I am delighted to present our 2017 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.

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.

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.

Our 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 where we live the values of the Gospel.
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 life-long learning. We promote positive futures and encourage members of our community to take responsibility for their own lives and assist in shaping a better future for all.

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 and nourish our connection with God, 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 Team is to increase student engagement, well-being and sense of belonging.

Guilford Young College demonstrates the intent of the Archbishop’s Charter for Catholic Schools, a document which describes our identity, purpose and responsibility. It underpins 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 Sisters of Charity and the Sisters of St Joseph.

Its creation fulfilled the vision, originally articulated by Archbishop Sir Guilford Young, to build a Catholic senior secondary college in southern Tasmania as a community of faith and a place of learning excellence.

Guilford Young College, in acknowledging the importance of developing the whole person, encourages achievement, participation and service and commits itself to the development of lifelong learning and respect for self and others.

The strength of the Guilford Young College story is one of continuing the rich tradition of Catholic education established by the Catholic colleges of southern Tasmania. Our College communities share a common vision for the future of our young people and have a deep understanding of our responsibility to help shape their lives. In choosing a Catholic education to Year 12, our students choose to belong to a community; a community of faith.

Our particular focus is to encourage our students to live by the Gospel values of compassion, justice, forgiveness and courage; to take responsibility for directing their learning pathway and creating their future, well prepared to make a positive contribution to a changing and challenging world.

We are indeed proud of the endeavours and achievements of our students who have established themselves as young men and women of integrity and generous commitment. They are people of faith, hope and boundless capacity who confidently and responsibly hold our future in their hands.

We look forward to welcoming you to our Guilford Young College community.

The College has strong partnerships within the wider Catholic community including with the St Vincent de Paul Society, Edmund Rice Tasmania, St Paul’s and John Paul II Catholic schools and the Dominican College Don Bosco Student Committee. 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 Aridsocon Family-School-Parish partnership making links where possible to archdiocesan - and parish-based events and, in particular, 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, they aim to support one another, to acknowledge and use their gifts and to be welcoming to all.
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) and on SIMON, our Learning Management System.

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 students are challenged to achieve their own lives.

- 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 grounds 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 partake in university studies and experience tertiary education 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.

Applications open in September and close in December. When applications are open, visit the UTAS website www.utas.edu.au/cupp to find an application for admission form, and statement of achievement to download and send to the university.

*Academic World Rankings of Universities 2013

THE UNIVERSITY COLLEGE PROGRAM

The University College Program allows Year 11 and 12 students to choose university level subjects to study during college. 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.

When choosing GYC subjects students should select the UCP course they wish to study so that it can be considered as part of their full load.

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

Learning for life

PAGE 6

Guilford Young College

Learning for life

PAGE 7

Guilford Young College

*Academic World Rankings of Universities 2013
In information Communication Technology and Privacy

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

Guilford Young College offers a wide variety of opportunities for students to develop skills formally within designated classes and pathways lessons. It is also possible to do a one-off test towards the end of each year but this is not recommended by the College. Information about the requirements to achieve the Tasmanian Certificate of Education can be found on other pages in this Handbook.

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

- a limited number of College-owned laptops and desktop computers
- content filtered Internet access
- web-based e-mail (Outlook)
- a one-year subscription of Microsoft Office (including Word, Excel, PowerPoint) through Office 365
- Cloud storage
- wi-fi access
- separate keyboard
- external access to resources
- printer and scanner.

The library provides access to a range of information technology in various fields such as research, collaborative and individual learning, communications and workplace 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.

BRING YOUR OWN DEVICE (BYOD)

Guilford Young College has a bring-your-own-device policy. Students are encouraged to bring a laptop computer to school for use which meets the following minimum requirements:

- 14 inch or larger screen
- Intel core i5 processor
- 4GB RAM
- 500GB hard drive
- separate keyboard
- vol-8 access
- 8 hours continuous battery life.

Important information: iPad do not meet the minimum requirements for a BYOD device at Guilford Young College. Although MacBooks do work on our system we recommend Windows to devices. If possible we also encourage students to have a touch screen, digital pen/ fine stylus, headphones and an extra charger (one for home and one for school) and a computer protective sleeve or case.

The College provides only limited technical assistance. It is expected that any hardware or major software issues are dealt with through a reputable computer repair shop.

COLLEGE PRIVACY POLICY

In December 2000, 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 and other means of communication. Please advise in writing if you have any concerns. Guilford Young College has 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, Commonwealth which came into force on 21 December 2000 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 Commission’s website: www.privacy.gov.au

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

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, as well as a range of appropriate courses of study (please contact the Manager of Targeted Programs for more information).

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 Glenorchy 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 (Level 2) to pre-tertiary (Level 3) levels, with beginner English catered for in Practical English (Level 1). In-class and additional assistance with English may be available on a one-to-one or small group basis.

ABORIGINAL STUDENT SUPPORT PROGRAM

The College provides cultural, curricular and vocational support to Aboriginal students and ensures the student group to meet regularly to arrange Aboriginal cultural events and other projects.

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, journals and encyclopaedias. 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 library are computers and the combined photocopier, printer and scanner.

The library provides access to a range of journal and reference databases and online resources that are readily available from SIMON (our Learning Management System). Additionally, our video streaming service offers a number of excellent free commercial and television programs for both student and teacher use.

Students are welcome and encouraged 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).

Staff 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 8:30am-4pm on weekdays.

Guilford Young College
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 recognizes 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 Level 3. Teamwork, cooperation, skill development and an awareness of a healthy lifestyle are important objectives of all the practical courses.
Learning for life
PAGE 12

Guilford Young College

Pathways Through College and Beyond

LEVEL 3 AND 4 UNIVERSITY ENTRANCE PATHWAY
Level 3 and 4 courses are designated as senior secondary courses with 150 hours of class time. To enter a university, a Satisfactory Achievement award (SA) in at least four of these Level 3 or 4 courses is required. However, to gain a good tertiary entrance score, students are encouraged to successfully complete at least five Level 3 or 4 courses over two years. 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 three Level 3 and 4 courses are academically challenging and theory based. Year 10 students need strong results to go straight into Level 3 and 4 courses in Year 11. It is recommended that Year 11 students considering university entrance should enrol in at least two Level 3 or 4 courses in that year.

GENERAL TCE PATHWAY
Guilford Young College offers a variety of Level 3 and 4 courses to suit the interests and preferences of many of our students. Some of these courses also provide foundation or preparation for Level 3 and 4 courses. These TCE courses:
- may vary in length
- cover a broad range of activities
- may include practical work
- may be taken in conjunction with Level 3 and 4 and/or vocational courses.

For some students, choosing a combination of Level 3 and 4 courses may give students a distinct advantage when applying for employment.

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.

Choosing Your Course

FOR UNIVERSITY ENTRANCE
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 Level 3 or 4 courses, and
- attainment of the minimum of four courses in not more than two (not necessarily consecutive) years.

For most universities’ websites. For most mainland universities, you can check this on the various universities’ websites. For most mainland universities you must obtain an SA in a Level 3 English course to gain admission.

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

Guilford Young College

Learning for life
PAGE 13

Guilford Young College
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 TasTafe and other Registered Training Providers. These courses may be full-time, part-time, or short courses.

