Guilford Young College
2016 Handbook
Learning for life
www.gyc.tas.edu.au
I am delighted to present our 2016 Handbook to you.

Guilford Young College has a great reputation. Our students achieve outstanding results in their studies, careers, sporting and cultural pursuits and service to community.

We are committed to providing you with a comprehensive range of academic and vocational courses in a supportive learning space.

We will support you to set a clear pathway for yourself, to take full advantage of every opportunity and to achieve the best results possible for you. Our adult learning environment values each student as an individual.

We aim to see you grow in self-direction and resilience. We encourage you to become responsible contributors to the wider community. You are at the centre of all we do. We have high expectations for you. We ask you to commit to attending all classes, study lines, House assemblies, tutor time, College celebrations and days devoted to personal reflection and growth.

We ask you to contribute to the life of the College. Your senior secondary years are your responsibility and offer a vital time to shape your future, provide you with real advantage and demonstrate your responsibility to others.

All members of our community are called to be respectful to one another; to care, and take responsible action in order to support the rights and safety of all.

Good friendships and ‘school spirit’ are important to our community. Our students recognise this and value it. Relationships between our students and staff are described as being respectful and supportive. Teachers are dedicated to providing encouragement and guidance during these significant years. We firmly state our values, expectations and standards. Our hope is to see you achieve your best as you contribute to building our community.

Guilford Young College proclaims a powerful vision for your future and has a deep understanding of our responsibility to help shape your life. In choosing a Catholic school, you choose to belong to a community of faith. Our direction comes from the values of the Gospel; our commitment is to accompany you in directing your learning pathway and creating a fulfilling future through your Learning for Life.

We wish you all the best with this next vital step.

Bobby Court
Principal, Guilford Young College
Guilford Young College - Vision and Mission

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 lifelong learning. We promote positive futures 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.

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 the creation and one another.

Pastoral Care and Ministry

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 the creation and one another.

Guilford Young College is a Catholic community and as such, shares in the mission of the Church. This means that Gospel values are central to our community and find their expression in a spirit of respect, compassion, inclusion and a strong sense of social justice. The goal of our Ministry and Pastoral Care Teams is to increase student engagement, wellbeing and sense of belonging.

Guilford Young College demonstrates the intent of the Archdiocesan Charter for Catholic Schools; a document written by Archbishop Emeritus Adrian Doyle, to describe our identity, purpose and responsibility. This document underpins all our strategic planning and challenges us to be clear in our vision and purpose as a Catholic senior secondary college.

Our Mission Statement reminds us that we recognise, appreciate and develop students’ gifts in a spirit of collaboration, love and service. The College seeks to support and affirm each student through:
- our values and traditions
- pastoral care
- retreats and liturgies
- outreach based on Catholic social justice teaching
- student leadership and formation based on service to others
- our policies and Code of Conduct
- restorative justice
- generous commitment of our teachers and tutors.

Our Ministry Statement talks about our commitment to one another. We work closely with parents. During the year parents are welcome to our information evenings, parent forums and parent/teacher interviews which students are also encouraged to attend.

The College was established by our Founding Orders: the Sisters of St Joseph, the Dominican Sisters, the Salesians of Don Bosco, the Christian Brothers and the Sisters of Charity. Our College Houses - Tenison, MacKillop, Guczm, Bosco, Rico, and Carmel - are named to recall their significant contribution to our story. The vision and mission of our Founding Orders is summarised in our Statement of House.

There are numerous opportunities for students to be generous builders of community and responsible stewards of creation through participation in a range of student committees. The College has strong partnerships within the wider Catholic community such as, with the St Vincent de Paul Society, Edmund Rice Tasmania, St Paul’s and John Paul II Catholic Schools, Dominican College Don Bosco Student Committees, Rosary Gardens Elderly Care Home (Southern Cross Care). The College also makes connection within the local community to support youth initiatives and partnerships that enable students to enact Catholic social teachings and be ‘the hands of God’ in the world.

The College, as part of the wider church community, supports the Archdiocesan Family-School-Parish partnership making links possible to archdiocesan- and-parish-based events and in particular supporting the work of Catholic Youth Ministry.

The Student Leaders work with a focus of service, eager to see respectful and healthy relationships formed at GYC. With the support of the Mind Matters framework reflective of Catholic social justice teaching, they aim to support one another, to acknowledge and use their gifts and to be welcoming to all.

Learning for life

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Teaching and Learning

The 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 College Teaching and Learning Team leads and supports the professional learning and pedagogical review required in order for teachers to provide programs that are stimulating and engaging.

Guilford Young College is committed to fostering academic integrity and authenticity of work habits within its entire student cohort. The handbook, Academic Integrity at Guilford Young College, sets out our policy and procedures and is available on our website: www.gyc.tas.edu.au (curriculum).

Our learning opportunities enable students to develop a rich knowledge and appropriate skills, competencies and values. Our College community shares a common vision for the future of our young people and has a deep understanding of our responsibility in helping to shape their lives. The College provides the following facilities across both campuses to encourage the best outcomes for all students in its care:

- performing arts centres and music rooms
- a variety of specialist art, media and photographic studies
- technology
- libraries and information centres
- modern hospitality facilities, including industry standard commercial kitchens
- the Trade Training Centre
- student services including careers advice centre
- learning support centres
- English as Another Language and special support for newly arrived students
- sports gyms and practice fields.

As a Registered Training Organisation, Guilford Young College (1129) also offers an expanding range of nationally recognised Vocational Education and Training (VET) programs. Our facilities include a world class Trade Training Centre in partnership with our other Catholic Colleges to provide a comprehensive range of VET programs.

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 lifelong learners who take responsibility for shaping their own lives.

University Programs for College Students

The University of Tasmania - in the top two per cent of the world’s universities* - offers a range of opportunities for Guilford Young College students to take part in university studies and experiences while at college. Students may engage in study that may contribute to a degree, and will prepare them for tertiary education. Students have access to university facilities, lecturers and resources.

High Achiever Program

Students within the High Achiever Program not only receive academic challenges and university experience, they also receive subsidised course costs, credit towards a degree, units to count towards their ATAR score and access to facilities and support services.

Subjects range from discipline specific such as mathematics, Indigenous Australian history or Latin to general study skills such as critical and creative thinking. Any successfully completed units may be credited towards a relevant degree when the student enrols at the University of Tasmania. This allows them to either accelerate through their degree or take on additional subjects and extend their study program.

To qualify for this program, students need to demonstrate very high levels of academic performance. For example, they would normally be expected to be enrolled in Year 12 and have completed three or more Level 3 subjects in Year 11 with Exceptional Achievement awards.

The University College Program

The University College Program is offered to students in Year 11 and 12 to extend and reward hard-working students. Students may study units at the University at the same time or in addition to their school studies. Some of the subjects include languages, music and business studies. Not only is this a great introduction to university study, units through this program have no HECS fees and can contribute to associate degree, degree or diploma programs.

Any Tasmanian senior secondary student can apply to the University College Program by filling out an application for admission and enrolment form. The form and details on the program are available at www.utas.edu.au/cupp/ucp

Step Up

Step Up is run through the University of Tasmania Library, in partnership with Tasmanian schools, to introduce senior secondary students to the university environment.

Students are able to apply for free borrower membership, online tutorials and access to electronic resources within the libraries. For more information visit www.utas.edu.au/library/step-up

*Academic World Rankings of Universities 2013
Information Communication Technology and Privacy

The development of skills in Information and Communication Technology is a vital component of education in the modern day. Guilford Young College provides a wide variety of opportunities for students to develop skills formally within the designated Computing classes. In addition to those formal classes, Guilford Young College provides every student with access to a number of ICT resources including:

- College-owned laptops and desktop computers
- Internet and external access to our Learning Management System - SIMON
- Content filtered Internet access
- Web-based email (hosted by Gmail)
- File storage on centralised file servers (accessible from both inside and outside the College)

The College also has a computerised library system which incorporates an intranet information management system from which students can access information as required.

The 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.

Student use of the internet and other computer technologies

The potential educational benefits of information technology in areas such as research, collaborative and individual learning, communications, and work skills are enormous. However, in allowing access to such facilities outside the direct supervision of the classroom environment, the College is aware that problems may occur concerning the offensive nature of some information available on the Internet and the possibility of students making inappropriate use of resources.

The College has in place an ICT User Policy for Students. The user agreement is available for download in the student documents folder within SIMON. This agreement details the College’s expectations of students who use our College resources, including the Internet.

Students may bring their own device to the College and connect to the internet (which is also content filtered) and some College resources via a shared wireless network.

College Privacy Policy

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, the yearbook, newspaper articles etc. Please advise in writing if you have any concerns.

Guilford Young College is a Privacy Compliant Organisation.

The policy

Guilford Young College, as a member of the Association of Catholic Colleges of Tasmania, acknowledges its obligations imposed by The Privacy Amendment Act (Private Sector) 2000, Commonwealthis, which came into force on 21 December 2001 and its recent amendments. Information collected in the course of the enrolment process will be handled in compliance with the Act, relating to the collection, use, disclosure, security, access and disposal of the above.

The purpose of collecting this information is to ascertain the educational and physical needs of your son/daughter and to determine our ability to best meet those needs. On occasion, information such as academic, sporting and cultural achievements, student activities and other news is published in College materials, advertisements and on our College website (www.gyc.tas.edu.au). Personal student information (including parent/guardian names, addresses and occupations) will be held in a safe and secure manner during the course of a student’s education at the College. When students complete their studies at GYC, their names and addresses will be stored in a Past Students’ Database, and will only be made available to appropriate persons for specific purposes such as the organising of reunions and other events which may be of interest to the student and their families.

Further information on your rights can be found on the Australian Privacy Commissioner’s website: www.privacy.gov.au

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

Library and Information Resource Centre

Central to the teaching and learning program are the campus libraries. Both house a large and varied range of print and electronic resources including books, periodicals/magazines, DVDs, newspapers and online video, ebook, journal and encyclopedia databases. The print collections contain useful and current reference and general non-fiction items, biographies, graphic novels and general fiction. Also available for use in the libraries are computers and the combined photocopier, printer and scanner.

The library provides access to a range of databases that are readily available. Additionally, our video streaming service offers a number of excellent free commercial and television programs for both student and teacher use.

Students are welcome to externally supplement their research by making use of the State Library of Tasmania collections and the University of Tasmania Library collections via the Step-Up program (run through the College).

Staf members within each library are always available and happy to assist students in finding resources to suit their research needs, including guidance on referencing and information literacy, or in selecting books for leisure and general interest. Students are encouraged to become independent and lifelong learners.

The libraries are open throughout the school year, including exam times, from 8:20am-4pm on weekdays.

Guilford Young College

Targeted Programs

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

General Learning Support

The College offers assistance for students who may require extra support to improve their literacy, numeracy or general learning skills.

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 all provided for students who require particular learning needs support. Students are encouraged to participate in all areas of College life, in particular work experience and transition-to-work programs. The College has ensured ease of access for students with physical disabilities with the installation of ramps and lifts at the Hobart Campus. Of the two campuses, the Glencorey Campus is the more accessible for students because the site is flat and buildings are mostly on one level.

English as an Additional Language Support Program

The College welcomes newly arrived overseas and other students from culturally and linguistically diverse backgrounds, including exchange students. Classes are available from intermediate (TOCA level 2) to pre-tertiary (TOCA level 3) levels, with beginner English catered for in Practical English 1. In-class and additional assistance with English may be available on a one-to-one or small group basis.

Aboriginal Student Support Program

The College provides cultural, curricular and vocational support to Aboriginal students and encourages the student group to meet regularly to arrange Aboriginal cultural events and other projects.
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. Occasionally, students have the opportunity to represent the College on sporting trips to the mainland.

