pre-requisites	none

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

Previously students in this course have made items such as custom electric guitars, hollow wooden surfboards and stand-up paddle boards, acoustic harps, wooden bicycles, furniture and many other designs.

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

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

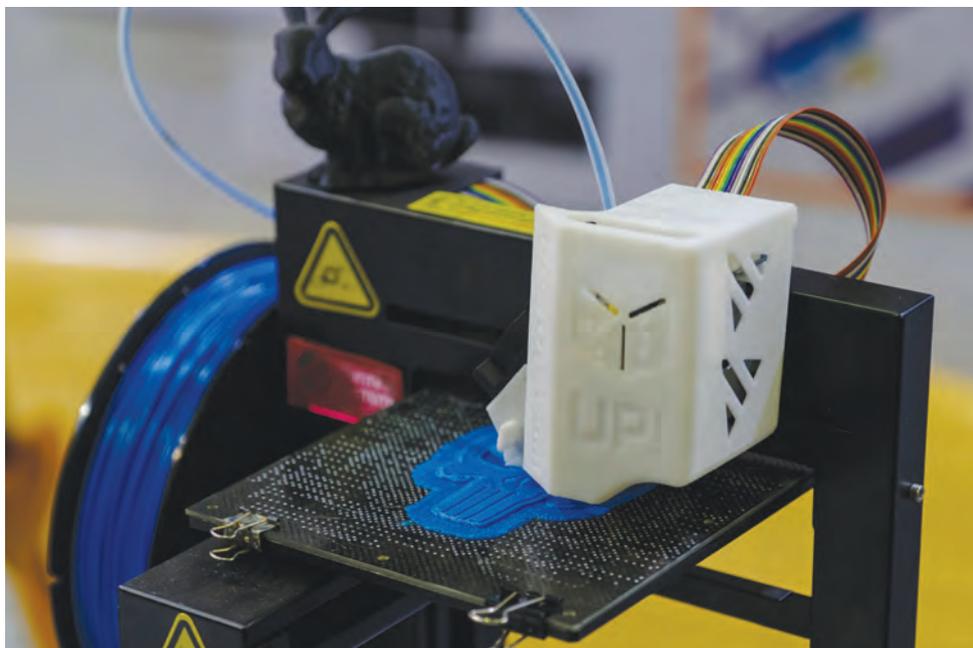
It is essentially a practical course where students are encouraged to use their imagination to create unique projects but with an emphasis on using machines to enhance the process of design and manufacture.

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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



Design Technology

OBJECT DESIGN (UTAS)

TASC Code	FSF104
TASC Level	Level 3
TCE Points	15
TCE Standards	n.a.
Pre-requisites	none

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

The program is project-based. Students attend a one-day symposium that includes design talks, technical demonstrations and an introduction to the project brief. Students will then work with Guilford Young College teachers to complete a

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

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

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

WHAT WILL I LEARN FROM THIS COURSE?

- interpretation of a design brief to create an original product
- the principles and elements of design theory
- design history
- technical knowledge and understanding
- new technologies
- how to consider the needs for design users
- how to select and use materials
- how to manage a project and work as a team member

PATHWAYS

- UTAS Bachelor of General Studies

COMPUTER GRAPHICS AND DESIGN FOUNDATION 2

TASC Code	CGD215118
TASC Level	Level 2
TCE Points	15
TCE Standards	ICT
Pre-requisites	none

The aim of this course is to help students gain experience in Computer Graphics and Design through practical exercises.

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

The course has two main areas.

Contemporary Design in Computer Graphics includes the principles and elements of design enabling students to develop an understanding of what factors help to create a design style. Students will also look at the process of design. They will be required to communicate their ideas and solve problems using graphic communication techniques. The foundation skills of freehand drawing and drawing standards are covered early in the course.

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

Design Technology

HOUSING AND DESIGN 3

TASC Code	HDS315118
TASC Level	Level 3
TCE Points	15
TCE Standards	ICT
Pre-requisites	none

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

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

A major folio will be submitted for external assessment.

WHAT WILL I LEARN FROM THIS COURSE?

