



Guilford
Young
College



Guilford
Young
College

Handbook **2024**



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

On occasion, TASC courses are re-developed for accreditation during the academic year. As such, there may be some changes before the 2024 school year begins. Changes will be advised via the College website as they become available.

SUBJECT AVAILABILITY/ EXTERNAL STUDY

The comprehensive range of courses offered within this Handbook is possible due to a cooperative agreement between Guilford Young College, MacKillop Catholic College, St Aloysius Catholic College, St Mary's College and St Virgil's College. Collaborative planning and timetabling allow students to study a course offered at one of the cooperative schools, maximising their course and pathway options. Should you have any questions regarding the cooperative arrangement, you can contact enrolments@gyc.tas.edu.au

Specialty courses are also offered by arrangement with a number of external education providers. Additional expenses may be incurred by students for equipment and resources required by the course. External providers will advise students of any such requirements.

Every attempt is made to provide the courses a student selects. At times, however, courses may not be available if there is an insufficient number of students interested in studying a particular course, or a course is full. In the event that a course is unavailable, the College will provide advice on appropriate course choices and alternate pathways

Welcome to Guilford Young College for 2024

Welcome to the 2024 Guilford Young College Handbook and to the opportunities you will be offered as a student at the College.

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

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

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

The 2024 Guilford Young College Handbook is one of the many sources of information upon which you can build your course selection for next year.

Inside you will find details about all the courses being offered by the College in 2024, with brief descriptions of each, course requirements and possible pathways that can open up within senior secondary education and beyond Year 12. You will also see where you can learn more about the careers and post-college pursuits that interest you.

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

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

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

The Guilford Young College RTO has been recognised as the nation's leading Schools Pathways to Vocational Education and Training (VET). A wide range of vocational courses is available within the College and in association with our partnering Catholic Colleges.

Just as important as your studies at Guilford Young College is your enjoyment of your two years with us. The DoSomething!@GYC initiative provides opportunities to be involved in many co-curricular activities, including the Arts, sports, and various avenues through which to enjoy the social life of our community.

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

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

Jo Legosz
Principal (Acting)



HEAD START WEEK

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

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

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

Faith and Mission, Ministry and Pastoral Care

FAITH AND MISSION

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

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

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

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

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

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

STUDENT-FOCUSED, CHRIST-CENTRED LEARNING FOR LIFE

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

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

PASTORAL CARE

Pastoral Care and Student Wellbeing are a central feature of life at Guilford Young College. As a Catholic College our staff are committed to providing a positive and safe learning environment for students, which maximises their academic and social growth.

Our Pastoral Care is based on a deep respect for the uniqueness of each of our students and considers the needs of the whole student. In addition to love, we value respect, growth, connection and courage. We place a strong emphasis on wellbeing and aim to ensure that students' psychological, social, emotional, and spiritual needs are met by fostering an environment that is welcoming, inclusive and safe, and where students are respected members of a larger community.

Tutor and Head of House

Tutor groups meet three times per week and students remain with the same Tutor for their two years at the College. This enables a strong relationship to develop between student, Tutor and parents/carers. Matters such as general wellbeing, school absences, general behaviour concerns and academic progress are managed initially by the student's Tutor, who is the primary point of contact. Tutors and tutor groups are supported by the Heads of House who work closely with all members of the Pastoral team to case manage and support students and

ensure their overall wellbeing. We also have dedicated counselling staff on each campus, who are available to provide specific support to students.

College Counsellors

Help seeking is encouraged at Guilford Young College and professional counselling is available to support students through any challenges they may face. The counselling service is an integral part of our Pastoral structure. Services are provided by fully qualified, and experienced psychologists, social workers, and counsellors. Services are free and confidential and have a focus on positive outcomes. Counsellors also regularly consult with parents and staff in relation to student wellbeing and welcome contact from parents.

Counselling can provide support for the following:

School life:

- Engagement with school
- Motivation
- Organisation and time management

Wellbeing:

- Mental Health concerns
- Stress and developing coping strategies
- Relationships
- Crisis support

- Advice about, and referral to, support services available in the community

Restorative Practice

At Guilford Young College we take a restorative approach to creating a safe, supportive school environment. Restorative Practice is a way of being, thinking, interacting, teaching and learning – with relationships at the centre of all we do, every day. It brings together people affected by harm in a structured and facilitated way, to talk about what happened, how they were impacted and how the harm can be repaired or addressed.

Using this framework helps our students to build capacity to live in, understand and embrace the real world, with all its contradictions and complexities.



Teaching and Learning

PHILOSOPHY OF TEACHING AND LEARNING

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

We provide a holistic education which is relevant, challenging and student centred.

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

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

TEACHING AND LEARNING

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

We provide a comprehensive range of courses to cater for academic and training pathways. Our Curriculum and Pedagogy Team leads and supports the professional learning and pedagogical review required for teachers to provide programs that are stimulating and engaging.

Our varied learning opportunities enable students to develop rich

knowledge along with appropriate skills, competencies and values.

As a Registered Training Organisation, Guilford Young College (1129) also offers an expanding range of nationally-recognised Vocational Education and Training (VET) programs. We work in partnership with the Catholic secondary colleges in southern Tasmania to provide a comprehensive range of VET programs.

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

LEARNING SUPPORT

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

SUPPORTING LEARNING

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

The College prides itself on catering for all its students; in particular those with additional learning needs. Life skills, community access, social skills and extension and transition programs can be catered for within our range of supported courses, as well as through personalised learning plans where appropriate (see our suite of Supported Programs, pp 83 - 85).

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

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

ENGLISH AS AN ADDITIONAL LANGUAGE

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

ACADEMIC AND PASTORAL SUPPORT FOR CULTURALLY AND LINGUISTICALLY DIVERSE STUDENTS (CALD)

This role has been recently introduced by the College to support all of our students who come from diverse backgrounds. Please note that students do not need to be current EALD students to benefit from this. The aim is to ensure that students and their parents/guardians have direct access to services that will help them to negotiate cultural differences, social issues and academic options.

ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS

Aboriginal and Torres Strait Islander students are supported by Aboriginal Student Success Teachers on each campus. The ASSTs arrange tutoring, cultural excursions, pathway planning and transition support. Students meet regularly to attend Aboriginal cultural events, meet with Elders and community members and undertake cultural heritage projects.

UNIVERSITY PROGRAMS

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

HIGH ACHIEVER PROGRAM (HAP)

This program provides high-achieving Tasmanian senior secondary school

students with the opportunity to enrol in university units to complement and extend their Tasmanian Certificate of Education (TCE) studies. To be eligible, students are required to demonstrate very high levels of academic performance at senior secondary level. Course fees are subsidised. HAP courses contribute to both ATAR and TCE points.

UNIVERSITY CONNECTIONS PROGRAM (UCP)

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

Information and Communication

ACADEMIC RESOURCE CENTRE - ARC

Each Campus has its own Academic Resource Centre (ARC). The ARCs provide a range of information services relevant to the curriculum and the teaching and learning programs of the College, as well as physical spaces for individual study, group work, or online study.

The ARCs have extensive physical and digital resources for both research and recreational reading and always welcome suggestions for new texts and resources. The "ARC Online" is available 24/7 through the College's intranet and includes access to the online catalogue, networked database subscription services, video-on-demand resources, eBooks, and literacy support.

ARC staff are available to support students with their research and study requirements, including reaching academic integrity standards in their work by providing guidance with locating, evaluating, and referencing information. ARC staff can also assist students to register for Libraries Tasmania and National Library of Australia membership to access additional collections of eBooks, audiobooks, and other online digital library services. Furthermore, for those students who are enrolled in the University of Tasmania's Connections Program (UCP) or High Achievers Program (HAP), ARC staff can assist with the navigation of the University of Tasmania's Library resources.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

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

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

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

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

BRING YOUR OWN DEVICE

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

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

- Windows 10 laptop
- Chromebook
- MacBook

PRIVACY

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

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

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

Please advise in writing if you have any concerns.

Guilford Young College is a Privacy Compliant Organisation. The Privacy Policy is available on the Catholic Education Tasmania website, www.catholic.tas.edu.au.

Co-curricular Opportunities

DOSOMETHING!@GYC

At Guilford Young College we want every student to be involved in college life outside the classroom. We know that being involved in co-curricular activities in College results in a more enjoyable, valuable and connected college experience. There are over fifty options on offer, with a full range of sports, service and leadership opportunities, many committees and clubs, various Catholic social action groups, opportunities to be involved in drama and the musical, live performance in drama and music, lunchtime concerts, and inter-house competitions. There is something for everyone.

DoSomething!@GYC is a fantastic way to enrich a students college experience, to meet like minded people, and to challenge themselves mentally and/or physically. It also helps students broaden their skills and build on their College Certificate of Achievement.

ACADEMIC CLUBS AND SOCIETIES

Students are encouraged to select a co-curricular activity which suits their interests and passions. We have a wide range of academic clubs and societies on offer to suit a diverse range of students. These clubs can help students form connections with other students with similar interests and develop their skills and understanding in an area of their choosing.

Examples of some of the clubs and societies which are offered include the Global Awareness and Languages Society, for those interested in learning about other cultures, the STEM Club, for those interested in science and engineering, and Books in Conversation for those who want to explore their reading experiences. These groups along with the many other clubs and societies on offer at Guilford Young College help provide students with a well-rounded college experience.

Many of the clubs meet during lunchtimes while some combine the two campuses and run after school.

- Global Awareness and Languages Society
- Art, Film and Literature Society
- Debating
- Academic Study Skills Workshops
- Philosothon
- Ethics Olympiad
- Robotics
- STEM
- Chess Club
- Duke of Edinburgh Award
- UN Youth
- Earth Care (H)



COMMUNITY AND SERVICE

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

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

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

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

Our students' active participation in the annual Mission Australia National Survey has impelled our student leadership body to promote the work of mental health and wellbeing, highlighting agencies such as Be You, SPEAK UP! Stay ChatTY and R U OK.

- Catholic Youth events
- Parish – School liturgical events
- Community events / fundraising
- Community volunteering
- Edmund Rice Holiday Camps
- Sustainability focus and activities
- Harmony Day
- Just Act Committee
- Kindness Kiosk
- Mental health awareness and education activities
- Oz Bosco
- Community Prayer
- St Vincent de Paul Student Conference
- Dining with Friends
- World's Greatest Shave

Co-curricular Opportunities



THE ARTS

One of the highlights of any year at Guilford Young College is the annual musical production.

Since 2015, the extravaganza has been performed at the Don Bosco Theatre at the Glenorchy Campus. Musicals performed include, *The Music Man* (2015), *Footloose* (2016), *Grease* (2017), *The Little Shop of Horrors* (2018), *Disco Inferno* (2019), *Strictly Ballroom* (2021) and *Beauty and the Beast* (2022)). Many months of preparation and rehearsal go into learning and finessing the production each year, highlighting an amazing array of talent amongst our students along with the generous commitment of students and staff.