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 Department incorporates a variety of strands with some courses being offered at a TQA 3 level. Teamwork, co-operation, skill development and an awareness of a healthy lifestyle are important objectives of all the practical courses.
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 below. These pathways should be treated as a guide only. Students may combine courses from more than one pathway to make their course selection.

**TQA 3 University Entrance Pathway**
TQA 3 courses are designated as senior secondary courses with 150 hours of class time. For entrance to university a Satisfactory Achievement award (SA) in at least four of these TQA 3 courses is required. However, to gain a good tertiary entrance score, students are encouraged to successfully complete at least five TQA 3 courses over two years. Three of these courses must be gained in Year 12 and two may be counted from Year 11.

If students are considering a university education after Year 12 they should remember that these TQA 3 courses are:
- academically challenging and
- theory based.

Year 10 students need strong results to go straight into TQA 3 courses in Year 11. It is recommended that Year 11 students considering university entrance should enrol in at least two TQA 3 courses in that year.

**General TCE Pathway**
Guilford Young College offers a variety of TQA 1 and 2 courses to suit the interests and preferences of many of our students. Some of these courses also provide foundation or preparation for TQA 3 courses. These TCE courses:
- may vary in length
- cover a broad range of activities
- may include practical work
- may be taken in conjunction with TQA 3 and/or vocational courses.

**Vocational Education Pathway**
A variety of VET courses are offered to both Year 11 and 12 students. These programs are nationally recognised and lead to entry-level qualifications in specific industries.

Give students a distinct advantage when applying for employment.

Many students enjoy participating in on and off the job training. If students are not intending to go to university, a VET course is a recommended option.

Whether or not you have decided what you want to do after leaving school, it is important that you try to obtain the best results you can. This can be done by making good choices. Think about what you are good at, enjoy and need, to pursue a particular study or career path.

Talk to your current teachers to get advice about whether you should continue in that course area or perhaps try something new. Remember that many teachers teach more than one course so they may be able to talk to you about other areas.

**CHOOSING YOUR COURSE**

The minimum entry requirements 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 TQA 3 courses, and
- 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 your best three TQA 3 courses (from Year 12 or 13), together with the best score(s) of up to two other TQA 3 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 rank of 65 is generally needed to obtain a university place. Some high-demand courses such as Medicine require an ATAR rank of over 95 and a high result in the undergraduate medical admissions test (UMAT). Some university courses require pre-requisite TQA 3 courses. You can check this on the universities websites. For most mainland universities you must pass a TQA 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 their 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.
Choosing Your Course

VET Courses
These are very popular and will give you some practical industry training at school as well as up to six weeks in the workplace. Most VET students find they really enjoy their VET course and love going on work placements.

You may choose a course in an industry area such as Horticulture, Business, Hospitality, Tourism, Automotive, Engineering, Hairdressing, Children’s Services or Construction.

Other Training Courses
• Training in various industry areas is offered by a number of private and public organisations including: Tasmanian Skills Institute, TaTafe and other Registered Training Providers. These courses may be full-time, part-time, or short courses.

• Industry training is usually offered at Certificate 1 or 2 level and goes through to Diploma and Advanced Diploma. Your starting point will usually depend on your school results and your experience. Some courses will have interviews to determine your suitability and your genuine desire to work in that industry.

• If you are aiming to enter a Diploma or Advanced Diploma course, you would be advised to work towards a Satisfactory Achievement Award or better in one or two TQA level 3 courses. Some training courses may require you to have studied certain courses at school or undertaken a related VET course.

• If you wish to pursue further study and gain industry qualifications, you should collect information on the course you are interested in. Also check enrolment dates, length of course and if the course has any other requirements.

If You Want a Job/Apprenticeship/Traineeship
• You need to think about getting as many relevant skills as possible. Choose courses which are practical and that are related to real world experiences.

• Remember that employers also like to see results in English and Maths, so choose the highest level of which you are capable.

• You should consider an industry VET course.

The Tasmanian Certificate of Education (TCE)

The following information was provided by the Tasmanian Qualifications Authority (TQA).

The TCE
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 Tasmanian Qualifications Authority (TQA).

These include:
• a minimum of 120 credit points over two years with at least 80 of these credit points at TQA 2 or higher
• evidence that a student has participated in pathway planning, and
• 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 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 Pass (P) in the relevant course.

Safety Net Tests in literacy, numeracy and ICT are administered by the Tasmanian Qualifications Authority for students who fail to show competence in courses studied. There is a cost attached to these.

The Tasmanian Certificate of Education is the highest certificate a student can achieve on leaving Year 12.

It tells employers that you have the knowledge and skills that most people would expect adults to have.

Courses studied at TQA level 3 and TQA level 2 carry 15 credit points provided a minimum Preliminary Achievement (PA) award is achieved. Courses studied at TQA level 1 carry 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 TQA 3 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 the TQA will receive a Qualifications Certificate stating the courses studied and the award that they have gained in each of those courses. It can include vocational education and training qualifications and units of competence, senior secondary qualifications and other qualifications recognised by the TQA.

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)
University of Tasmania Course Pre-requisites

The table below identifies the majority of the undergraduate courses offered at the University of Tasmania. It does not include combined or postgraduate courses. It is the responsibility of the student to check University of Tasmania Course Pre-requisites.

<table>
<thead>
<tr>
<th>UNDERGRADUATE COURSE</th>
<th>SUGGESTED COURSE LENGTH</th>
<th>ATAR</th>
<th>PRE-REQUISITE SUBJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Visual Communication</td>
<td>3 years</td>
<td>65</td>
<td>At least one Art/Design subject.</td>
</tr>
<tr>
<td>Bachelor of Social Work</td>
<td>2 years</td>
<td>NA</td>
<td>Two years undergraduate study in related discipline</td>
</tr>
<tr>
<td>Bachelor of Social Science (Police Studies)</td>
<td>3 years</td>
<td>65</td>
<td>No pre-requisites. A broad range of subjects is preferred.</td>
</tr>
<tr>
<td>Bachelor of Social Science</td>
<td>3 years</td>
<td>65</td>
<td>No pre-requisites. Recommended: Sociology</td>
</tr>
<tr>
<td>Bachelor of Science</td>
<td>3 years</td>
<td>65</td>
<td>No pre-requisites. Recommended: Maths (General, Methods or Specialised) plus courses in Physical Sciences, Biology, Chemistry or Physics.</td>
</tr>
<tr>
<td>Bachelor of Psychology with Honours</td>
<td>4 years</td>
<td>85</td>
<td>No pre-requisites. Recommended: Biology, Chemistry, Physics, Maths (General, Methods or Specialised) plus courses in Physical Sciences, Biology, Chemistry or Physics.</td>
</tr>
<tr>
<td>Bachelor of Pharmacy</td>
<td>3.5 – 4 yrs</td>
<td>80</td>
<td>Chemistry, Biology or Maths (General, Methods or Specialised)</td>
</tr>
<tr>
<td>Bachelor of Marine and Antarctic Science (Policy and Governance)</td>
<td>3 years</td>
<td>65</td>
<td>Recommended: Maths Methods, English</td>
</tr>
<tr>
<td>Bachelor of Marine and Antarctic Science (Marine and Governance)</td>
<td>3 years</td>
<td>65</td>
<td>Recommended: Maths Methods, English</td>
</tr>
<tr>
<td>Bachelor of Biomedical Science</td>
<td>3.5 years</td>
<td>75</td>
<td>Chemistry plus one Maths (General, Methods or Specialised)</td>
</tr>
<tr>
<td>Bachelor of Biotechnology and Medical Research</td>
<td>3 years</td>
<td>85</td>
<td>Chemistry plus one Maths (General, Methods or Specialised)</td>
</tr>
<tr>
<td>Bachelor of Business Administration (Hospitality Management)</td>
<td>2 years</td>
<td>60</td>
<td>No pre-requisites. A broad range of subjects is preferred.</td>
</tr>
<tr>
<td>Bachelor of Education (Primary)</td>
<td>4 years</td>
<td>65</td>
<td>No pre-requisites. A broad range of subjects is preferred.</td>
</tr>
<tr>
<td>Bachelor of Education (Health &amp; Physical Education + Management)</td>
<td>4 years</td>
<td>65</td>
<td>No pre-requisites. A broad range of subjects is preferred.</td>
</tr>
<tr>
<td>Bachelor of Economics</td>
<td>3 years</td>
<td>65</td>
<td>One Maths (General, Methods or Specialised)</td>
</tr>
<tr>
<td>Bachelor of Contemporary Arts (Theatre Studies)</td>
<td>3 years</td>
<td>65</td>
<td>Audition and interview. Drama/Theatre subjects preferred.</td>
</tr>
<tr>
<td>Bachelor of Business Administration (Business Management)</td>
<td>3 years</td>
<td>65</td>
<td>English, Business Methods or Physical Science</td>
</tr>
<tr>
<td>Bachelor of Engineering</td>
<td>4 years</td>
<td>85</td>
<td>Required: Maths Methods and Physical Sciences</td>
</tr>
<tr>
<td>Bachelor of Health Science</td>
<td>3.5 years</td>
<td>65</td>
<td>Health Studies, Biology, Chemistry or Physics</td>
</tr>
<tr>
<td>Bachelor of Medical Research</td>
<td>3 years</td>
<td>85</td>
<td>Chemistry plus one Maths (General, Methods or Specialised)</td>
</tr>
<tr>
<td>Bachelor of Marine and Antarctic Science (Marine Technology)</td>
<td>3 years</td>
<td>65</td>
<td>Recommended: Maths Methods, English, Technology</td>
</tr>
<tr>
<td>Bachelor of Environmental Design</td>
<td>3 years</td>
<td>65</td>
<td>No pre-requisites. Recommended: Housing and Design</td>
</tr>
<tr>
<td>Bachelor of Environmental Design (Forest Management)</td>
<td>3 years</td>
<td>65</td>
<td>No pre-requisites. Recommended: Forestry, Environment, Agriculture, Land Management and Design</td>
</tr>
<tr>
<td>Bachelor of Environmental Design (Native and Holistic Agriculture and Natural Resource Management)</td>
<td>3 years</td>
<td>65</td>
<td>Recommended: Geography, Environmental Science, Agriculture, Land Management and Design</td>
</tr>
<tr>
<td>Bachelor of Environmental Design (Natural Resource Management)</td>
<td>3 years</td>
<td>65</td>
<td>Recommended: Geography, Environmental Science, Agriculture, Land Management and Design</td>
</tr>
<tr>
<td>Bachelor of Environmental Design (Environmental Management)</td>
<td>3 years</td>
<td>65</td>
<td>Recommended: Geography, Environmental Science, Agriculture, Land Management and Design</td>
</tr>
<tr>
<td>Bachelor of Environmental Design (Horticulture)</td>
<td>3 years</td>
<td>65</td>
<td>Recommended: Horticulture, Agriculture</td>
</tr>
<tr>
<td>Bachelor of Environmental Design (Agricultural Science)</td>
<td>3 years</td>
<td>65</td>
<td>Recommended: Agriculture, Biological Science, Environmental Science</td>
</tr>
<tr>
<td>Bachelor of Environmental Design (Geoscience)</td>
<td>3 years</td>
<td>65</td>
<td>Recommended: Geology, Environmental Science, Agriculture, Land Management and Design</td>
</tr>
<tr>
<td>Bachelor of Environmental Design (Geography)</td>
<td>3 years</td>
<td>65</td>
<td>Recommended: Geography, Environmental Science, Agriculture, Land Management and Design</td>
</tr>
<tr>
<td>Bachelor of Environmental Design (Urban Design)</td>
<td>3 years</td>
<td>65</td>
<td>Recommended: Architecture, Environmental Science, Agriculture, Land Management and Design</td>
</tr>
<tr>
<td>Bachelor of Environmental Design (Environmental Planning)</td>
<td>3 years</td>
<td>65</td>
<td>Recommended: Geography, Environmental Science, Agriculture, Land Management and Design</td>
</tr>
<tr>
<td>Bachelor of Environmental Design (Resource Management)</td>
<td>3 years</td>
<td>65</td>
<td>Recommended: Geography, Environmental Science, Agriculture, Land Management and Design</td>
</tr>
<tr>
<td>Bachelor of Environmental Design (Sustainability)</td>
<td>3 years</td>
<td>65</td>
<td>Recommended: Geography, Environmental Science, Agriculture, Land Management and Design</td>
</tr>
</tbody>
</table>

Further Training and Skills Development

The Southern Tasmanian Catholic Colleges Trade Training Centre (STC TCC) was the first non-government Trade Training Centre to be operational in southern Tasmania.