Industry training is usually offered at Certificate I or II 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 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)

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

Courses studied at Levels 3, 4, 5 and 6 carry 15 credit points provided a minimum Preliminary Achievement (PA) award is achieved. Courses studied at 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 Level 3 and 4 courses are recognised for university entrance and contribute towards the Australian Tertiary Admissions Rank (ATAR).

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

It can include vocational education and training qualifications and units of competence, senior secondary qualifications and other qualifications recognised by TASC.

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

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

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

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 Office of Tasmanian Assessment, Standards and Certification (TASC).

These include:
- a minimum of 120 credit points over two years with at least 80 of these credit points at Level 2 or higher
- 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 (PP) in the relevant course.
SOUTHERN TASMANIAN CATHOLIC COLLEGES TRADE TRAINING CENTRE

The Southern Tasmanian Catholic Colleges Trade Training Centre (STCCTTC) 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 (lead school), St James Catholic College (Cygnet), St Virgil’s Catholic College (Austins Ferry), Mount Carmel College (Sandy Bay), Sacred Heart College (New Town), MacKillop Catholic College (Mornington), Dominica College (Glenderry), St Mary’s Catholic 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 STCCTTC - GYC RTO 1129.

Further information regarding the Trade Training Centre is available by contacting the Director, Penny Driessen, pdriessen@gyc.tas.edu.au and VET courses offered by GYC is available by contacting the VET 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 OBTAIN MORE INFORMATION?
Details for individual VET courses begin on page 52.
Contact the VEL Manager, Jane Milburn 6238 4350 jmilburn@gyc.tas.edu.au

Guilford Young College is a Registered Training Organisation (1129) able to deliver a range of VET courses. In 2017, students can choose from:

AHC10210 Certificate I in AgriFood Operations
AHC20410 Certificate II in Horticulture
AUR10112 Certificate I in Automotive Vocational Preparation
AUR20712 Certificate II in Automotive Vocational Preparation
BSB10115 Certificate I in Business
BSB20115 Certificate II in Business
CHC30113 Certificate III in Early Childhood and Care
CPC30011 Certificate II in Construction
HET33107 Certificate III in Health Services Assistance (7 units towards this qualification)
MEM20413 Certificate II in Engineering Pathways
SIT10206 Certificate I in Hospitality
SIT20106 Certificate II in Hospitality
SIT20346 Certificate II in Kitchen Operations
SIT20118 Certificate II in Tourism
SIS20513 Certificate II in Sports Coaching

Vet pathway

In the VET sector, you can gain experience and qualifications to move through various certificate levels depending on your career aspirations.
The course information in this Handbook is correct at the time of printing. As a number of TASC courses are being re-developed for accreditation, there may be some changes before the 2017 school year begins. Changes will be advised on the College website, www.gyc.tas.edu.au, as they become available.

All courses are grouped in learning areas and may be accessed quickly by reference to the Course Index on page 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. Level 3 and 4 or University entrance courses are shaded in the flow charts.

**The Arts**

**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**

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, utilizing a range of music technologies, as well as how and why this might be achieved at a professional level. It 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 them to analyse, experiment with, reflect on, revise and develop their craft and skill as music technologists. Typical projects on offer include stereo recording, mixing, midi loop tracks and public concert sound reinforcement. This is a Year 11/12 UTAS College course for musical expression, utilising a range of music technologies, as well as how and why this might be achieved at a professional level. It 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 them to analyse, experiment with, reflect on, revise and develop their craft and skill as music technologists. Typical projects on offer include stereo recording, mixing, midi loop tracks and public concert sound reinforcement.

**DRAMA - TECHNICAL PRODUCTION**

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

Pathways: This course can lead to the study of Drama 2 or 3, courses in the performing arts, or event management, conference management and tourism.

**Flow Charts**

**Background**

Year 10 top level Mathematics course

**Year 11/12**

- **MATHEMATICS METHODS FOUNDATION 2**
- **MATHEMATICS METHODS 3**

This indicates recommended background. Students may be permitted to study subjects without this background by negotiation.

Shading indicates that subject is accepted for University entrance.
This is a constructive yet entertaining course that is ideally suited to students who have some experience in drama but who would like to learn to develop their skills in performance. This course will also help in developing self-confidence. Students will:

• learn to work as part of an ensemble
• have the opportunity to perform solo
• participate in physical movement exercises
• develop skills in voice
• evolve an understanding of the acting process
• create credible characters
• undertake written reflection of learning
• review live theatre performances.

Pathways: This course can lead to Studies in Drama - Technical Production 2 or Drama 3. It also complements courses which lead to careers in tourism, hospitality and human resources.

Drama Foundation 2
Size: 15 or 20 points

This is a constructive yet entertaining course which is ideally suited to students who have some experience in drama but who would like to learn to develop their skills in performance. This course will also help in developing self-confidence. Students will:

• learn to work as part of an ensemble
• have the opportunity to perform solo
• participate in physical movement exercises
• develop skills in voice
• evolve an understanding of the acting process
• create credible characters
• undertake written reflection of learning
• review live theatre performances.

Pathways: This course can lead to Studies in Drama - Technical Production 2 or Drama 3. It also complements courses which lead to careers in tourism, hospitality and human resources.

Drama 3
Size: 15 points

This is a diverse and stimulating course that can 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 work-place is demanding and students have the opportunity to present a number of works for performance during the year.

Students will:
• develop skills in voice
• improve their ability to create credible characters
• understand and interpret text
• perform in the ensemble of a full-length scripted play
• perform solo
• evolve skills in synthesis
• undertake rigorous written reflection of aspects of the course
• critique live theatre performances
• undertake both written and practical external assessments.

Pathways: This course can lead to the study of Theatre Performance 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.

Theatre Performance 3
Size: 15 points

This is a dynamic and challenging course designed for students who have already completed Drama 3. It offers students who are passionate about theatre and acting the opportunity to undertake an intensive study of dramatic performance and techniques. Students in this class form a ‘company’ and undertake extensive theatre work in both solo and ensemble situations. There is a large written component focusing on the development of reflective skills and written performance analysis.

Students will:
• improve voice skills
• progress individual and ensemble skills
• participate in the evolution of characters
• undertake extensive theatre work
• critique live theatre performances
• engage in rigorous reflective writing processes
• study the rich history of theatre
• undertake both written and practical external assessments.

Pathways: This course can lead to the study of the performing arts at a tertiary level, careers in the performing arts, and in human resources, tourism, and marketing. The police force and the defence forces recommend the study of drama/performace.
The Arts

DANCE 2
Size: 15 points
Dance, across all levels, encourages students to develop their skills in these 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, leading to individual solo creation
- dance appreciation, focusing on description and analysis of live dance works
- self-reflection through journal keeping and describing their own choreography
- performance skills by dancing in front of live audiences at various events
- basic anatomy and safe dance practices.

Pathways: This course can lead to the study of Choreography and Dance Performance 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 3
Size: 15 points
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 performance
- 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 Level 3 Dance students:
- student’s own choreography of a solo
- student’s own choreography of a group piece.

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

These skills are valuable in all career areas especially involving leadership and teaching, collaboration, problem solving, performing in front of others and where commitment is required.

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

Rehearsal and examination are both internally and externally assessed.

MUSIC
GJC endeavours to provide a rigorously stimulating performing arts program in which students are given every opportunity to develop as young musicians. Students are also expected to take music beyond the classroom and participate in the co-curricular life of the College.