This work is all done outside normal school hours – afternoons after school, weekends and holidays. If you are a lover of theatre, we also run a Theatre Appreciation Society where you can obtain cheap tickets to local productions and join our discussion group to review performances.

Each year our Arts Faculty runs a life drawing course. While Art students are particularly encouraged to join, the classes are open to all students and staff interested in learning how to draw from life. We also run a Zine group for those interested in street art and collage.

The College also has many opportunities for students to join various choirs, bands and guitar ensembles. These groups provide an excellent opportunity for all musicians to continue their musical journey including those who are not necessarily taking music as a subject.

All the opportunities on offer allow students to share their creative gifts and extend their skills while building friendships and memories that will last a lifetime!

- Soul Band
- Choir
- Dance
- Life drawing
- Musical
- Theatre Appreciation Group
- Zine Group

Co-curricular Opportunities

SPORT AND RECREATION

At Guilford Young College, we strongly promote participation in the College's sporting programs.

The College is a member of the Southern and State Sport Associations of Tasmania Independent Schools (SSATIS and SATIS) with many of the traditional sports offered to all students throughout the summer and winter sporting rosters and carnivals.

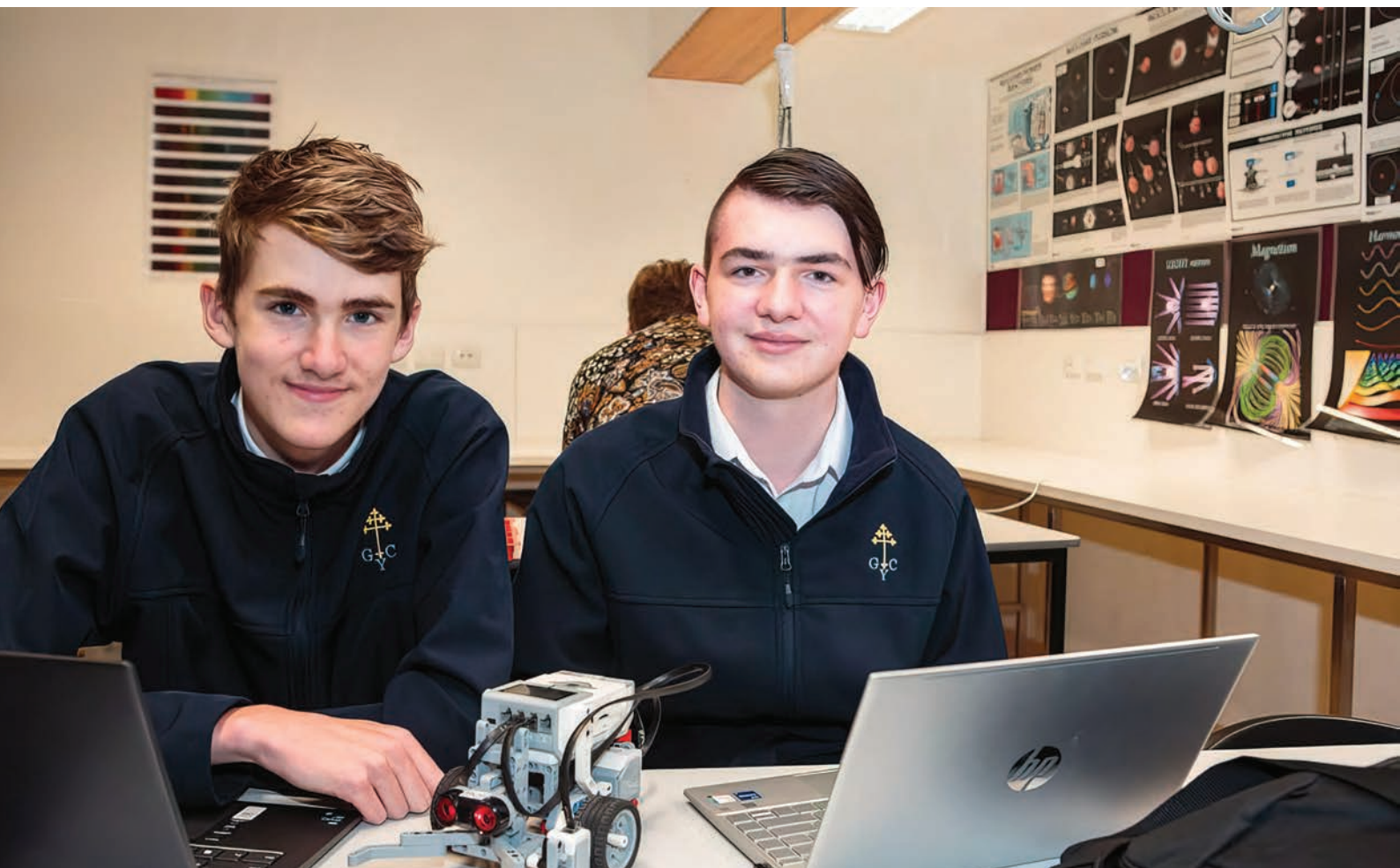
The College also provides opportunities for students to participate in various community sporting events and rosters.

The sporting program at Guilford Young College offers a wide range of sport and recreational options to choose from, catering for a range of student abilities, interests and needs. All students at the College have the opportunity to extend their sporting skills, fitness and enjoyment levels while developing teamwork, friendships and College spirit.

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



Pathways through College and beyond



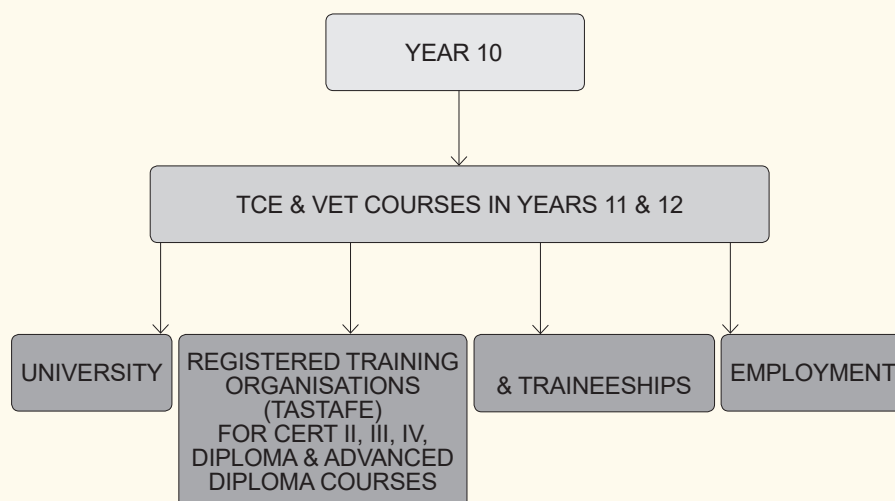
Pathways

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

To assist students in their course choices, some pathways are indicated. These pathways should be treated as a guide only.

Students may combine courses from more than one pathway to make their course selection.

For example, students can study TCE and Vocational Education and Training (VET) courses.



LEVEL 3 AND LEVEL 4 COURSES

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

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

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

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

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

VOCATIONAL EDUCATION

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

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

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



Pathways

THE TASMANIAN CERTIFICATE OF EDUCATION

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

These include:

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

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

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

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

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

Courses studied at Level 1 (and some Level 2 courses) may carry 5, 10 or 15 credit points.

An NN result does not gain any credit points.

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

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

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

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

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

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

CHOOSING YOUR COURSES FOR UNIVERSITY ENTRANCE

The minimum entry requirements for university are:

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

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

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

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

Some university courses require pre-requisite Level 3 and Level 4 courses.

You can check this on the various universities' websites.

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

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

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

Pathways

CHOOSING YOUR COURSE FOR VOCATIONAL EDUCATION AND TRAINING

Vocational Education and Training (VET) courses are very popular. A student's starting point will usually depend on high school results and experience. All VET courses have interviews to determine a student's suitability and genuine desire to work in that industry.

All courses have a theory component but are predominately practical. Work placements provide opportunities for industry experience in most instances.

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

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

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

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

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

Information is correct at the time of publication. Please check the GYC website VET tab for the latest course names.

For 2024, students can choose from:

- ACM20121 Certificate II in Animal Care
- AUR20720 Certificate II in Automotive Vocational Preparation
- BSB20120 Certificate II in Workplace Skills (Office administration)
- CHC30121 Certificate III in Early Childhood Education and Care
- CPC20220 Certificate II in Construction Pathways
- DEF10117 Certificate I in Defence Skills
- FSK10119 Certificate I in Access to Vocational Pathways
- HLT33021 Certificate III in Allied Health Assistance
- ICT20120 Certificate II in Applied Digital Technologies
- MEM20422 Certificate II in Engineering Pathways
- SIS20321 Certificate II in Sport Coaching
- SIS20419 Certificate II in Outdoor Recreation
- SIT20122 Certificate II in Tourism
- SIT20322 Certificate II in Hospitality
- SIT20421 Certificate II in Cookery
- UEE22020 Certificate II in Electrotechnology (Career Start)

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

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

The GYC RTO is committed to providing the most up to date industry qualifications. Therefore, there may be code and course name changes at any time.

For further information:

Registered Training Organisation - Penny Driessen, Manager

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

Course Information

HOW TO READ COURSE DESCRIPTIONS

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

Some TASC courses are being re-developed for accreditation during the 2023 academic year. As such, there may be some changes before the 2024 school year begins. Changes will be advised via the College website www.gyc.tas.edu.au, as they become available.

All courses are grouped in learning areas and may be accessed quickly by reference to the Course Index on page 86.

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

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

Many courses can be undertaken without any previous experience.

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

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



Religious Education

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

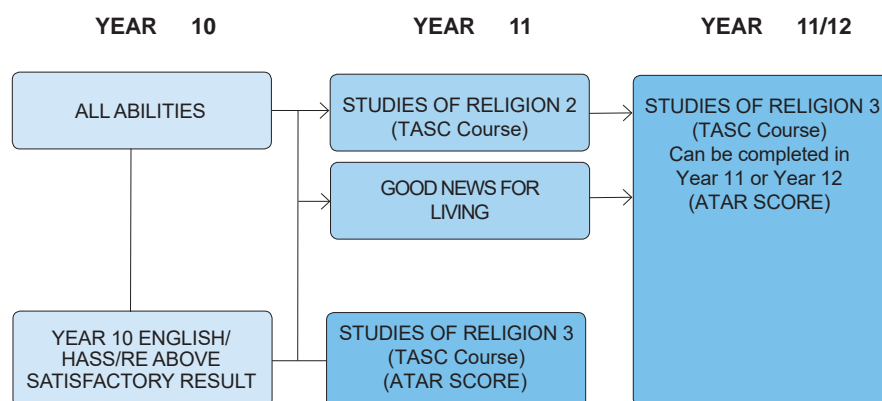
We endeavour to make it engaging and relevant. Students have a choice of three strands of Religious Education. They can study the Level 3 course, Studies of Religion 3 or the Level 2 courses Studies of Religion 2 or Good News for Living (TCEO accredited course). These options acknowledge that every student is unique and therefore has different gifts and interests.