It is made up of a cluster of colleges: Guilford Young College (head school), St James Catholic College (Cygnet), St Virgilius College (Austin Ferry), Mount Carmel College (Sandy Bay), Sacred Heart College (New Town), MacKillop Catholic College (Morrington), Dominic College (Glenorchy), St Mary’s College (Hobart).

The aim of the TTC is to encourage greater retention rates of students through to Year 12 and to have a larger number of students participating and qualifying in vocational education and training in areas of skill shortage across Tasmania. It has been a great success.

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 (RTO) for the STC TCC. RTO 1129.

Further information regarding the Trade Training Centre is available by contacting the Director, Penny Driessen, pdriessen@gyc.tas.edu.au, and regarding VET courses offered by GYC by contacting the VEL Manager, Jane Milburn, jmilburn@gyc.tas.edu.au
Vocational Education and Training (VET)

What is Vocational Education and Training?
VET provides:
• education for further training and employment
• nationally accredited training courses that provide skills and practice for specific jobs
• up to 240 hours of work placement in relevant industries providing ‘hands on’ experience.

VET qualifications are recognised by training authorities, government and employers Australia-wide.

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

Why do a VET course?
• Gain industry qualifications
• increase your chances of gaining employment
• start on a pathway to further education and training
• develop confidence and have fun
• gain valuable work skills.

How can I get more information?
• Details for individual VET courses begin on page 52.
• Contact the VEL Manager, Jane Milburn
  6238 4350
  jmilburn@gyc.tas.edu.au

VET pathway
In the VET sector, you can gain experience and qualifications to move through various certificate levels depending on your career aspirations.

Guilford Young College is a Registered Training Organisation (1129) able to deliver a range of VET courses. In 2016, students can choose from:

- AHC10210 Certificate I in AgriFood Operations
- AHC10210 Certificate II in Horticulture
- ALR31012 Certificate I in Automotive Vocational Preparation
- ALR20112 Certificate II in Automotive Vocational Preparation
- BSB10112 Certificate I in Business
- BSB20112 Certificate II in Business
- CPC10112 Certificate I in Construction
- ME102013 Certificate II in Engineering Pathways (Metal Trades)
- SIT10112 Certificate I in Hospitality
- SIT20112 Certificate II in Kitchen Operations
- SIT20112 Certificate II in Tourism

Units towards CHC30113 Certificate III in Early Childhood Education and Care
The course information in this Handbook is correct at the time of printing. As a number of TCE courses are being re-developed for accreditation in 2016, there may be some changes before the school year begins.

All courses are grouped in learning areas and may be accessed quickly by reference to the Course Index on page 56. 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. Students are encouraged to plan their course choices over a two year period.

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. TQA 3 or University entrance courses are shaded in the flow charts.

### Flow Charts

#### Mathematics Methods TQA 2

**Year 10 Top Level Mathematics Course**

- **Foundation TQA 2**
  - 150 Hours

#### Mathematics Methods TQA 3

**Year 11**

- **Mathematics Methods TQA 3**
  - 150 Hours

Shading indicates that subject is accepted for University entrance.

Recommended year of study for students may study Year 12 subjects in Year 11 by negotiation.

### Mathematics Technology

**Music Technology**

Music Technology courses are highly practical and vocationally oriented. Through these courses students will develop the ability to effectively use audio technology associated with sound reinforcement and recording. They will gain skills in planning and undertaking activities relevant to the music industry across a range of styles and idioms. They will gain a working knowledge of the professional needs of all those involved in the recording and public concert sound reinforcement industries, as well as radio and other media. These courses afford students a solid grounding in the technology relevant to the workplace.

**Music Technology Projects TQA 3**

Level 3 (TCE 150 hours) + University FCJ110

This is a Year 11/12 UTAS College course designed to build upon existing music industry knowledge and experience to develop the student’s 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. It really suits those with a keen interest in music (not necessarily as instrumentalists or performers). Using industry standard audio design tools, students will engage in problem-based learning requiring you to analyse, experiment with, reflect on, revise and develop your craft and skill as music technologists. Typical projects on offer include Stereo Recording, Mixing, Midi Loop Compositions, Mash-Ups, Radio Ads, Multi Track Recording, amongst others.

**Music Technology Projects TQA 3**

Level 3 (TCE 150 hours) + University FCJ110

This is a Year 11/12 UTAS College course designed to build upon existing music industry knowledge and experience to develop the student’s 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. It really suits those with a keen interest in music (not necessarily as instrumentalists or performers). Using industry standard audio design tools, students will engage in problem-based learning requiring you to analyse, experiment with, reflect on, revise and develop your craft and skill as music technologists. Typical projects on offer include Stereo Recording, Mixing, Midi Loop Compositions, Mash-Ups, Radio Ads, Multi Track Recording, amongst others.

**Drama - Technical Production TQA 2**

Size value: 10 or 15 points (100 or 150 hours)

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. In a fun, challenging and safe environment, students will:

- improve their skills in lighting
- learn about sound
- understand the requirements of costing
- develop skills in properties coordination
- participate in publicity
- design and build sets
- evolve skills in stage and production management
- study relevant occupational health & safety procedures.

**Pathways:** This course can lead to the study of Drama or Performance TQA 3, careers in the performing arts and careers in event management, conference management and tourism.
**The Arts**

**Drama Foundation TQA 2**  
Size value: 10 or 15 points (100 or 150 hours)  
These constructive yet entertaining courses are ideally suited to students who have little or no experience in drama but would like to learn. They will also help to develop their self-confidence. In these courses students will:  
- learn to work as part of an ensemble  
- develop skills in voice  
- develop skills in movement  
- create credible characterisations  
- undertake written reflection of learning.

**Pathways:**  
These courses can lead to Studies in Drama - Technical Production TQA 2 or Drama TQA 3. These courses also complement courses which lead to careers in tourism, hospitality and human resources.

**Drama TQA 3**  
Size value: 15 points (150 hours)  
University entrance course  
This is a diverse and stimulating course that is able to be studied by both Year 11 and 12 students. Young people who want to be challenged in their drama-making skills will enjoy this text-based and highly interpretive study in drama. The pace of work is insistant and students have the opportunity to present a number of works for performance during the year.

**Pathways:**  
These courses can lead to the study of the performing arts at a tertiary level, careers in performance, and careers in human resources, marketing, tourism and retail. The police force and the defence forces recommend the study of drama/performance.

**Theatre Performance TQA 3**  
Size value: 15 points (150 hours)  
University entrance course  
This is a dynamic and challenging course designed for students who have already completed Drama TQA 3, and offers students who are passionate about theatre and acting the opportunity to undertake an extensive study of dramatic performance and techniques. Students in this course will work in a 'company' and undertake extensive theatre work, as well as developing their own program of solo vocal pieces.

**Pathways:**  
This course can lead to the study of Theatre Performance TQA 3 and tertiary study in the performing arts. This course also develops skills for careers in teaching, human resources, marketing, tourism and retail. The police force and the defence forces recommend the study of drama/Performance.

**Media Production**  
Size value: 15 points (150 hours)  
This course is designed for students who wish to develop an understanding of various aspects of Radio Production. Students will explore this medium through practical experiences, forming into production teams within learning environments that simulate a professional setting in order to develop products for radio. Through acquisition of technical and analytical skills students will develop the ability to critically assess and appreciate the operational functions and social implications of their medium of specialisation.

**Pathways:**  
This course is designed for students who wish to develop an understanding of a range of aspects of Radio Production at the highest degree of complexity offered at the senior secondary level. Students will explore production skills through initiation, planning and the implementation of ideas into media radio products. Students will work in teams within learning environments that simulate a professional setting in order to develop radio products. Through acquisition of technical and analytical skills students will develop the ability to critically assess and appreciate the operational functions and social implications of the medium Radio within society.

**Learning for Life**  
**Pathways:**  
This course is valuable for students interested in careers in radio, sound production, art and jewelry, such as radio presenter, news programmer, radio broadcast assistant, sound editor, radio producer, sound director, advertising promotions, journalist.
The Arts

Dance TQA 2
Size value: 15 points (150 hours)

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

At Level 2, students will learn:
- introduction to contemporary dance technique
- choreographic skills as part of a group
- 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.

This course can lead to the study of Choreography and Dance Performance TQA 3. Students who study this course learn valuable skills that will assist them in any career, including collaboration, leadership, commitment and performing in front of people.

Choreography and Dance Performance TQA 3
Size value: 15 points (150 hours)

University entrance course

At Level 3, students will learn:
- 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.

As part of the Level 3 external examination, students are required to view three dance performances throughout the year, generally at a cost to the student.

External assessment requirements for TQA 3 Dance students—

Practical:
- student’s own choreography of a solo
- student’s own choreography of a group piece;

Theoretical:
- two-Part folio
  - part A, reflection of student’s choreographic work (solo and group)
  - part B, critique of two performances viewed throughout the year.

Studying dance at GYC encourages and develops valuable life skills that are vital for any career path, such as:
- leadership
- self-discipline
- written skills
- health and well-being
- co-ordination
- problem solving skills
- co-operation and team work
- safe dance practices and anatomical knowledge
- self-reflection and improvement
- self-expression and confidence.

This course provides valuable skills to students that are useful in all career areas, including leadership and teaching skills, collaboration, problem solving, performing in front of others and commitment.

Music TQA 3
Size value: 15 points (150 hours)

University entrance course

This course requires students to have a very solid background in theory and performance.

This course provides opportunities for students to grow as musicians through:
- developing skills, knowledge and understanding of the musical elements of pitch, time and design,
- communicating ideas and information,
- developing understanding of music through critical listening and analysis, responding creatively and reflectively to cultural influences.

Students will also study out of the following options:
- Performance
- Improvisation/Composition/ Arrangement

Students are strongly encouraged to have private instrumental tuition.

Foundation Practical Study (FCP113)
Advanced Practical Study (FCP120)
Student with good practical music skills

These courses are offered by the Tasmanian Conservatorium of Music (UTAS). These courses give students 25 per cent credit towards a first year University degree. The Advanced Practical Study course is designed for students in Year 12 who have successfully completed Foundation Practical Study in Year 11. For students aspiring to enter the Conservatorium of Music, specialising in either Performance or Composition, these courses provide solid preparation for audition into either the Bachelor of Music or Bachelor of Musical Arts degrees.

Foundation Practical Study gives students 25 per cent credit towards a first year University degree. These courses have a narrower focus than Music TQA 3. There is greater emphasis on developing practical performing and/or composing skills to a high level.

Pathways: These courses serve as a powerful basis for enrolment in a range of courses within the Conservatorium of Music and are seen as advantageous by students who consider that their natural pathway. A Bachelor of Music (BMus) (3 years) and a Bachelor of Musical Arts (BMA) (3 years) are possibilities after Year 12.