MUSIC 3
Size: 15 points
University entrance course

This course requires students to have a background in theory and performance. It provides opportunities for students to:
- present polished music performances
- create original music
- present original music ideas through notation and performances
- plan, organise and complete music activities
- appraise music works and performances
- read and write music statements and identify the use and effect of music elements; pitch, time and design.

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

Pathways: Music prepares students for the study of music at tertiary level.

These courses have a narrower focus than Music 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 is seen as an advantage for students who consider that their natural path is earliest practical or composition. These courses provide solid preparation for audition into either the Bachelor of Music or Bachelor of Musical Arts degrees.

Foundation Practical Study and Advanced Practical Study are both internally and externally assessed with the focus on performance (50 per cent) upon performance or composition. Internal assessment (50 per cent) is undertaken by the student’s teacher through a range of tasks, both practical and written. This work is evidenced through practical performances/presentations and a ‘portfolio’ which will contain a range of evidence to support the student’s internal (class-based) assessment.

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

ROCK MUSIC STUDIES
(CONTEMPORARY MUSIC) 3
Size: 15 points

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.

Skill level required: Interested students should have been doing music and regularly performing in Years 9 and 10. Anyone without this background but with solid performance skills can still do the course, but should contact the music teacher before enrolling.

Incoming students will be expected to demonstrate their ability as a performer (i.e. have an item prepared which the student can perform in the class). Students will:

• learn instrumental and vocal techniques
• produce in bands and small groups
• investigate 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

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

While this course is valuable for students interested in rock and contemporary music, the emphasis is on group performance; there is minimal theory. Those wishing to study Music 3 in Year 12 should discuss this with their music teacher at the start of the year.

Pathways: This subject does not lead to the Level 3 music course, but for more capable performers it will facilitate entry into the UTAS music course Foundation Practical Studies in Year 12.

The Arts

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 requires students at all levels to be committed, motivated and resourceful.

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

Incoming students will be expected to demonstrate their ability as a performer (i.e. have an item prepared which the student can perform in the class). Students will:

• learn instrumental and vocal techniques
• produce in bands and small groups
• investigate 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

The Arts

ART PRODUCTION
Size: 15 points

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.

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' preferred medium, in order to facilitate the expression of ideas.

Students will be expected to develop research skills to achieve the course requirements. A high degree of individual motivation and resourcefulness is necessary for the production of a body of work that demonstrates a cohesive development of ideas and techniques.

Students may select from the following studio areas:

• Ceramics
• Painting
• Sculpture
• Drawing
• Printmaking
• Mixed Media
• Digital Art and Media

Pathways: This course is particularly valuable for those students intending to undertake Fine Art tertiary studies. Studio Practice requires students to work with a degree of independence that simulates the work habits of most successful arts professionals and is similar in structure to tertiary courses in the Visual Arts.

ART PRODUCTION FOUNDATION
Size: 15 points

University entrance course

This course is designed for students who wish to extend practical work with analysis and criticism of art. The emphasis is on generating and developing ideas and methods of working that simulate professional artistic practice.

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

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

ART PRODUCTION FOUNDATION 2
Size: 15 points

This course is designed for students who wish to extend practical work with analysis and criticism of art. The emphasis is on generating and developing ideas and methods of working that simulate professional artistic practice.

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

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

ART PRODUCTION FOUNDATION (PHOTOGRAPHY) 3
Size: 15 points

University entrance course

This course is designed for students who wish to undertake Art Production with a specialization in Photography would enrol in this course.

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

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

Guilford Young College

Pathways page 27
Computing & Information Technology

**Background**

Recommended to have completed at least one unit of Mathematics Methods or have previous experience and a strong interest in computing and programming.

Students with weak computing skills may find the course too hard but do not need to do a Level 3 course.

Students with reasonable computing skills wanting to do a Level 3 course.

**COMPUTER SCIENCE 3**

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.

**Pathways:** Computer Science can be considered a starting point for students to continue further education and study in ICT or engineering, as well as a preparation for students in a vast range of careers that require efficient and effective use of ICT.

**INFORMATION SYSTEMS AND DIGITAL TECHNOLOGIES 3**

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.

**COMPUTING (ROBOTICS AND GAME-MAKING) 2**

Size: 15 points

There are three components to this course:
- Essential Skills - Using Computers and the Internet
- Computer Applications – Robotics and Game-making (Programing and Control strand)
- Project Implementation – Robotics and Game-making.

This course is designed to enhance students’ understanding of computer concepts and practical skills, enabling them to evaluate and use information technology with a specific focus on using software to effectively design and publish across a range of digital platforms.

In addition to learning how to use many different software packages, there will be a specific focus in this course on students using their creativity in the publishing and presentation of everyday life-related topics they are interested in or resources to assist their study in other subjects.

Students do not need to have any previous experience with computers or software. The course is suited to both total beginners but will also cater for, and challenge, students with experience in robotics and/or game-making.

**AUTOMOTIVE AND MECHANICAL TECHNOLOGIES 2**

These core areas of knowledge and skills are applied to five compulsory content areas:
- Mechanical and automotive components and systems
- Principles of operation
- Servicing and repairs
- Fault finding, problem solving and analysis
- Social, economic and environmental impacts.

**Pathways:** Automotive and Mechanical Technologies 2 is a workshop-based course which develops an understanding of automotive and mechanical components and systems. Specialist tools and equipment, technical knowledge and problem solving skills are used to maintain, service and repair systems and develop an understanding of automotive and mechanical systems and subsystems. Learners consider the social and environmental impacts of these systems. Safe work practices and relevant technical data and knowledge are applied in practical settings to identify and repair faults, maintain and adjust automotive and mechanical systems and complete a project. Practical work is an integral part of the course as a whole.

The course consists of three compulsory areas:
- Safety
- Tools and equipment
- Mechanical and automotive operations.

These are assessed through the completion of projects or assignments, including lifting, moving, setting up and safe work practices.

It prepares learners for tertiary studies in mechanical engineering, mechatronics and applied sciences in conjunction with senior secondary learning in pre-tertiary level mathematics and physics.
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 objects their style and character and 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.

Pathways:

This course can lead to university offerings such as architecture and environmental design, design teaching, furniture design, industrial design, interior design, visual arts and drafting.

Computer Graphics and Design Foundation

This course is an excellent lead in to Computer Graphics & Design 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 objects their style and character and 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.

Pathways:

This course can lead to university offerings such as architecture and environmental design, design teaching, furniture design, industrial design, interior design, visual arts and drafting.
DESIGN TECHNOLOGY

This is a Level 2 course 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 UTAS College Program "Object Design" which has a number of benefits to students interested in gaining entry to university courses.

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 architecture, interior design, building design or urban planning. It is also relevant for students pursuing pathways in design teaching or social work.

ELECTRONICS 2

Size: 15 points

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 sound effects generators and amplifiers, digital timers, alarms flashers and warning systems.

ENGLISH

The College caters for varied student ability and interest by offering a wide range of English courses.

If you are coming from Year 10 and have satisfactory reading and writing skills, you do not intend to study of university after Year 12 and you know you do not need a Level 3 English course for your intended career path, you should select English Applied 2.

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

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

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

If you are a current Year 11 student studying English this year you should seek advice from your current English teacher if you are considering another English course in 2017.
This is a new course that will be offered in 2017. It aligns with Senior Secondary Australian Curriculum English Units 3 and 4. English 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. Through engagement with a variety of texts, students' critical thinking, language and literacy skills will be developed.