We believe that these programs and opportunities are respectful of students' varied knowledge and understanding. The courses provide a young adult perspective on the meaning of faith, culture and life.

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

That students are searching and questioning is respected and encouraged. In conjunction with the Religious Education program, all students attend a Reflection Day and participate in the liturgical and faith life of the College.

Opportunities are provided for students to be involved in parish/school justice events, co-curricular committees with outside agencies and organisations, as well as with church and inter-faith communities.



GOOD NEWS FOR LIVING – TCEO SYLLABUS (120 HOURS)

Accredited by Tasmanian Catholic Education Office

<i>TASC Level</i>	<i>Not accredited by TASC</i>
<i>TCE Points</i>	<i>None</i>
<i>TCE Standards</i>	<i>None</i>
<i>Pre-requisites</i>	<i>No Pre-requisites</i>

Good News for Living is a formal study in Catholic theology and teaching for Years 11 and 12.

This course is for students seeking an understanding of the Catholic faith and is a continuation of the learning undertaken in Years 7-10 in Religious Education in Catholic schools in the Archdiocese of Hobart. The course is designed by Catholic Education Tasmania and consists of a minimum of six (6) core modules. Each module consists of twenty (20) hours of formal learning and teaching of Religious Education. There are no prerequisites for this course.

This course is not accredited by TASC and does not attract TCE points or the Literacy Standard

STUDIES OF RELIGION 2

<i>TASC Code</i>	<i>REL215124</i>
<i>TASC Level</i>	<i>Level 2</i>
<i>TCE Points</i>	<i>15</i>
<i>TCE Standards</i>	<i>Literacy</i>
<i>Pre-requisites</i>	<i>No Pre-requisites</i>

Module 1: Introduction to two major religious traditions

Learners are introduced to the foundational beliefs and values of two religious traditions

Module 2: Learners will investigate how the beliefs and values of the religious traditions are expressed through prac-

tices and ways of living in the world.

Module 3: Exploring a contrasting religious view

PATHWAYS

- Humanities courses including History, Sociology, Philosophy and Journalism
- Education, Social Work and Law
- Medical and Environmental Ethics

Religious Education



STUDIES OF RELIGION 3

TASC Code	REL315124
TASC Level	Level 3
TCE Points	15 ATAR
TCE Standards	Literacy
Pre-requisites	Above satisfactory results in English/HASS/RE – Year 10 level

Module 1: Religious tradition 1 – the beliefs, values, practices and variants of a major religious tradition

Module 2: Religious tradition 2 – learners will explore through a second major religious tradition a contemporary understanding of either suffering or an ethical issue

Module 3: Depth study – a teacher-guided depth study and a teacher supported independent study of contemporary issues.

PATHWAYS

- Humanities courses including History, Sociology, Philosophy and Journalism
- Education, Social Work and Law
- Medical and Environmental Ethics

NOTES:



English

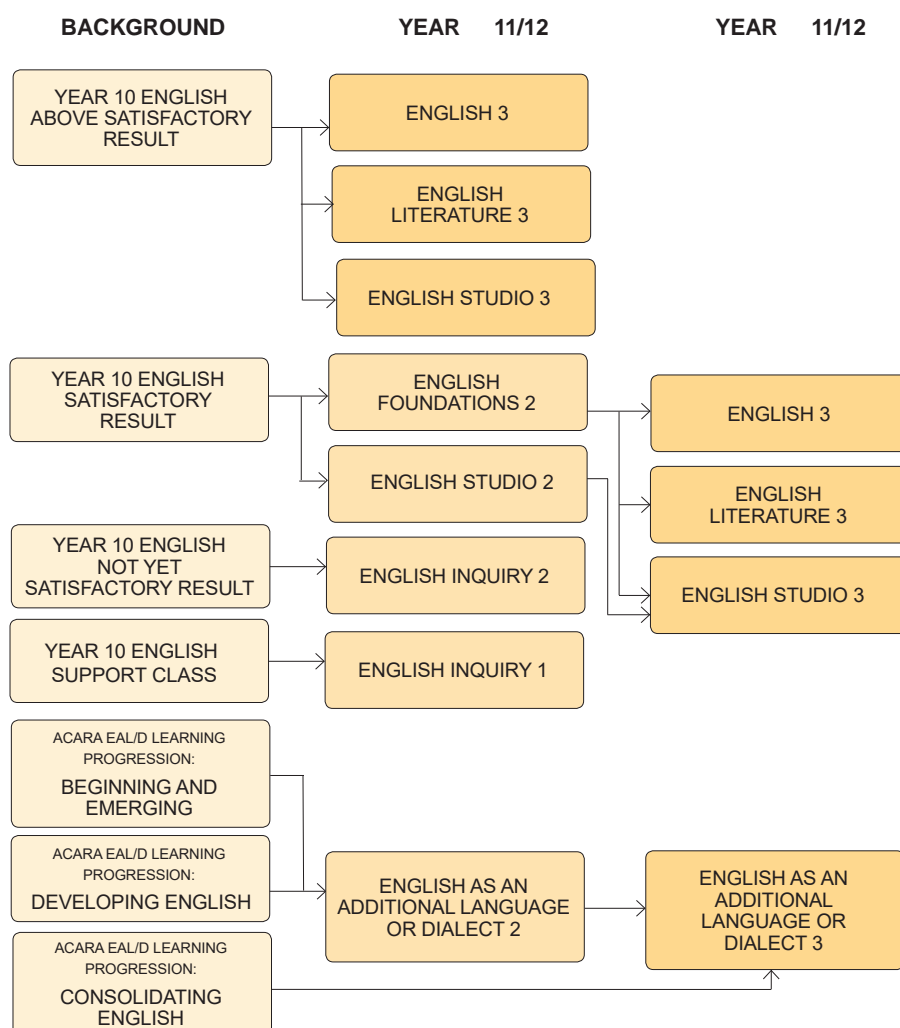
Guilford Young College provides enjoyable learning opportunities for English students both in and out of the classroom. Students can enter writing and public speaking competitions, participate in Book Week activities, and undertake workshops with experienced authors, poets, script writers and producers.

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

If you are coming from Year 10 and have satisfactory reading and writing skills, do not intend to study at university after Year 12, and know you do not need a Level 3 English course for your intended career path, you should select English Inquiry 2. If you are coming from Year 10 with satisfactory reading and writing skills and you are considering a university pathway, you can select English Foundations 2 and then study a Level 3 English course in Year 12.

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

If you are a current Year 11 student and have not studied English this year, you should make your selection on the basis of your Year 10 skills, as per the recommendations above. If you are a current Year 11 student studying English this year, you should seek advice from your current English teacher if you are considering another English course in Year 12.



ENGLISH INQUIRY 2

TASC Code	ENT215123
TASC Level	Level 2
TCE Points	15
TCE Standards	Literacy
Pre-requisites	• Not yet satisfactory Year 10 English

English Inquiry Level 2 is a transdisciplinary practical course based on active inquiry.

It will provide students with skills that will empower them to interpret texts in their everyday lives and express their ideas.

Students will develop these skills through inquiry-based learning processes by exploring language, concepts, perspectives, and issues expressed and developed in a range of texts and contexts.

WHAT WILL I LEARN FROM THIS COURSE?

- Inquiry skills to find information and explore ideas
- Creation and interpretation of contemporary texts
- Critical thinking skills
- Development of everyday communication skills to express ideas
- An understanding of how the structure and language of texts vary across different media and modes.

PATHWAYS

- the workplace or further training

English

ENGLISH FOUNDATIONS 2

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

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

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

- English 3
- English Literature 3
- English Studio 3
- humanities subjects

ENGLISH STUDIO 2

TASC Code	ENS215124
TASC Level	Level 2
TCE Points	15
TCE Standards	Literacy
Pre-requisites	• <i>Satisfactory Year 10 English</i>

This course is designed as a foundation course for English Studio 3, in much the same way English Foundations 2 prepares students for English 3 and English Literature 3. Students who are interested in English Studio 3,

but whose writing skills need more development, are encouraged to take this course in Year 11.

Students will complete three modules: Writing for Young Markets, Script and Screen and Information and Persuasion.

Students will produce extended written fiction and non-fiction texts, drafting and collating them into a series of folios, as well as creating a mock writer's website. Students share and collaborate with peers and the teacher in a workshop-style classroom. Reading the work of other writers and responding to it both orally and analytically is part of the course.

WHAT WILL I LEARN FROM THIS COURSE?

- How to create a range of fiction and non-fiction texts
- How to read like a writer
- Contemporary professional writing practices

PATHWAYS

- English Studio 3
- Other English level 3 courses

NOTES:

English

ENGLISH 3

TASC Code	ENG315117
TASC Level	Level 3
TCE Points	15
TCE Standards	Literacy
Pre-requisites	<ul style="list-style-type: none"> • CA or better in English Foundations 2 • above satisfactory Year 10 English and established essay writing skills

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

Modules include:

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

ENGLISH STUDIO 3

TASC Code	ENS315124
TASC Level	Level 3
TCE Points	15
TCE Standards	Literacy, ICT
Pre-requisites	<ul style="list-style-type: none"> • another Level 3 English course • CA or better in English Foundations 2 • above satisfactory Year 10 English

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

Reading widely to find models for their own writing is an essential component of this course.

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

Students taking English Studio 3 should have strong literacy skills.

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

ENGLISH LITERATURE 3

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

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

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

English

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT 2

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

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

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

Through close study of language and meaning, learners of EAL/D Level 2 explore how learning in and through English language and literature influences their own and others' personal, social and cultural identities and thought processes.

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

EAL/D Level 2 provides opportunities for learners to engage reflectively and critically with a broad range of spoken, written and multimodal texts.

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

NOTES:

English



ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT 3

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

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

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

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

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

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

- this focus on academic English language skills supports all areas of future tertiary study
- The College may make an application to TASC requesting a partial relaxation of the restrictions noted above, on an individual student basis.

Mathematics

Guilford Young College caters for varied student ability and interest by offering a wide range of Mathematics courses in 2024.