Acceptance into the Tasmanian Conservatorium of Music is by audition and interview, but Music at a pre-tertiary level is useful. English TQA 3 is also a useful pre-requisite. As a guide, entry into the BMus course (Classical Stream) would generally require students to be 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 your ATAR score which gives an indication of achievement and application over (usually) a wide range of academic subject offerings.

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

Learning for life
The Arts

Rock Music Studies
(Contemporary Music) TQA 2
Size value: 15 points (150 hours)

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. Prospective 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 studying music and regularly performing in Years 9 and 10. Anyone without this background but with solid performance skills can still undertake the course, but should contact the music teacher before enrolling.

Incoming students will be expected to demonstrate their ability to perform during the first weeks of the course. Students enrolling in Rock Music Studies will:

• learn instrumental and vocal techniques
• work in bands and small groups
• where possible perform as solo singers or instrumentalists
• invest rock music from different styles and eras
• play in concerts at both campuses and outside the College
• participate in writing original songs
• record music to CD
• learn to set up and use professional standard PA equipment
• learn appropriate health and safety skills
• study some of the legal implications of performing
• learn ways of producing and promoting music

Pathways: This subject does not lead to the TQA3 music course, but for more information contact the music teacher before enrolling.

Art
Study in the area of Visual Arts allows students to communicate their ideas, make meaning of the world around them and to develop abilities in critical thinking and problem solving.

The College offers courses which cater for a wide variety of abilities, interests and backgrounds. The generation and development of ideas require students at all levels to be committed, motivated and resourceful.

A background in the Visual Arts can greatly enhance employability prospects in many occupations and professions such as education, forensics, web design, graphics and illustration, curatorial positions in museums and art galleries, hairdressing and hospitality, architecture, housing and town planning. Tasmania has a growing arts profile.

Art Studio Practice TQA 3
Size value: 15 points (150 hours)
University entrance course

Only students who have gained a minimum of a Satisfactory Achievement in ART PRODUCTION are eligible to select this course.

Art Studio Practice has been designed to enable students to develop meaningful conceptual knowledge through research and studio practice. It will challenge students to engage in reflective and critical analysis, to refine, evaluate and articulate their ideas in the consolidation of their artistic practice.

The course integrates knowledge and practice through active art investigation and participation in authentic learning experiences. It provides a framework for students to establish links and actively engage with local, national and international art communities.

Students will negotiate a proposal for self-directed learning. Their sustained investigation will culminate in an exhibition.

Students are required to:
• research local, national and international artists through exhibitions, events, reviews and interviews with artists, curators, gallery directors and arts administrators (minimum of three investigations)
• be able to reflect and critically evaluate art work
• negotiate a studio and exhibition proposal
• maintain journals throughout the process
• create a visual schematic overview of the creative process
• create a body of work for exhibition
• take responsibility for the design and installation of their exhibition
• produce a major research paper of 3000 words.

Pathways: Students may select from the following studio areas:
• Ceramics
• Painting
• Sculpture
• Drawing
• Printmaking
• Mixed Media
• Digital Art and Media

Art Production TQA 3
Size value: 15 points (150 hours)
University entrance course

Art Production is designed for students wishing to extend practical work together with analysis and criticism of art. The emphasis 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 the local, national and global cultural context. Art-making techniques will be developed to advanced levels in students’ cultural context. Art-making techniques will be developed to advanced levels in students’ cultural context.

Students may select from the following studio areas:
• Ceramics
• Painting
• Sculpture
• Drawing
• Printmaking
• Mixed Media
• Digital Art and Media

Final assessment is by exhibition of art produced during the course and the submission of a folio of four essays and a major research assignment to the TQA.

Journals reflecting the student’s thinking and record of idea generation and development are integral to the course.

Pathways: Art Production enables students to pursue their interests and talents and further develop their creative intelligence, building their ability to think laterally and creatively. Art Production supports students to develop the portfolio necessary for university studies in the Visual Arts. A TQA 3 Visual Arts subject is a requirement for university entrance to Fine Arts degrees.

Art Production Foundation
(Photography) TQA 3
Size value: 15 points (150 hours)

Students who wish to undertake Art Production with a specialisation in photography would take this course.

Because of the need for specialised facilities, the College separates Photography from the other studios which are offered in Art. Students must fulfil the same requirements as Art Production, with assessment being identical to that of Art Production.

Students who wish to undertake Art Production Foundation with a specialisation in photography would take this course.

Because of the need for specialised facilities, the College separates Photography from the other studios which are offered in Art. Students must satisfy the same requirements as Art Production Foundation.

Pathways: This course is designed to develop skills before students attempt Art Production TQA 3 in Year 12 and tertiary studies in all areas of art, commercial art and journalism.
Computing & Information Technology

Background

Computer Science TQA 3
Size value: 15 points (150 hours)

University entrance course

The aim of Computer Science is to develop students’ ability to use software tools effectively to produce solutions to a wide range of problems. The primary resource used within the course is the Java programming language and students use this to produce solutions in the form of Java Applets. Most students would be familiar with these as they are widely used within webpages on the Internet (chat rooms, for example). Students are introduced to a variety of methodologies which will enable them to produce solutions starting with a concept and then developing the solution through to its completion, including testing and documentation. Students are exposed to other areas 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 project (computing option).

The units covered include:
- problem solving and programming
- computer fundamentals and computer limitations
- social / ethical issues and professional responsibility
- computing option.

Design Technology

Automotive Workshop Practices
TQA 1
Size value: 10 points (100 hours)

This course is based on the operation of automotive systems through practical application. This course is designed to enhance students’ understanding of computer concepts and practical skills, enabling them to evaluate and use information technology.

Through practical experience, students should develop confidence in dealing with existing and emerging information technologies and understand their application and implication in work, leisure and communication. Through project work students will be encouraged to develop problem-solving, time management and planning skills.

Topics covered in the course include:
- vehicle system and fault diagnosis
- servicing small engines
- reading and interpreting engine and vehicle workshop service manuals
- servicing and maintaining your own vehicle

Computing TQA 2
Size value: 15 points (150 hours)

There are three components to this course:
- Essential Skills - using computers and the Internet
- Project Application (including the Project Lifecycle)
- Social, Ethical and Legal Issues of Information Systems

Pathways: Information Systems and Digital Technologies provides 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.

The units covered include:
- Describing Information Systems
- Project Management (including the Project Lifecycle)
- Social, Ethical and Legal Issues of Information Systems
- Design and the use of Tools of an Information System
- Applied IT Case Study (Major Project)

Information Systems and Digital Technologies TQA 3
Size value: 15 points (150 hours)

University entrance course

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 subject 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. The course will give students the opportunity to develop skills in managing large projects as well as applying the System Development Life Cycle (SDLC) to a range of problems.

Students will learn about common approaches to working as a team and the effective use of resources in the completion of a project.
**Design Technology**

**Computer Graphics and Design**

**TQA 3**

Size value: 15 points (150 hours)

University entrance course

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. To be successful in this course, students should have completed Computer Graphics & Design - Foundation or be confident in the use of graphics programs and be interested in design.

The course has three main areas.

1. **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 development, looking at trends in design and the changes brought about through advances in technology. Students will also look in depth at the principles and elements of design which help to give designed object their style and character. They will also look at the process of design from inspiration, through problem solving and development to manufacture and realisation. It is considered essential that students are comfortable in communicating through free hand drawing and are willing to think creatively to solve design problems.

2. **Computer Graphics and Digital Content Areas**

   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 software applications are packages used for commercial applications and include 2D drawing, 3D modelling and animation, web creation and presentation software.

   3. **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.

   Computer Graphics & Design will help students to:

   - 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
   - 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.

   **Computer Graphics and Design - Foundation TQA 2**

   Size value: 15 points (150 hours)

   This course is an excellent lead-in to Computer Graphics & Design TQA 3. The aim of this course is to help students gain experience in Computer Graphics & 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. There are no pre-requisites for this course.

   The course has three main areas.

   1. **Contemporary Design in Computer Graphics**

      Students will look at the principles and elements of design which help to give designed object their style and character. They will also look at the process of design from inspiration, through problem solving and development to manufacture and realisation. It is considered essential that students are comfortable in communicating through free hand drawing and are willing to think creatively to solve design problems.

   2. **Computer Graphics and Digital Content Areas**

      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 software applications are packages used for commercial applications and include 2D drawing, 3D modelling and animation, web creation and presentation software. During their course of study students will cover at least four of these areas creating a student-directed project in the area which most interests them.

   Computer Graphics & Design will help students to:

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

   **Design and Production (Metal)**

   **TQA 2**

   Size value: 15 points (150 hours)

   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 aims to develop the student's ability to solve problems in design and manufacture and to help 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.

   Students will complete one major project or two minor projects.

   **Topics include:**

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

   **Design and Production (Wood)**

   **TQA 2**

   Size value: 15 points (150 hours)

   Design in Wood is a course that caters for students with a range of abilities and experiences in working with wood. If you 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 you would like to extend your existing woodworking 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 your needs.

   The Design in Wood course concentrates on two main areas: wood machining skills and design skills. Using power tools and power machinery makes working with wood fast and efficient and students can expect to develop and make a number of projects during the year. The design aspects of this course give students a valuable insight into the design and manufacturing process of timber items. Apart from the development of a range of useful skills and the appreciation of the design process, Design in Wood is enjoyable and provides students with the satisfaction of producing unique products.

   This course uses criterion-based assessment. To gain an award, students need to demonstrate their ability in five areas and they are expected to create at least two small objects and one major piece.

   **Topics include:**

   - reading and interpreting drawings
   - problem solving
   - costing and evaluation
   - hand skills
   - hand and power tools
   - woodworking
   - identification of timbers
   - workshop safety

   **Design & Production (Special Projects)**

   **TQA 2**

   Size value: 15 points (150 hours)

   Design & Production (Special Projects) is a course where students commit to making a specific item over the course of the year. Previously students have made custom electric guitars or hollow wooden surfboards.

   Students undertaking this course will develop a range of skills and techniques to design and make handcrafted objects. Students will create a design folio and make products which develop technical skills and processes in working with their chosen materials.
Design Technology

Hollow Wooden Board: In this project students can work in groups to make a plywood step up paddle board (SUP) or wooden surfboard. The techniques used in this project are basic stitch and glue boat building techniques, using marine ply, epoxy resin and glass fibre. The design component in this course looks at developing effective systems of mass production and students have the ability to customise their SUP or wooden surfboard through the shape, design of decor, fittings and surface finishes.

Custom Electric Guitar: In this project students have the opportunity to construct and finish an electric guitar. Creating a musical instrument requires accuracy and precision in the machining and construction of the guitar body and attention to detail in the assembly of the components.

The component parts, including the guitar neck, are purchased and can be customised to suit the design. The design and application of surface finishes and decoration means that the student is guaranteed to create a unique custom design.

This course is a TQA 2 and projects will be completed during the school year. Students should be aware that this is a substantial project and will incur some cost to them. When selecting this course, students should have a clear idea as to which program interests them.

This course uses competency based assessment. To gain an award, students need to demonstrate their competence in all areas.

Pathways: This course leads into VET programs in art, craft and design, construction, engineering, furniture production and manufacturing.

Students enrolled in any of the Design and Production courses are eligible to take part in the LITAS College program ‘Object Design’ which has a number of benefits to students interested in gaining entry to university courses.

Housing and Design TQA 3 (Architecture, interior (150 hours)

University entrance course

Students develop knowledge and skills by undertaking a range of design briefs which provides a foundation for completing an individual design folio on a topic of their choice. It complements Senior Secondary courses in Art, Graphics and Environmental Science depending on students’ pathways.