In English 3 the cognitive complexity of content increases as students explore representations of themes, ideas and concepts through a comparison of texts. They examine different interpretations and perspectives to develop further their knowledge and analysis of purpose and style.

Pathway: The English 3 course is suited to students who are interested in pathways beyond Year 12 that lead to work, vocational education or tertiary studies.

Successful study of the English 3 course will prepare students to undertake study in:

- English Literature 3 or English Writing 3
- UTAS College Journalism Practice
- UTAS College Effective Communication
- UTAS Journalism Theory and Practice
- UTAS HAP English 1A and 1B.

This subject is for students who enjoy creative writing and using their imagination. Students must be able to work 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 refining 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. While 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.

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;
- had no more than a total of five years of formal education in a school where English is the major language of instruction;
- 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, TASC 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 student 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 the most appropriate and beneficial choice of syllabus.

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

This course is a new course that will be offered in 2017. It aligns with Senior Secondary Australian Curriculum English Units 3 and 4. English 2 is a foundation course which allows students to develop their skills in all aspects of oral, visual and written communication.

The course aims to develop students’:

- 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.

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

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

- English as a second or an additional language or dialect;
- had no more than a total of five years of formal education in a school where English is the major language of instruction;
- 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.

Pathway: This course develops students' academic English skills in order to prepare them for tertiary study.

This course is a new course that will be offered in 2017. It aligns with Senior Secondary Australian Curriculum English Units 3 and 4. English as an Additional Language or Dialict 2 is suitable for students from language backgrounds other than English who achieve an HA in English as an Additional Language or Dialict 2 or its equivalent.

The course aims to develop students’:

- 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.

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

The course is a new English 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.

Pathway: This course is designed to equip students with the practical English skills they will need in everyday life.
FOOD TECHNOLOGY

FOOD AND NUTRITION 3
Size: 15 points

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 choices
- 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, and human movement areas.

FOOD AND COOKING ESSENTIALS 1
Size: 10 points

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

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

HEALTH, PHYSICAL RECREATION, OUTDOOR EDUCATION

HEALTH, PHYSICAL RECREATION, OUTDOOR EDUCATION

Food Technology

FOOD AND NUTRITION 3
Size: 15 points

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 choices
- 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, and human movement areas.

FOOD AND COOKING ESSENTIALS 1
Size: 10 points

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

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

HEALTH, PHYSICAL RECREATION, OUTDOOR EDUCATION

The College caters for varied student ability and interest by offering a wide variety of subjects in Health, Physical Recreation and Outdoor Education. Courses are broadly classified into two different categories: those with a greater emphasis on practical content (generally Level 2 courses) and others with a significant theoretical component (Level 3 courses).

SPORT SCIENCE FOUNDATION 2
Size: 15 points

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 organizing, sporting events as well as participating in practical laboratory activities.

The content of the course is divided into five compulsory units of study:
- 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:
- students are expected to wear sports uniform to enable full participation in practical classes.

Pathways: Sport Science Foundation 2 provides a pathway to careers in sport, sports administration, fitness and community recreation areas. The course is also an excellent introduction to Year 11 students wanting to study the Level 3 Sport Science course in Year 12.

ATHLETE DEVELOPMENT 2
Size: 15 points

This course aims to provide students, regardless of experience or ability, with an athletic 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.

The course consists of three modules:
- Specialist Coaching
- Conditioning and Measuring Performance
- Sports Knowledge Tutorials.

Pathways: Athlete Development provides a pathway to a career in sport and recreation and the coaching industry.
Health, Physical Recreation and Outdoor Education

### PERSONAL HEALTH AND WELL-BEING 2
Size: 15 points

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 a 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 wellbeing.

Personal Health and Well-Being 2 has strong links with the Victorian Curriculum K-10 Health and Wellbeing document. There are no pre-requisites.

**Pathways:** Personal Health and Well-Being 2 provides a sound basis for further study in the health and wellbeing area including Level 3 courses such as Health Studies.

### HEALTH STUDIES 3
Size: 15 points

**University entrance course**

In this course students will learn about health, including personal health, health in Australia and global health. Students will explore personal risk taking and decision making; current personal health issues; how individuals, communities and countries can respond to health-related challenges; and health care arrangements in Australia, other developed nations and less developed countries. This is done through:

- exploring the influence of personal, cultural, social, economic and political aspects of health
- exploring what factors can impact (positively and negatively) on a person, an individual, community or country's health status
- investigating current issues and current health care
- researching health promotion.

Health Studies is not a practical course, in that it does not include a sport or physical education component. Activities include individual and group tasks, discussion through to major research assignments. To enrol in this course students need to be interested in the area and have good writing skills.

**Pathways:** This course provides useful personal knowledge and understanding for any student and is also a highly relevant subject for careers in the health care professions (such as nursing, medicine and social work), environmental health, occupational health and safety, health research, education, journalism, politics and health policy development.

### PHYSICAL RECREATION 1
Size: 15 points

There are two components to this course:
- Physical Recreation (practical) and
- Personal Care (theory).

The main focus of the Physical Recreation component is to engage students in physical activity in a way that promotes immediate, as well as long-term, benefits. It emphasises the participation of students in individual and group activities and the development of movement skills and fitness.

Activities covered include:
- individual activities (such as tennis, badminton, swimming, squash, table tennis, surfing)
- team/group activities (such as cricket, softball, volleyball, basketball, Australian rules, hockey, soccer)
- recreational/leisure activities (such as golf, lawn bowls, ten pin bowling, skating, fitness and health (such as running, circuit training, fitness classes, resistance training).

Students are expected to wear appropriate footwear to enable full participation in all lessons. To be able to participate in an effective, safe and worthwhile manner, students require a basic knowledge and understanding of the following theoretical areas:

- rules and terminology
- basic movement analysis
- safety and injury prevention
- teamwork and etiquette
- awareness of community facilities.

The Personal Care theory component offers students an opportunity to care for their own wellbeing. Students will develop a set of personal and interpersonal skills which underpin personal care behaviours. The five core units include:

- self-awareness
- personal wellbeing
- diet and nutrition
- support groups
- personal fitness.

**Pathways:** This course can lead to further studies in Personal Health and Well-being 2 and Health Studies 3.

### OUTDOOR EDUCATION 2
Size: 15 points

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.

**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.

- Students will develop knowledge and skills that enable them to:
  - 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 and physical education sessions and conducting research
  - understand how exercise physiology, skill acquisition, and sport psychology interrelate to influence sporting performance.

There are four modules in this course:

1. **Exercise Physiology**
   - **Skill Acquisition**
   - **Sport Psychology**
   - **Scientific Investigative Methods and Skills**

2. **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.
The following courses are offered:

- Japanese 3
- Japanese Foundation
- French 3
- French Foundation

**JAPANESE 3**

Size: 15 points

University entrance course

The study of Japanese contributes to the overall education of learners, particularly in the areas of communication, cross-cultural understanding and general knowledge. It provides access to the culture of Japan and Japanese-speaking communities. The study promotes understanding of different attitudes and values within the wider Australian community and beyond.

The ability to communicate in Japanese may, in conjunction with other skills acquired in the study of this course, provide learners with enhanced vocational opportunities, and the ability to apply Japanese to work, further study, training or leisure situations.