- environmentally sustainable design
- use of space and ergonomics
- construction materials and methods
- aesthetic design principles
- how to apply research, analysis and evaluation skills to inform a range of design projects
- about historical and contemporary architecture
- design for specific needs including children; and universal design

PATHWAYS

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

COMPUTER GRAPHICS AND DESIGN 3

TASC Code	CGD315118
TASC Level	Level 3
TCE Points	15
TCE Standards	ICT
Pre-requisites	<ul style="list-style-type: none"> • <i>Computer Graphics and Design Foundation 2</i> • <i>be confident in the use of graphics programs and interested in design</i>

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

The course has three main areas.

Contemporary Design in Computer Graphics where students will look at the history of design and the designers that have shaped our world. They will be asked to track the changes in products that we use every day and to analyse their development, looking at trends in design and the changes brought about through advances in technology.

It is considered essential that students are comfortable in communicating through free-hand drawing and are willing to think creatively to solve design problems.

Digital Content where students have the opportunity to develop skills in the use of software and the production of digital graphics in a range of media. The commercial software applications include 2D drawing, 3D modelling and animation, web creation and presentation software.

Major Research Project (extended design project) where students complete a major individual project centred on a design topic which interests them. This could include architecture, product design, animation, websites or any other area where the student can communicate information using computer-generated graphics.

This student directed research project is externally assessed.

WHAT WILL I LEARN FROM THIS COURSE?

- understanding of design process, principles and practice
- understanding of design in society and how this impacts on people and the environment
- the concepts and practical skills to solve problems creatively, becoming critical thinkers and enterprising problem solvers
- how to generate and communicate ideas and information in a variety of ways, developing skills in visual communications
- skills, knowledge and understanding of the fundamentals of technology (hardware and software) in design and graphics
- how to become confident and capable users of technology
- an understanding of standards and conventions within specialised areas that use computer graphics
- how to plan, organise, undertake and evaluate a variety of design projects and an extended design project

PATHWAYS

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

Vocational Education and Training (RTO 1129)

Guilford Young College has a strong Vocational Education and Training (VET) program.

The popularity of VET continues to grow and a large number of our students have made the transition from VET programs to further training or employment following their VET experience.

VET courses are open to both Year 11 and Year 12 students. Enrolment in all Guilford Young College VET courses follows a selection process, which specifically assesses literacy and numeracy and includes an industry-related interview.

Guilford Young College VET programs occupy one line of 150 hours. Some qualifications will take two years to complete. Within each program, students are provided with the opportunity to complete several 'on-the-job' work placements.

TCE points for VET courses are awarded for each unit achieved within the VET qualification.

Guilford Young College is committed to providing student access to a broad range of VET qualifications and will consider negotiating partnerships with other training providers to enable students to access VET qualifications not provided directly by the College.

VET qualifications are national qualifications which are reviewed and changed nationally from time to time. Guilford Young College courses will be changed in accordance with any pertinent national review.



Vocational Education and Training (RTO 1129)

CERTIFICATE I IN ACCESS TO VOCATIONAL PATHWAYS

Code	FSK10119
Level	Certificate I
TCE Points	points depend on units gained
TCE Standards	n.a.
Pre-requisites	none

This program is designed for students who require significant foundation skills support to access a vocational pathway. It teaches reading, writing and numeracy along with providing the opportunity for students to experience several industry sectors.

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

- pre-vocational pathway
- vocational training
- employment

CERTIFICATE II IN ACTIVE VOLUNTEERING

Code	CHC24015
Level	Certificate II
TCE Points	points depend on units gained
TCE Standards	n.a.
Pre-requisites	none

This qualification reflects the role of an entry level volunteer in keeping with the values of a Catholic College.

Students will engage in volunteering with school and community groups, providing information and assistance. Students will provide service to their community while developing skills in communicating effectively in our diverse world.

Volunteering will mostly occur during school hours. However, there are some requirements to assist outside of these hours at school events.

WHAT WILL I LEARN FROM THIS COURSE?

- work and real-world skills and confidence
- effective communication skills
- organisational skills
- the benefit of being involved in the community and making connections for future community engagement
- self esteem
- skills and knowledge in first aid

PATHWAYS

- Certificate III / Diploma qualifications
- assistance in community organisations
- business and administration
- human rights and justice

This VET course completed in conjunction with Tasmanian Catholic Education Office (TCEO) endorsed units meets the expectations of the TCEO as a Religious Education Pathway for Years 11 and 12 in Catholic Schools in Tasmania.