Topics include:
- aesthetic design principles
- use of space and economics
- construction materials and methods
- environmental sustainability
- analysis of user needs
- historical and contemporary architecture
- housing affordability
- housing needs for specific groups.

This course is available to students in either Year 11 or 12.

Pathways: This course is a pathway for students intending to proceed to further studies in environmental design and architectural design, building design or urban planning. It is also relevant for students pursuing pathways in design teaching or social work.

To enrol in the course, a student should have:
- an enjoyment of reading and discussing ideas
- a good enjoyment of reading and writing skills in Year 10 or General English TQA 2
- a satisfactory Achievement or higher in another TQA 3 English course.

Pathways: This is an ideal course for entrance to university courses requiring English and would also be of benefit to a wide range of arts/humanities courses.

Electronics TQA 2

Size value: 15 points (150 hours)

This is a comprehensive introduction to the understanding of components and circuit theory. Students learn how to construct a wide range of working circuits and have the opportunity to build projects such as: basic sound systems, digital timers, alarms and warning systems.

To enrol in the course, a student should have:
- an enjoyment of reading and discussing ideas
- a good enjoyment of reading and writing skills in Year 10 or General English TQA 2
- a satisfactory Achievement or higher in another TQA 3 English course.

Pathways: This is an ideal course for entrance to university courses requiring English and would also be of benefit to a wide range of arts/humanities courses.

English Literature TQA 3

Size value: 15 points (150 hours)

University entrance course

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.

Focus on:
- a range of texts from poetry, plays and novels to contemporary films
- cultural influences from Shakespeare to the 21st century
- how texts and language can help a person develop ideas, attitudes and values
- how history has shaped texts.

Speciﬁc modules:
- single text study
- comparative text study
- poetry (texts in context)
- independently chosen text.

Activities and assessment:
- written analytical, creative and reflective responses
- independent study of chosen text
- external examination.

To enrol in the course, a student should have:
- a good enjoyment of reading and discussing ideas
- a good enjoyment of reading and writing skills in Year 10 or General English TQA 2
- a satisfactory Achievement or higher in another TQA 3 English course.

Pathways: This is an ideal course for entrance to university courses requiring English and would also be of benefit to a wide range of arts/humanities courses.

English Communications TQA 3

Size value: 15 points (150 hours)

University entrance course

English Communications TQA 3 is a dynamic course that focuses on the study of the power of language in society to develop students who are confident, competent language users and responders in all language modes. It is an English course that will equip students for a variety of tertiary courses. The aim of this course is to engage students with texts from their contemporary world, the recent past (post 1970) and Australian and global contexts. Through this engagement, students’ critical thinking, language and literacy skills will be developed.

Students will critically and creatively engage with literary, media and multimodal texts to explore representations of ideas and issues. They learn how to identify and analyse different interpretations of texts and how to use language features to achieve specific effects.

(continued next page)
English Writing TQA 3
Size value: 15 points (150 hours)
University entrance course

This subject is for students who enjoy creative writing and using their imagination. Students must be able to write independently in the relaxed setting of a community of writers. Students will explore different types of writing and will also have the opportunity to specialise in their favourite kind. Through the crafting and refinement of their work, students develop their writing skills and grow in understanding of language techniques and their impact on an audience. It is a course that suits Year 12 students, as well as Year 11 students who have strong literacy skills. Wide reading for stimulus and models is essential.

The course consists of a number of modules and, as students work through them, they will:

- find out about approaches to writing and the use of specific techniques
- complete a wide variety of writing
- read the work of published authors
- share their writing and respond constructively to the work of others
- maintain a writer's notebook
- complete a major writing project
- prepare a folio of their best pieces for external assessment

Pathways: English Writing provides valuable skills for students intending to study humanities courses including education, philosophy, law and journalism. It is a first step to becoming a published writer.

English Applied TQA 2
Size value: 15 points (150 hours)

English Applied is a course 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.

English Applied provides excellent preparation for communication in the workforce and for independent living. The emphasis is on students working independently and responsibly to conduct research and to apply their learning in a real context.

Students in this class will be involved in:
- reading for information and pleasure, e.g. novels, newspapers, pamphlets and magazines
- practical tasks such as conducting interviews, organising surveys, making phone calls, visiting businesses, giving presentations, planning holidays, reviewing services and television shows
- using a range of technology and equipment such as cameras, computers, Internet, phones and a variety of computer programs
- undertaking a variety of written tasks such as journal entries, product reviews, film criticism and websites revisiting basic English language skills.

Students will be required to keep evidence of those activities in an organised physical or electronic folder.

Pathways: This is a practical course for students who are looking to develop their English skills for employment, further study, or tertiary study. It is a useful course for students who are planning to study business, health, or any other subject that requires strong written and oral communication skills.

General English TQA 2
Size value: 15 points (150 hours)

General English is a foundation course which allows students to develop their English skills in all aspects of oral, visual and written communication. Through close study and wide reading, viewing and listening, students of this course will develop the ability to appreciate and evaluate the context, purpose, stylistic qualities and connotations of a variety of texts. Using this understanding, students will create their own imaginative, interpretive and analytical texts.

General English is a preparation course for students to understand how ideas and attitudes are presented in texts and how texts are constructed to influence a response. This challenging and rewarding course has been designed for Year 11 students preparing for a TQA 3 English course.

Pathways: This is a pathways course for entry into Vocational Education, English Literature or English Writing in Year 12 and Humanities courses.

English as an Additional Language or Dialect TQA 3
Size value: 15 points (150 hours)
University entrance course

To be eligible to enrol in and receive a course score (for tertiary entrance purposes) in this course, students must have:

- English as a second or an additional language or dialect;
- no more than a total of five years of formal education in a school where English is the major language of instruction; and
- been resident in Australia for no more than five calendar years immediately before 1 January of the year in which this course is to be taken.

However, the TQA may grant a partial relaxation of the above restrictions, on an individual learner basis. Possible grounds for an application would be to cater for a learner who:

- has experienced severely interrupted schooling;
- has experienced trauma or other forms of memory impairment due to Post Traumatic Stress Disorder (for example); or
- is a humanitarian refugee and for whom this course is most appropriate and beneficial.

Pathways: This is a practical English course in which students are given the opportunity to apply their English skills to everyday living.

English as an Additional Language or Dialect TQA 3 is suitable for students from language backgrounds other than English who achieve an HA in English as an Additional Language or Dialect TQA 2 or its equivalent.

The course aims to develop learners’:
- skills in listening, speaking, reading, viewing and writing
- capacity to create texts for a range of purposes, audiences and contexts
- understanding and appreciation of different uses of language
- understanding of the relationship between language, texts and ways of thinking and knowing in Standard Australian English (SAE) ability to communicate ideas, feelings, attitudes and information appropriately in and through SAE across curriculum areas
- inferential comprehension, critical analysis and reflection skills.

Pathways: This course aims to develop the necessary English language skills to function effectively in Australian society. It serves as a foundation course for students continuing to English as an Additional Language or Dialect TQA 3 and may also lead to a variety of other senior secondary courses and vocational education and training qualifications.

General English is a foundation course which allows students to develop their English skills in all aspects of oral, visual and written communication. Through close study and wide reading, viewing and listening, students of this course will develop the ability to appreciate and evaluate the context, purpose, stylistic qualities and connotations of a variety of texts. Using this understanding, students will create their own imaginative, interpretive and analytical texts.

General English is a preparation course for students to understand how ideas and attitudes are presented in texts and how texts are constructed to influence a response. This challenging and rewarding course has been designed for Year 11 students preparing for a TQA 3 English course.

Pathways: This is a pathways course for entry into Vocational Education, English Literature or English Writing in Year 12 and Humanities courses.

English as an Additional Language or Dialect TQA 2
Size value: 15 points (150 hours)

To be eligible to enrol in this course, students must have:

- English as a second or an additional language or dialect;
- no more than a total of five years of formal education in a school where English is the major language of instruction; and
- been resident in Australia for no more than five calendar years immediately before 1 January of the year in which this course is to be taken.

However, the TQA may grant a partial relaxation of the above restrictions, on an individual learner basis (see TQA 3 entry).

English as an Additional Language or Dialect TQA 2 is suitable for students from language backgrounds other than English who need to consolidate and refine their English language skills for effective communication in a range of contexts.

The course aims to develop learners’:
- skills in listening, speaking, reading, viewing and writing
- capacity to create texts for a range of purposes, audiences and contexts
- understanding and appreciation of different uses of language
- understanding of the relationship between language, texts and ways of thinking and knowing in Standard Australian English (SAE)
- ability to communicate ideas, feelings, attitudes and information appropriately in and through SAE across curriculum areas
- inferential comprehension, critical analysis and reflection skills.

Pathways: This course aims to develop the necessary English language skills to function effectively in Australian society. It serves as a foundation course for students continuing to English as an Additional Language or Dialect TQA 3 and may also lead to a variety of other senior secondary courses and vocational education and training qualifications.

Practical English TQA 1
Size value: 10 points (100 hours)

Practical English is a course designed for students who need to develop their skills in reading, writing and oral communication in order to achieve their educational and vocational goals.

Students are given the opportunity to develop their reading and responding skills with everyday texts.

Students also have the opportunity to develop their writing skills, creating texts for different audiences and purposes, with an emphasis on appropriate layout and format, correct spelling, punctuation and grammar.

As well, students have the opportunity to develop their oral communication skills by participating in a range of conversations and discussions with a variety of people, using appropriate language and vocabulary. They also use non-verbal communication strategies in a range of everyday adult settings.

Pathways: This course is designed to equip students with the practical English skills they will need in everyday life. It may be a pathway course to English Applied TQA 2.

Pathways: This course is designed to equip students with the practical English skills they will need in everyday life. It may be a pathway course to English Applied TQA 2.
**Food Technology**

**Food and Nutrition TQA 3**
Size value: 15 points (150 hours)

University entrance course

This course provides a broad study of the food issues which have ongoing relevance to individual and community health and well-being. It complements senior secondary courses in Health Studies, Sport Science and Hospitality and is available to Year 11 and 12 students.

Topics include:
- nutrition and dietary analysis
- diet related diseases and health promotion
- food selection
- food sustainability, security and ethics.

Pathways: The course is designed for students undertaking further studies in the health sciences, dietetics, nutrition, environmental and community health, teaching in design and human movement areas.

**Food and Cooking Essentials TQA 1**
Size value: 10 points (100 hours)

This is a practical course in which students will 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.

Topics include:
- food preparation & presentation
- food hygiene and safety
- nutrition
- consumerism/budgeting.

Pathways: Further studies in food and nutrition, sport studies, health, child studies and hospitality. It may also lead to careers in hospitality, childcare and food production.

**Health, Physical Recreation and Outdoor Education**

**Food Technology**

**Sport Science Foundation TQA 2**
Size value: 15 points (150 hours)

The aim of Sport Science Foundation is for students to 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.

The content of the course is divided into five units of study. All five units are compulsory:
- Unit 1: Body Systems
- Unit 2: Fitness
- Unit 3: Sports knowledge and involvement in sport
- Unit 4: Science of performance
- Unit 5: Unit of enquiry.

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, and;
- students are expected to wear sports uniform to enable full participation in practical classes.

**Athlete Development TQA 2**
Size value: 15 points (150 hours)

This course aims to provide students, regardless of experience or ability, with an athlete development program based around individual need. Students who have demonstrated the potential for athletic performance in a chosen sport will be provided with a balance of applied knowledge to complement their sport specific training out of school hours.

Mandatory requirements:
- Students must demonstrate commitment to their sport, playing in a recognised sporting competition and working with a coach. They must also be involved in a physical preparation and technical training program.
- Students will need to complete the training requirements and maintain the Training Diary.