Through successful completion of this course, students will:

- use Japanese to communicate with others
- write and respond to spoken Japanese
- communicate in spoken Japanese
- read and respond to written Japanese
- express ideas and information in written Japanese
- gain a detailed understanding and appreciation of Japanese customs and traditions, and the cultural context in which Japanese is used
- critically reflect on their own culture through the study of Japanese
- have a detailed understanding of Japanese as a language system
- make connections between English and another language
- apply negotiation, planning and organisational skills

This is achieved through study within three themes:

- the individual
- Japanese-speaking communities
- the changing world.

These themes, and their topics and sub-topics, have been selected to enable learners to develop their understanding of how Japanese and culture are inter-related. Students will negotiate at least one topic drawn from the themes and their topics/sub-topics for more detailed study.

**French 3**

Size: 15 points

University entrance course

The French Foundation course is for students who may wish to continue to study French at Level 3.

**FRENCH 3**

Size: 15 points

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

- the individual
- French speaking communities and
- the changing world.

This course is suitable for students who have completed Year 10 level in the language.

**Pathways**

This course is for students who wish to continue to study French at Level 3.

**ASSESSMENT QUALIFICATIONS**

TASC offers assessment for students in some other languages. This assessment counts for TCE and university entrance. The College will arrange enrolment with TASC and can provide course information and a sample of past exam papers, but no other assistance is given. Assessment is through written and oral examination. Please refer to the TASC website for further information: www.tasc.tas.gov.au

**Japanese Foundation 2**

Size: 15 points

The study of Japanese 2 course can also co-enrolled in the University of Tasmania Language Program (CALP). Successful participation results in students being accredited with points towards their first year of university.

**BACKGROUND**

The following courses are offered:

- Japanese 3
- Japanese Foundation
- French 3
- French Foundation

This is achieved through study within three themes:

- the individual
- Japanese-speaking communities
- the changing world.

These themes, and their topics and sub-topics, have been selected to enable learners to develop their understanding of how Japanese and culture are inter-related.

In this Level 2 Foundation course there is a special, compulsory focus on the Contemporary Society and Culture topic of the ‘Japanese-speaking communities’ theme. This top sub-topics will include:

- contemporary Japanese social customs
- significant aspects of daily life in Japanese-speaking communities
- significant aspects of contemporary Japanese culture.

**Pathways**

This course is for students who may wish to continue to study Japanese at Level 3.

**FRENCH FOUNDATION 2**

Size: 15 points

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 French language and culture. It is also suitable for students who have had no prior French language experience.

Students will gain an understanding and appreciation of contemporary French 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 Level 3.

**ASSESSMENT QUALIFICATIONS**

TASC offers assessment for students in some other languages. This assessment counts for TCE and university entrance. The College will arrange enrolment with TASC and can provide course information and a sample of past exam papers, but no other assistance is given. Assessment is through written and oral examination. Please refer to the TASC website for further information: www.tasc.tas.gov.au

**FRENCH 3**

Size: 15 points

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

- the individual
- French speaking communities and
- the changing world.

This course is suitable for students who have completed Year 10 level in the language.

**Pathways**

This course is for students who may wish to continue to study French at Level 3.

**ASSESSMENT QUALIFICATIONS**

TASC offers assessment for students in some other languages. This assessment counts for TCE and university entrance. The College will arrange enrolment with TASC and can provide course information and a sample of past exam papers, but no other assistance is given. Assessment is through written and oral examination. Please refer to the TASC website for further information: www.tasc.tas.gov.au

**FRENCH FOUNDATION 2**

Size: 15 points

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 French language and culture. It is also suitable for students who have had no prior French language experience.

Students will gain an understanding and appreciation of contemporary French 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 Level 3.
Mathematics

Pathway: The course can be used as a preparation for the study of either the Mathematics Methods 3 or Mathematics General 3 course.

Mathematics Methods 3
Size: 15 points
University entrance course

This is the second of a set of three courses designed for students who intend to undertake tertiary studies in mathematics or the physical sciences. Mathematics Methods 3 is suitable for students in Year 11 or 12 who have successfully completed Mathematics Methods Foundation 2.

Topics covered include:
- functions
- conics
- exponential functions
- integral calculus
- statistics and probability
- trigonometry

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

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

General Mathematics 3
Size: 15 points
University entrance course

This course is designed for students who wish to study a Level 3 maths course that is practically oriented.

General Mathematics aims to develop students' 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:
- bi-variate data analysis
- growth and decay in sequences
- finance
- trigonometry
- networks and decision mathematics.

Successful completion of Mathematics 3 is suitable for students in Year 11 or 12 who have successfully completed either the highest level mathematics in Year 10, General Mathematics Foundation 2 or Mathematics Methods Foundation 2.

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

Pathway: Successful completion of this course is suitable for pre-requisites for entry into any university course involving business or finance and is recommended for the study of commerce, economics or accounting. It is also a suitable pre-requisite for many non-physical science degrees. Medicine and pharmacy will accept this course as a pre-requisite but Mathematics Methods 3 is recommended.

Workplace Maths 2
Size: 15 points

The objective of this course is to equip students with a range of maths skills and experiences as a preparation for entry to the workplace at a foundation level or as a pre-requisite for further specialised post-compulsory training. The course sets numeracy skills in real life and in particular in simulated workplace based contexts. Students will refine previously acquired core maths skills involving basic number operations, problem solving strategies, formula, measurement, scale, ratio, time, finance and information communication technology and relate these skills to the workplace situation.

Rather than furthering mathematical knowledge, this course is about developing self confidence in the use of existing mathematical tools and their application in the real world.

Through the successful study of this course, students will be able to:
- develop fundamental knowledge and skills
- develop a suitable mathematical foundation for use in trade or traineeship courses
- gain understanding of how mathematics is used in workplace situations.

General Mathematics is suitable for students in Year 11 or 12 who have successfully completed either the highest level mathematics in Year 10, General Mathematics Foundation 2 or Mathematics Methods Foundation 2.

General Mathematics 3 is suitable for students in Year 11 or 12 who have successfully completed either the highest level mathematics in Year 10, General Mathematics Foundation 2 or Mathematics Methods Foundation 2.

Matrices and complex numbers are included in this course.

Religious Education

Religious Education is a compulsory subject for all students attending Guilford Young College. We endeavour 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. However, Year 12 are expected to study either the Level 3 course, Studies of Religion, or Religious Education by the end of Year 11. Students who select Studies of Religion 3 will study the Level 3 course, Studies of Religion, or Religious Education by the end of Year 12. This course provides an introduction to religious traditions and series and further study in calculus.

Successful completion of Mathematics Methods 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.

Pathway: 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.

Mathematics cont...

Mathematics Specialised 2
Size: 15 points
University entrance course

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

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

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

Pathway: 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 a compulsory subject for all students attending Guilford Young College. We endeavour 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. However, Year 12 are expected to study either the Level 3 course, Studies of Religion, or Religious Education by the end of Year 11. Students who select Studies of Religion 3 will study the Level 3 course, Studies of Religion, or Religious Education by the end of Year 12. This course provides an introduction to religious traditions and series and further study in calculus.

Successful completion of Mathematics Methods 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.

Pathway: 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 a compulsory subject for all students attending Guilford Young College. We endeavour 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. However, Year 12 are expected to study either the Level 3 course, Studies of Religion, or Religious Education by the end of Year 11. Students who select Studies of Religion 3 will study the Level 3 course, Studies of Religion, or Religious Education by the end of Year 12. This course provides an introduction to religious traditions and series and further study in calculus.

