



Guilford
Young
College



Handbook 2019



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**The information in the 2019 GYC Handbook
is correct at the time of publication, May 2018.**

**If new information becomes available from TASC,
it will be posted on the GYC website.**

Welcome to Guilford Young College for 2019

Welcome to the 2019 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 an 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 2019 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 2019, 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-school pursuits that interest you.

Whatever your intended pathway, you will find a range of options that will give you the best opportunity to pursue it.

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 providing the nation's leading Vocational Education and Training (VET) schools pathways. 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



The GYC student leaders of 2018 extend their welcome, too.

Vision and Mission, Ministry and Pastoral Care

VISION AND MISSION

Guilford Young College opened its doors to students in February 1995 and today continues the proud tradition of 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 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. 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.



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.

MINISTRY STATEMENT

With Christ as our Light, and true to the vision of Archbishop Sir Guilford Young and the Founding Orders, we at Guilford Young College minister to one another. Our Catholic community nurtures faith; fosters an environment of care and respect for each individual; celebrates life and all creation; and empowers us to work locally and globally for a just world.

STATEMENT OF HOUSE

Houses at Guilford Young College live out the mission and ethos of the College and the Catholic Church. Our Houses are places of welcome and hospitality for all, built on Gospel values of compassion, justice, forgiveness and courage. Houses look back to the founder they were named after for direction and the call to service. We recognise, develop and nurture the gifts of each person within the House. Houses meet in prayer and liturgy to celebrate and nourish our connection with God, creation and one another.

PASTORAL CARE

Guilford Young College is a community of care.

The strong academic tradition, the high expectations and the challenging pace of senior secondary education are underpinned by the caring support the College offers for emotional and spiritual growth.

The goal of our Ministry and Pastoral Care Team is to increase student engagement, wellbeing and sense of belonging.



VISION STATEMENT

With Christ as our Light, we seek truth. In our learning we respect all creation and each person and we celebrate the gifts and achievements of our community.

MISSION STATEMENT

Guilford Young College is a Catholic co-educational senior secondary college. In this place of learning all are invited into relationship with God and each other. Central to our learning is the focus on the individual, excellence in teaching practice, equality and diversity of opportunity and personal challenge. We are a welcoming, compassionate community that provides a safe and inclusive learning environment. The College values critical thinking, the pursuit of knowledge and life-long learning. We promote positive futures and encourage members of our community to take responsibility for their own lives and assist in shaping a better future for all.

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.

LEARNING SUPPORT

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

LEARNING SUPPORT

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

SPECIAL NEEDS

The College prides itself on catering for all its students; in particular students with special learning needs. Life skills, community access, social skills, extension and transition programs are provided for students who require particular learning needs support, as well as a range of appropriate courses of study (see our *suite of Supported Programs*, pp 62-64).

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 co-operatively 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 Teaching and Learning 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 close 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. The document, *Academic Integrity at GYC*, details our policy and procedures and is available on the GYC website: www.gyc.tas.edu.au/students/courses and on SIMON, our Learning Management System.

Detailed information about the facilities available on our two Campuses can be found on the GYC website, under Students.

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 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.

STEP UP

Please see the Library information on page 6.

Students are supported to participate in all areas of College life, including work experience and transition-to-work programs. For students with physical disabilities, ramps and several lifts have been installed at the Hobart Campus. The Glenorchy Campus is the more easily accessible for students because the site is flat with many classrooms at ground level.

ENGLISH AS AN ADDITIONAL LANGUAGE

GYC 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 beginner English catered for in Practical English (Level 1). In-class and additional assistance with English may be available on a one-to-one or small group basis.

ABORIGINAL 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.

Information and Communication

GYC LIBRARIES



In supporting Guilford Young College's vision and 'learning for life', the mission of the GYC Libraries is to assist students to become independent, self-directed and life-long learners, in a welcoming teaching and inclusive learning environment. The Libraries are open from 8:20am – 4pm weekdays, and our online catalogue, networked database subscription services and video-on-demand resources are available 24/7 through the College's intranet, called SIMON.

The Libraries' information services are central to the curriculum, teaching and learning programs of the College. The Library staff – there is a library on each Campus – encourage reading for leisure as well as study. They assist students to become confident users of ICT and digital technologies and meet the particular requirements of the *TASC Academic Integrity Standard*.

Students are assisted to register for LINC local library membership online to access additional collections of ebooks, audio-books and other online digital library services. In addition, students who are not already members of the UTAS Connections Program are encouraged to apply for the Step Up program – a University of Tasmania Library initiative for Tasmanian Year 11 and 12 students which provides an introduction for College students to the university environment.

INFORMATION 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. By completing the ICT checklist students will be awarded their ICT Proficiency 'tick' which is a requirement for the Tasmanian Certificate of Education.

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

- a limited number of desktop computers
- internal and external access to our Learning Management System
- content filtered Internet access
- web-based email (Outlook)
- a one-year 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 to college that meets the following minimum requirements:

- touch screen with digital pen/stylus
- 4GB RAM
- 500GB hard drive
- separate keyboard
- Wi-Fi access
- eight hours continuous battery life.

Important information: iPads do not meet the minimum requirements for a BYOD device at GYC. Although MacBooks do work on our system **we recommend Windows 10 devices.**

Further details will be made available later in the year. Also, please visit the GYC website, www.gyc.tas.edu.au

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 College Privacy Policy is available on the GYC website, www.gyc.tas.edu.au

Co-curricular Opportunities

SPORT

Guilford Young College is renowned for its co-curricular opportunities as a means of extending a student's 'learning for life' experience.

Two undertakings central to this are the extensive sports program and the annual musical.

These and other activities give students the opportunity to display their skills and talents, sportsmanship and the strength of their community spirit. Regardless of the program, students of all levels of skill and experience are welcome to participate.

Guilford Young College offers an exciting sporting program which caters for a range of student abilities, interests and needs.

While all students are encouraged to share their gifts and talents and participate in College sporting activities, the College recognises participation is the choice of each student.

Students have the opportunity to extend their sporting skills, fitness and enjoyment levels while developing teamwork and College spirit. Students are also encouraged to pursue personal sporting dreams.



OUTDOOR EDUCATION, HEALTH AND PHYSICAL EDUCATION

A popular course of study at Guilford Young College is Outdoor Education which involves study, planning, preparing and undertaking challenging new skills. The sporting program at the College is also complemented by the Health and Physical Education program. The HPE courses offer a variety of strands with some being offered at Level 3. Teamwork, co-operation, skill development and an awareness of a healthy lifestyle are central to these courses (see pages 43-47).

*athletics
badminton
basketball
canoe polo
cricket
cross country
equestrian
football
golf
hockey
netball
rowing
sailing
soccer
squash
surfing
swimming
tennis
triathlon
volleyball
waterpolo*

COLLEGE MUSICAL

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: *The Music Man* (2015), *Footloose* (2016), *Grease* (2017) and *The Little Shop of Horrors* (2018).

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.



DON BOSCO CREATIVE ARTS CENTRE



The Don Bosco Creative Arts Centre was opened in June 2015 and now is home to the annual GYC Musical as well as a huge range of other events and activities throughout the year. The centre fulfils the long-held GYC dream of providing quality space for the Arts, especially performance, 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.

Pathways Through College and Beyond



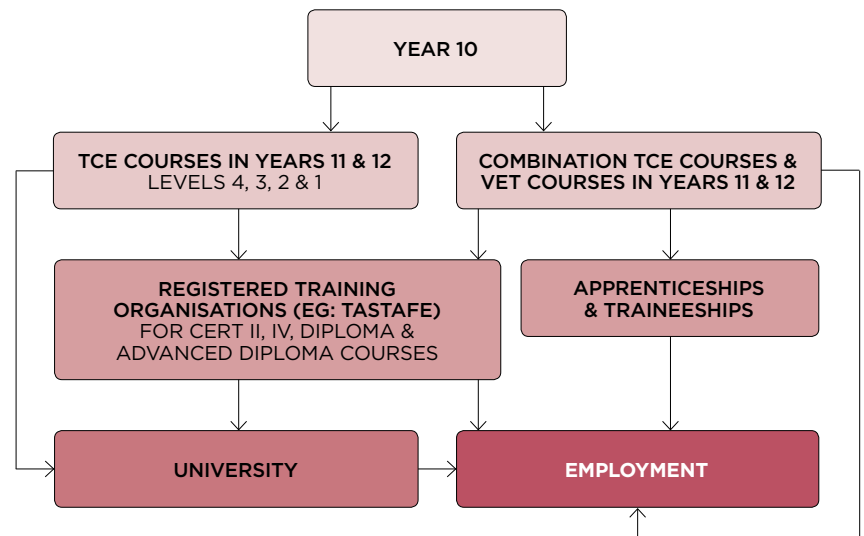
Pathways

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 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. Three of these courses must be gained in Year 12 and 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 go straight into 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) and a wide range of Vocational Education and Training (VET) courses are offered 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)
- evidence that a student has participated in pathway planning
- 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) or P or Pass (PP) in the relevant course.

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

Courses studied at Level 1 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. It can include Vocational Education and Training (VET) qualifications and units of competence, senior secondary qualifications and other qualifications recognised by TASC.

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.

Selection of Tasmanian senior secondary applicants for most university courses will be based on the ATAR (Australian Tertiary Admission Rank). The ATAR score is calculated by aggregating the scores of the student's best three Level 3 or Level 4 courses (from Year 12 or 13), together with the best score(s) of up to two other Level 3 or Level 4 courses in that year or one other year, for example, Year 11. This score is then expressed as a percentile rank (ATAR).

A minimum ATAR score of 65 is generally needed to obtain a university place. Some high-demand courses such as Medicine require an ATAR score of over 95 and a high result in the undergraduate medical admissions test (UMAT).

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.

To be considered for concessional entry an applicant's performance in the TCE and any supporting evidence of his/her capacity to undertake higher education study will be assessed. Supporting evidence may take the form of advice from the relevant School/College/Principal or Careers Advisor.

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 GYC 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 practice 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 that are 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.

SOUTHERN TASMANIAN CATHOLIC COLLEGES TRADE TRAINING CENTRE

Guilford Young College is home to the Southern Tasmanian Catholic Colleges Trade Training Centre, the first non-government Trade Training Centre to be operational in Tasmania.