Pathways: Athlete Development provides a pathway to careers in sport, and the coaching industry.
Personal Health and Well-being TQA 2

Size value: 15 points (150 hours)

In this course, students have the opportunity to focus their learning on their personal health and well-being in a holistic way. Through studying this course, students will develop improved levels of personal fitness, increase their levels of self-awareness, develop knowledge in personal care, and learn about wellbeing and current health issues. It is designed to empower students to take responsibility for their health and wellbeing. This course also has the scope to allow students to develop a broader understanding of major health and well-being issues which may arise in people’s lives. It also gives students the opportunity to reflect on personal decisions regarding their health and well-being.

Pathways: Personal Health and Well-being TQA 2 has strong links with the Tasmanian Curriculum K-10 Health and Wellbeing document. There are no pre-requisites.

Objectives of the study:
• apply knowledge and understanding of exercise physiology, skill acquisition, and sport psychology to a variety of sporting contexts
• develop analytical and interpretive skills to solve problems and process data presented to them or collected during sport science experiments and conducting research
• understand how exercise physiology, skill acquisition, and sport psychology interrelate to influence sporting performance.

There are four modules in this course:
• Exercise Physiology
• Skill Acquisition
• Sport Psychology
• Scientific Investigative Methodologies and Skills

Pathways: This course provides a strong basis for students going on to further vocational and/or tertiary study including health and allied health careers, human movement, exercise science, education, health science, physiotherapy and other sport-related careers.

Outdoor Education TQA 2

Size value: 15 points (150 hours)

Students undertaking Outdoor Education 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.

Outdoor Education is designed to develop knowledge, skills and understanding within 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.

The majority of these activities will be performed during class time, but students will need to be aware of extra time to which they will need to commit. This will include recess and lunch times used for travel, as well as one weekend camp that will be conducted at the start of the year and a second four day camp in Term 3.

Pathways: This course provides a sound basis for students wishing to move into areas of employment where there is a requirement for good team workers who have a well-developed sensitivity to need for responsible and safe action as well as environmentally sustainable practice, such as the defence force, the police force, fire and forestry departments, adventure tourism and the VET sector through to diploma level.

Outdoor Education provides an excellent pathway into Outdoor Leadership.

Outlook

Outdoor Leadership TQA 3

Size value: 15 points (150 hours)

University entrance course

Outdoor Leadership enables students to further develop their outdoor skills and to help appreciate and enjoy the natural environment. 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. Working in challenging situations and guiding people with a range of expertise requires students to demonstrate commitment and responsibility.

Students who are considering this course must have an appreciation of the natural environment and some previous outdoor experience. They require a range of outdoor skills to share with others to enable them to experience and enjoy the natural environment safely. As well as the practical elements, this course involves a significant theory component at TQA 3 standard.

Assessments will include: planning and guiding groups through a range of activities, research tasks on aspects of leadership theory and environmental studies, and a major project on which students will plan, run and complete a reflective essay.

Central to elements to Outdoor Leadership are:
• leadership
• personal development
• social and interpersonal development
• skills and technical knowledge
• the environment.

Pathways: Outdoor Leadership provides a sound basis for students wishing to move into areas of employment where there is a requirement for good team workers who have a well-developed sensitivity to need for responsible and safe action as well as environmentally sustainable practice, such as the defence force, the police force, fire and forestry departments, adventure tourism and the VET sector through to diploma level.

Outdoor Education provides an excellent pathway into Outdoor Leadership.

Pathways: This course can lead to further studies in Personal Health and Well-being and Health Studies.
LANGUAGES OTHER THAN ENGLISH

Japanese Foundation TQA 2

This foundation course is suitable for learners who have had some prior exposure to Japanese and who wish to develop their skills, knowledge and understanding of Japanese language and culture.

This course provides a pathway to the study of Japanese, TQA level 3, and various Vocational Education and Training packages that include language components/units of competency.

Students 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
• Japanese-speaking communities.

Pathways: This course is for students who may wish to continue to study Japanese at TQA 3 level.

French TQA 3

The study of French TQA 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.

The study of these themes enables learners to develop their understanding of how language and culture are inter-related. Students will gain a detailed understanding and appreciation of French customs and daily life whilst enabling them to develop their skills, knowledge and understanding of French language and culture.

Pathways: This course is for students who may wish to continue to study French at the TQA 3 level.

Assessment Only Qualifications

The TQA offers assessment for students in some other languages. This assessment counts for TCE and university entrance.

Students who complete this course will have completed Year 10 level in the language.

Pathways: This course is for students who may wish to continue to study French at the tertiary level. Two additional ATAR points will be granted to students enrolling to study at the University of Tasmania.

Students who enrol in the TQA 3 level can also co-enrol in the University of Tasmania College Language Program (CALP). Successful participation in this course results in students being awarded points towards their first year of university.

LANGUAGES OTHER THAN ENGLISH cont.

French Foundation TQA 2

Size value: 15 points (150 hours)

The French Foundation course is suitable for students who have had some prior exposure to French and who wish to develop their skills, knowledge and understanding of contemporary French social customs and daily life, and the cultural context in which French is used and be able to reflect on their own culture through the study of French culture.

Pathways: This course is for students who may wish to continue to study French at the TQA 3 level.

Assessment Only Qualifications

The TQA offers assessment for students in some other languages. This assessment counts for TCE and university entrance.

Students who complete this course will have completed Year 10 level in the language.

Pathways: This course is for students who may wish to continue to study French at the tertiary level. Two additional ATAR points will be granted to students enrolling to study at the University of Tasmania.

Students who enrol in the TQA 3 level can also co-enrol in the University of Tasmania College Language Program (CALP). Successful participation in this course results in students being awarded points towards their first year of university.
Mathematics

from previous page

By the end of this course, students will:
• understand the concepts and techniques used in financial mathematics: earning and managing money, algebra and matrices, shape and measurement, statistics: comparisons, linear equations and their graphs and geometry and trigonometry
• apply reasoning skills and solve practical problems in financial mathematics
• implement the statistical investigation process in contexts requiring the comparisons of data collected for two or more groups
• communicate their arguments and strategies when solving mathematical and statistical language
• interpret mathematical and statistical information and ascertain the reasonableness of their solutions to problems and answers to statistical questions.

Pathways: Successful completion of this course should provide students with a strong background of skills that will enable them to study General Mathematics TQA 3 or if they wish to further their studies in mathematics.

General Mathematics TQA 3
Size value: 15 points (150 hours)

This course is designed for students who wish to study a pre-tertiary maths 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 and the capacity to communicate in a concise and systematic manner using appropriate mathematical and statistical language will be developed. Students will develop the capacity to choose and use technology appropriately and efficiently.

Topics covered include:
• functions
• differential calculus
• integral calculus
• statistics and probability
• trigonometry

Graphics calculators will be used extensively in this course and are required for examinations.

Pathways: Students who are successful in this course can go on to Mathematics Specialised TQA 2. Successful completion of this course may be a pre-requisite or recommendation for a number of first year university courses such as engineering, geomatics, health science, pharmacy and medicine.

General Mathematics Foundation TQA 2
Size value: 15 points (150 hours)

The primary aim of this course is for students to be able to apply the mathematics that they are studying to authentic real world problems. Practical modelling investigations outside the classroom are an important component. Successful completion of this course should provide students with a strong background in skills that will enable them to study General Mathematics TQA 3 if they wish to further their studies in mathematics.

Mathematics Specialised

Mathematics cont...

Mathematics Specialised TQA 4
Size value: 15 points (150 hours)

Year 10
Year 11
Year 11/12

The course provides an introduction to matrices, complex numbers and sequences and series and further study in calculus.

Successful completion of Mathematics Methods TQA 3 is generally required for entry into this course.

Graphics calculators will be used extensively in this course and will be required for all mathematical examinations.

Pathways: This course is highly recommended to those students who intend to undertake further studies in mathematics, engineering or the physical sciences. It is also recommended for those students who have considerable ability and interest in mathematics.

Religious Education

Religious Education is central to whom we are at Guilford Young College and we make every effort possible to make it engaging and relevant. Although 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 different strands of Religious Education. They can study pre-tertiary Studies of Religion (TQA 3), Religious Education (TQA 2) or Learning for Life. 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 where students are in their lives and give them a young adult perspective on the meaning of faith, culture and life.

The course encourages debate and reasoned thinking, as well as self-directed research. Students enjoy the opportunity to explore and value a number of perspectives from outside their immediate experience. Critiquing and evaluating the presentation of ideas to build an argument is an essential life skill developed in this course. Students grow in their appreciation of the major religious traditions studied in the program and have the opportunity to gain a thorough understanding of the teachings, stories, expressions and culture of these religious traditions.

Area of Study One:
Unit 1 and Unit 3 - The Search for Meaning in Religious Traditions
Students will be required to engage in an in-depth study of aspects of at least two of the following traditions:
• Aboriginal spirituality
• Judaism
• Christianity
• Islam
• Hinduism
• Buddhism

All Abilities

Students are expected to develop a sound knowledge of the beliefs of at least two religious traditions and will then be given the opportunity to explore a selected aspect of one tradition in some depth. They will also engage with complex contemporary ethical issues as well as some of the significant challenges and ‘big questions’ that religious traditions have faced in the past and are still contending with in this day.

Throughout the history of human civilization, 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?

Students at Guilford Young College are young adults with the ability to think critically and analytically. The Religious Education program at the College is designed to give students, as young adults, an appreciation of the Catholic tradition.

Studies of Religion TQA 3
Size value: 15 points (150 hours)

University entrance course

The course encourages debate and reasoned thinking, as well as self-directed research. Students enjoy the opportunity to explore and value a number of perspectives from outside their immediate experience. Critiquing and evaluating the presentation of ideas to build an argument is an essential life skill developed in this course. Students grow in their appreciation of the major religious traditions studied in the program and have the opportunity to gain a thorough understanding of the teachings, stories, expressions and culture of these religious traditions.

The course is broken into two areas of study.

Learning for life
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RELIGION IN SOCIETY TQA 2
150 Hours

Students will be required to engage in an in-depth study of aspects of at least two of the following traditions:
• Aboriginal spirituality
• Judaism
• Christianity
• Islam
• Hinduism
• Buddhism

continues next page

Learning for life
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Religious Education

from previous page

Unit 2 – How do we know what is right?

Students will engage in an in-depth study of the history of ethical thinking, of ethical frameworks, and ways in which ethical frameworks can be applied to contemporary ethical dilemmas.

Area of Study Two: Students will study one unit from the following:

- significant historical challenge
- significant contemporary challenge
- founders, fictions and facts
- how did the universe come into being?
- why do humans suffer?
- do human beings have a soul?

Religious in Society TQA 2

Size value: 15 points (150 hours)

Religion in Society is an introductory course which explores the relationship between religion and society. 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:

- Religion in Society
- Exploring the Meaning of Life
- Religious Citizenship
- Applications

Each module consists of a compulsory core and elective studies. The content of each module is designed to allow students to explore aspects of religion in society through critical engagement with a range of sources including art, media and literature.

Pathways: This course could lead to further studies in Sociology or Studies of Religion.

Science

Learning for Life TQA 2

Exploring Issues in Society TQA2

Size value: 10 points

Learning for Life TQA 2 is part of the Learning For Life Course and is taught in conjunction with Community Service Learning. This component of the Learning for Life course focuses on issues and actions by governments, individuals and communities. Issues explored include family, the environment, finance, media and technology and health.

Students develop an understanding of the complexities of a broad range of matters and the world they live in. They also develop skills in making ethical decisions, research, analysis and communication.