Successful completion of Mathematics Methods 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.

Pathway: 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 a compulsory subject for all students attending Guilford Young College. We endeavour 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. However, Year 12 are expected to study either the Level 3 course, Studies of Religion, or Religious Education by the end of Year 11. Students who select Studies of Religion 3 will study the Level 3 course, Studies of Religion, or Religious Education by the end of Year 12. This course provides an introduction to religious traditions and series and further study in calculus.

Successful completion of Mathematics Methods 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.

Pathway: 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 a compulsory subject for all students attending Guilford Young College. We endeavour 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. However, Year 12 are expected to study either the Level 3 course, Studies of Religion, or Religious Education by the end of Year 11. Students who select Studies of Religion 3 will study the Level 3 course, Studies of Religion, or Religious Education by the end of Year 12. This course provides an introduction to religious traditions and series and further study in calculus.

Successful completion of Mathematics Methods 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.

Pathway: 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 a compulsory subject for all students attending Guilford Young College. We endeavour 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. However, Year 12 are expected to study either the Level 3 course, Studies of Religion, or Religious Education by the end of Year 11. Students who select Studies of Religion 3 will study the Level 3 course, Studies of Religion, or Religious Education by the end of Year 12. This course provides an introduction to religious traditions and series and further study in calculus.

Successful completion of Mathematics Methods 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.

Pathway: 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 a compulsory subject for all students attending Guilford Young College. We endeavour 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. However, Year 12 are expected to study either the Level 3 course, Studies of Religion, or Religious Education by the end of Year 11. Students who select Studies of Religion 3 will study the Level 3 course, Studies of Religion, or Religious Education by the end of Year 12. This course provides an introduction to religious traditions and series and further study in calculus.

Successful completion of Mathematics Methods 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.

Pathway: 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 a compulsory subject for all students attending Guilford Young College. We endeavour 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. However, Year 12 are expected to study either the Level 3 course, Studies of Religion, or Religious Education by the end of Year 11. Students who select Studies of Religion 3 will study the Level 3 course, Studies of Religion, or Religious Education by the end of Year 12. This course provides an introduction to religious traditions and series and further study in calculus.

Successful completion of Mathematics Methods 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.

Pathway: 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.
Pathways: Studies of Religion 3 provides a pathway to Philosophy, the University of Tasmania’s Philosophy 1 High Achievers’ Program (HAP) as well as further university studies in religion, philosophy, ethics, Asian studies, education, law, journalism, health, social work, government positions, legal professions and court administration.

RELIGION IN SOCIETY 2
Size: 15 points

Religion in Society 2 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.

EXPLORING ISSUES IN SOCIETY 2
Size: 15 points

This course is designed to help students gain an understanding of the complexities of a broad range of matters of public concern relating to the world we live in. It enables students to develop their understanding of what defines an issue, its causes, impacts and possible resolutions.

This course focuses on issues in Australia and globally; and how actions by government, communities or individuals in response to those issues can have an impact on individuals, families and communities. The course also looks at the range of positive and negative choices in response to issues; the range of community support and organisations. This work reflects the principles within the Catholic social teaching and the ‘See, Judge, Act’ approach to social justice. Students investigate and reflect on issues that may be of a personal nature through to more global issues providing a broader context for investigations and contributing to the development of informed global citizens.

The course includes a practical component that is based around understanding the issues that exist within the community that are resolved or addressed through volunteering action. Students are required to participate in 35+ hours of volunteering across class time and their own time. Volunteering must be supported by reflection and research into the issue that the volunteering addresses.

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 reflectives of our Founder's visions of social justice (Edmund Rice Tasmania, St Vincent de Paul, the Justice Action Network).

Students will gain an understanding of the complexities of issues that exist in society and the impact of their actions on those issues.

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 gives a general understanding of the processes of life.

ENVIRONMENTAL SCIENCE AND SOCIETY 3
Size: 15 points

This course aims to provide students with a deeper 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.

Enrolment into Biology and Environmental Science and Society is intended for a wide range of student ability. Successful Biology students develop a strong understanding of biologi cal principles and critical thinking skills which enable them to analyse and interpret information and scientific experiments.
This course is designed for students who may not have a strong background in science but who are interested in learning 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 interaction.

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:
- cell, tissue and organ systems
- structure and function of the human body
- genetics and disease
- biotechnology and medical treatments
- biodiversity and the interdependence of humans with organisms and the environment
- evolution of humankind.

Pathways: Life Science provides students with a foundation knowledge in science, which may help them in their studies of Level 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.

**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.

---

**PHYSICAL SCIENCES**

**PHYSICAL SCIENCES 3**
Size: 15 points
University entrance course

**Year 11**

**Background**

Year 10 Special Science and Mathematics

**Year 11**

**Physical Sciences Foundation 1**

**Year 12**

**Physical Sciences**

**Year 11/12**

**Physical Sciences 3**
Size: 15 points
University entrance course

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. Practical 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 degrees, including the life and health sciences, human movement, agriculture, aquaculture, Antarctic, marine and climate sciences.

**PHYSICAL SCIENCES FOUNDATION 2**
Size: 15 points
University entrance course

Pathways: It is highly recommended that students gain at least an ‘SA’ award in Physical Sciences 3 in Year 11 before studying this course. Students studying this course should have studied a Level 3 Mathematics course in Year 11 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.

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.

---

**CHEMISTRY 4**
Size: 15 points
University entrance course

It is highly recommended that students gain at least an ‘SA’ award in Physical Sciences 3 in Year 11 before studying this course.

This course builds on the skills and knowledge gained in Year 11 studies in Physical Sciences 3 and covers the following topics:
- electrochemistry
- reacting quantities
- electron structure and the periodic table
- energy and chemical change

Pathways: It is strongly recommended for those students interested in studying biological sciences, engineering, environmental sciences 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.
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 intrinsically discipline values.

Why study a SOSE course?

SOSE courses help:
• develop an understanding of the world and where you fit within it
• appreciate the complexity of society
• develop an understanding of the social aspects of existence
• develop your knowledge of yourself and other people
• celebrate the diversity of viewpoints, cultures and truths that exist
• understand indigenous perspectives
• develop a sense of the past and the present and gain perspective
• access what it is to be a human person
• develop into the best person a student can be.

STUDIES OF SOCIETY AND THE ENVIRONMENT

Some guidelines if you are choosing SOSE courses

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

The following is a list of courses that would be useful for Year 11 who feel they need to improve their skills before enrolling in Level 3 courses or they may simply be interested in the various areas. Any student should feel comfortable taking these courses:
• Business Studies Foundation
• Introduction to Sociology and Psychology
• Working with Children
• Legal Studies Foundation

These courses are open to any Year 11 or Year 12 student with an interest in the particular area covered.

Students who possess good written English skills and are confident may choose any of the SOSE Level 3 courses:
• Accounting
• Ancient Civilisations
• Australia in Asia and the Pacific
• Business Studies
• Economics
• Geography
• Legal Studies
• Psychology
• Sociology
• Modern History.

Introduction to Sociology and Psychology

Size: 15 points

Introduction to Sociology and Psychology is a practical, relevant and interesting course which is available to either Year 11 or Year 12 students. It is suitable for students who may have some experience in these areas from high school as it will expand their skills and knowledge. It is also suitable for those with no experience in these course areas.