CERTIFICATE II IN APPLIED DIGITAL TECHNOLOGIES

Code	ICT20120
Level	Certificate II
TCE Points	points depend on units gained
TCE Standards	n.a.
Pre-requisites	none

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

Students will carry out a range of basic procedural and operational tasks that require digital and technology skills. You will develop skills to troubleshoot computer problems when operating in a Help Desk situation, install printers, operating systems and build your own computer. You will also cover digital design and how workplaces manage social media platforms.

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

Vocational Education and Training (RTO 1129)

CERTIFICATE I AND II IN AUTOMOTIVE VOCATIONAL PREPARATION

Code	AUR10120 AUR20720
Level	Certificate I and II
TCE Points	points depend on units gained
TCE Standards	n.a.
Pre-requisites	none

This entry-level qualification is designed to help students build basic knowledge and to prepare for a career in the automotive industry. The Certificate I and II in Automotive Vocational Preparation is a pre-apprenticeship course. It is for students who would like to develop their skills and knowledge to progress to become qualified as a light vehicle automotive technician or motor mechanic.

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

- automotive mechanic
- automotive electrician
- automotive retail
- may also lead to work involving outdoor power equipment, bicycles and marine engines

CERTIFICATE II IN CONSTRUCTION PATHWAYS

Code	CPC20220
Level	Certificate II
TCE Points	points depend on units gained
TCE Standards	n.a.
Pre-requisites	none

This course is designed for students wishing to train for or gain employment in one of the building trades.

This is a very popular program and industry employers are seeking motivated students with sound literacy, numeracy and technical skills.

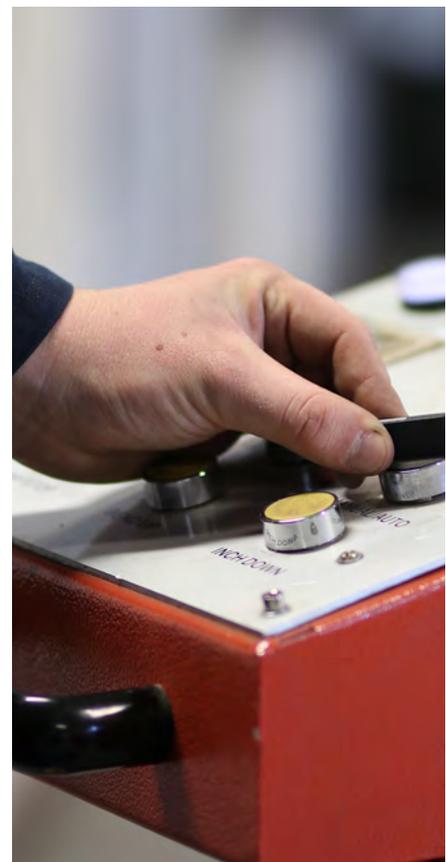
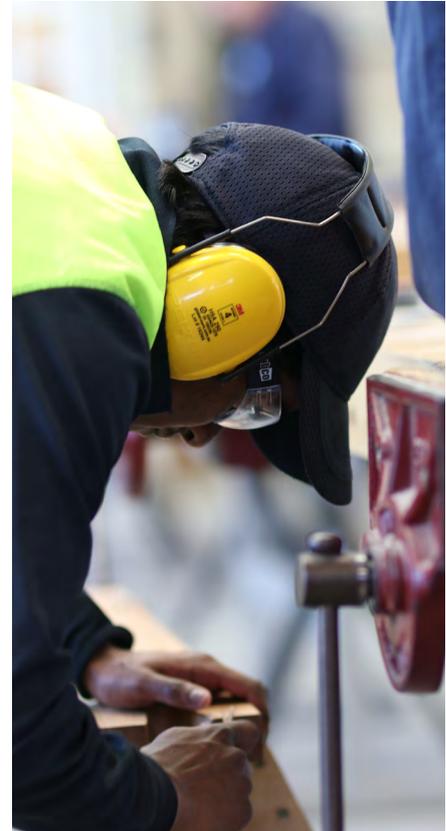
The course includes developing effective communication for the workplace, using a variety of tools for the job and reading, calculating and measuring for plans or projects.