Community Service Learning TQA 1

Size value: 5 points

Community Service Learning is the practical component of Learning for Life that is also an option for Year 12 students who are committed to serving the community and engaging in outreach. It is a highly practical course which encourages students to understand the notion of civic responsibility and helps students to develop an understanding of the ways non-government organisations fulfil their work within the community. Volunteering will enable students to develop reflective thinking skills by maintaining a volunteer logbook.

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 community agencies, particularly within the Catholic community and reflective of our Founders’ visions of social justice (Edmund Rice Tasmania, St Vincent de Paul and the Justice Action Network and environmental and sustainability agencies).

Pathways: This course could lead to further studies in Sociology or Studies of Religion.

Biology TQA 3

Size value: 15 points (150 hours)

University entrance course

Biology is a challenging pre-tertiary 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 for most students. It is helpful to have studied Physical Sciences or Life Science in Year 11. Highly capable and motivated students who have done well in top level Year 10 Science may choose to study Biology in Year 11.

The Biology course develops a deep understanding of all the interconnected processes of life. We study:

- scientific method, including experimental design, research ethics and the impact of biology on society
- the chemical basis of life (respiration, photosynthesis, enzyme action)
- structure and function of cells (animal, plant and bacterial cells)
- how whole organisms function (body systems)
- continuity of organisms and survival of changes (genetics, evolution and immunology)

Practical activities including excursions, experiments and dissections are important aspects of the course.

Pathways: Biology is an important course for a range of career choices including life sciences, environmental sciences, marine and Antarctic science, veterinary science and for health care professions including nursing, medicine, biomedical science, dentistry, physiotherapy and pharmacy. Biology also provides a good science knowledge base for careers in education or journalism and general understanding of the processes of life.

Environmental Science and Society TQA 3

Size value: 15 points (150 hours)

University entrance course

Environmental Science and Society is an excellent course choice for a wide range of GYC students, especially at this time of ever-increasing human awareness of the importance of environmental issues. Understanding these issues helps young people to become responsible, well-informed citizens and voters.

Environmental Science and Society gives a strong understanding of the interactions of organisms with the environment, human impacts on the environment and environmental management options for society.

We study:

- 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, and ecologically sustainable development and environmental management.

Pathways: 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. Environmental Science and Society is an excellent preparation for careers in wildlife, fisheries and forestry management and monitoring and remediation in the mining and other industrial sectors. Environmental Science also provides an excellent knowledge base for future careers in teaching, journalism, economics, law, politics and business.
Life Science TQA 2
Size value: 15 points (150 hours)
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 Science 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. At Guilford Young College, a student can enrol to study Life Science with either a Human Science focus or a Marine Science focus.

Human Science Focus
Students interested in the human body will learn about:
- 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 human kind.

Marine Science Focus
Students interested in the marine environment will learn about:
- 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.

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

Pathways: Life Science provides students with a foundation knowledge in science, which may help them in their studies of TQA 3 courses such as Biology, Environmental Science and Society, Health Studies or Sport Science. Life Science also gives students useful background knowledge for any career in the biological sciences, childcare, nursing, police studies, law or teaching.

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Life Science

Science

Life Science

Science

Background

Year 11/12
TQA 3
150 Hours

Year 11
Life Science and Mathematics

Year 11
Science Foundation

Year 12
TQA 4
150 Hours

Year 12
Physical Sciences

Physical Sciences TQA 2
Size value: 15 points (150 hours)
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.

Physical Sciences Foundation
TQA 2
Size value: 15 points (150 hours)
Previous experience – top level science and mathematics in Year 10 is recommended.
In this course students are introduced to the world of Physics and Chemistry in the one course, providing the essential background for future study in most areas of science. Scientific method, theory of experiment and measurement are embedded as we study the following themes:
- 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
Thirty per cent of the course time is spent on practical work.

Pathways: If a student plans to study Physics and/or Chemistry in Year 12 it is important to study this course in Year 11. Physical Sciences is a pre-requisite for study of university courses in Engineering, Surveying and Spatial Sciences. It is a very useful course for university studies in any science or science-related degree, including the life and health sciences, human movement, agriculture, aquaculture, Antarctic, marine and climate sciences.

Physical Sciences TQA 3
Size value: 15 points (150 hours)
Previous experience – top level science and mathematics in Year 10 is recommended.
In this course students are introduced to the world of Physics and Chemistry in the one course, providing the essential background for future study in most areas of science. Scientific method, theory of experiment and measurement are embedded as we study the following themes:
- forces and motion
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Physical Sciences TQA 4
Size value: 12 points (150 hours)
University entrance course
This course builds on the skills and knowledge gained in Year 11 studies in Physical Sciences and covers the following topics:
- electromagnetic
- reacting quantities
- electron structure and the periodic table
- energy and chemical change
- gases
- chemical equilibrium
- rates of reaction
- organic chemistry.

Regular practical activities extend understanding of the topics studied and enable students to enjoy working and learning in groups.

Pathways: Physics is a pre-requisite for those wishing to study Physics at university level. It is highly recommended for those students wishing to study engineering, surveying and spatial sciences, agricultural science and for those hoping to enrol in the Defence Force Academy.

Pathways: Chemistry is a central science. Students interested in studying biological sciences, engineering, environmental science, and geology all benefit from studying chemistry. It is a pre-requisite for those who will be studying chemistry, agricultural science, biomedical science, medicine and pharmacy at university level.

Physics TQA 4
Size value: 12 points (150 hours)
University entrance course
It is highly recommended that students study Physical Sciences TQA 3 in Year 11 before studying this course. Students studying this course should have studied a TQA 3 Mathematics course in Year 12 or be studying one or higher in Year 12.

Physics is an important fundamental science that is strongly recommended to students seeking an intellectually stimulating and interesting course. The course builds on the skills and knowledge gained in Year 11 studies in Physical Sciences and covers the topics:
- Newtonian mechanics
- gravitational, electric and magnetic fields
- wave motion
- nuclear and quantum physics.

Practical activities are an essential part of this course. Students acquire new skills and improve their understanding of the theoretical concepts while working together in groups.

Pathways: Physics is a pre-requisite for those wishing to study Physics at university level. It is highly recommended for those students wishing to study engineering, surveying and spatial sciences, agricultural science and for those hoping to enrol in the Defence Force Academy.

Science

Life Science

Science

Physical Sciences

Physical Sciences

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**Studies of Society and the Environment (SOSE)**

SOSE courses include content that promotes students’ development as life-long learners. Study of these courses will involve students in pursuits that encourage them to develop as citizens and that provide them with the motivation to learn other than traditional intradisciplinary values.

**Why study a SOSE course?**
- Develop an understanding of the whole range of students.
- Most TQA 3 SOSE courses require good written English skills.
- Some guidelines if you are choosing TQA 3 SOSE courses

**Introduction to Sociology and Psychology TQA 2**

A variety of SOSE courses are available to suit the needs of the whole range of students. Most TQA 3 SOSE courses require good written English skills.

The following is a list of courses that would be useful for Year 11 or Year 12 students. It is suitable for students who may have some experience in these areas from high school but will expand on your skills and knowledge, as well as suit those with no experience in these course areas. During the year students will have the opportunity to study some or all of the following topics:
- Personality
- Crime and deviance
- Personal space
- Research methodology
- Human development
- Intelligence and learning
- Sport psychology
- Gender differences
- Sociology of tourism.

**Sociology TQA 3**

This course engages students in a close study of contemporary Australian society and social behaviour.

Pathways: This course provides direct links to preparing for Psychology and Sociology TQA 3 courses and is a good companion to Working with Children and Health Studies. This course can also provide useful knowledge and skills for careers in areas such as retail, advertising, child care, nursing and teaching, the police force or any career that involves working with people.

**Psychology TQA 3**

This course is useful for students considering work or study in law, journalism, social work, nursing, education, social research, psychology or advertising.

**Pathways:** This course provides direct links to preparing for Psychology and Sociology TQA 3 and is a good companion to Working with Children and Health Studies. This course can also provide useful knowledge and skills for careers in areas such as retail, advertising, child care, nursing and teaching, the police force or any career that involves working with people.

**Accounting TQA 3**

This course is useful for students who possess good written English skills who may wish to enrol in Psychology at university or who may be interested in careers such as the police force, nursing, social work, teaching, physiotherapy, counselling and criminology. Psychology provides valuable life skills for students whatever their chosen profession.

Pathways: This course is useful for students who may wish to enrol in Psychology at university or who may be interested in careers such as the police force, nursing, social work, teaching, physiotherapy, counselling and criminology. Psychology provides valuable life skills for students whatever their chosen profession.

**Pathways:**
- The course would be useful for those wishing to pursue a teaching or child care career.
- The course allows students to engage critically with the world of business. On successful completion of this course, learners will have knowledge and skills to read, innovate and manage a small business; conduct research and acquire business information from a variety of sources; communicate business information using appropriate formats; apply a range of business and financial strategies to business situations, and analyse and evaluate business data, information and current issues.
- There are four compulsory areas of study: the nature of business; management of key business functions; establishing a business and inquiring into a current business issue. Specifically, this includes finance, human resources and marketing management.
- This course is relevant to the arrangement of careers including financial, marketing, management, economics and accounting. This course would also provide valuable preparation for further study in VET.
Business Studies Foundation TQA 2
Size value: 15 points (150 hours)

Business Studies Foundation will give students a greater understanding of how the business world operates. Students will develop entrepreneurial skills and undertake authentic business tasks. This course provides an introduction to the business environment, finance, marketing, business ethics and success factors. Students will apply their learning to authentic business tasks such as developing a business plan or managing an event.

Pathways: This course will provide Year 11 students with the knowledge and skills for a range of Year 12 subjects including Business Studies TQA 3, Accounting TQA 3, Economics TQA 3 and Legal Studies TQA 3. This subject is also useful for Year 12 students wishing to develop their knowledge and skills to enable them to pursue a career in business, finance or management.

Legal Studies Foundation TQA 2
Size value: 15 points (150 hours)

The course focuses on Australian legal and political structures and processes and the delivery of justice in Australia. Students develop a good understanding of how the Australian government and legal system functions.

Students will learn:
- how government in Australia functions
- how laws are made
- how courts function to resolve disputes
- how crime is policed and punished
- about the legal and political rights and responsibilities of Australian citizens
- about topical legal and political issues
- research and analysis skills
- essay writing skills.

Students may experience the following over the course of the year: excursions to Risdon Prison, Parliament House, Supreme and Magistrates Court, the Industrial Tribunal and the Federal Court, Lawfest at UTAS and interesting guest speakers.

Pathways: Legal Studies provides important knowledge and understanding for all Australian citizens but will be particularly relevant for those students contemplating careers in law, the public service, politics and government, the police service, social work, banking and finance, teaching and small business.

Economics TQA 3
Size value: 15 points (150 hours)

Students of this course will investigate contemporary economic issues using both economic ideas and knowledge of the features of the Australian economic system. This involves the study of issues central to how the Australian economy operates - namely growth, inflation, employment and overseas events. Economics is the study of decision-making. It answers the question of how we - as a society and as individuals - use our scarce resources to satisfy our needs. Students of economics will develop greater understanding of individual, business and government behaviour. This involves learning economic terminology, concepts, tools and principles.

Pathways: This is one of the three courses which would suit students containing a degree in the economics, accounting and business areas, including marketing.

Legal Studies TQA 3
Size value: 15 points (150 hours)

In this course you will study:
- government and leadership
- ancient literature
- the role of juries, sources of legal advice and how disputes can be resolved without going to court. There is also opportunity to learn about criminal law, family law, civil law, consumer law, shelter and property law, employment law and motor vehicles and the law.

Students may experience the following over the course of the year: excursions to Risdon Prison, Parliament House, Supreme and Magistrates Court, the Penitentiary Chapel, the Industrial Tribunal and the Federal Court, Lawfest at UTAS and interesting guest speakers.