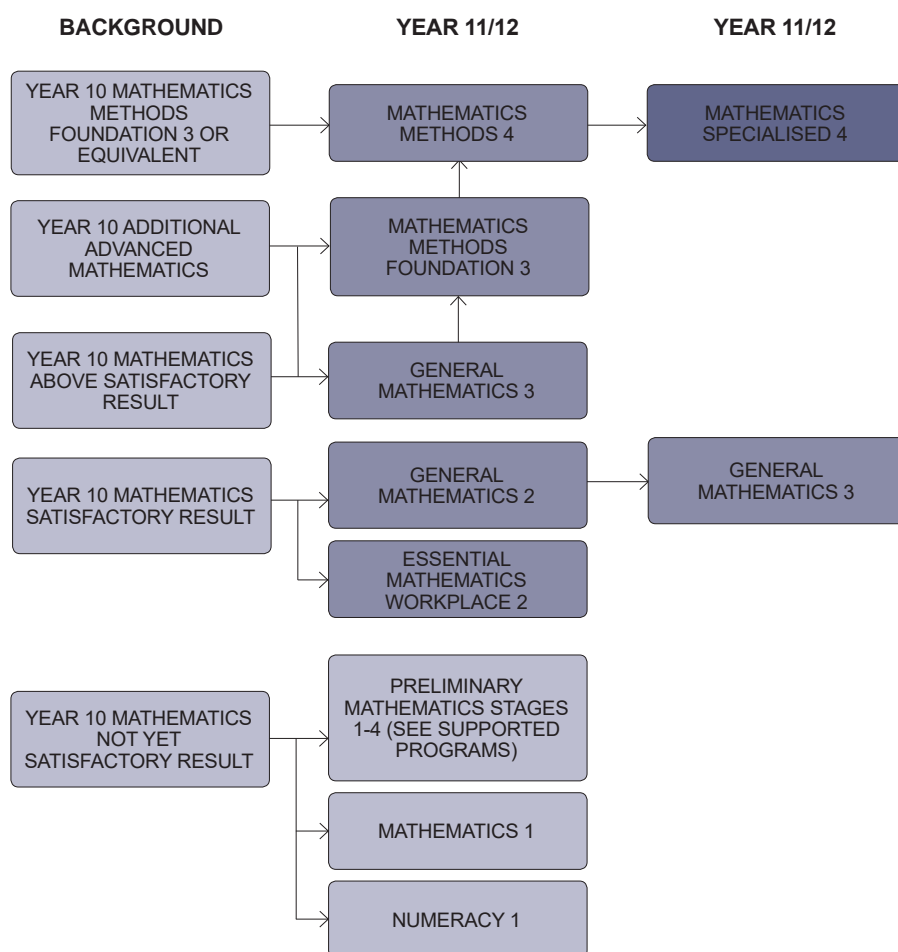
If you are coming from Year 10 and have completed Year 10 Mathematics, you do not intend to study at university after Year 12 or you know you do not need a Level 3 Mathematics course for your intended career path, you should select Essential Mathematics Workplace 2 or General Mathematics Foundation 2.

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

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

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

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



NUMERACY 1

TASC Code	NUM115123
TASC Level	Level 1
TCE Points	15
TCE Standards	N.A.
Pre-requisites	N.A.

Essential Numeracy 1 is designed to provide continuity for learners who have completed the Preliminary Maths courses.

The Essential Numeracy 1 course provides the opportunity to develop everyday skills in money, shapes and plans, estimation, chance, measurement and data representations.

WHAT WILL I LEARN FROM THIS COURSE?

- Numeracy and patterns – decimals, percentage, money and fractions
- Everyday chance and data – collecting and displaying data
- Everyday measurement and shape – perimeter, shapes and plans, mass, capacity and volume

PATHWAYS

- Essentials Mathematics 1

Mathematics

MATHEMATICS 1

TASC Code	MAT115123
TASC Level	Level 1
TCE Points	15
TCE Standards	N.A.
Pre-requisites	N.A.

Essential Mathematics 1 provides continuity from Year 10 in applying problem solving strategies and mathematical techniques to situations that involve number, finance, measurement, chance and data.

WHAT WILL I LEARN FROM THIS COURSE?

- Pattern and algebraic reasoning – number, place value, fractions, decimals and percentages
- Probability and statistical reasoning chance, data collection and interpretation
- Measurement and geometric reasoning – units of measurement, shapes, maps and plans

PATHWAYS

- Essentials Mathematics 1

NOTES:

ESSENTIAL MATHEMATICS WORKPLACE 2

TASC Code	MEW215123
TASC Level	Level 2
TCE Points	15
TCE Standards	Numeracy
Pre-requisites	Year 10 Maths satisfactory result

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

- apprenticeships
- further training

Mathematics

GENERAL MATHEMATICS 2

TASC Code	MTG215123
TASC Level	Level 2
TCE Points	15
TCE Standards	Numeracy
Pre-requisites	Year 10 Maths satisfactory result

General Mathematics 2 builds on Year 10 Maths. This is the ideal course for students who are looking at improving their mathematical skills to enable them to complete General Mathematics 3 in the following year or apply for a technical apprenticeship at the completion of Year 12.

Students should have sound algebra skills.

WHAT WILL I LEARN FROM THIS COURSE?

- linear algebra and modelling
- trigonometry, shape and measurement
- univariate data analysis
- matrices
- finance

PATHWAYS

- General Mathematics 3

GENERAL MATHEMATICS 3

TASC Code	MTG315123
TASC Level	Level 3
TCE Points	15
TCE Standards	Numeracy
Pre-requisites	<ul style="list-style-type: none"> • Year 10 Maths satisfactory result • CA or better in General Mathematics

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

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

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

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

MATHEMATICS METHODS FOUNDATION 3

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

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

Mathematics

MATHEMATICS METHODS 4

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

Mathematics is the study of order, relation and pattern.

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

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

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

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

PATHWAYS

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

MATHEMATICS SPECIALISED 4

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

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

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

This course has a strong academic focus.

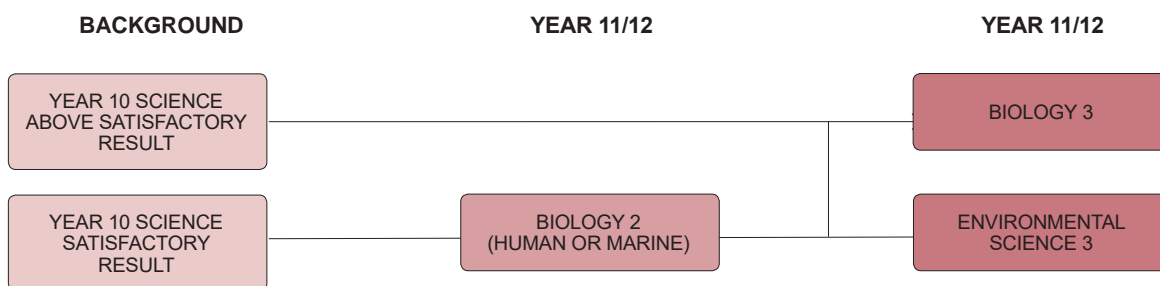
WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

Science



BIOLOGY 2 (MARINE)

TASC Code	BIO215123
TASC Level	Level 2
TCE Points	15
TCE Standards	N.A.
Pre-requisites	none

This course is designed for students who may not have a strong background in Science but who are interested to learn about living things and how they interact with each other and their surroundings. They will apply this knowledge when inquiring into marine ecosystems and biodiversity. Learners will come to understand how applying biological knowledge is central to society. They will use practical inquiry to engage with and understand the marine realm.

WHAT WILL I LEARN FROM THIS COURSE?

- structure and function of marine ecosystems
- the interconnectedness between oceanic systems and climate
- application of scientific method
- cell biology
- properties of water
- anatomy and physiology of marine organisms
- biodiversity and the interdependence of organisms with the environment

PATHWAYS

As the study of all life Biology 2 has a clear pathway to a range of TASC accredited Science, and other learning area courses, such as Biology 3, Environmental Science 3, Foods and Nutrition 3, Sport Science 3, Health Studies 3 and Geography 3. It also provides a pathway to vocational opportunities including agriculture, food and natural resources, and health and community services.

BIOLOGY 2 (HUMAN)

TASC Code	BIO215123
TASC Level	Level 2
TCE Points	15
TCE Standards	N.A.
Pre-requisites	none

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

They will apply this knowledge when inquiring into human biological concepts. Learners will come to understand how applying biological knowledge is central to society.

They will use practical inquiry to compare human anatomy and physiology with that of other organisms such as plants.

WHAT WILL I LEARN FROM THIS COURSE?

- structure and function of human organ systems
- the similarities and differences between human and plant biology
- connections between humans and other species
- application of the scientific method
- cell structure and function
- humans and ecosystem dynamics

PATHWAYS

As the study of all life Biology 2 has a clear pathway to a range of TASC accredited Science, and other learning area courses, such as Biology 3, Environmental Science 3, Foods and Nutrition 3, Sport Science 3, Health Studies 3 and Geography 3. It also provides a pathway to vocational opportunities including in agriculture, food and natural resources, and health and community services.

Science

BIOLOGY 3

TASC Code	BIO315124
TASC Level	Level 3
TCE Points	15
TCE Standards	N.A.
Pre-requisites	<ul style="list-style-type: none"> • Biology 2 (recommended) • Physical Sciences 2 or 3 (recommended)

Biology is the study of living things and their processes. It spans multiple levels from biomolecules and cells to organisms and populations. Successful Biology students develop a strong understanding of biological principles and critical thinking skills which enable them to analyse and interpret information and scientific experiments.

Generally, we recommend Biology as a Year 12 course. It is helpful to have studied Physical Sciences 2 or 3 or Biology 2 in Year 11.

Highly capable and motivated students who have above satisfactory results in Year 10 Science may choose to study Biology 3 in Year 11.

WHAT WILL I LEARN FROM THIS COURSE?

- regulation of cells (enzyme action, cellular respiration, photosynthesis, protein synthesis, DNA replication, gene regulation and genetic mutations)
- regulation of systems (nervous system, action potentials, synaptic transmission, thermoregulation, basics of endocrine and excretory systems in relation to homeostasis)
- continuity and change (genetics, evolution, pathogens and immunology)
- scientific method and experimental design through practical investigations using specialised scientific equipment and models. A mixture of student-directed and teacher-directed investigations
- the role and impact of biotechnology in society.

PATHWAYS

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

ENVIRONMENTAL SCIENCE 3

TASC Code	ESS315118
TASC Level	Level 3
TCE Points	15
TCE Standards	N.A.
Pre-requisites	NONE

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

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

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

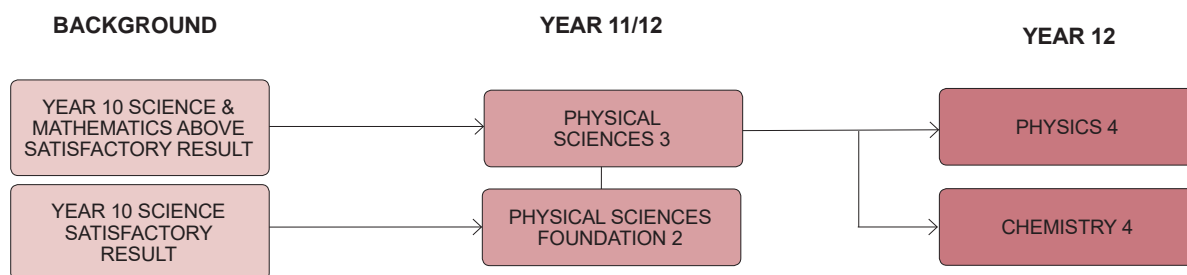


- relationships between organisms, including competition, predator/prey, parasitism, mutualism
- climate change and ocean acidification
- other human impacts including pollution, introduced species, biodiversity loss
- ecologically sustainable development and environmental management

PATHWAYS

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

Science



PHYSICAL SCIENCES FOUNDATION 2

TASC Code	PSC215118
TASC Level	Level 2
TCE Points	15
TCE Standards	N.A.
Pre-requisites	NONE

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

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

It builds on the traditions of inquiry that are central to the study of science.