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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



Vocational Education and Training (RTO 1129)

CERTIFICATE I IN DEFENCE SKILLS

Code	DEF10117
Level	Certificate I
TCE Points	points depend on units gained
TCE Standards	n.a.
Pre-requisites	none

This program is designed for students who are considering entry to the Australian Defence Force (ADF) on either a full-time or part-time basis. Students will participate in activities designed to develop skills, knowledge and attitudes that will assist in entry and service within the ADF as well as other similar roles such as Police and other emergency services.

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

CERTIFICATE III IN EARLY CHILDHOOD EDUCATION AND CARE

Code	CHC30120
Level	Certificate III
TCE Points	points depend on units gained
TCE Standards	n.a.
Pre-requisites	none

Students work on units towards the qualification providing future opportunities in the Early Years sector.

Students need to be motivated to work closely with young children and develop the required skills for effective interactions.

They should consider this as part of a two-year plan to gain the maximum number of units delivered at Guilford Young College.

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

- Early Years education
- CHC50113 Diploma of Early Childhood Education and Care
- partial completion of the Certificate III in Early Childhood Education and Care provides an entry level pathway into the child care sector



Vocational Education and Training (RTO 1129)

METAL TRADES CERTIFICATE II IN ENGINEERING PATHWAYS

Code	MEM20413
Level	Certificate II
TCE Points	points depend on units gained
TCE Standards	n.a.
Pre-requisites	none

This program is offered to Year 11 and 12 students wishing to gain employment or develop skills in the area of metal trades.

Students have the opportunity to develop skills in welding, using machines for metal folding, making a project and working in engineering workshops.

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

CERTIFICATE I IN HOSPITALITY

Code	SIT10216
Level	Certificate I
TCE Points	points depend on units gained
TCE Standards	n.a.
Pre-requisites	none

This course is designed to provide students with an understanding of what the hospitality industry is about and the many career pathways it offers.

The students will develop good technical kitchen skills and team work. They will have opportunities to assist at College functions.

WHAT WILL I LEARN FROM THIS COURSE?

- basic hygiene procedures
- preparation of simple dishes
- how to clean and maintain a kitchen

PATHWAYS

- Certificate II Kitchen Operations/ Certificate II Hospitality
- Certificate III Commercial Cookery
- Certificate IV Commercial Cookery

CERTIFICATE II IN HOSPITALITY

Code	SIT20316
Level	Certificate II
TCE Points	points depend on units gained
TCE Standards	n.a.
Pre-requisites	none

This course focuses on Front of House skills. Students undertake units covering the areas of non-alcoholic beverages, espresso coffee, customer service and food and beverage service. There is a combination of theory-based and practical classes. A class café runs in some lessons and students are expected to serve at College functions during the year. Students should also undertake work placement at two different hospitality venues.

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

Vocational Education and Training (RTO 1129)

HEALTH OCCUPATIONS CERTIFICATE III IN INDIVIDUAL SUPPORT

Code	CHC33015
Level	Certificate III
TCE Points	points depend on units gained
TCE Standards	n.a.
Pre-requisites	none

During this course you will be exposed to a broad range of health occupations. This qualification reflects the role of workers in the community and/or residential setting who follow and individualised care plan to people who may require support due to ageing, disability or some other reason. Students will learn a range of skills and knowledge to support individuals in their health and care requirements.

WHAT WILL I LEARN FROM THIS COURSE?

- how to communicate and work with others in allied health
- research skills, to recognise healthy body systems
- organisational skills needed to participate in safe work practices
- how to prepare and maintain beds
- practical skills to assist clients with movement
- how to prepare and serve food to clients

PATHWAYS

- Units towards the Certificate III in Individual Support provide an entry level pathway into various allied health sectors including aged care, disability care and community services, higher level qualifications in enrolled nursing, paramedics or registered nursing

CERTIFICATE II IN KITCHEN OPERATIONS

Code	SIT20416
Level	Level 2
TCE Points	points depend on units gained
TCE Standards	n.a.
Pre-requisites	none

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

OFFICE ADMINISTRATION CERTIFICATE I AND II IN WORKPLACE SKILLS

Code	BSB10120 BSB20120
Level	Certificate 1 and 2
TCE Points	points depend on units gained
TCE Standards	n.a.
Pre-requisites	none

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

Vocational Education and Training

CERTIFICATE II IN OUTDOOR RECREATION

Code	SIS20419
Level	Certificate II
TCE Points	points depend on units gained
TCE Standards	n.a.
Pre-requisites	none

This course is designed for students wishing to work in the eco guiding and outdoor recreation industry. The adventure tourism industry is growing in Tasmania.