Pathways: Skills and knowledge gained through this study would be helpful for careers in emergency services, legal aid, defence forces, corrective services and the police.

Ancient Civilisations TQA 3
Size value: 15 points (150 hours)

This study covers the period from ancient Sumer to the classical world. It is a four-year course which is divided into four main periods:
- Ancient Sumer
- Ancient Egypt
- Ancient Greece and Rome
- Ancient China

Students will explore the development of civilizations, the impact of key individuals on society, the roles, and legal and social status of women, the impact of key individuals, research and essay writing skills.

Pathways: This course leads to either history courses, tertiary study of history or civilisations, careers in law, research-oriented careers or careers in the public service.

Asian Studies
Level 3 (TCE) 150 hours + University HMA104

Asian Studies is offered as part of the University of Tasmania’s UTAS College Program 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 lifestyle. Students explore modern Asian societies with a focus on areas such as youth culture, pop culture, education and food. This course will also prepare students for many of the skills required at University, such as researching and referencing.

Students will be taught throughout the year by their teacher but will also have opportunities to engage with UTAS staff.

Successful completion of the course gives students the opportunity to get 25 per cent credit at introductory level in many UTAS courses (HECS free).

There is no external examination for this course but students will need to be able to research and write at an advanced level. Instead of an exam, students will submit a final Indo for assessment by their teacher and UTAS which students will discuss with their assessors.

Students who enrol in this course will receive a UTAS Student Card and can use the university’s library and other facilities.

A Global Integration and international mobility have increased rapidly in the past decade. As a consequence, new and exciting opportunities for Australians are emerging… India, China and other Asian nations are growing and their influence on the world is increasing. Australians need to become "Asia literate" engaging and building strong relationships with Asia."


The Melbourne Declaration sets a nationally-agreed education agenda for Australia for the next decade.

Australia in Asia and the Pacific TQA 3
Size value: 15 points (150 hours)
University entrance course

In Australia in Asia and the Pacific, students come to an understanding of Australia as part of the global community. The course provides an overview of the key environmental, human, economic, cultural, sociological and historical features of Australia and its neighbours. Australia in Asia and the Pacific has an emphasis on contemporary issues, perspectives and events.

Students will become more aware of the increasingly important Asia and Pacific region in which they live. Some of the topics studied are geography, tourism, immigration, overseas aid, religions and culture. This course develops many of the skills and key competencies that employers seek. You can develop planning and time management skills, problem-solving skills, high level research skills; and learn to use initiative to seek out information in a variety of formats.

Students also study a contemporary issue to complement the knowledge and understanding of the AAP region acquired through the study of their chosen units.

Students studying the Tourism component of the Australia in Asia and the Pacific course will also have the option to enrol in the UTAS College Program. "Asia Enduring Traditions". This program is run through the University of Tasmania’s School of Asian Studies. The program will enable college students to have a concurrent enrolment at UTAS and gain a result in first year level 100 units in the Associate Degree in Arts. This level 100 unit may also count towards a number of other degrees at UTAS and at other universities. The unit which students may enrol in is HMA101 Asia: Enduring Traditions. This unit is equivalent to 25 per cent of a full-time university first year load and is HECS free.

Pathways: Australia in Asia and the Pacific will assist students who wish to work in journalism, education, the arts or undertake further studies in humanities courses.

Guilford Young College

Guilford Young College
Vocational Education and Training (VET)

STUDIES OF SOCIETY AND ENVIRONMENT cont...

Geography TQA 3
Size value: 15 points (150 hours)

University entrance course

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 you 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 you!

Students do not need to have had any previous experience and they will develop skills in researching and collecting information; interpreting a variety of graphs and maps and working both independently and in groups.

Pathways: This would be a useful course for those who wish to undertake further study in the humanities and science areas. It would also be valuable to those seeking careers in the areas of environmental management, town planning, tourism and recreation.

Modern History TQA 3
Size value: 15 points (150 hours)

University entrance course

Two major areas of study in this course are: Modern Western Nations in the 20th Century and Modern Asian Nations in the 20th Century. From such, a topic will be selected that gives an understanding of both a democratic regime and a totalitarian regime. A third section, entitled The Changing World Order from 1945 to 2010, includes issues and events such as the Cold War, the rise of China as a significant world power, the breakup of the Soviet Union, international terrorism and globalisation.

Through an examination of historical forces, students will develop knowledge, skills and understandings which will help them to gain an insight into current affairs and equip them to be informed citizens of the world. The course also provides a meaningful context for the study of other disciplines, such as literature and art. It will engage students in individual and group work, critical and creative thinking, historiography, research, using historical sources including film and documentary.

In conjunction with this course, students can also choose to enrol in a unit titled Dictators and the Cold War through the UTAS College Program. This is a HECS-free and on successful completion provides students with some credit towards a Bachelor of General Studies.

Pathways: Modern History would assist those who wish to work in areas such as journalism, law, education or undertake further studies in humanities courses.

Enrolment in all GYC VET courses now follows a selection process, specifically assessing literacy, numeracy and an industry-related interview process.

GYC VET programs generally occupy one line of 150 hours unless otherwise specified. 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. GYC VET courses have a varying number of units required ranging from six units to 18 units. TCE points achieved for each VET course will vary significantly depending on the number of units achieved and the points allocated to each unit. The TCE points stated under each course are only gained if the full qualification is achieved.

Guilford Young College is required to provide the latest versions of national qualifications. Consequently, the information provided in this Handbook may change before the start of the school year depending on national changes.

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. GYC RTO is considering offering qualifications not provided directly by GYC.

Students interested in these or other options should complete an Expression of Interest form available from the GYC website, Campus offices or your VET Coordinator in your home College.

The provision of other VET options are based on demand and student participation.

Vocational Education and Training (VET)

GYC has a strong Vocational Education and Training (VET) program. The popularity of VET continues to grow and many of our students have made the transition from VET programs to further training or gain employment. GYC offers a strong Vocational Education and Training (VET) program.

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The provision of other VET options are based on demand and student participation.

Vocational Education and Training (VET)

AURO111 Certificate I in Automotive Vocational Preparation

This program is designed for students wishing to train for or gain employment in the automotive industry. Students aiming to gain their AURO111 Certificate I in Automotive Vocational Preparation qualification will need to study Automotive for two years. Students in these programs are expected to participate in up to six weeks of vocational placement in three two-week blocks with local automotive businesses. The program covers practical areas as well as theory, with opportunities to service staff and peers’ cars, work on small motors and develop understanding and skills in the use of tools and equipment routinely used in the industry.

Pathways: This course provides a pathway towards careers in automotive trades such as automotive mechanic, automotive electrician, automotive retail and vehicle body. This certificate may also lead to pathways in outdoor power equipment, bicycles and marine engines.

BSB1012 Certificate I in Business

This program is designed for students wishing to gain the skills and knowledge necessary to gain employment in any area of office or business administration. GYC has a high success rate in placing students in employment through this program.

Students will complete work placements in various businesses. Students have opportunities to participate as members of an office team with genuine responsibilities while on placement.

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

Pathways: These courses provide pathways towards careers in all areas of administration including legal, financial, state and local government.

CHC30113 Certificate III in Early Childhood and Care

Students will work on units towards the qualification that will allow them to enter the Early Years industry. Students need to be motivated to work closely with young children and develop the required skills for effective interactions and understanding of children’s health and safety and the provision of quality care environments.

Students wishing to gain the majority of units should consider this a two year plan. Students must be prepared to undertake work placement, as required by the training package. Writing for this course is similar to pre-nursery standard.

Pathways: This qualification provides a pathway into the early years’ sector and provides the basis for the CHC30113 Diploma of Early Childhood Education and Care.

CPC1011 Certificate I in Construction

This program is designed for students wishing to train for or gain employment in one of the building trades. GYC offers this program as either two lines over one school year, or one line over two school years. This gives some flexibility for students who may have already achieved competency in some units to achieve the full qualification.

This is a very popular program and industry employers are seeking motivated students with sound literacy, numeracy and technical skills. This program includes developing effective communication for the workplace, using a variety of tools for the job and reading, calculating and measuring for plans or projects.

Pathways: This course provides a pathway towards careers in the building trades such as carpentry, joinery, plumbing, electrical, plastering, glazing, painting and decorating.

MEM20413 Certificate II in Engineering Pathways

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.

Pathways: This course provides a pathway towards careers in metal fabrication, machining, welding and the plumbing trade.
**Vocational Education and Training (VET)**

**SIH20111 Certificate II in Hairdressing**

Students from Guilford Young College attend TasTAFE to complete their training and assessment. This course is designed as a pre-vocational qualification and provides the basic skills to work as a salon assistant. Delivered in a commercially-operated salon, this course includes preparing clients for salon services, client communications, shampooing and dry hair to shape, applying colour, developing hairdressing industry knowledge and workplace safety procedures. Students enrolling in this course will be required to undertake a suitability assessment conducted by TasTAFE and if successful will attend TasTAFE for up to 2 days per week.

**Pathways:** SIH20111 Certificate II in Hairdressing is a pathway to SIH30111 Certificate III in Hairdressing and an apprenticeship. Careers include hairdressing, beauty technician and business owner.

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**SIT20312 Certificate II in Kitchen Operations**

Students can undertake this qualification either on a part time or full time basis. This course provides pathways towards positions in commercial cookery, Asian cookery, patisserie, catering operations, and the SIT50313 Diploma of Hospitality. Further study may lead to a Bachelor of Business in Hospitality Management.

**Pathways:** SIT20312 Certificate II in Kitchen Operations provides pathways towards positions in commercial cookery, Asian cookery, patisserie, catering operations, and the SIT50313 Diploma of Hospitality. Further study may lead to a Bachelor of Business in Hospitality Management.

**Food and Beverage Service**

This course is designed for students intending to further their studies in hospitality management and tourism or for students furthering their studies at University but aiming to gain casual or part-time work in bars, night clubs, pubs, restaurants and coffee shops. Possible job titles include bar attendant, bottle shop attendant, food and beverage attendant and barista.

**SIH20111 Certificate II in Horticulture**

This qualification is the first step into working in the hospitality industry in either cooking-related areas or front-of-house. The course is made up of six units. Students are required to complete several work placements in local hospitality businesses. Students who succeed in this course may undertake a pre-vocational qualification and attend TasTAFE for up to 2 days per week.

**Pathways:** SIT20112 Certificate II in Tourism provides a pathway towards careers as a tour guide, reservations guide, front-of-house receptionist, travel agent, marketing manager, business owner, hotel manager and the SIT50112 Diploma of Travel and Tourism. Further study may lead to a Bachelor of Tourism or Bachelor of Business Administration (Tourism Management).

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**SIT20112 Certificate II in Tourism**

This course offers students an exciting entry point 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 cover topics including developing industry knowledge, working in a socially diverse environment and acquiring the computer, business and administrative skills for dealing with a range of customers, clients and business contacts within the industry.

Opportunities are provided for students to visit key tourism areas and services. Students are required to attend at least two work placements as part of the course and are encouraged to choose workplaces which reflect their individual focus and interest.

**Pathways:** Work placement is part of this course and students may try a variety of agricultural, horticultural and conservation pathways for exploration, from nursery work through to green keeping.

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**AHC10210 Certificate I in AgriFood Operations**

This qualification includes a range of work functions and job roles that can lead to agricultural trade qualifications. Students must undertake a range of horticultural tasks and develop their horticultural skills and knowledge.

The course is made up of 15 units. Students will be required to undertake at least four weeks of work placement. The course includes topics such as recognizing plants, propagation, potting up plants, pruning trees, landscaping, turf maintenance and maintaining plant displays.

**Pathways:** The job roles relevant to this qualification are horticulture worker or assistant.
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