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.

GYC is the Registered Training Organisation for the STCCTC – GYC RTO 1129.

*For further information about the TRADE TRAINING CENTRE, contact Penny Driessen, Director, GYC VET COURSES
Jane Milburn, VEL Manager*



For 2019, students can choose from:

AHC10216 Certificate I in AgriFood Operations

AHC20416 Certificate II in Horticulture

AUR10116 Certificate I in Automotive Vocational Preparation

AUR20716 Certificate II in Automotive Vocational Preparation

BSB10115 Certificate I in Business

BSB20115 Certificate II in Business

CHC30113 Certificate III in Early Childhood Education and Care (up to 14 units towards this qualification)

CPC10111 Certificate I in Construction

CHC33015 Certificate III in Individual Support (7 units towards this qualification)

DEF10117 Certificate I in Defence Force Cadets

MEM20413 Certificate II in Engineering Pathways

SIT10216 Certificate I in Hospitality

SIT20316 Certificate II in Hospitality

SIT20416 Certificate II in Kitchen Operations

SIT20116 Certificate II in Tourism

SIS20513 Certificate II in Sports Coaching

SIS20213 Certificate II in Outdoor Recreation

Courses may also be available in areas, such as Electrotechnology, Aquaculture, Wine Industry Operations, Community Services, Information, Digital Media and Technology, Access to Vocational Pathways, Hairdressing, Animal Studies, and Agriculture and Maritime Studies, depending on demand and access to other providers.

Course Information

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 2019 school year begins. Changes will be advised on the College website, www.gyc.tas.edu.au, as they become available.

HOW TO READ COURSE DESCRIPTIONS

All courses are grouped in learning areas and may be accessed quickly by reference to the Course Index on page 65.

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 accessed 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 12s are expected to participate positively in other aspects of the religious life of the College.

Students have a choice of three strands of Religious Education.

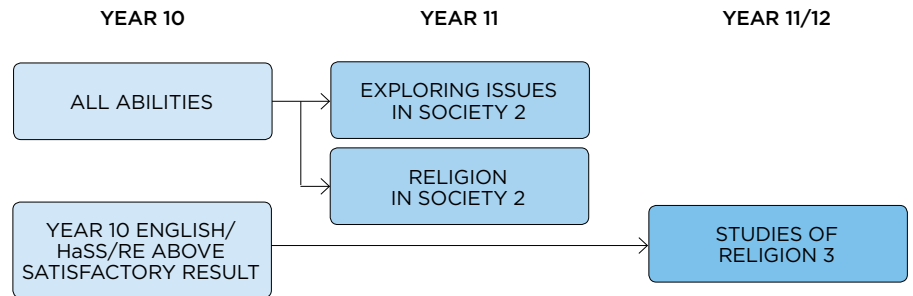
They can study the Level 3 course, Studies of Religion or the Level 2 courses, Religion in Society or Exploring Issues in Society.

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.

Guilford Young College students develop the ability to think critically and analytically.

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

<i>TASC Code</i>	<i>RLP215115</i>
<i>TASC Level</i>	<i>Level 2</i>
<i>TCE Points</i>	<i>15</i>
<i>TCE Standards</i>	<i>Literacy</i>
<i>Pre-requisites</i>	<i>none</i>

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:

- 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 messages and values.

WHAT WILL I LEARN IN 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 in Religion 3



Religious Education

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"> willingness to volunteer willingness to commit to completion of class project Working with Vulnerable People card

This course is suited to students 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.

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?

Work in class focuses from the local to global perspective and has a variety of modes in which work can be completed in class time.

The course offers a perspective into outreach and ministry, particularly to those marginalised within the community. As such, students will engage in outreach opportunities offered through the community, particularly within the Catholic community, and reflective of our Founders' visions of social justice.

WHAT WILL I LEARN IN THIS COURSE?

- independent volunteering skills
- to develop an informed perspective about current issues that impact on local, national and global communities



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.

- Catholic social teaching and its application in making moral decisions and forming just societies

PATHWAYS

- Working with Children 2
- Introduction to Sociology and Psychology 2
- Community Sport and Recreation 2
- Health Studies 3
- Food and Nutrition 3
- volunteering in community organisations

WHAT WILL I LEARN IN 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 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.

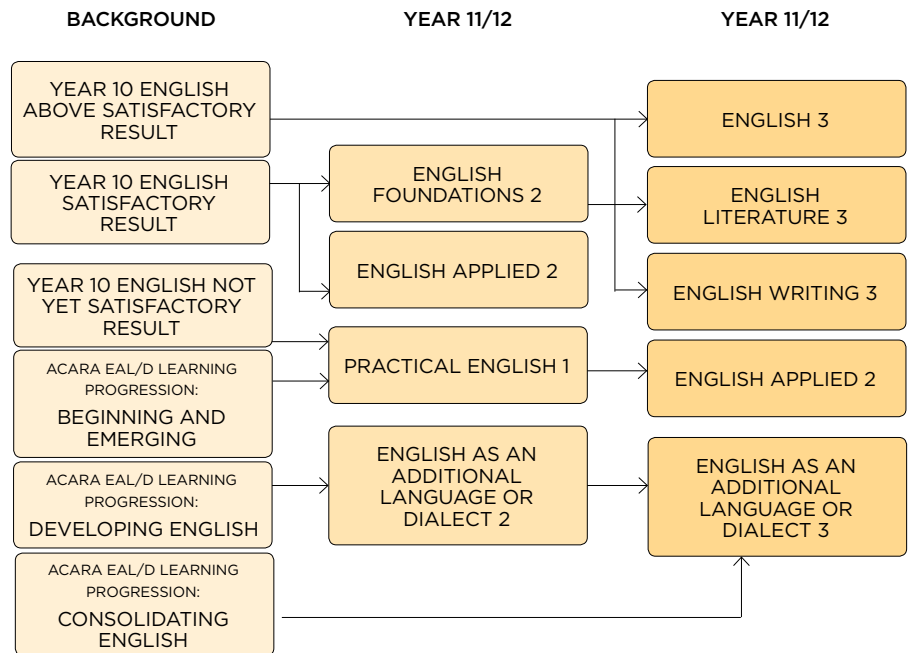
If you are coming from Year 10 with satisfactory reading and writing skills and you are considering a university pathway, you should select English Foundations 2 for Year 11 and a Level 3 English in Year 12.

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 score.

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 2019.



PRACTICAL ENGLISH 1

<i>TASC Code</i>	<i>ENG110114</i>
<i>TASC Level</i>	<i>Level 1</i>
<i>TCE Points</i>	<i>10</i>
<i>TCE Standards</i>	<i>n.a.</i>
<i>Pre-requisites</i>	<i>below satisfactory Year 10 English</i>

This course is designed for students who need to develop their skills in reading, writing and oral communication for educational and vocational purposes.

ENGLISH APPLIED 2

<i>TASC Code</i>	<i>ENA215114</i>
<i>TASC Level</i>	<i>Level 2</i>
<i>TCE Points</i>	<i>15</i>
<i>TCE Standards</i>	<i>Literacy</i>
<i>Pre-requisites</i>	<i>satisfactory Year 10 English</i>

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 IN 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

WHAT WILL I LEARN IN THIS COURSE?

- reading 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
- to consolidate English language skills

PATHWAYS

- the workplace
- everyday life

English

ENGLISH FOUNDATIONS 2

TASC Code	ENG215117
TASC Level	Level 2
TCE Points	15
TCE Standards	Literacy
Pre-requisites	none

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 interpretive, 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 IN 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	<ul style="list-style-type: none"> • CA or better in English Foundations 2 • above satisfactory Year 10 English and essay writing skills

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 IN THIS COURSE?

- 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	<ul style="list-style-type: none"> • another Level 3 English course • CA or better in English Foundations 2 • above satisfactory in Year 10 English

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 IN THIS COURSE?

- writing in a range of forms and genres
- techniques for creating engaging pieces
- editing and proofreading skills to produce work of publication standard

PATHWAYS

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

English

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

English Literature is an enriching course with an emphasis on gaining awareness of all aspects of texts and language. There is a particular focus on the scholarly study of texts and the use of language to create and interpret experience imaginatively.

It equips students for a variety of tertiary courses and gives them an understanding of the historical and cultural background to a variety of texts.

The course focuses on a range of texts from poetry, plays (including Shakespeare), novels and contemporary films. Students focus on how language and texts can help a person develop ideas, attitudes and values.

WHAT WILL I LEARN IN THIS COURSE?

- single text study
- comparative text study
- poetry (texts in contexts)
- independently chosen text

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>this course is restricted to students:</p> <ul style="list-style-type: none"> • for whom English is a second language or an additional language or a dialect • who have no more than a total of five years of formal education in a school where English is the major language of instruction • who have been resident in Australia for no more than five 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 IN 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 recognise and understand personal, social and cultural attitudes and perspectives in a range of 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	EAL315115
TASC Level	Level 3
TCE Points	15
TCE Standards	Literacy
Pre-requisites	<p>this course is restricted to students:</p> <ul style="list-style-type: none"> for whom English is a second language or an additional language or a dialect who have no more than a total of five years of formal education in a school where English is the major language of instruction who have been resident in Australia for no more than five 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 IN 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.

YOUR NOTES

Mathematics

Guilford Young College caters for varied student ability and interest by offering a wide range of Mathematics courses in 2019.

If you are coming from Year 10 and have completed Year 10 Maths, 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.