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

WHAT WILL I LEARN FROM THIS COURSE?

- skills and knowledge in
 - conducting outdoor recreation sessions
 - maintaining overnight sites
 - managing equipment
- example elective activities in this course include learning to assist in bushwalking, climbing, kayaking, surfing and mountain biking endeavours

PATHWAYS

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

CERTIFICATE II IN SPORT COACHING

Code	SIS20319
Level	Certificate II
TCE Points	points depend on units gained
TCE Standards	n.a.
Pre-requisites	none

This qualification reflects the role of individuals who deliver basic instruction sessions for a sport.

The program will prepare students for work undertaken as part of a team, or independently, in a structured environment such as a sporting club or school.

Individuals wishing to undertake this qualification should be a current or past participant in a particular sport.

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

ELECTROTECHNOLOGY CERTIFICATE II IN SUSTAINABLE ENERGY (CAREER START)

Code	UEE22120
Level	Certificate II
TCE Points	points depend on units gained
TCE Standards	n.a.
Pre-requisites	none

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

WHAT WILL I LEARN FROM THIS COURSE?

- Safety and skills in sustainable energy solutions
- Environmental procedures
- Solving problems with circuits
- Identifying sustainable energy practices
- Installation and setup of sustainable energy options

PATHWAYS

- Traineeship/Apprenticeship in Certificate III in
 - electrotechnology
 - air conditioning and refrigeration
 - electrical fitting
 - renewable energy
 - data and voice communication
 - instrumentation and control

Vocational Education and Training (RTO 1129)

CERTIFICATE II IN TOURISM

Code	SIT20116
Level	Certificate II
TCE Points	points depend on units gained
TCE Standards	n.a.
Pre-requisites	none

This course offers students an exciting entry into the tourism industry and provides them with a range of generic skills which can be used in a much broader range of careers.

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

CERTIFICATE I IN MARITIME OPERATIONS

Code	MAR10418
Level	Certificate I
TCE Points	points depend on units gained
TCE Standards	n.a.
Pre-requisites	none

PATHWAYS

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

This course is delivered and assessed by Seafood and Maritime Training RTO 7074. If you are interested, please email jmilburn@gyc.tas.edu.au.

WHAT WILL I LEARN FROM THIS COURSE?

- survival skills
- boat handling, operating and maintaining vessels



Supported Programs

ART MAKING 1

TASC Code	ART110117
TASC Level	Level 1
TCE Points	10
TCE Standards	n.a.
Pre-requisites	none

Art Making Level 1 encourages learners with an interest in art to engage in tactile experiences to make and present their artworks. In this course learners develop basic skills in the use of techniques, technologies and materials related in a variety of artistic studios. Learners use fundamental principles of design and artistic conventions to create artworks that express ideas and emotions.

Students learn how to describe their artistic intent, and are able to identify some of the similarities and differences between their own artwork and the works of others.

Art Making Level 1 belongs to a suite of courses in Art and provides opportunities for learners to develop basic skills in developing and communicating art ideas. It promotes creative thinking and evaluation.

WHAT WILL I LEARN FROM THIS COURSE?

- how to apply recommended elements and principles of design to produce artworks
- how to create artworks in a variety of studios
- how to communicate ideas and/or emotions through own artwork, and describe them to others
- how to identify some similarities and differences between their own artwork and the work of others

PRELIMINARY ARTS STAGES 1 TO 4

TASC Code	PRA005119 PRA005219 PRA005319 PRA005419
TASC Level	Preliminary
TCE Points	0
TCE Standards	n.a.
Pre-requisites	none

Preliminary Arts is designed to provide learners with opportunities to undertake art processes, foster arts learning opportunities and access arts experiences. Learners will be able to choose from the five art disciplines of Dance, Drama, Media Arts, Music and Visual Arts.