Students work either individually or with others in active and practical ways to gain knowledge of many varied concepts.

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

PHYSICAL SCIENCES 3

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

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

Physics and Chemistry are fundamental sciences that:

- provide a foundation for undertaking investigations

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

Science

CHEMISTRY 4

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

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

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

- medicine
- physiotherapy
- nursing
- biological sciences
- marine science
- geology
- agricultural science
- pharmacy
- biomedical science



PHYSICS 4

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

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

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

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

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

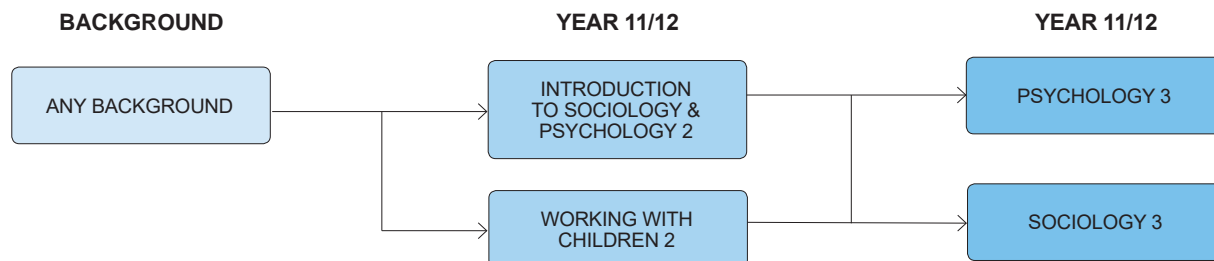
WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

Humanities and Social Sciences



WORKING WITH CHILDREN 2

TASC Code	BHC215116
TASC Level	Level 2
TCE Points	15
TCE Standards	N.A.
Pre-requisites	Working with Vulnerable People Card (Dept. of Justice) must be obtained before starting the course

Working with Children is an introduction to developing skills in early childhood education and child care settings. Students will learn about child development theories and application of this knowledge to real life scenarios. Modules of study focus on developing students' communication and social skills in interacting with children as well as the provision of safe and stimulating environments. The course has a key practical component providing students with opportunities to apply their knowledge in practical settings through play group, visits to child care settings and other community groups supporting families and children. Students must have a Working with Vulnerable People card to participate in child care opportunities.

PATHWAYS

- Certificate III in Early Childhood Education and Care
- Teaching
- Introduction to Sociology and Psychology 2 / Sociology 3 / Psychology 3
- Early childhood educator
- Child Care provider

WHAT WILL I LEARN FROM THIS COURSE?

- understanding of children's health, safety and wellbeing
- creation and provision of quality care environments
- providing learning opportunities for children
- appropriate skills for interacting and guiding young children's behaviour developing
- practical resources for a care Environment

INTRODUCTION TO SOCIOLOGY AND PSYCHOLOGY 2

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

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

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

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

Electives include:

- Lifespan Development
- Youth Culture
- Cross Cultural Differences
- Forensic Psychology
- Pro-social and anti-social behaviour.

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

Humanities and Social Sciences

PSYCHOLOGY 3

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

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

SOCIOLOGY 3

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

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

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

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

NOTES

Humanities and Social Sciences

ENTERPRISE AT WORK

TASC Code	EPW215122
TASC Level	Level 2
TCE Points	15
TCE Standards	N.A.
Pre-requisites	None

Students will discover their enterprising strengths, develop targeted transferrable enterprise skills and gain insight into future job clusters, including options for self-employment. They will take active roles, as part of a team, in one or more enterprise projects related to events, products, services or social enterprises. This will prepare them to undertake an individual or collaborative enterprise project aligned with their interests and ideas.

Students will develop the creativity, problem-solving and collaboration skills that are critical to founding new enterprises and for individuals to work in, work for and work with these enterprises.

WHAT WILL I LEARN FROM THIS COURSE?

- identify and solve issues relating to enterprise projects
- apply self-management skills
- work in a team to undertake an enterprise project
- apply skills and knowledge to plan an enterprise project
- apply skills and knowledge to undertake an enterprise project
- present information on an enterprise project supported by digital technologies

PATHWAYS

- Certificate II in Workplace Skills
- Further studies Certificate III or IV in Business
- Business Foundations 2 or Business Studies 3
- Future small business opportunities

BACKGROUND

ANY BACKGROUND

ANY BACKGROUND

ANY BACKGROUND

YEAR 11/12

LEGAL STUDIES
FOUNDATION 2

BUSINESS STUDIES
FOUNDATION 2

ENTERPRISE
AT WORK

YEAR 11/12

ACCOUNTING 3

LEGAL STUDIES 3

BUSINESS STUDIES 3

ECONOMICS 3



BUSINESS STUDIES FOUNDATION 2

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

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

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

Humanities and Social Sciences

ACCOUNTING 3

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

Accounting is often described as the language of business. This course is designed for students to develop knowledge and skills that enable them to:

- understand how to use financial information in business decision making
- record, report, analyse and interpret financial information for business organisations
- be able to evaluate business performance and potential.

WHAT WILL I LEARN FROM THIS COURSE?

- Accounting isn't just for accountants – you will gain valuable lifelong knowledge and skills for your personal life, your work life and in particular if you are thinking of buying or creating your own business.
- understanding how businesses use processes to protect business assets from theft and loss, and how and where to find information that can tell you how a business is coping with activities such as – managing its stock, having enough cash to pay expenses on time, collecting money from customers etc.
- experience with cloud-based accounting software

PATHWAYS

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

BUSINESS STUDIES 3

TASC Code	BST315116
TASC Level	Level 3
TCE Points	15
TCE Standards	N.A.
Pre-requisites	None

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

Students may experience excursions to businesses such as Willie Smith's Apple Shed and guest speakers from Tassal and Blundstone.

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

ECONOMICS 3

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

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

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

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

Humanities and Social Sciences

LEGAL STUDIES FOUNDATION 2

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

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

- helpful for careers in emergency services, legal aid, defence forces, corrective services and the police
- Legal Studies 3

LEGAL STUDIES 3

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

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

Students develop a good understanding of how democracy operates in Australia, including the delivery of justice in our court system, rights and protections for an accused, victims and the community, effectiveness of sentencing procedures, effectiveness of law making, police powers, changing the law and analysing our federal system of government.

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

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

WHAT WILL I LEARN FROM THIS COURSE?

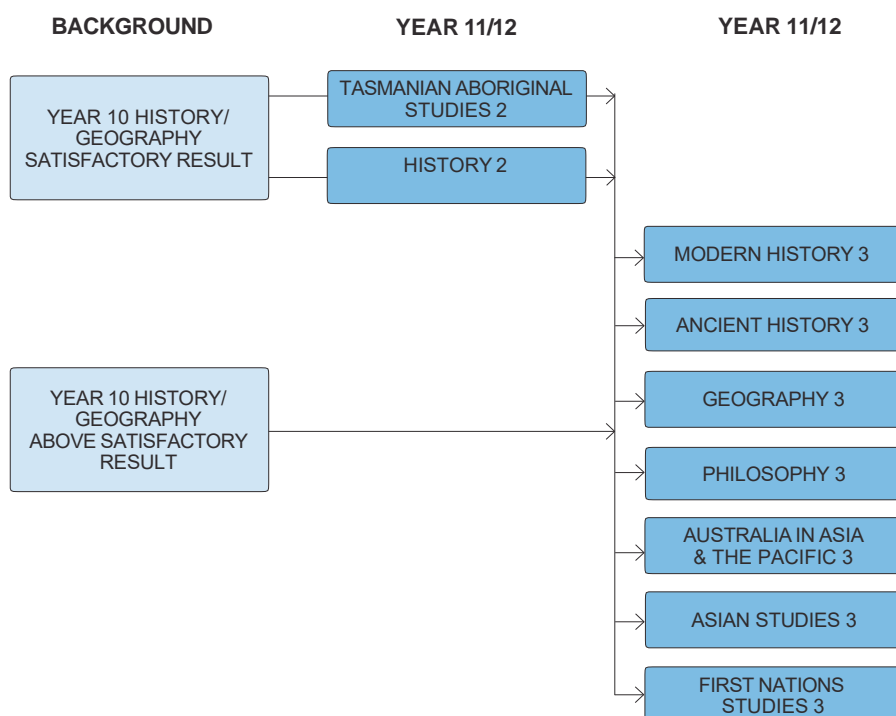
- how Australia functions
- the law-making process
- resolution of disputes through the courts and alternative methods of dispute resolution
- crime and policing
- topical legal and political issues
- research and analysis skills
- essay writing skills

PATHWAYS

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

NOTES

Humanities and Social Sciences



HISTORY 2

TASC Code	HIS215124
TASC Level	Level 2
TCE Points	15
TCE Standards	Literacy
Pre-requisites	none

This course explores the world from ancient times into the modern era. This course consists of three 50-hour modules:

Module 1: Investigating the ancient world

Module 2: Into the modern era

Module 3: Movements for change in the 20th century

WHAT WILL I LEARN FROM THIS COURSE?

In studying ancient history, learners will explore evidence from the past about either:

- an ancient site
- a significant historical individual or group
- an event.

In studying history into the modern era, learners will investigate:

- significant developments that moved us into the modern world
- how groups and institutions have challenged authority and transformed the world we live in
- a movement for change in the 20th century.

Learners will understand how historical evidence is represented and interpreted. As a Level 2 course, there is no external examination and students will produce work through a range of written, multi-modal and oral tasks.

PATHWAYS

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



Humanities and Social Sciences

TASMANIAN ABORIGINAL STUDIES 2

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

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

This course will be supported by excursions and guest speakers.

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

FIRST NATIONS STUDIES 3

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

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

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

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

MODERN HISTORY 3

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

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

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

Humanities and Social Sciences

ANCIENT HISTORY 3

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

Ancient History focuses on the study of Ancient Greece.

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

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

GEOGRAPHY 3

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

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

PHILOSOPHY 3

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

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

Humanities and Social Sciences

AUSTRALIA IN ASIA AND THE PACIFIC 3

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

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

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

ASIAN STUDIES 3 (UTAS)

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

Asian Studies 3 is offered as part of the University of Tasmania's UTAS Connections Program (UCP) and counts towards a student's TCE and ATAR.

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

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

There is no external examination but students will need to be able to research and write at an advanced level. Students will submit a final folio for assessment by both their teacher and UTAS staff, which students will then discuss during an

interview at the end of the year. Students who enrol in this course will receive a UTAS Student Card and access to UTAS services.

WHAT WILL I LEARN FROM THIS COURSE?