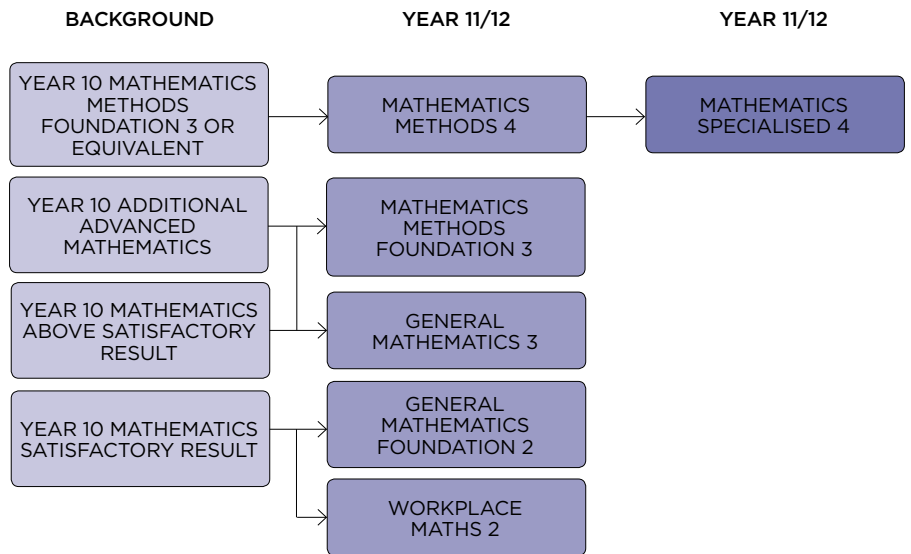
If you are coming from Year 10 with a satisfactory level of achievement at Year 10 Mathematics and you need a Level 3 Mathematics course for university, you should select General Mathematics Foundation 2 in Year 11 and General Mathematics 3 in Year 12.

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.

Access to graphical calculators is fundamental to all Mathematics courses and will be permitted in all mathematical examinations.



WORKPLACE MATHS 2

<i>TASC Code</i>	<i>MTW215114</i>
<i>TASC Level</i>	<i>Level 2</i>
<i>TCE Points</i>	<i>15</i>
<i>TCE Standards</i>	<i>Numeracy</i>
<i>Pre-requisites</i>	<i>Year 10 Maths satisfactory result</i>

Workplace Maths 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 IN THIS COURSE?

- application of maths to real world situations
- the confidence to be numerate and use maths to solve problems

PATHWAYS

- apprenticeships
- further training



Mathematics

GENERAL MATHEMATICS FOUNDATION 2

<i>TASC Code</i>	<i>MTG215114</i>
<i>TASC Level</i>	<i>Level 2</i>
<i>TCE Points</i>	<i>15</i>
<i>TCE Standards</i>	<i>Numeracy</i>
<i>Pre-requisites</i>	<i>Year 10 Maths satisfactory result</i>

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.

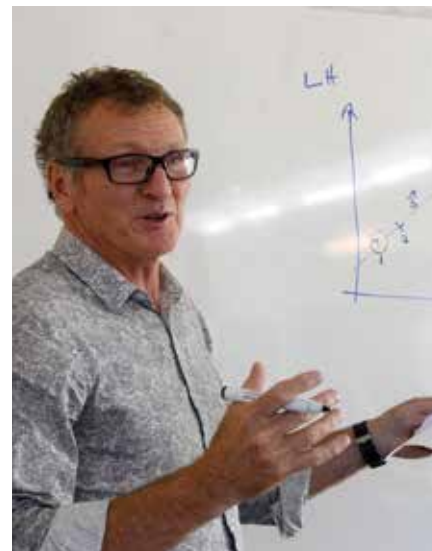


WHAT WILL I LEARN IN THIS COURSE?

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

PATHWAYS

- General Mathematics 3



GENERAL MATHEMATICS 3

<i>TASC Code</i>	<i>MTG315115</i>
<i>TASC Level</i>	<i>Level 3</i>
<i>TCE Points</i>	<i>15</i>
<i>TCE Standards</i>	<i>Numeracy</i>
<i>Pre-requisites</i>	<ul style="list-style-type: none"> • <i>Year 10 Maths above satisfactory result</i> • <i>CA or better in General Mathematics Foundation 2</i>

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, trigonometry and world geometry, sequences, finance, networks and decision mathematics and statistics, in order to solve applied problems.

Skills in applying reasoning and interpretive 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 IN THIS COURSE?

- bi-variate data analysis
- growth and decay in sequences
- finance
- trigonometry
- 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

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.

The five units studied are Algebra, Functions and Graphs, Circular (Trig) Functions, Calculus and Probability.

WHAT WILL I LEARN IN THIS COURSE?

- understanding of concepts and techniques drawn from algebra, and the study of functions, calculus and probability
- solving 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
- using technology appropriately and efficiently

PATHWAYS

- 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 maths, chemistry and physics at university

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 or its equivalent is an advantage • 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 IN 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

- a pre-requisite to 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

Science

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 Foundation 3 Mathematics Methods 4

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 IN 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



LIFE SCIENCES (MARINE) 2

TASC Code	LSC215115
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 IN THIS COURSE?

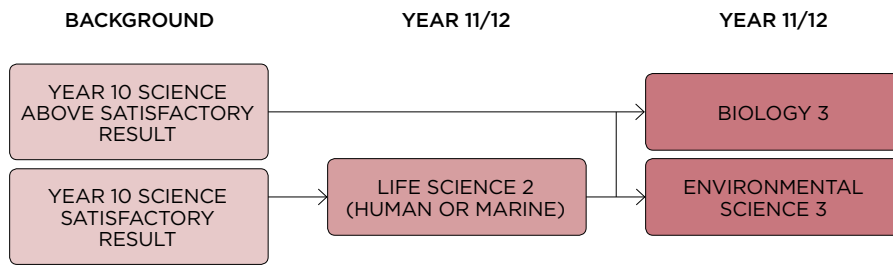
- marine plants and animals
- structure and function of marine ecosystems
- fisheries management
- biotechnology and genetic engineering
- biodiversity and the interdependence of organisms with the environment
- evolution and natural selection

PATHWAYS

- Biology 3
- Environmental Science 3



Science



LIFE SCIENCES (HUMAN) 2

TASC Code	LSC215115
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 IN 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

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. Visiting speakers, videos and study of current environmental issues build our understanding.

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.

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

* While there are no pre-requisites, common sense, general knowledge, a reasonable literacy level, interest in science and familiarity with the Tasmanian environment and environmental issues are very helpful to students of this subject.

continued next page

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 Science 2 (recommended) • Physical Science 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 Science 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 IN 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)

continued next page

Science

ENVIRONMENTAL SCIENCE 3

from previous page

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
- carbon, nitrogen, phosphorus and water cycles
- 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



BIOLOGY 3

WHAT WILL I LEARN from previous page

- 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
- careers 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

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.

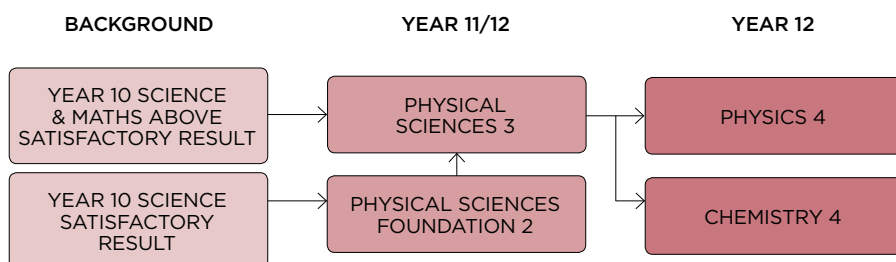
WHAT WILL I LEARN FROM THIS COURSE?

- how to undertake scientific activities
- safely use equipment
- inquire into physical systems
- 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

Science



CHEMISTRY 4

TASC Code	CHM415115
TASC Level	Level 4
TCE Points	15
TCE Standards	Numeracy
Pre-requisites	SA or higher in Physical Sciences 3 (recommended)

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)

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 important 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 (for example, medicine and health sciences (for example, medicine and physiotherapy), human movement, architecture, agriculture, aquaculture, and Antarctic, marine and climate sciences

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.

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

The course is highly relevant to the real world with links to many topics including what to do if your car starts rusting, how to measure the alcohol content of your home-brew and how to re-charge your batteries.

Students undertaking this course will need to be strong in Maths 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



Science

HaSS

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

WORKING WITH CHILDREN 2

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

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?

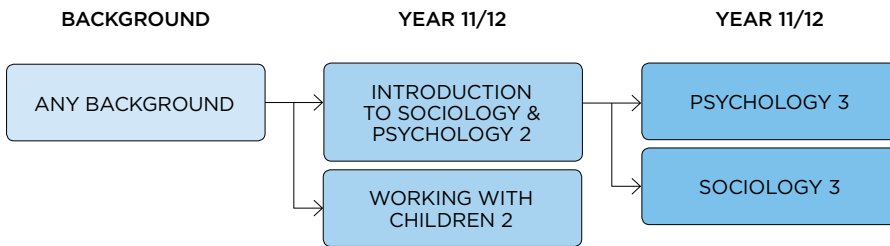
- understanding of children's health and safety
- provision of quality care environments
- effective communication

PATHWAYS

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



Humanities and Social Sciences



INTRODUCTION TO SOCIOLOGY AND PSYCHOLOGY 2

<i>TASC Code</i>	<i>BHX215118</i>
<i>TASC Level</i>	<i>Level 2</i>
<i>TCE Points</i>	<i>15</i>
<i>TCE Standards</i>	<i>Literacy</i>
<i>Pre-requisites</i>	<i>none</i>

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:

- social stratification
- sociology of gender
- cross cultural differences
- non-verbal communication
- 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
- creating surveys and analysing 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

<i>TASC Code</i>	<i>BHP315116</i>
<i>TASC Level</i>	<i>Level 3</i>
<i>TCE Points</i>	<i>15</i>
<i>TCE Standards</i>	<i>Literacy, ICT</i>
<i>Pre-requisites</i>	<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, or in nursing, social work, teaching, physiotherapy, counselling, criminology and 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 3 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.

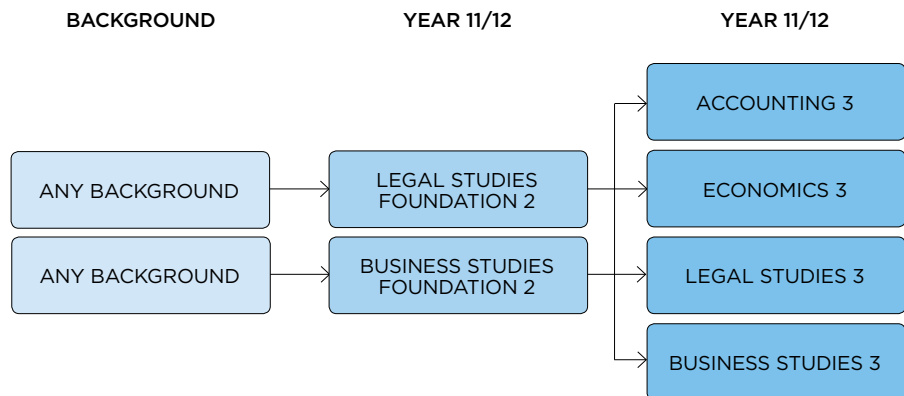
Sociology develops skills in research, analysis and discussion as well as in organising and reporting information.