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

Electives include:
• social stratification
• sociology of gender
• cross-cultural differences
• non-verbal communication
• forensic psychology
• pro-social and anti-social behaviour

During the year this course will help students develop skills in the following areas:
• essay and report writing
• learning and memory skills
• research and presentation skills
• understanding yourself and interpersonal skills
• creating surveys and analysing statistics.

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

Sociology 3

Size: 15 points

University entrance course

As the scientific study of behaviour in humans, Psychology investigates and aims to explain complex human behaviours and thought processes. Students are given the opportunity to apply psychological principles to real life situations that will provide them with an understanding of the complex interactions between the biological, behavioural, cognitive and socio-cultural factors that influence thought, emotions and behaviour.

Topics include:
• Individual differences: How do individuals differ in intelligence, gender typical behaviour and personality?
• Sensation and visual perception: Is seeing believing?
• Altered states of consciousness: How do dreams and sleep states affect individual behaviour?
• Learning: How do we learn effectively?
• Memory and forgetting: How does memory work to minimise forgetting?

Pathways: This course will develop a range of broader skills including those of problem solving, critical evaluation and the application of processes of scientific inquiry. It is useful to students who may wish to enrol in Psychology at university or who are interested in careers with the police force, in nursing, social work, teaching, physiotherapy, counselling, criminology and marketing.

Sociology 3

Size: 15 points

University entrance course

Pathways: Sociology 3 is useful for students considering employment or study in government, cultural and community development, law, journalism, social work, nursing, education, research, psychology and advertising.

Working with Children 2

Size: 15 points

Students will learn about children’s growth and development and child development theories. They will develop practical skills for working with young children and learn the importance of setting up interesting activities for children. There will be opportunities to explore individual interests relating to the course as part of the non-compulsory units.

Pathways: Working with Children 2 is a core subject and is a practical course as part of the non-compulsory units.

Sociology 3

Size: 15 points

University entrance course

Pathways: Sociology 3 is about understanding and interpreting society and the people within it. It examines the ways we organise our lives, the role of institutions and the consequences of development and change. Several theories are used to explore the sociological influences that shape the social world and structure of social life.

This course enables students to work independently as researchers and observers of social behaviour in Australia. Students also work co-operatively with others to explore and develop critical ideas about society. This course develops skills in researching ideas, collecting data, discussion and analysis as well as organising and reporting information.

Pathways: Sociology 3 is useful for students considering employment or study in government, cultural and community development, law, journalism, social work, nursing, education, research, psychology and advertising.

Accounting 3

Size: 15 points

University entrance course

Pathways: Accounting skills are vital in many industries, but particularly for roles involving management of staff, budgets or responsibility for business assets. Accounting firms in Hobart regularly offer cadetships for Year 12 leavers who give students full-time work while studying for their business degree. Students wishing to maximise their employability should consider majoring in Accounting and would therefore benefit from the study of Accounting in Year 11 or 12.

Business Studies 3

Size: 15 points

University entrance course

Pathways: This course allows students to engage critically with the world of business. On successful completion of this course, students will have knowledge and skills to lead, innovate and manage a small business; conduct research and acquire business information from a variety of sources; communicate business information; apply a range of business and financial strategies to business situations, and analyse and evaluate business information, data and current issues. Students will develop skills through the completion of a feasibility study. There are six compulsory areas of study: business environment, operations management, human resources management, finance management, marketing management and a business enquiry.

Pathways: This course is relevant to career of careers including finance, marketing, management, economics and accounting. This course would also provide valuable preparation for further study in VET.
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 contemplating a degree in the economics, accounting and business areas, including marketing.

**LEGAL STUDIES FOUNDATION 2**
Size: 15 points
Univeristy entrance course

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.

**LEGAL STUDIES FOUNDATION 2**
Size: 15 points
University entrance course

Legal Studies Foundation is a six-term course designed for Year 11 students as a stepping stone to the Legal Studies 3 course in Year 12. It covers government in Australia, how parliament makes laws, the Tasmanian courts system, the adversarial trial process, the role of judges, 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.

**Pathways:** This course will provide Year 11 students with the knowledge and skills for a range of Year 12 subjects including Business Studies 5, Accounting 3, Economics 3 and Legal Studies 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 3**
Size: 15 points
University entrance course

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 topicaleg and political issues
- research and analysis skills and
- 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.
Vocational Education and Training (VET)

STUDIES OF SOCIETY AND ENVIRONMENT cont...

GEography 3
Size: 15 points
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 social sciences. It would also be valuable to those seeking careers in the areas of environmental management, town planning, tourism and recreation.

MODERN HISTORY 3
Size: 15 points
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 each, a topic will be selected that gives an understanding of both a democratic regime and a totalitarian regime. A third section, The Changing World Order from 1945 to 2010, focuses on 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 and the use of various historical sources.

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

Vocational Education and Training (VET)

VGC 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 employment following their VET experience.

VET courses are open to both Year 11 and Year 12 students. Enrolment in all GYC VET courses now follows a selection process, specifically assessing literacy, numeracy and an industry-related interview process.

VGC VET programs occupy one line of 150 hours. Some qualifications will take two years to complete. Within each program, students are provided with the opportunity to complete several ‘on-the-job’ work placements. TCE points for VET courses are awarded for each unit achieved within the VET qualification.

VGC 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, for example, Hairdressing, Electrotechnology, Fitness, Agriculture, Animal Studies and Defence.

Students interested in other options should complete an Expression of Interest form available from the GYC website.

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

Guilford Young College

AUR0112 CERTIFICATE I IN AUTOMOTIVE VOCATIONAL PREPARATION

This program is designed for students wishing to train or gain employment in the automotive industry. Students 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: These programs provide a pathways towards careers in various businesses. Students will have opportunities to participate as members of an office team with genuine responsibilities while on placement.

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

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

CHC50113 CERTIFICATE III IN EARLY CHILDHOOD AND CARE

Students will work on units towards the qualification that will open up opportunities in 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 as 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-tertiary standard.

Pathways: This qualification provides a pathway into the Early Years sector and provides the basis for the CHC50113 Diploma of Early Childhood Education and Care.

BSB20115 CERTIFICATE II IN BUSINESS

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

BSB20115 CERTIFICATE II IN BUSINESS

This program is designed for students wishing to obtain 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 will have opportunities to participate as members of an office team with genuine responsibilities while on placement.

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

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

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)

SIT20216 CERTIFICATE I IN HOSPITALITY OPERATIONS

This qualification is the first step in working in the hospitality industry in either cooking-related areas or front-of-house.

The course is made up of six units. There is a mixture of theory-based and practical classes covering hygiene practices, clean kitchens and preparing dishes. Students are required to complete several work placements in local hospitality businesses.

Pathways: Skills and units gained in this certificate will contribute towards the SIT20416 Certificate II in Kitchen Operations.

SIT20416 CERTIFICATE II IN KITCHEN OPERATIONS

Students will develop skills and knowledge for working in the food industry. SIT20216 Certificate I in Hospitality units are embedded in this qualification.

Students are required to complete several work placements in local hospitality businesses.

Students must achieve 13 units. They will have the opportunity to develop their skills using equipment, developing a variety of cooking techniques and preparing and serving coffee and alcohol.