In each of the disciplines learners will develop the ability to learn as artist and audience as well as learn through making and responding.

WHAT WILL I LEARN FROM THIS COURSE?

- how to communicate ideas through artistic practice
- how to present and perform artworks to an audience
- how to respond to own and others' artworks
- self-awareness and confidence
- how to engage with other learners and the school community in new ways.

ESSENTIAL SKILLS – READING AND WRITING 2

TASC Code	ERW210114
TASC Level	Level 2
TCE Points	10
TCE Standards	Literacy
Pre-requisites	none

Essential Skills – Reading and Writing 2 has been designed to enable learners to achieve reading and writing skills, and use strategies and practices appropriate for everyday adult settings, including the workplace. Learners will also gain skills that can be applied to reading and writing for leisure and pleasure.

This course requires the learner to read and write routine texts. Routine texts are those that are straightforward and used in everyday situations. Routine texts may include some unfamiliar content and embedded information. They may also include some specialised vocabulary.

WHAT WILL I LEARN FROM THIS COURSE?

- how to understand the purpose and features of routine texts
- how to use reading strategies to find information in routine texts
- how to recognise and understand specialised vocabulary and terminology in routine texts
- how to write routine text in a range of modes using appropriate text features, and also using the skills of planning, drafting and proofreading
- use of grammar, vocabulary and writing conventions when writing routine texts
- how to engage in a range of appropriate oral communication with peers and teachers to discuss their reading and writing ability, to gain feedback, and to respond accordingly
- how to apply these skills in everyday adult settings, including the workplace

Supported Programs

PRACTICAL ENGLISH 1

TASC Code	ENG110114
TASC Level	Level 1
TCE Points	10
TCE Standards	n.a.
Pre-requisites	below satisfactory Year 10 English

This course is designed for students who need to develop their skills in reading, writing and oral communication for educational and vocational purposes.

WHAT WILL I LEARN FROM THIS COURSE?

- reading, writing and conversational skills for information and pleasure
- improved language skills, including an increased vocabulary

PATHWAYS

- English Applied 2
- Essential Skills - Reading and Writing 2

FOOD AND COOKING ESSENTIALS 1

TASC Code	FCE110114
TASC Level	Level 1
TCE Points	10
TCE Standards	n.a.
Pre-requisites	none

Please refer to page 56.

PRELIMINARY ENGLISH STAGES 1 TO 4

TASC Code	PRE005119 PRE005219 PRE005319 PRE005419
TASC Level	Preliminary
TCE Points	0
TCE Standards	n.a.
Pre-requisites	none

Preliminary English caters for learners who require flexible and individualised programs. Learners are provided with experiences that engage, support and extend their learning, including the use of pictorial representations or other marks to express and record their ideas.

Learners will be provided with opportunities to engage with a variety of texts for enjoyment. They will listen to, read and view spoken, written and multimodal texts in which the primary purpose is to entertain, as well as some texts designed to inform.

Achievement in Preliminary courses do not contribute to the Tasmanian Certificate of Education (TCE). This allows for greater flexibility in regard to learner movement between stages and their learning time.

WHAT WILL I LEARN FROM THIS COURSE?

- how to use language in differing forms and situations to express and develop ideas, depending on individual needs and capabilities
- receptive skills to examine and respond to literature/texts which can include reading, comprehending, listening and viewing
- how to interpret, and use language to communicate in modes including writing, speaking, acting, use of Alternative Augmented Communication (AAC), signing, gesturing, and/or creating multimodal texts

EVERYDAY MATHS 1

TASC Code	MTE110114
TASC Level	Level 1
TCE Points	10
TCE Standards	n.a.
Pre-requisites	none

This course is specifically designed for learners who require flexible and individualised learning programs. The skills, knowledge and understandings offered in this course will enable learners to move toward greater autonomy and independence.

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

- Workplace Maths 2

For information on Workplace Mathematics 2, please see page 24

Supported Programs

PRELIMINARY MATHEMATICS STAGES 1 TO 4

TASC Code	PRE015119 PRE015219 PRE015319 PRE015419
TASC Level	Preliminary
TCE Points	0
TCE Standards	n.a.
Pre-requisites	none

Preliminary Mathematics caters for learners who require flexible and individualised programs. Learners will experience a range of learning activities in familiar contexts that will assist them to attend to and explore the world around them with as much independence as possible.