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

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



BUSINESS STUDIES FOUNDATION 2

TASC Code	BST215116
TASC Level	Level
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.

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 the role of accounting in business and its relevance to business financial decision making
- record, report, analyse and interpret financial information for business organisations
- identify when a business is doing well (or not) by understanding financial reports so that appropriate business decisions can be made.

WHAT WILL I LEARN FROM THIS COURSE?

- gain experience with cloud-based accounting software
- learn about the importance of protecting business assets from theft and loss, and how to minimise these risks through good business procedure
- learn how to read financial reports and be able to make recommendations about needed improvements in a business

PATHWAYS

- accounting skills are valued in many industries, but particularly for roles involving 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 wishing to maximise their employability should consider majoring in Accounting and would benefit from studying Accounting in Year 11 or 12

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 Level 3, 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

Humanities and Social Sciences

LEGAL STUDIES FOUNDATION 2

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

Legal Studies Foundation is a less demanding legal studies course designed for Year 11 students as a stepping stone to Legal Studies 3.

Students may experience the following: excursions to Risdon Prison, the Supreme and Magistrates Court, the Penitentiary Chapel, the Industrial Tribunal, Lawfest at UTAS, as well as hearing interesting guest speakers.

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 Foundation 2 before commencing Legal Studies in Year 12

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

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

TASMANIAN ABORIGINAL STUDIES 2

TASC Code	TAS 215118
TASC Level	Level 2
TCE Points	15
TCE Standards	Literacy
Pre-requisites	Australian Curriculum History, Geography or English

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.

Assessment will be by formal written and multimodal responses in addition to a series of reflective journal entries.

There will be excursions and guest speakers.

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

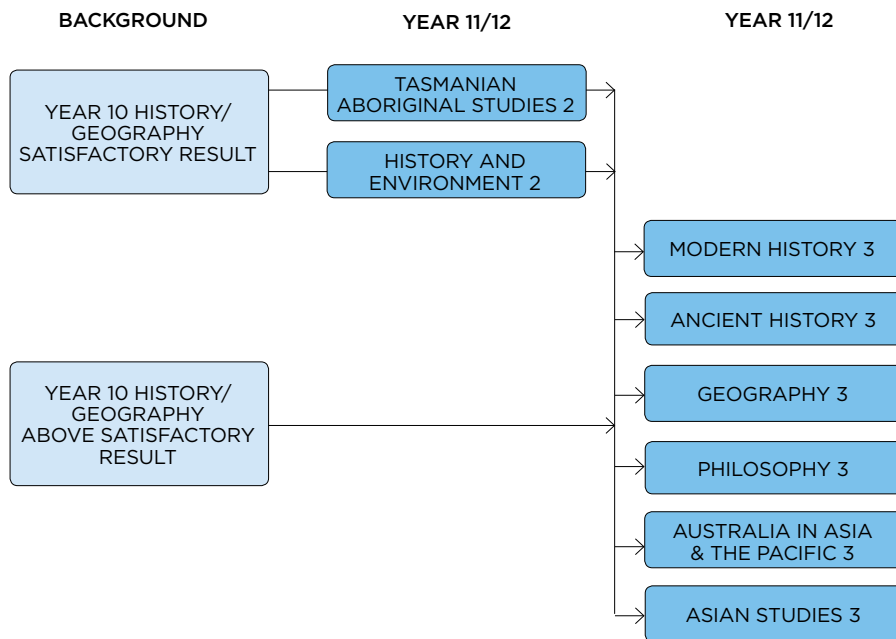
WHAT WILL I LEARN FROM THIS COURSE?

- 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

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.

WHAT WILL I LEARN FROM THIS COURSE?

- 1918 - 1946 Weimar Republic and the rise of Hitler
- 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

HISTORY AND ENVIRONMENT 2

TASC Code	HAE215115
TASC Level	Level 2
TCE Points	15
TCE Standards	Literacy
Pre-requisites	Australian Curriculum History, Geography or English

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

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 cases: A Threatened Species and the Environmental Impact of Modernisation in Asia.

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 at GYC 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
- have an improved ability to write concise, scholarly prose

PATHWAYS

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

GEOGRAPHY 3

TASC Code	GGY315115
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 impacts they have on the physical environment.

If learners are interested in where and why populations are distributed around the world; issues of how many people the earth can support, and sustainability; demographic challenges facing Australia; land cover change and climate change and the process and impacts of globalisation, then Geography is for them!

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	PHL315113
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 justify philosophical positions.

The course incorporates a brief survey of Western Philosophy and methods of inquiry; metaphysical debates over personal identity; the question of free will; epistemology, including an investigation of what distinguishes justified belief from mere opinion; an investigation of Empiricism and Rationalism; the views of some modern philosophers on how to live a 'good life', and scientific and faith-based approaches to questions of the origin of the universe and life on earth.

WHAT WILL I LEARN FROM THIS COURSE?

- the ability to analyse, to engage with and to critique philosophical positions
- how to identify strengths and weaknesses in arguments
- how to formulate your own 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

Languages

AUSTRALIA IN ASIA AND THE PACIFIC 3

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

- 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

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

ASIAN STUDIES 3 (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).

PATHWAYS

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

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.

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

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; 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

Languages

JAPANESE 3

<i>TASC Code</i>	<i>JPN315114</i>
<i>TASC Level</i>	<i>Level 3</i>
<i>TCE Points</i>	<i>15</i>
<i>TCE Standards</i>	<i>n.a.</i>
<i>Pre-requisites</i>	<ul style="list-style-type: none"> • SA Japanese Foundation • 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

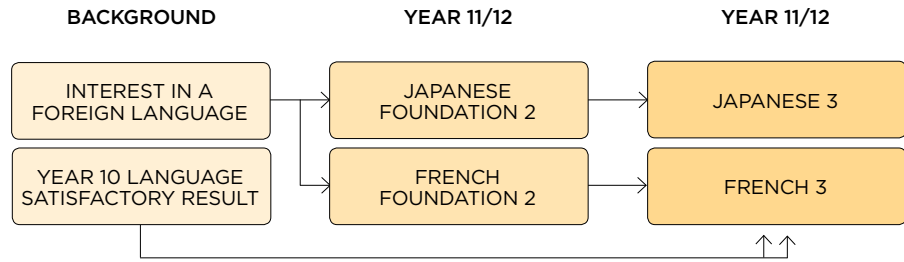
Students who enrol in the Level 3 course can also co-enrol in the UTAS University Connections Program (UCP) with no HECS fee. Successful participation results in students being accredited with units towards their first year of university.

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

PATHWAYS

- university (2nd year)
- various VET packages that include language components/units of competency



FRENCH 2

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

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 and the ability to reflect on Australian culture through the study of French culture

PATHWAYS

- French 3

FRENCH 3

<i>TASC Code</i>	<i>FRN 315114</i>
<i>TASC Level</i>	<i>Level 3</i>
<i>TCE Points</i>	<i>15</i>
<i>TCE Standards</i>	<i>n.a.</i>
<i>Pre-requisites</i>	<i>French 3</i>

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
- successful completion of this course (SA or above) will attract two bonus ATAR points for entry to the University of Tasmania as part of the university's Bonus Language Scheme

PATHWAYS

- university studies

ASSESSMENT ONLY QUALIFICATIONS

TASC offers assessment for students in some other languages. This assessment counts for TCE and university entrance. GYC will arrange enrolment with TASC. Assessment is through a written and an oral examination.

Please refer to the TASC website for further information: www.tasc.tas.gov.au

The Arts

MUSIC TECHNOLOGY PROJECTS FOUNDATION 2

TASC Code	AUD215115
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.

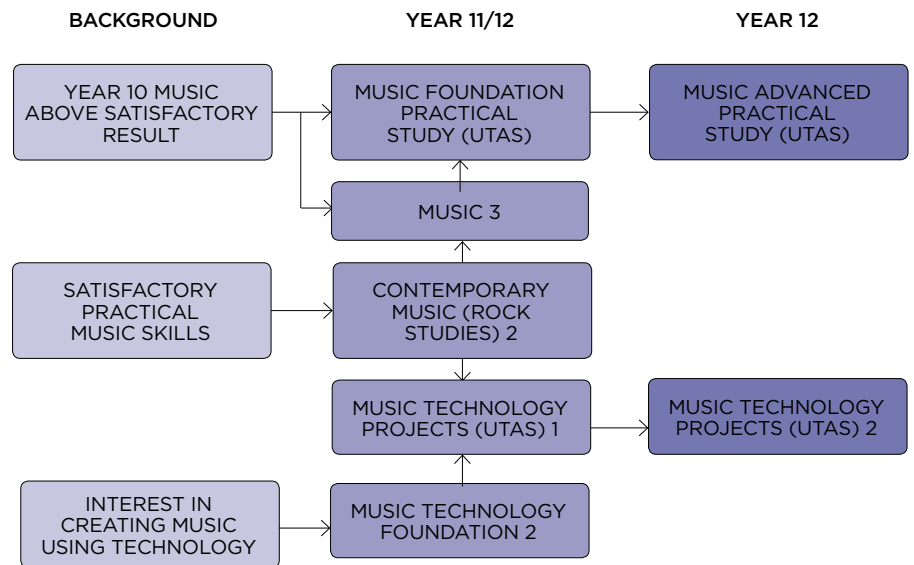
Most of the learning is practical and learners will complete a range of audio tasks designed to provide knowledge and experience related to audio equipment and techniques. Project briefs may include: stereo recording, creating a radio commercial, individual instrument/voice recording, soundtrack to video, 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)



MUSIC TECHNOLOGY PROJECTS 1 (UTAS)

TASC Code	FCJ110
TASC Level	Level 3
TCE Points	15
TCE Standards	na
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 classroom teacher and UTAS staff.