You will learn about Asia's importance strategically, culturally, economically, and politically.

You will learn about the history, popular culture, and politics in Asia. There are four modules; Globalisation and Modernity, Ethnicity and Diversity, Young Asia (Youth Culture) and Food in Focus

This course enables you to become a global citizen with unique skills, knowledge, and inter-cultural insight into the dynamic and complex region of Asia as well as providing you with sophisticated academic skills.

On completion of this unit, you will be able to:

1. Demonstrate an understanding of the diversity which exists not only across Asia but also within Asian countries in terms of ethnicity, age and lifestyle.
2. Locate, evaluate, summarise and utilise relevant research material related to Asia.
3. Construct a research essay and other

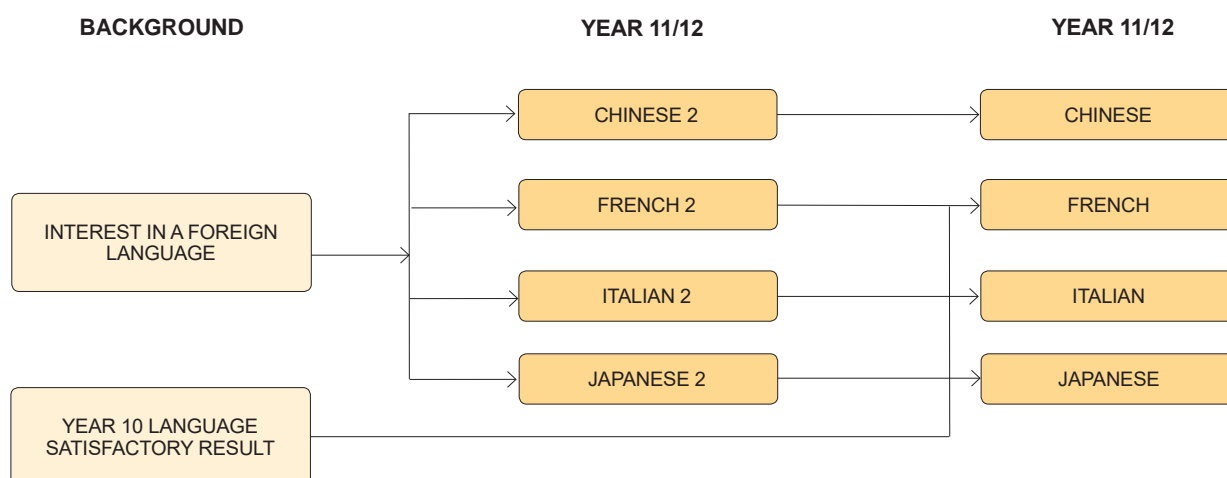
assignment formats which conform to university requirements regarding referencing, style, and written expression.

4. Discuss your learning on Asia with an audience through the presentation of the final folio.

PATHWAYS

- Australia in Asia and the Pacific 3
- Arts and heritage
- Communications and public relations
- Education
- International Relations
- Foreign relations and international aid
- Healthcare and healthcare ethics
- Historian
- Journalism and publishing
- Marketing and advertising
- Politics and public policy-making
- Public health and welfare
- Researcher
- Trade and foreign exchange
- Tourism and travel operator
- Writer

Languages



FRENCH 2

TASC Code	FRN215123
TASC Level	Level 2
TCE Points	15
TCE Standards	N.A.
Pre-requisites	NONE

French Level 2 enables personal empowerment and intercultural understanding. It allows learners to develop the ability to communicate in an additional language and the study of French promotes and contributes to a socially cohesive society that values, respects and appreciates different points of view. This course is suitable for learners with limited to no background in the French language.

WHAT WILL I LEARN FROM THIS COURSE?

- To communicate in basic French and develop an understanding of French language and culture.
- To use basic vocabulary and structures to read, write, speak, view and listen to French.
- Learners will be able to talk about themselves, their family, friends, daily routine, school life, part-time employment, the media, travel, past experiences and their plans for the future.

PATHWAYS

- French

ITALIAN 2

TASC Code	ITN215123
TASC Level	Level 2
TCE Points	15
TCE Standards	N.A.
Pre-requisites	NONE

Italian Level 2 allows learners to develop the ability to communicate in an additional language and provides them with opportunities to reflect on their own first language, culture and heritage. The study of Italian promotes and contributes to a socially cohesive society that values, respects and appreciates different points of view. The significant shared origins of Italian and English can help Tasmanian learners improve their literacy skills.

Italian 2 is suitable for those with a limited background in the Italian language.

WHAT WILL I LEARN FROM THIS COURSE?

- To communicate in spoken Italian
- To express ideas and information in written Italian
- To read and respond to written Italian
- To explore, understand and appreciate Italian customs, traditions and culture

PATHWAYS

- Italian



Languages

CHINESE Level 2

TASC Code	CHN215123
TASC Level	Level 2
TCE Points	15
TCE Standards	none
Pre-requisites	none

Chinese Level 2 enables learners to communicate in basic Chinese and develop an understanding of Chinese language and culture. Learners will view and listen to Chinese, read and write characters, and learn tones for speaking Chinese. They will be able to talk about themselves, their family, friends, daily routine, school life, part-time employment, the media, travel, past experiences and their plans for the future. Learners will explore personal, community and global perspectives and build the skills to make social, cultural and economic contributions using their knowledge of the Chinese language and interest in Chinese-speaking communities.

WHAT WILL I LEARN FROM THIS COURSE?

- Learners will view and listen to Chinese, read and write characters, and learn tones for speaking Chinese.
- Learners will be able to talk about themselves, their family, friends, daily routine, school life, part-time employment, the media, travel, past experiences and their plans for the future.
- Learners will be able to read and respond to written Chinese
- Learners will be able to understand and appreciate Chinese customs, traditions and culture.

PATHWAYS

- Chinese

JAPANESE Level 2

TASC Code	JPN215123
TASC Level	Level 2
TCE Points	15
TCE Standards	N.A.
Pre-requisites	none

Japanese Level 2 enables learners to communicate in basic Japanese and develop an understanding of Japanese language and culture. They will make comparisons between their own lives and those of a Japanese-speaking teenager. They will be able to talk about themselves, their family, friends, daily routine, school life, part-time employment, the media, travel, past experiences and their plans for the future. Learners will explore personal, community and global perspectives and build the skills to make social, cultural and economic contributions using their knowledge of the Japanese language and interest in Japanese-speaking communities.

WHAT WILL I LEARN FROM THIS COURSE?

- Learners will learn to use basic vocabulary and structures. They will speak, view and listen to Japanese and learn to read and write Japanese characters.
- Learners will be able to talk about themselves, their family, friends, daily routine, school life, part-time employment, the media, travel, past experiences and their plans for the future.
- Learners will be able to read and respond to written Japanese
- Learners will be able to understand and appreciate Japanese customs, traditions and culture.

PATHWAYS

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

FRENCH Level 3

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

You will also use French as a language system and be able to make connections between English and another language.

Guilford Young College supports the administration of Nationally or Interstate Assessed Language Exams (NIAL) on both the Hobart and Glenorchy campuses.

NIAL exams require students to have a strong skills in all language areas (reading, writing, listening and speaking) and are suited to students who are background speakers or students who have studied the language extensively as a second language.

The NIAL exams are Level 3 courses and attract both TCE and ATAR points.

The languages are not taken as a subject at the College, therefore the student must undertake their own preparation and study with administrative support from the College. Guilford Young College will support the examinations in November.

There is an extensive list of languages for which the NIAL exam can be taken including Filipino, Spanish, Persian, Arabic and Vietnamese. If you are fluent in a language other than English and are interested in undertaking the NIAL exam, please contact the College to indicate your language and check that it is available.

Languages

ITALIAN

TASC Code	ITN315114
TASC Level	Level 3
TCE Points	15
TCE Standards	N.A.
Pre-requisites	<ul style="list-style-type: none"> Italian Level 2 Year 10 Italian satisfactory result

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

WHAT WILL I LEARN FROM THIS COURSE?

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

CHINESE

TASC Code	CHN315114
TASC Level	Level 3
TCE Points	15
TCE Standards	N.A.
Pre-requisites	<ul style="list-style-type: none"> Chinese Level 2 Year 10 Chinese satisfactory result

Through studying Chinese, learners gain access to Chinese speaking communities in China and cross the world, including Australia. The ability to communicate in Chinese will (in conjunction with other skills acquired in the study of the course) provide learners with enhanced vocational opportunities and the possibility to apply Chinese culture and language skills to work, further study, training or personal interests. This course builds on Chinese foundation and provides a pathway to Chinese at university level. This course teaches Modern Standard Chinese, also known as Mandarin, Putonghua and Guoyu.

WHAT WILL I LEARN FROM THIS COURSE?

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

JAPANESE

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

Language Pathways

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

The Arts

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

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

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

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

To support our curriculum we have recently had some major building works in our Arts Faculty including a newly refurbished Music Centre with a dedicated Music Tech room, new Media and Photography facilities with a separate Media Studio, upgraded Dance and Drama facilities connected to our state-of-the-art theatre and an inspiring newly renovated Visual Art Studio.