Learning experiences in this course are designed to move learners from an emergent level of responding to a level where the response indicates intention. Preliminary Mathematics aims to offer better outcomes in all aspects of learners' lives, and assist learners' access to achievable pathways to further education, training and/or employment outcomes.

WHAT WILL I LEARN FROM THIS COURSE?

- how to identify whole numbers and apply fundamental number skills to everyday mathematical situations
- how to use units of measurement
- how to use spatial awareness to describe position, location and shape
- how to collect, represent and interpret statistical information

WORK READINESS 2

TASC Code	WRK215117
TASC Level	Level 2
TCE Points	15
TCE Standards	Literacy, numeracy, ICT
Pre-requisites	none

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

- workforce
- further education, particularly VET programs

WORKSHOP TECHNIQUES INTRODUCTION

TASC Code	WTE110114
TASC Level	Level 1
TCE Points	10
TCE Standards	n.a.
Pre-requisites	none

Workshop Techniques Introduction is designed for students wishing to develop basic skills in woodworking.

Learners will be involved in a variety of practical situations that may include the use of measuring, marking, cutting, shaping and power tools. They will develop skills in the selection and safe use of appropriate tools for the task they are undertaking and develop confidence in planning and problem solving in a workshop environment. Students will complete at least one minor and one major project from a given plan, and will be assessed on four criteria.

They will be fully supported in their learning with an emphasis on developing self-confidence and an understanding of the process and techniques involved in the manufacture of products in wood.

WHAT WILL I LEARN FROM THIS COURSE?

- skills related to identification, safe use and correct handling of equipment
- the process of making/constructing to specified standards and time frames
- how to apply occupational health and safety procedures
- confidence in making and appraising products
- problem-solving associated with practical experiences
- an awareness of career and further study options

Index of Courses

Accounting	34	Information Systems and Digital Technologies	63
Ancient History	39	Introduction to Sociology and Psychology	32
Art Production	53	Italian	43
Art Studio Practice	54	Japanese	42
Art Theory and Criticism	54	Legal Studies	35
Asian Studies	40	Life Sciences (Marine or Human)	27
Assessment Only Qualifications (CCAFL)	42	Mathematics General	25
Athlete Development	59	Mathematics Methods	25
Australia in Asia and the Pacific	40	Mathematics Specialised	26
Automotive and Mechanical Technologies	64	Maths (Workplace)	24
Biology	28	Media Production	55
Business Studies	33	Modern History	38
Chemistry	30	Music	48
Chinese	42	Music (Advanced Practical Study)	50
Community Sport and Recreation	59	Music Technology Projects	46-47
Computer Graphics and Design	68-69	Music (Contemporary)	48
Computer Science	64	Object Design	68
Computing (Publishing and Design)	62	Outdoor Education	61
Computing (Robotics and Game Making)	63	Outdoor Experiences	58
Dance	52	Outdoor Leadership	61
Dance Choreography and Performance	52	Philosophy	39
Design and Production (Metal, Wood, Textiles, Digital Craft)	65-67	Physical Sciences	29
Drama	51	Physics	30
Economics	35	Psychology	32
English Applied	19	Religion in Society	16
English as an Additional Language or Dialect	22	Sociology	33
English	19	Song Writing	49
English Foundations	21	Sport and Recreation Experiences	59
English Literature	22	Sport Science	60
English Practical	79	Studies of Religion	18
English Writing	21	Supported Programs	78-80
Environmental Science	28	Tasmanian Aboriginal Studies	36
Exploring Issues in Society	37	Technical Theatre Production	51
Faith in Action	17	Theatre Performance	52
First Nations Studies	37	VET Courses	70-77
Fitness Experiences	58	Visual Art	53
Food and Cooking Essentials	56	Working with Children	31
Food and Nutrition	56	Work Readiness	80
Food, Cooking and Nutrition	56	Workshop Techniques	80
French	41		
Geography	39		
Health Studies	60		
History and Environment	38		
Housing and Design	69		