Assessment is undertaken both internally and externally. The internal components (modules 1 and 4) are assessed by the GYC class 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 Projects 2 (UTAS)
- Conservatorium of Music Bachelor of Music Degree (majoring in Music Technology) or a Bachelor of Musical Arts

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 demonstrate ability as a performer (i.e. have an item prepared which can be performed in the class)

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; there is minimal theory.

WHAT WILL I LEARN FROM THIS COURSE?

- contemporary music ensemble playing
- composition of original music
- recognise and use music elements in aural, written and practical contexts
- promote, market, present music events
- apply work place safety procedures in contemporary music environments
- understand legal issues, including those of copyright, as they apply to contemporary musicians
- operate and maintain instruments
- record your music, mix and prepare 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 TECHNOLOGY PROJECTS 2 (UTAS)

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

This is a Year 12 UTAS College course in which you 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, you will engage in problem-based learning requiring you to analyse, experiment with, reflect on, revise and develop your craft and skill at 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 as a member of a production team

PATHWAYS

- the Conservatorium of Music Bachelor of Music Degree (majoring in Music Technology) or a Bachelor of Musical Arts



The Arts

MUSIC 3

TASC Code	MSM315115
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) and Improvisation/Composition/Arrangement.

Students will require a specialist vocal, instrumental or composition tutor. GYC 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
- a broad understanding and knowledge of the characteristics of different music styles and genres
- skills in time management and organisation
- to evaluate music performances

PATHWAYS

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



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 and/or 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)

(see box below)

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 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 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
- effectively critique live performances
- how to construct a recital program

PATHWAYS

- enrolment in a range of courses within the Conservatorium of Music

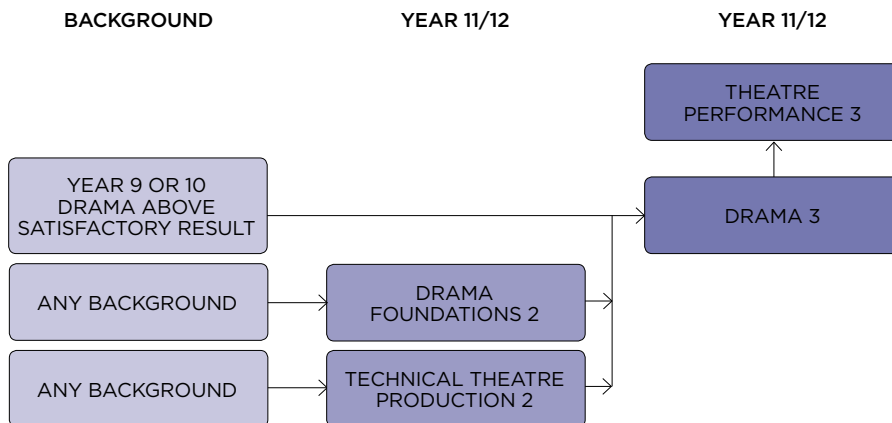
Bachelor of Music (BMus)

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



TECHNICAL THEATRE PRODUCTION 2

TASC Code	SDT215115
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?

- 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
- develop skills in properties coordination
- design and execute sets
- evolve skills in stage and production management
- relevant occupational health and safety procedures
- 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

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	SDD315115
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

The Arts

THEATRE PERFORMANCE 3

TASC Code	SDP315115
TASC Level	Level 3
TCE Points	15
TCE Standards	Literacy
Pre-requisites	Drama 3

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. 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.

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
- 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

PATHWAYS

- the study of the performing arts at a tertiary level
- careers in the performing arts, and in human resources, tourism, and marketing
- the police force and the defence forces recommend the study of drama/ performance

DANCE 2

TASC Code	DNC215115
TASC Level	Level 2
TCE Points	15
TCE Standards	n.a.
Pre-requisites	none

Dance, across all levels, encourages students to develop their skills in three areas: dance skills and performance skills; dance making (choreography); and dance appreciation.

WHAT WILL I LEARN FROM THIS COURSE?

- 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 describing their own 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 people

DANCE CHOREOGRAPHY AND PERFORMANCE 3

TASC Code	DNC315115
TASC Level	Level 3
TCE Points	15
TCE Standards	n.a.
Pre-requisites	none

Students learn the principles of composition and how to use these to choreograph a group and solo piece for external assessment.

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.

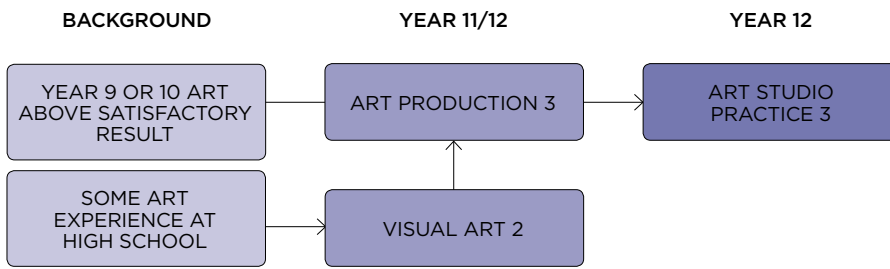
WHAT WILL I LEARN FROM THIS COURSE?

- choreographic techniques to discover their own 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 their own choreography
- dance anatomy and safe dance practices

PATHWAYS

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

The Arts



Due to the need for specialised facilities, Guilford Young College separates photography from the other studio areas which are offered in Visual Art, Art Production and Art Studio Practice.

VISUAL ART 2

TASC Code	ART215117
TASC Level	Level 2
TCE Points	15
TCE Standards	n.a.
Pre-requisites	none

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

TASC Code	ART315117
TASC Level	Level 3
TCE Points	15
TCE Standards	n.a.
Pre-requisites	<ul style="list-style-type: none"> • satisfactory result in Year 10 Art • an ability to generate and develop ideas

This course is designed for students wishing to extend practical work together with analysis and criticism of art. The focus is on generating and developing ideas and methods of working that simulate professional artistic practice. Students will be familiar with current trends in art and will see their own work in relation to cultural contexts. Students are required to specialise in one artistic studio. Studio areas could include, but are not limited to sculpture, painting, drawing, printmaking, collage, digital art and media, ceramics and photography.

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

- university
- careers that require creative thinking and problem solving
- practicing artists

ART STUDIO PRACTICE 3

TASC Code	ART315214
TASC Level	Level 3
TCE Points	15
TCE Standards	none
Pre-requisites	at least an SA in 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

- tertiary studies in visual art and related courses
- careers that require creative thinking and problem solving
- practicing artists

The Arts

MEDIA PRODUCTION FOUNDATIONS 2

<i>TASC Code</i>	<i>MED215117</i>
<i>TASC Level</i>	<i>Level 2</i>
<i>TCE Points</i>	<i>15</i>
<i>TCE Standards</i>	<i>ICT</i>
<i>Pre-requisites</i>	<i>none</i>

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.

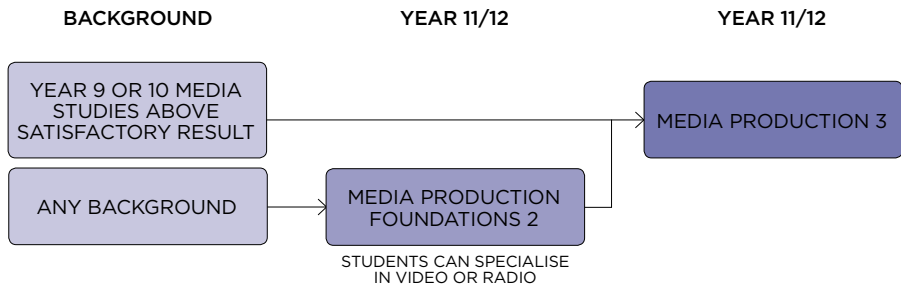
It provides both a foundation for further study in media and may serve as an endpoint of learning for those wishing to gain basic skills and understanding to create their own media products.

WHAT WILL I LEARN FROM THIS COURSE?

- how to make media in these formats: Radio (radio/digital media), Screen (TV/film/online content), Print and Digital Media or Convergent media (new and multimedia)
- 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

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

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 media. Learners develop an understanding of the creative and collaborative processes needed to make media products.

WHAT WILL I LEARN FROM THIS COURSE?

- skills in specialised areas: Radio (radio/digital media), Screen (TV/film/online content), Print and Digital Media
- knowledge and skills from the four units: journalism, advertising, narrative and production

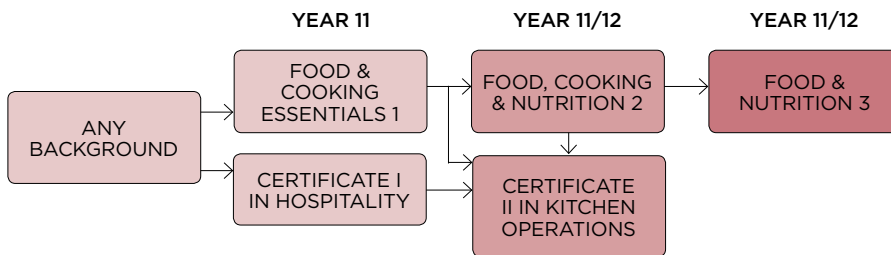
PATHWAYS

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



Food Technology

HPE



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.