DON BOSCO CREATIVE ARTS CENTRE AND ARTS PRECINCT

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

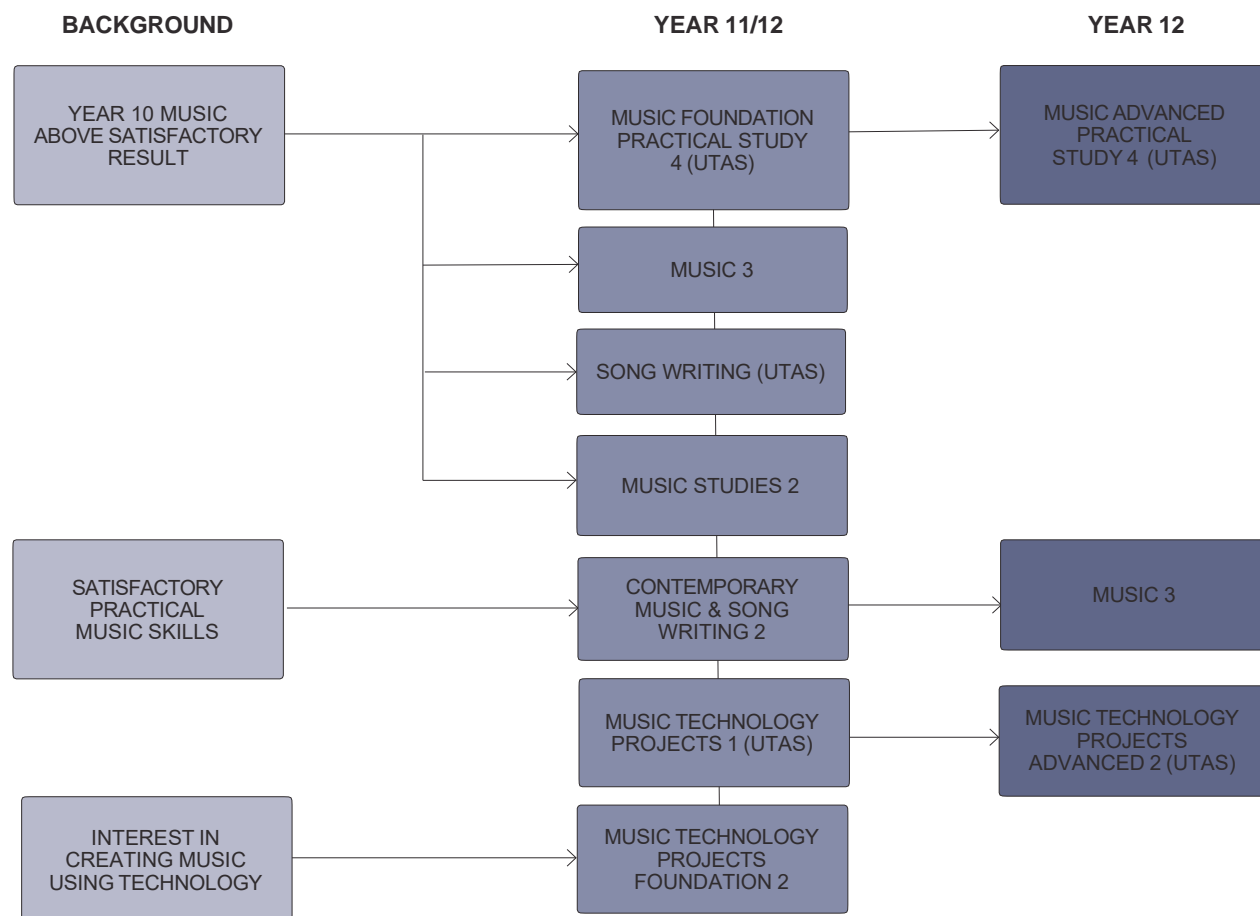
Adjacent to our Theatre, the brand new Arts Precinct, comprises spacious Art and Media rooms, a dedicated Photography studio, an outstanding Music Centre and a Music Technology lab surrounding landscaped gardens and outdoor performance spaces. The Arts Precinct has seen the development of a hub of creative activity at Guilford Young College where students realise their creative potential within an artistic community.



The Arts



The Arts



MUSIC TECHNOLOGY PROJECTS FOUNDATION 2

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

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

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

PATHWAYS

- Music Technology Projects 1 (UTAS)

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

WHAT WILL I LEARN FROM THIS COURSE?

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

The Arts

MUSIC TECHNOLOGY PROJECTS 1 (UTAS)

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

Music Technology Projects 1 is a Year 11 / 12 UTAS College course designed to develop awareness of what is required for musical expression utilising a range of music technologies, as well as how and why this might be achieved at a professional level.

This course has four major project briefs selected for study over the course of the year. The project briefs include a choice from a Podcast, Ensemble Recording,

MIDI Sequencing, Re-mixing, Sound for Vision, and/or Multitrack Recording and Mix-down. Selection of each project brief will be in consultation with the student's teacher and UTAS staff.

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

MUSIC TECHNOLOGY PROJECTS 2 (UTAS)

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

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

The Arts

CONTEMPORARY MUSIC AND SONG WRITING 2

TASC Code	CMS215123
TASC Level	Level 2
TCE Points	15
TCE Standards	N.A.
Pre-requisites	<ul style="list-style-type: none"> • Year 10 Music is an advantage • prior music, singing, performing and/or song writing experience

This course celebrates and respects the musical tastes of young people and provides many opportunities for them to develop their skills as performers in rock or contemporary music.

- This course offers opportunities to collaborate, such as setting up a recording studio, negotiating a stage area, working through sound check and working with others to compose music.
- The song writing aspect of this course allows students to compose their own contemporary music and lyrics.
- Students are given as many opportunities as possible to have exposure to industry professionals through workshops, competitions festivals and events.

Students are expected to have good skills as instrumentalists or vocalists, as well as a desire to perform in class and at public concerts. Taking lessons from an instrumental or vocal teacher is strongly recommended. Interested students should have been regularly performing in Years 9 and 10. Anyone without this background but with solid performance skills can still do the course, but should contact the music teacher before enrolling.

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

WHAT WILL I LEARN FROM THIS COURSE?

- contemporary music ensemble playing
- composition of original music
- how to recognise and use music elements in aural, written and practical contexts

- promotion, marketing, presenting at music events
- work place safety procedures in contemporary music environments
- an understanding of legal issues, including those of copyright, as they apply to contemporary musicians
- how to operate and maintain instruments
- how to record music, mix and prepare music for sharing

PATHWAYS

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

MUSIC STUDIES 2

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

Music Studies 2 aims to provide opportunities for learners to gain skills, knowledge and understanding by performing, creating and listening to music. Learners gain an understanding of music and musicianship, and develop as musicians through an experience-based program that promotes a coherent relationship between the three music activities of performing, creating and listening to music.

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

WHAT WILL I LEARN FROM THIS COURSE?

- solo and ensemble performance skills
- how to write your own music
- how to listen to music and describe the use of music elements, and their effects

- how to recognise and use music elements while listening, composing and performing
- basic research skills to investigate music topics
- time management, planning and negotiation skills to complete music activities.

PATHWAYS

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

MUSIC 3

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

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

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

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

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

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

The Arts

WHAT WILL I LEARN FROM THIS COURSE?

- solo and ensemble performance skills
- how to write original music
- skills in performing, creating and listening to music
- a broad understanding and knowledge of the characteristics of different music styles and genres
- skills in time management and organisation
- how to evaluate music performances

PATHWAYS

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

SONG WRITING (UTAS)

<i>TASC Code</i>	<i>FCA118</i>
<i>TASC Level</i>	<i>Level 3</i>
<i>TCE Points</i>	<i>15</i>
<i>TCE Standards</i>	<i>N.A.</i>
<i>Pre-requisites</i>	<ul style="list-style-type: none"> • <i>successful completion of Contemporary Music and Song Writing 2, Or</i> • <i>interview/audition and present a folio of original songs to demonstrate technical and musical ability/</i>

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

This course comprises of seven major tasks studied throughout the year. These tasks include analysis of Contemporary songs and scores; an introduction to Digital Audio Workstations; and, three

Song Writing briefs which have a lyric and harmonic focus and conclude with the writing of two comprehensive original songs.

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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



The Arts

MUSIC FOUNDATION PRACTICAL STUDY 4 (UTAS)

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

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

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

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

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

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

PATHWAYS

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

MUSIC ADVANCED PRACTICAL STUDY 4 (UTAS)

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

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

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

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

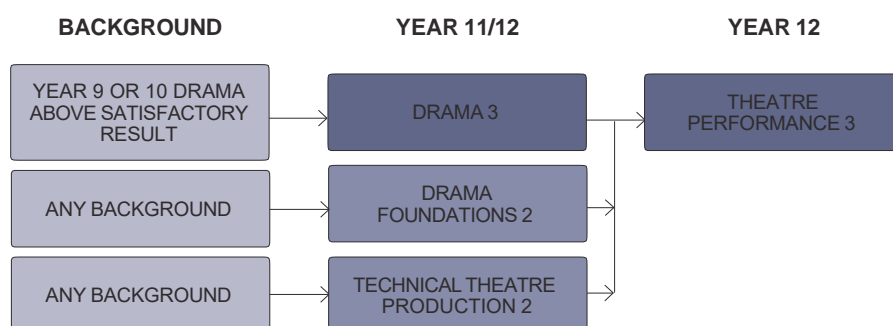
PATHWAYS

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



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

The Arts



TECHNICAL THEATRE PRODUCTION 2

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

DRAMA FOUNDATIONS 2

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

This course introduces learners to the foundations of drama.

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

- Drama 3

DRAMA 3

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

- Theatre Performance 3
- tertiary study in Drama

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

It is a highly practical course.

Further study in this area is available through VET pathways.

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

The Arts

THEATRE PERFORMANCE 3

TASC Code	SDP315120
TASC Level	Level 3
TCE Points	15
TCE Standards	Literacy
Pre-requisites	Drama 3 is highly recommended. Students who have not completed Drama 3 must contact the Drama teacher before enrolling in this course.

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

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

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

WHAT WILL I LEARN FROM THIS COURSE?

- development of vocal skills
- individual and ensemble performance skills

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

PATHWAYS

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

DANCE LEVEL 2

TASC Code	DNC215120
TASC Level	Level 2
TCE Points	15
TCE Standards	N.A.
Pre-requisites	none

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

WHAT WILL I LEARN FROM THIS COURSE?

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

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

PATHWAYS

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

DANCE LEVEL 3

TASC Code	DNC215124
TASC Level	Level 3
TCE Points	15
TCE Standards	N.A.
Pre-requisites	none

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

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

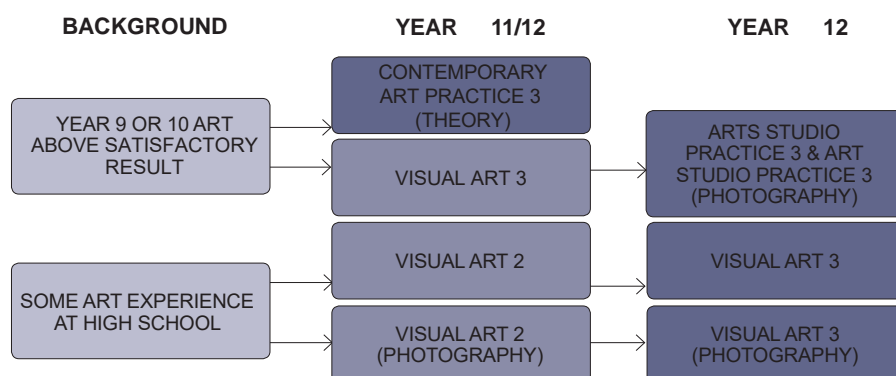
WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

The Arts



Due to the need for specialised facilities, Guilford Young College separates photography from the other studio areas which are offered in Visual Art 2, Visual Art 3 and Art Studio Practice.

VISUAL ART 2

TASC Code	ART215123
TASC Level	Level 2
TCE Points	15
TCE Standards	N.A.
Pre-requisites	<i>prior visual arts experience is recommended but not mandatory</i>

Visual Art Level 2 is a course for learners who would like to engage with a specific visual art discipline of their choice, and it may also prepare them for Visual Art Level 3.

Learners choose ONE of the following studio areas to focus on throughout the course:

PAINTING
DRAWING
GRAPHIC DESIGN
PRINTMAKING
CERAMICS
SCULPTURE
COLLAGE
TEXTILES
DIGITAL ART

Students will learn specialised skills, techniques and knowledge. Methods and processes specific to the studio of choice are explored so that students develop visual literacy skills (the ability to interpret and make meaning from information presented in images), technical skills, and knowledge and understanding of traditional, modern, and contemporary art forms. Learners begin to develop skills in the research, analysis, and criticism of art from different social, historical, and cultural contexts and learn to express and identify meaning in artworks.