Notes

Notes





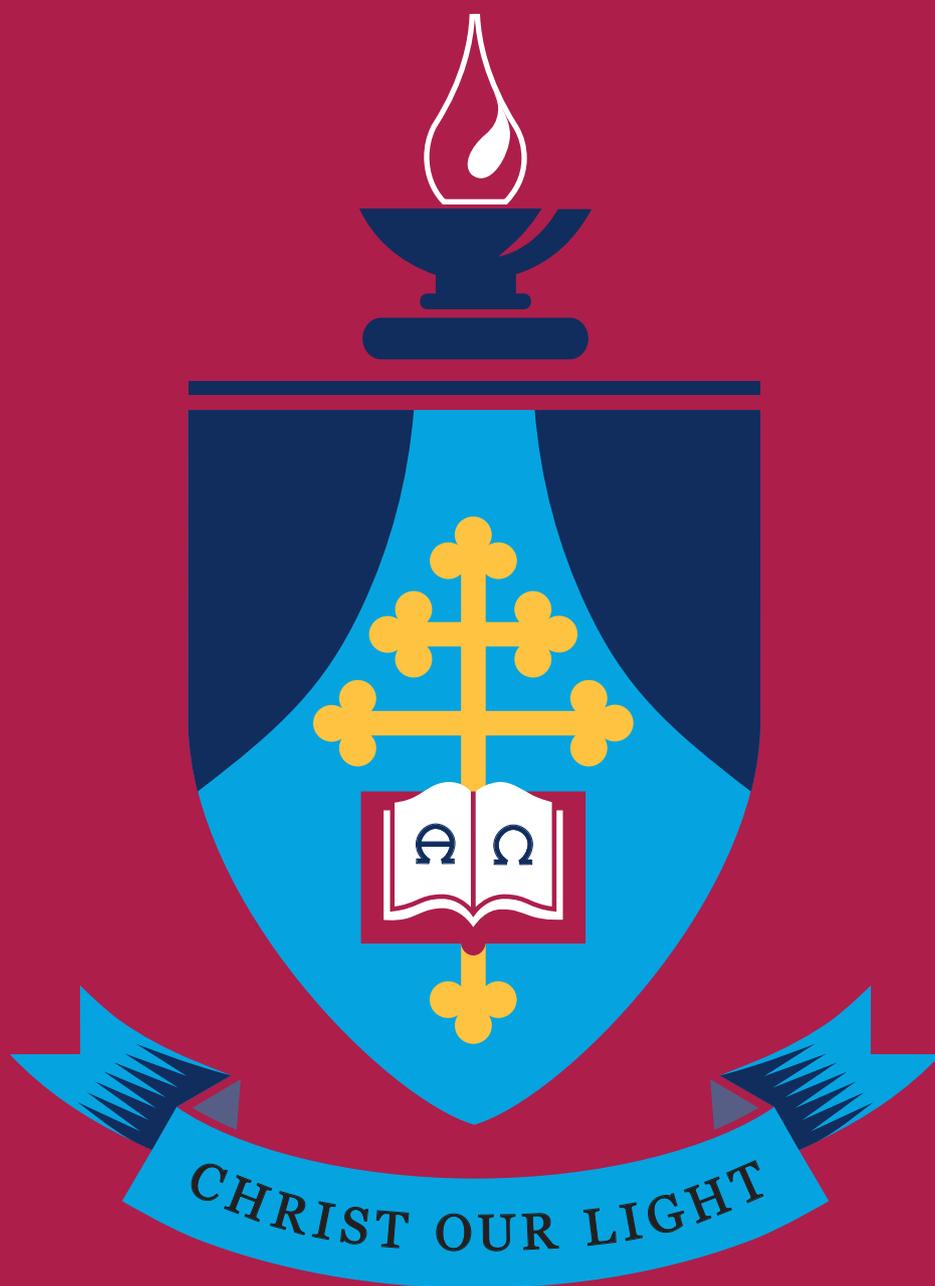
Guilford Young College

Principal & Administration Office
PO Box 241
Glenorchy, Tasmania 7010
(03) 6238 4333
principal@gyc.tas.edu.au

Hobart Campus
94 Barrack Street
Hobart
contact@gyc.tas.edu.au

Glenorchy Campus
76 Bowden Street
Glenorchy
contact@gyc.tas.edu.au

website
www.gyc.tas.edu.au



CHRIST OUR LIGHT