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

PATHWAYS

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

OUTDOOR EXPERIENCES 1

TASC Code	OSP105118
TASC Level	Level 1
TCE Points	5
TCE Standards	n.a.
Pre-requisites	none

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

They will participate in 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

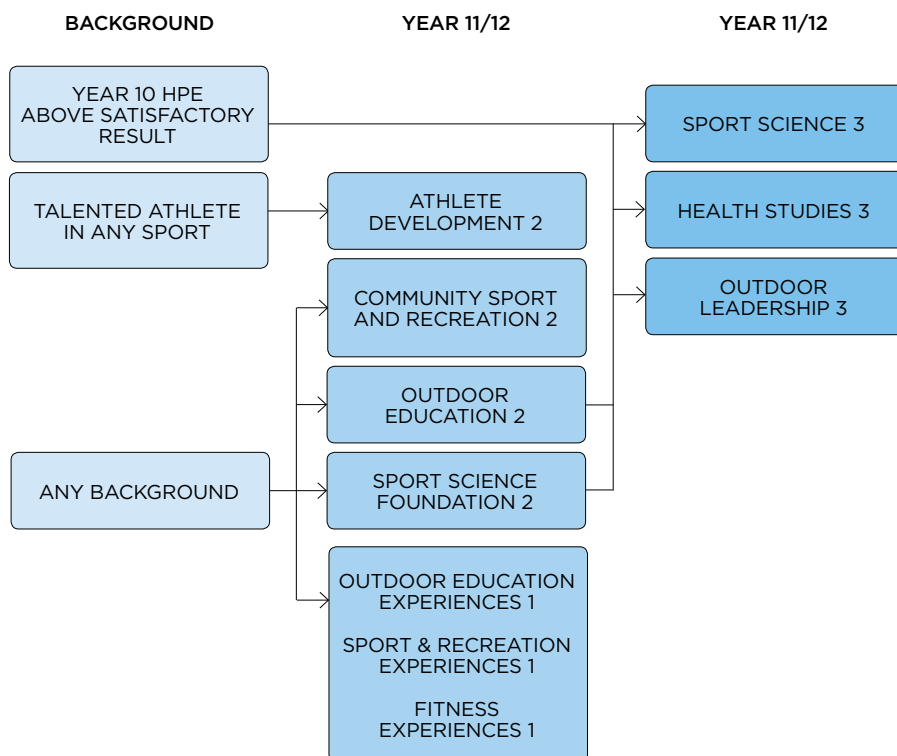
WHAT WILL I LEARN FROM THIS COURSE?

- 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

Health and Physical Education



FITNESS EXPERIENCES 1

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

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
- build positive life-long attitudes and behaviours towards fitness
- develop 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

SPORT AND RECREATION EXPERIENCES 1

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

Sport and Recreation Experiences Level 1 is a practical course focusing on participation in a variety of physical activities both of a sporting or 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

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 to constitute a full line.

Health and Physical Education

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 the Training Diary throughout the course.

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 Level 2 requires students to work individually, with others and in teams.

They will be involved in acquiring, applying and examining information about physical activity and performance, planning and organising activities, investigating solutions to individual and community recreation challenges, and using suitable technologies where relevant.

* Specialist Athlete Development classes, e.g. AFL, may run if numbers are viable.

WHAT WILL I LEARN FROM THIS COURSE?

- specialist coaching (50 hours personal training)
- conditioning and measuring performance (50 hours)
- sports knowledge tutorials (50 hours)
- goal setting
- fitness components and testing
- training methods and program development
- sports nutrition
- major body systems
- injury prevention and management
- sport psychology
- coaching principles

PATHWAYS

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

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

Health and Physical Education

SPORT SCIENCE 3

<i>TASC Code</i>	<i>SPT315118</i>
<i>TASC Level</i>	<i>Level 3</i>
<i>TCE Points</i>	<i>15</i>
<i>TCE Standards</i>	<i>Literacy</i>
<i>Pre-requisites</i>	<ul style="list-style-type: none"> • <i>basic knowledge of the body's respiratory, circulatory and muscular systems</i> • <i>satisfactory completion of Sport Science Foundation 2 or courses in the life sciences/biology areas</i>

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* includes 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* includes 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* examines the mental aspects required for preparing participants for sporting activities, and also considers the cognitive processes that occur and how they impact on sporting performance

PATHWAYS

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

HEALTH STUDIES 3

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

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?

- define and explain health, including health in personal, local, national and global contexts
- assess how differing values and beliefs influence approaches to health
- analyse how specific influences on health contribute to variations and inequities in health outcomes
- review and critique the role of individuals, communities and global organisations in health promotion, prevention and early intervention
- access, interpret and analyse health-related data and information

PATHWAYS

- vocational and/or tertiary study including: human movement, 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

Health and Physical Education

OUTDOOR EDUCATION 2

<i>TASC Code</i>	<i>EXP215118</i>
<i>TASC Level</i>	<i>Level 2</i>
<i>TCE Points</i>	<i>15</i>
<i>TCE Standards</i>	<i>n.a.</i>
<i>Pre-requisites</i>	<ul style="list-style-type: none"> <i>availability to participate in class activities during recess and lunch breaks</i> <i>availability to participate in two weekend camp programs</i> <i>capacity to swim 200m</i>

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.

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.

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

<i>TASC Code</i>	<i>EXP315118</i>
<i>TASC Level</i>	<i>Level 3</i>
<i>TCE Points</i>	<i>15</i>
<i>TCE Standards</i>	<i>Literacy</i>
<i>Pre-requisites</i>	<ul style="list-style-type: none"> <i>an appreciation of the natural environment</i> <i>some previous outdoor experience</i> <i>good reading and writing skills</i> <i>the confidence to lead a group of peers</i>

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.

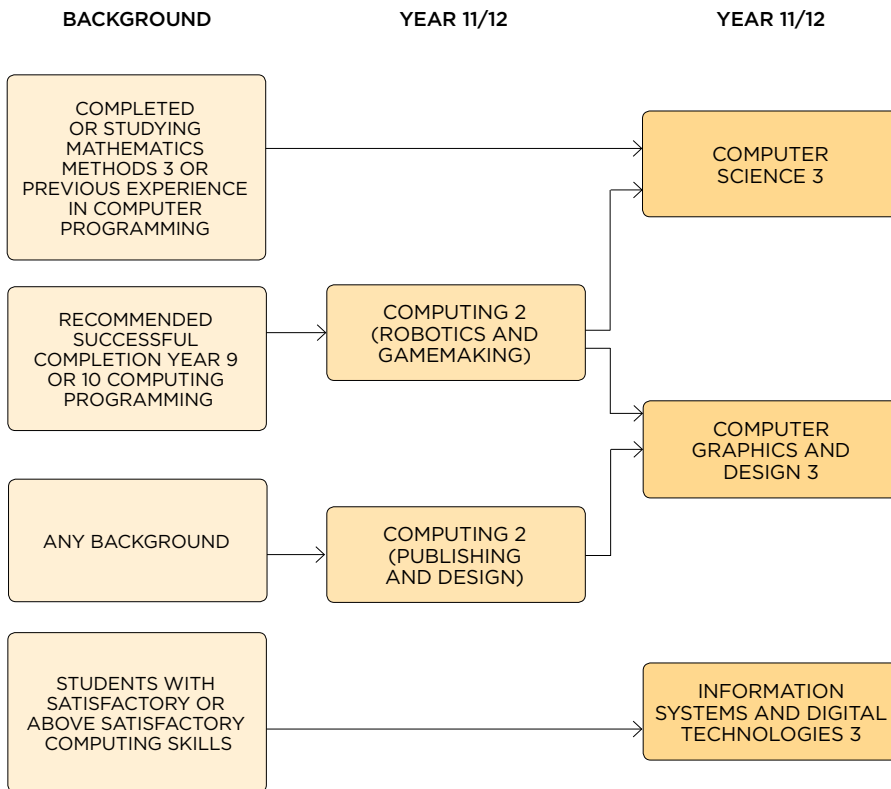
WHAT WILL I LEARN FROM THIS COURSE?

- 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

<i>TASC Code</i>	<i>ESC205114 Computing Essentials – Using Computers and the Internet</i> <i>ICT205114 Computing Applications</i> <i>PRJ205113 Project Implementation</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>

Essential Skills – Using Computers and the Internet is designed for learners who need to develop their everyday adult skills in use of computers and the internet.

The topics covered in this course will be integrated into the study of publishing and design throughout the year.

Computer Applications (Publishing) provides focused learning in one area of computing. Throughout the year, students will:

- learn different software packages (e.g. Word, Publisher)
- develop printed materials using software
- explore different presentation software (eg. 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).

Project Implementation 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.

WHAT WILL I LEARN FROM THIS COURSE?

- 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

PATHWAYS

- Computer Graphics and Design 3
- Media Production 3

Computing and Information Technology

COMPUTING (ROBOTICS AND GAME MAKING) 2

<i>TASC Code</i>	<i>ESC205114 Computing Essentials – Using Computers and the Internet</i> <i>ICT205114 Computing Applications</i> <i>PRJ205113 Project Implementation</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>

Essential Skills – Using Computers and the Internet is designed for learners who need to develop their everyday adult skills in use of computers and the internet.

The topics covered will be integrated into the study of Robotics and Game-making throughout the year.

Computer Applications (Programming and Control) provides focused learning in one area of computing. Throughout the year, there will be a focus on:

- *Robotics* where students will work with the LEGO (EV3) robotics system, building and/or programming. There will also be the opportunity to enter Robotics competitions
- *Game-making* which will cover different types of computer games, the design process, programing, publishing of developed games and evaluation.

Project Implementation enables students to plan, develop, and work on a major culminating project as part of a team: a robotics project or making a game for a targeted audience.

WHAT WILL I LEARN FROM THIS COURSE?

- robotics building and programming, through a range of challenges
- current and future use (and ethical implications) of robotics in society
- design, programming, evaluation and publishing of computer games

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?

- describing information systems
- project management (including the Project Lifecycle)
- systems development lifecycle
- social, ethical and legal issues of information systems
- 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 IT 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 (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
- complete 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?