Pathways: The program provides pathways towards careers in commercial cookery, Asian cookery, patisserie, catering operations, and the SIT30513 Diploma of Hospitality. Further study may lead to a Bachelor of Business in Hospitality Management.

FOOD AND BEVERAGE SERVICE

This is a 50 hour course and only delivers three units of competency. Students learn customer service skills, how to prepare and serve alcoholic beverages. Students also have the opportunity to learn how to make espresso coffee on a commercial coffee machine.

The course provides:
- SITFEB201 Provide Responsible Service of Alcohol
- SITFEB204 Prepare and Serve Espresso Coffee
- SITXFA101 Use Hygienic Practices for Food Safety.

Students deemed to be competent will gain nationally accredited statements of attainment.

SIT20116 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: SET20416 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. Further study may lead to a Bachelor of Tourism or Bachelor of Business Administration (Tourism Management).

Vocational Education and Training (VET)

AHC10210 CERTIFICATE I IN AGRIFOOD OPERATIONS

This course is an entry-level qualification aimed at students wanting to enter the agriculture, horticulture and conservation and land management industries. It allows students to develop basic skills and knowledge to prepare for work. They may undertake a range of simple tasks under close supervision. The range of technical skills and knowledge is limited.

The course is suitable for students with little or no previous connection to the agriculture, horticulture or conservation and land management industries or with no relevant employment history.

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

SIS20513 CERTIFICATE II IN SPORTS COACHING

This qualification reflects the role of individuals who deliver basic instruction sessions for a sport. The program will prepare students for work undertaken as part of a team, or independently, in a structured environment such as a sporting club or school. Individuals wishing to undertake this qualification should be a current or past participant in a particular sport.

The program provides skills and knowledge in first aid, organisation, coaching, injury prevention, medical terminology, assisting with movement and first aid.

Pathways: This program could lead into work as an acute care assistant, a food services worker or a theatre technician. The program could also lead to a Certificate IV Medical Assistant. It provides an insight into a range of health-related roles including nursing.

SIT33315 CERTIFICATE III IN HEALTH SERVICES ASSISTANCE (7 units towards this qualification)

This qualification reflects the role of a variety of workers who provide assistance to health professional staff for the care of clients.

Skills and knowledge taught include communication, healthy body systems, infection protection, medical terminology, assisting with movement and first aid.

Pathways: This program could lead into work as an acute care assistant, a food services worker or a theatre technician. The program could also lead to a Certificate IV Medical Assistant. It provides an insight into a range of health-related roles including nursing.

The course is made up of 13 units. Students will be required to undertake at least four weeks of work placement. The course includes topics such as recognising plants, propagation, putting up plants, pruning trees, landscaping, turf maintenance and maintaining plant displays.

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

SIT20513 CERTIFICATE II IN OUTDOOR EDUCATION

This qualification is an entry-level qualification for students entering the outdoor education sector. It is designed to provide students with the skills and knowledge necessary to work in a range of outdoor and adventure education roles.

Pathways: The program provides pathways towards gaining a Certificate III in Outdoor Education.

The course is suitable for students with little or no previous connection to the outdoor education industry. It allows students to develop basic skills and knowledge to prepare for work. They may undertake a range of simple tasks under close supervision. The range of technical skills and knowledge is limited.

The course is suitable for students with little or no previous connection to the agriculture, horticulture or conservation and land management industries or with no relevant employment history.

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

SIT20116 CERTIFICATE II IN TOURISM

This qualification provides the basic skills for coaching and can lead to higher qualifications in community coaching, sports coaching and high performance coaching.

The program will also give a good insight into teaching as a career.

Guilford Young College

Learning for life PAGE 54

Guilford Young College

Learning for life PAGE 55
<table>
<thead>
<tr>
<th>Course Index</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>49</td>
<td></td>
</tr>
<tr>
<td>Ancient Civilisations</td>
<td>51</td>
<td></td>
</tr>
<tr>
<td>Art Production</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>Art Production (Photography)</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>Art Studio Practice</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>Asian Studies</td>
<td>51</td>
<td></td>
</tr>
<tr>
<td>Assessment Only Qualifications</td>
<td>41</td>
<td></td>
</tr>
<tr>
<td>Athlete Development</td>
<td>37</td>
<td></td>
</tr>
<tr>
<td>Australia in Asia and the Pacific</td>
<td>51</td>
<td></td>
</tr>
<tr>
<td>Automotive and Mechanical Technologies</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>Business Studies</td>
<td>49, 50</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>47</td>
<td></td>
</tr>
<tr>
<td>Choreography and Dance Performance</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Computer Graphics and Design</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Computer Science</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>Computing (Robotics and Game-making)</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>Computing (Publishing and Design)</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>Dance</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Design and Production (Metal)</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>Design and Production (Special Projects)</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>Design and Production (Wood)</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>Drama</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>Drama (Technical Production)</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Electronics</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>English Applied</td>
<td>34</td>
<td></td>
</tr>
<tr>
<td>English as an Additional Language or Dialect</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>English 3</td>
<td>34</td>
<td></td>
</tr>
<tr>
<td>English 2</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>English Literature</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>English Practical</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>English Writing</td>
<td>34</td>
<td></td>
</tr>
<tr>
<td>Environmental Science and Society</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>Exploring Issues in Society</td>
<td>44</td>
<td></td>
</tr>
<tr>
<td>Food and Nutrition</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>Food and Cooking Essentials</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>French</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td>52</td>
<td></td>
</tr>
<tr>
<td>Health Studies</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>Housing and Design</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>Information Systems and Digital Technologies</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>Introduction to Sociology and Psychology</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td>Japanese</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Legal Studies</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Life Science</td>
<td>46</td>
<td></td>
</tr>
<tr>
<td>Mathematics General</td>
<td>42</td>
<td></td>
</tr>
<tr>
<td>Mathematics Methods</td>
<td>41, 42</td>
<td></td>
</tr>
<tr>
<td>Mathematics Specialised</td>
<td>43</td>
<td></td>
</tr>
<tr>
<td>Maths (Workplace)</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td>Media Production</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>Modern History</td>
<td>52</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Music (Foundation Practical Study)</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Music (Advanced Practical Study)</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Music Technology</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>Outdoor Education</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>Outdoor Leadership</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>Physical Health and Well Being</td>
<td>58</td>
<td></td>
</tr>
<tr>
<td>Physical Recreation</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>Physical Sciences</td>
<td>47</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>47</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>49</td>
<td></td>
</tr>
<tr>
<td>Religion in Society</td>
<td>44</td>
<td></td>
</tr>
<tr>
<td>Rock/Contemporary Music</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>Sociology</td>
<td>49</td>
<td></td>
</tr>
<tr>
<td>Sport Science</td>
<td>37, 38</td>
<td></td>
</tr>
<tr>
<td>Studies of Religion</td>
<td>43</td>
<td></td>
</tr>
<tr>
<td>Theatre Performances</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>VET Courses</td>
<td>54-55</td>
<td></td>
</tr>
<tr>
<td>Working with Children</td>
<td>49</td>
<td></td>
</tr>
</tbody>
</table>

Principals & Administration Office
PO Box 241, Glenorchy TAS 7010
www.gyc.tas.edu.au
Phone: (03) 6238 4357
Email: principal@gyc.tas.edu.au

Hobart Campus
94 Barrack Street
Hobart, Tasmania 7000

Glenorchy Campus
76 Bowden Street
Glenorchy, Tasmania 7010