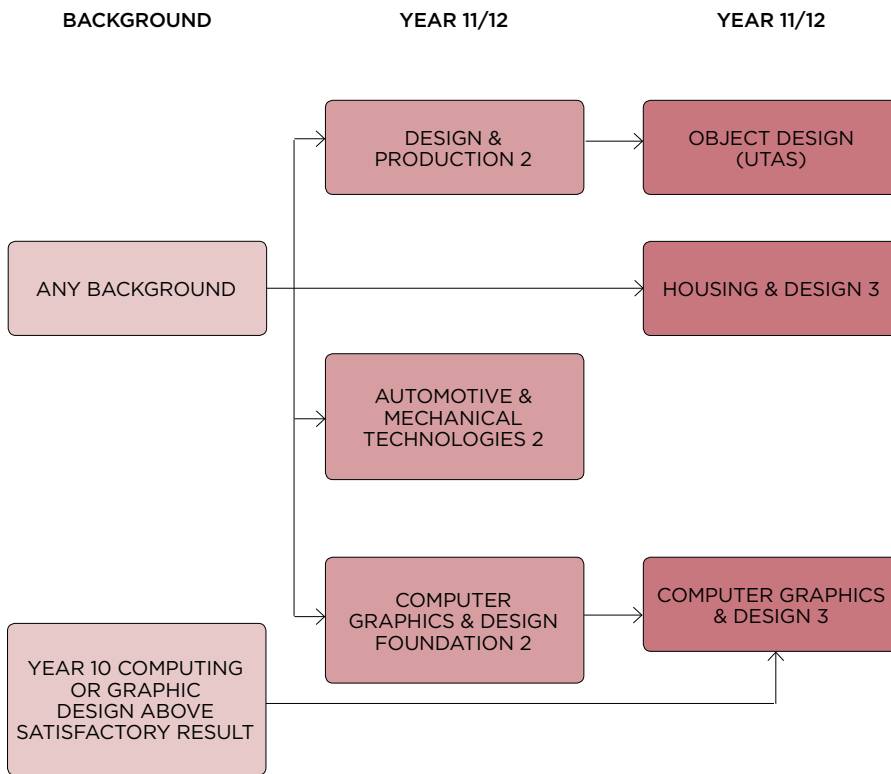
- safety
- tools and equipment
- mechanical and automotive operations
- mechanical and automotive components and systems
- principles of operation
- servicing and repairs
- fault finding, problem solving and analysis
- social, economic and environmental impacts

PATHWAYS

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

YOUR NOTES

Design Technology



DESIGN & 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.

DESIGN & 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

WHAT WILL I LEARN FROM THIS COURSE?

- a range of resources, processes and skills needed for making products
- how to plan and implement design and production projects to complete objects
- use and document design processes when investigating, generating and producing viable designed 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
- 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

STUDENTS OF DESIGN AND PRODUCTION 2
CAN SPECIALISE IN
COMPUTERISED PROJECTS, METAL, WOOD OR TEXTILES

Design Technology

DESIGN AND PRODUCTION (TEXTILES) 2

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

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

Design and Production (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?

- design and construction of products using fabrics and textiles

PATHWAYS

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

DESIGN AND PRODUCTION (COMPUTERISED PROJECTS) 2

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

This is a course in which students have the 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 may 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 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)

YOUR NOTES

Design Technology

OBJECT DESIGN (UTAS)

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



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

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 GYC teachers to complete a design in response to the project brief. Students will be required to produce a major design piece for assessment backed up by a project journal, drawings, models or project plan. 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 also 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 panel led by UTAS staff. A student's results for this unit will contribute to the 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
- manage a project and work as a team member

PATHWAYS

- UTAS Bachelor of General Studies

COMPUTER GRAPHICS AND DESIGN FOUNDATION 2

<i>TASC Code</i>	<i>CGD215118</i>
<i>TASC Level</i>	<i>Level 2</i>
<i>TCE Points</i>	<i>15</i>
<i>TCE Standards</i>	<i>ICT</i>
<i>Pre-requisites</i>	<i>none</i>

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 Students look at the principles and elements of design and 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 Here 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. Students will cover at least four of these areas, creating a student-directed project.

WHAT WILL I LEARN FROM THIS COURSE?

- develop an understanding of design process, principles and practice
- develop an understanding of how design works in society
- understand concepts, develop practical skills to solve problems creatively
- have 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 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 develop-

ment, 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 In this mainly practical area, 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) Students complete a major individual project centred on a design topic which interests them. This could include architecture, product design, animation, web sites and any other area where the student can communicate information about a chosen course using computer-generated graphics.

This student directed research project is externally assessed.

WHAT WILL I LEARN FROM THIS COURSE?

- understand design process, principles and practice

- have an understanding of design in society and how this impacts on people and the environment
- understand concepts and develop practical skills to solve problems creatively, becoming creative and critical thinkers and enterprising problem solvers
- generate and communicate ideas and information in a variety of ways, developing skills in visual communications
- develop skills, knowledge and understanding of the fundamentals of technology (hardware and software) in design and graphics
- become confident and capable users of technology
- demonstrate an understanding of standards and conventions within specialised areas that use computer graphics
- 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, drafting

Vocational Education and Training

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 GYC VET courses now follows a selection process, which specifically assesses literacy and numeracy and includes an industry-related interview.

GYC 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 GYC.

Students interested in other options should complete an Expression of Interest form available from the GYC website. The provision of other VET options is based on demand and student participation.

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



AUR10116

CERTIFICATE I IN AUTOMOTIVE VOCATIONAL PREPARATION

AUR20716

CERTIFICATE II IN AUTOMOTIVE VOCATIONAL PREPARATION

TASC Code	AUR10116 AUR20716
TASC Level	Levels 1 and 2
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 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
- gain experience working on small and large motors
- develop understanding and skills using tools of the trade

PATHWAYS

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

BSB10115

CERTIFICATE I IN BUSINESS

BSB20115

CERTIFICATE II IN BUSINESS

TASC Code	BSB10115 BSB20115
TASC Level	Levels 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 business administration. GYC 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?

- these courses cover practical and theoretical areas including using business computing programs, developing effective communication processes, and learning how office spaces are organised and managed

PATHWAYS

- towards careers in all areas of administration including legal, financial, state and local government

Vocational Education and Training

AHC10216 CERTIFICATE I IN AGRIFOOD OPERATIONS

TASC Code	AHC10216
TASC Level	Level 1
TCE Points	points depend on units gained
TCE Standards	n.a.
Pre-requisites	none

This is an entry level qualification aimed at students wanting to enter the agriculture, horticulture, and conservation and land management industries.

It allows for students to develop basic skills and knowledge to prepare for work. They may undertake a range of simple tasks under close supervision.

WHAT WILL I LEARN FROM THIS COURSE?

- working as part of a team
- safety
- how to assist in landscaping, gardening and nursery work
- equipment and tool maintenance

PATHWAYS

- work placement allows students to try a variety of agricultural, horticultural and conservation pathways from nursery work to green keeping

CPC10111 CERTIFICATE I IN CONSTRUCTION

TASC Code	CPC10111
TASC Level	Level 1
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

MEM20413 CERTIFICATE II IN ENGINEERING PATHWAYS

TASC Code	MEM20413
TASC Level	Level 2
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
- hand and power tools
- machining
- welding
- workshop safety
- team work

PATHWAYS

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



Vocational Education and Training

SIT10216 CERTIFICATE I IN HOSPITALITY

TASC Code	SIT10216
TASC Level	Level 1
TCE Points	points depend on units gained
TCE Standards	n.a.
Pre-requisites	none

This course is designed to provide students with understanding of what the hospitality industry is about and the many career paths 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
- simple dishes
- cleaning and maintaining a kitchen

PATHWAYS

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

SIT20316 CERTIFICATE II IN HOSPITALITY

TASC Code	SIT20316
TASC Level	Level 2
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 make and serve non-alcoholic beverages, espresso coffee and simple dishes
- how to meet and greet customers
- how to set for a variety of functions, table setting and plate carrying

PATHWAYS

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

SIT20416 CERTIFICATE II IN KITCHEN OPERATIONS

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

The course is a continuation from Certificate I and focuses on the essential basic skills and knowledge required to gain the employability skills needed to work in the food industry.

The course has a combination of practical and theory.

Working in industry is a compulsory component of the course, giving students a hands-on experience and the opportunity to meet and talk with employers and chefs.

WHAT WILL I LEARN FROM THIS COURSE?

- practical and theoretical skills
- basic methods of cookery
- stocks soups and sauces
- prepare appetisers and salads

PATHWAYS

- Certificate III in Commercial Cookery
- Certificate IV in Commercial Cookery

FOOD AND BEVERAGE SERVICE

This is a 50-hour course that includes units such as:

SITHFAB201	Provide Responsible Service of Alcohol
SITHFAB204	Prepare and Serve Espresso Coffee
SITXFSA101	Use Hygienic Practices for Food Safety
SITHFAB004:	Prepare, Serve Non-Alcoholic Beverages

WHAT WILL I LEARN FROM THIS COURSE?

- customer service skills
- how to prepare and serve alcoholic beverages
- how to make espresso coffee on a commercial coffee machine

PATHWAYS

- hospitality industry
- It is a legal requirement for anyone serving alcohol that they have participated in a Responsible Service of Alcohol course.*
- Certificate I or II in Hospitality

Year 12 students may choose this 50-hour course as part of their study line.

Vocational Education and Training

AHC20416 CERTIFICATE II IN HORTICULTURE

TASC Code	AHC20416
TASC Level	Level 2
TCE Points	points depend on units gained
TCE Standards	n.a.
Pre-requisites	none

This qualification includes a range of work functions and job roles that can lead to horticultural trade qualifications.

Students must undertake a range of tasks to develop their horticultural skills and knowledge.

WHAT WILL I LEARN FROM THIS COURSE?

- communicating and working with others
- recognising plants
- potting up plants
- pruning trees
- landscaping
- turf maintenance
- maintaining garden displays

PATHWAYS

- horticulture, green keeping, landcare, nursery work, parks and gardens care, production horticulture



SIT20116 CERTIFICATE II IN TOURISM

TASC Code	SIT20116
TASC Level	Level 2
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 at least two work placements.

WHAT WILL I LEARN FROM THIS COURSE?

- industry knowledge
- experience working in socially diverse environments
- computer, business and administrative skills
- how to interact with customers, clients and business associates

PATHWAYS

- towards careers as tour guide, reservations guide, front-of-house receptionist, travel agent, marketing manager, business owner, hotel manager
- Bachelor of Tourism
- Bachelor of Business Administration (Tourism Management)



SIS20213 CERTIFICATE II IN OUTDOOR RECREATION

TASC Code	SIS20213
TASC Level	Level 2
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 a group of 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

Vocational Education and Training

SIS20513 CERTIFICATE II IN SPORTS COACHING

TASC Code	SIS20513
TASC Level	Level 2
TCE Points	points depend on units gained
TCE Standards	n.a.
Pre-requisites	none

The qualification reflects the role of individuals who deliver basic instruction sessions for a sport.

The program will prepare students for work undertaken as a 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
- organisation
- coaching
- injury prevention
- conditioning
- communication
- an understanding of the sport, recreation and fitness industries

PATHWAYS

- towards community coaching, sports coaching and high performance coaching. The program will also give a good insight into teaching as a career

CHC33015 CERTIFICATE III IN INDIVIDUAL SUPPORT (INTRODUCTION TO NURSING)

TASC Code	CHC33015
TASC Level	Level 3
TCE Points	points depend on units gains
TCE Standards	n.a.
Pre-requisites	none

This course is designed to empower students with the skills, knowledge and personal attributes required to begin a nursing career in aged care or community services, or to enter a tertiary education course for further study.

Students will work on units towards the qualification providing future opportunities in the health industry

They will have the opportunity to complete a work placement in an aged care facility as well as be exposed to external training opportunities.

WHAT WILL I LEARN FROM THIS COURSE?

- communicating and working with others in allied health
- researching skills, to recognise healthy body systems
- organisational skills to participate in safe work practices
- preparing and maintaining beds
- interpreting and applying medical terminology appropriately
- practical skills to assist clients with movement

PATHWAYS

- partial completion of the Certificate III in Individual Support qualification provides an entry level pathway into the various allied health sectors including aged care, disability care and community services, higher level qualifications in enrolled nursing, paramedics or registered nursing

CHC30113 CERTIFICATE III IN EARLY CHILDHOOD EDUCATION AND CARE

TASC Code	CHC30113
TASC Level	Level 3
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 GYC.

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

FSK10113 CERTIFICATE I IN ACCESS TO VOCATIONAL PATHWAYS

TASC Code	FSK10113
TASC Level	Level 1
TCE Points	points depend on units gained
TCE Standards	n.a.
Pre-requisites	none

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

WHAT WILL I LEARN FROM THIS COURSE?

- 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



Guilford Young College is committed to providing student access to a broad range of VET qualifications.

Provision of the following courses on these coloured pages is dependent on the numbers of students interested.

Alternatively, GYC will consider negotiating partnerships with other training providers to enable students to access VET qualifications.

All qualifications contribute to TCE points.

MAR10413 CERTIFICATE I IN MARITIME OPERATIONS

TASC Code	MAR10413
TASC Level	Level 1
TCE Points	points depend on units gained
TCE Standards	n.a.
Pre-requisites	none

WHAT WILL I LEARN FROM THIS COURSE?

- survival skills
- boat handling, operating and maintaining vessels

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

DEF10117 CERTIFICATE I IN DEFENCE FORCE CADETS

TASC Code	DEF10117
TASC Level	Level 1
TCE Points	points depend on units gained
TCE Standards	n.a.
Pre-requisites	none

WHAT WILL I LEARN FROM THIS COURSE?

- Australian Defence Force and ceremonial activities
- team work, bushwalking, camping and communication skills

PATHWAYS

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

SHB20216 CERTIFICATE II IN SALON ASSISTANT

TASC Code	SHB20216
TASC Level	Level 2
TCE Points	points depend on units gained
TCE Standards	n.a.
Pre-requisites	none

WHAT WILL I LEARN FROM THIS COURSE?

- about the hairdressing industry
- basic hairdressing skills and knowledge

PATHWAYS

- further study, work or an apprenticeship in hairdressing

Vocational Education and Training

UEE22011 CERTIFICATE II IN ELECTROROTECHNOLOGY (CAREER START)

TASC Code	UEE22011
TASC Level	Level 2
TCE Points	points depend on units gained
TCE Standards	n.a.
Pre-requisites	none

WHAT WILL I LEARN FROM THIS COURSE?

- WHS (workplace, health and safety)
- circuits
- use of routine electrical equipment

PATHWAYS

- apprenticeships
- work or further training in
 - electrical
 - refrigeration
 - electronics
 - telecommunications industries

ACM20117 CERTIFICATE II IN ANIMAL STUDIES

TASC Code	ACM20117
TASC Level	Level 2
TCE Points	points depend on units gained
TCE Standards	n.a.
Pre-requisites	none

WHAT WILL I LEARN FROM THIS COURSE?

- care, rescue and handling of animals
- grounds and enclosure maintenance

PATHWAYS

- work in animal care, VET nursing, animal control and zoo and native animal parks

SFI10111 AND SFI20111 CERTIFICATE I AND II IN AQUACULTURE

TASC Code	SFI10111 & SFI20111
TASC Level	Level 1 & Level 2
TCE Points	points depend on units gained
TCE Standards	n.a.
Pre-requisites	none

WHAT WILL I LEARN FROM THIS COURSE?

- about the seafood and aquaculture industries
- lifecycle of farmed seafood
- work skills required for the aquaculture industry

PATHWAYS

- apprenticeships
- work or further training in aquaculture

AHC20116 CERTIFICATE II IN AGRICULTURE

TASC Code	AHC20116
TASC Level	Level 2
TCE Points	points depend on units gained
TCE Standards	n.a.
Pre-requisites	none

WHAT WILL I LEARN FROM THIS COURSE?

- basic skills in farming, dairy, beef, wool, cropping or mixed farming

PATHWAYS

- apprenticeships in the industry
- employment in farming/agriculture

DFD20411 CERTIFICATE II IN WINE INDUSTRY OPERATIONS

TASC Code	DFD20411
TASC Level	Level 2
TCE Points	points depend on units gained
TCE Standards	n.a.
Pre-requisites	none

WHAT WILL I LEARN FROM THIS COURSE?

- bottling and packaging
- cellar door sales, warehousing
- laboratory techniques
- wine grape growing

PATHWAYS

- employment in the wine industry

ICT20115 CERTIFICATE II IN INFORMATION, DIGITAL MEDIA AND TECHNOLOGY

TASC Code	ICT20115
TASC Level	Level 2
TCE Points	points depend on units gained
TCE Standards	n.a.
Pre-requisites	none

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

Supported Programs

EXPRESSION THROUGH THE ARTS

TASC Code	PRE015514
TASC Level	Preliminary
TCE Points	0
TCE Standards	n.a.
Pre-requisites	none

Expression Through the Arts provides students with an introduction to artistic creativity and art appreciation.

The pre-level course is suitable for students with special requirements who simply want to enjoy the process of making art in a relaxed and supportive environment.

Students will experience the process of making visual art works in various studios such as painting, drawing, printmaking, sculpture and ceramics, and they will visit galleries to view exhibitions by practicing artists.

WHAT WILL I LEARN FROM THIS COURSE?

- the differences between the various forms of visual art making
- how to create meaningful art using various media
- an appreciation of art in exhibitions and galleries

BASIC NUMBER SKILLS

TASC Code	PRE015215
TASC Level	Preliminary
TCE Points	0
TCE Standards	n.a.
Pre-requisites	none

Basic Number Skills is designed to provide basic skills to learners with high needs, many of whom have a learning difficulty or disability.

Learners will develop knowledge and skills in numeration and understand how numeration is used in everyday living.

This course is designed to provide learners with opportunities to develop fundamental mathematical skills and mathematical processes needed in everyday situations.

WHAT WILL I LEARN FROM THIS COURSE?

- how to recognise whole numbers and everyday relative values
- acquire a basic knowledge and understanding of time, money and measurement
- be able to apply basic number skills to everyday situations
- recognise basic two and three dimensional shapes, and be able to describe some features of free shapes and linear qualities

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 students who require flexible and individualised learning programs.

The skills, knowledge and understandings offered in this course will enable students to move toward greater autonomy and independence.

The teaching of Everyday Maths allows for different modes of learning, both inside and outside the classroom, enabling real-world learning to take place. Co-operation and effective collaboration is facilitated and the appropriate use of technology is incorporated as required.

WHAT WILL I LEARN FROM THIS COURSE?

- develop an awareness of mathematics as an essential part of everyday living
- develop knowledge and understanding of very basic arithmetic, money, time and measurement in an everyday context
- identify basic shapes and read and interpret familiar maps, plans and diagrams in an everyday context
- interpret, compare and represent data in an everyday context
- carry out basic mathematical calculations in practical daily situations



Supported Programs

WORK READINESS 2

TASC Code	WRK215177
TASC Level	Level 2
TCE Points	15
TCE Standards	literacy, numeracy, ITC
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?

- identify options and processes for gaining work
- understand responsibilities, expectations and accepted practices of work situations
- demonstrate communication and collaborative skills for the workplace
- use and apply numeracy skills for a range of familiar workplace contexts
- identify and complete steps needed to undertake tasks and manage workloads
- understand decision-making and conflict resolution strategies needed for the workplace
- recognise opportunities to develop and apply new ideas and select ideas for implementation
- use digital systems and technologies for work-related contexts

PATHWAYS

- workforce
- further education, particularly VET programs

BASIC COMMUNICATION

TASC Code	PRE015115
TASC Level	Preliminary
TCE Points	0
TCE Standards	n.a.
Pre-requisites	none

This course aims to develop students' ability to manage their communication with others; express themselves through basic written language or the use of signs/symbols; attend to others, and engage with and respond to a range of materials and media.

As learners become more confident, and as their communication skills become successful, they will move toward greater autonomy and independence.

WHAT WILL I LEARN FROM THIS COURSE?

- learn to communicate effectively in familiar situations
- communicate expressively
- convey ideas, messages and feelings in face-to-face interactions
- recognise a limited range of important words, symbols, signs and sounds
- use a variety of materials and media

FOR INFORMATION ON PRACTICAL ENGLISH 1, PLEASE SEE PAGE 15

FOR INFORMATION ON WORKPLACE MATHS 2, PLEASE SEE PAGE 19

ESSENTIAL SKILLS – READING & WRITING 2

TASC Code	ERW210114
TASC Level	Level 2
TCE Points	10
TCE Standards	Literacy
Pre-requisites	none

Essential Skills – Reading and Writing 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
- use reading strategies to find information in routine texts
- 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 proof-reading
- use grammar, vocabulary and writing conventions when writing routine text
- engage in a range of appropriate oral communication with peers, teachers and/or supervisors to discuss their reading and writing ability, to gain feedback, and to respond accordingly
- apply these skills in everyday adult settings, including the workplace

Supported Programs

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 in the catering industry.

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

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?

- develop skills related to identification, safe use and correct handling of equipment
- apply and complete the process of making/constructing to specified standards and time frames
- apply occupational health and safety procedures
- develop confidence in making and appraising products
- demonstrate problem-solving associated with practical experiences
- develop an awareness of career and further study options



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Notes

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