WHAT WILL I LEARN FROM THIS COURSE?

- how to develop a thematic body of work focusing on a studio area requiring specialised skills, techniques, knowledge, and history.
- concepts and theories that underpin a chosen studio area and the arts more generally, including the concept that visual arts can express both personal and cultural ideas.
- using and applying the appropriate methodologies and terminology in artmaking and art responses. These include methodologies such as experimenting and refining, and specialised terms such as artistic conventions.

PATHWAYS

Pathways out of Visual Art Level 2 include opportunities for learners to undertake study in Visual Art Level 3.

NOTES:

The Arts

VISUAL ART 2 (PHOTOGRAPHY)

TASC Code	ART215123
TASC Level	Level 2
TCE Points	15
TCE Standards	N.A.
Pre-requisites	<i>prior visual arts experience is recommended but not mandatory</i>

Visual Art Level 2 (Photography) is a course for learners who would like to engage with a specific visual art discipline of their choice, and it may also prepare them for Visual Art Level 3.

Learners will undertake arts practice in digital photography and editing. Students will learn specialised skills, techniques, and knowledge. Methods and processes specific to the studio of choice are explored so that students develop visual literacy skills (the ability to interpret and make meaning from information presented

in images), technical skills, and knowledge and understanding of traditional, modern, and contemporary art forms. Learners begin to develop skills in research, analysis, and criticism of art from different social, historical, and cultural contexts and learn to express and identify meaning in artworks.

Study of Visual Art Level 2 (Photography) promotes innovation and creative and critical thinking skills, persistence, and self-direction, all of which help prepare learners for their future.

WHAT WILL I LEARN FROM THIS COURSE?

- how to develop a thematic body of work focusing on Photography requiring specialised skills, techniques, knowledge, and history.
- concepts and theories that underpin a Photography and the arts more generally, including the concept that

visual arts can express both personal and cultural ideas.

- using and applying the appropriate methodologies and terminology in artmaking and art responses. These include methodologies such as experimenting and refining, and specialised terms such as artistic conventions.

PATHWAYS

- Visual Art Level 3
- Visual Art Photography Level 3

VISUAL ART 3

TASC Code	ART315123
TASC Level	Level 3
TCE Points	15
TCE Standards	N.A.
Pre-requisites	<i>prior visual arts experience is recommended but not mandatory</i>

Learners choose ONE of the following studio areas to focus on throughout the course:

PAINTING
DRAWING
GRAPHIC DESIGN
PRINTMAKING
CERAMICS
SCULPTURE
COLLAGE
TEXTILES
DIGITAL ART

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

(the ability to interpret and make meaning from information presented in images).

Visual Art Level 3 has been developed for learners seeking a pathway to tertiary studies or a career within visual arts. Learners develop a resolved body of work in a single studio area which demonstrates their understanding of visual art as a form of communication, a way to make sense of the world and their own experience and / or form of cultural transmission. The course encourages learners to apply problem-solving skills, think creatively and analytically and engage with traditional, modern and contemporary art forms. Learners apply and refine their skills in the research, analysis, and criticism of art from a range of social, historical, and cultural contexts, and express and identify meaning in artworks in increasingly sophisticated ways.

Study of Visual Art Level 3 promotes skill refinement, confidence, self-direction, and innovation, all of which prepare help learners for their future.

WHAT WILL I LEARN FROM THIS COURSE?

- How to develop a thematic body of work while deepening and broadening skills, techniques and problem-solving skills in a specialist studio area
- Applying the concepts and theories that underpin a chosen studio area and the arts more generally, including the concept that artistic conventions can be adhered to or subverted
- Using and applying the appropriate methodologies and terminology in artmaking and art analysis including visual literacy methodologies and language.

PATHWAYS

Pathways out of Visual Art Level 3 include opportunities for learners to undertake the Art Studio Practice Level 3 course and courses in visual arts at a tertiary level. Learners may pursue a visual arts career in fine arts, advertising, architecture, computer graphics, education, photography, film, fashion, publishing, museums or galleries.

The Arts

VISUAL ART 3 (PHOTOGRAPHY)

TASC Code	ART315123
TASC Level	Level 3
TCE Points	15
TCE Standards	N.A.
Pre-requisites	prior visual arts experience is recommended but not mandatory

Visual Art Level 3 (Photography) is a course for learners who would like to broaden and deepen their understanding and application of artistic practice, perception, and visual literacy (the ability to interpret and make meaning from information presented in images).

Visual Art Level 3 (Photography) has been developed for learners seeking a pathway to tertiary studies or a career within the visual arts. Learners develop a resolved body of work in the single studio of photography, which demonstrates their understanding of visual art as a form of communication, a way to make sense of the world and their own experience and / or a form of cultural transmission. The course encourages learners to apply problem-solving skills, think creatively and analytically and engage with traditional, modern, and contemporary art forms. Learners apply and refine their skills in the research, analysis, and criticism of art from a range of social, historical, and cultural contexts, and express and identify meaning in artworks in increasingly sophisticated ways.

Study of Visual Art Level 3 (Photography) promotes skill refinement, confidence, self-direction, and innovation, all of which help prepare learners for their future.

WHAT WILL I LEARN FROM THIS COURSE?

- how to develop a thematic body of work while deepening and broadening skills, techniques and problem-solving skills in Photography
- Applying the concepts and theories that underpin Photography and the arts more generally, including the concept that artistic conventions can be adhered to or subverted
- Using and applying the appropriate methodologies and terminology in artmaking and art analysis including visual literacy methodologies and language.

PATHWAYS

Pathways out of Visual Art Level 3 include opportunities for learners to undertake the Art Studio Practice Level 3 course and courses in visual arts at a tertiary level. Learners may pursue a visual arts career in fine arts, advertising, architecture, computer graphics, education, photography, film, fashion, publishing, museums or galleries.

ART STUDIO PRACTICE 3

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

Art Studio Practice provides an opportunity for learners who have completed Art Production to continue their art practice at the TASC Level 3 and thus extend the breadth and depth of their learning. The course allows learners to either continue practice in a studio/discipline area or to explore a new studio/discipline area within the context of creating and refining an exhibition proposal for a body of work, and completing it to resolution.

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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



The Arts

ART STUDIO PRACTICE 3 (PHOTOGRAPHY)

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

Art Studio Practice (Photography) provides an opportunity for learners who have completed Art Production to continue their art practice at the TASC Level 3 and thus extend the breadth and depth of their learning. The course allows learners to explore photography as a medium within the context of creating and refining an exhibition proposal for a body of work, and completing it to resolution.

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

BACKGROUND



YEAR 11/12

YEAR 11/12

CONTEMPORARY ART PRACTICE 3

TASC Code	CAP315124
TASC Level	Level 3
TCE Points	15
TCE Standards	Literacy
Pre-requisites	none

This course is for learners with an interest in art, who do not necessarily wish to be artists. This is a theory-based subject which does not have a practical component. Students conduct an inquiry into the professional role of either an Art critic or an Art curator, looking at the analysis of artworks or the management of artworks and artefacts. Visiting local art exhibitions, galleries and museums is an important aspect of this course.

There is no external examination for this course, but learners will be required to complete a 4000 to 6000 word Major Study where they will investigate the professional visual art roles of either an arts curator or arts critic.

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

- university

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

MEDIA PRODUCTION FOUNDATION 2 (SCREEN)

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

The Arts

MEDIA PRODUCTION FOUNDATION 2 (PRINT)

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

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

WHAT WILL I LEARN FROM THIS COURSE?

- how to make media in the specialised format of print (graphic design).
- knowledge and skills from the four units: What is media? Points of view, Creative story-telling and an Original project

PATHWAYS

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

MEDIA PRODUCTION 3 (SCREEN)

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

The world is becoming increasingly saturated with media content. This course offers learners experiences in film production and media analysis at the highest level of complexity available in senior secondary courses. Learners are provided with practical and creative opportunities to acquire media skills, knowledge and understanding through a practical and theoretical study of journalism, advertising, narrative and production. Learners develop an understanding of the creative and collaborative processes needed to make engaging screen (TV/ film/online content) products.

WHAT WILL I LEARN FROM THIS COURSE?

- Learners study the practical components of this course in the context Screen (TV/film/online content)

PATHWAYS

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

MEDIA PRODUCTION 3 (PRINT)

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

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

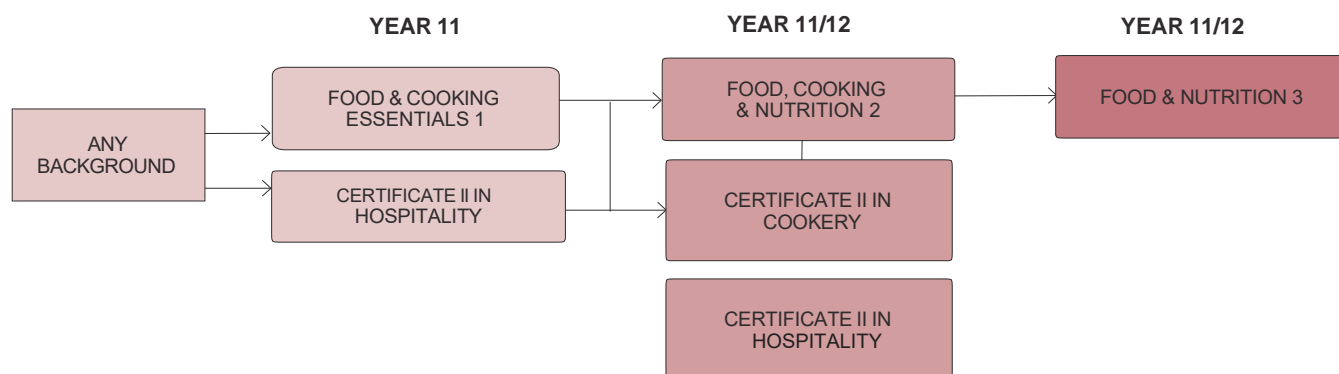
WHAT WILL I LEARN FROM THIS COURSE?

- Learners study the practical components of this course in the context of print media (graphic design).

PATHWAYS

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

Food Technology



FOOD AND COOKING ESSENTIALS 1

TASC Code	FCE110114
TASC Level	Level 1
TCE Points	10
TCE Standards	N.A.
Pre-requisites	none

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

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

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

There may be opportunity to obtain units of competency within this course.

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

FOOD, COOKING AND NUTRITION 2

TASC Code	FDN215118
TASC Level	Level 2
TCE Points	15
TCE Standards	N.A.
Pre-requisites	none

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

The emphasis is on practical cooking. It complements Health Studies, Sports Science and Certificate II in Cookery and Certificate II in Hospitality.

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

FOOD AND NUTRITION 3

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

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

It complements Health Studies 3, Sports Studies 3, Food and Cooking Essentials, Food, Cooking and Nutrition 2 and Certificate II in Cookery.

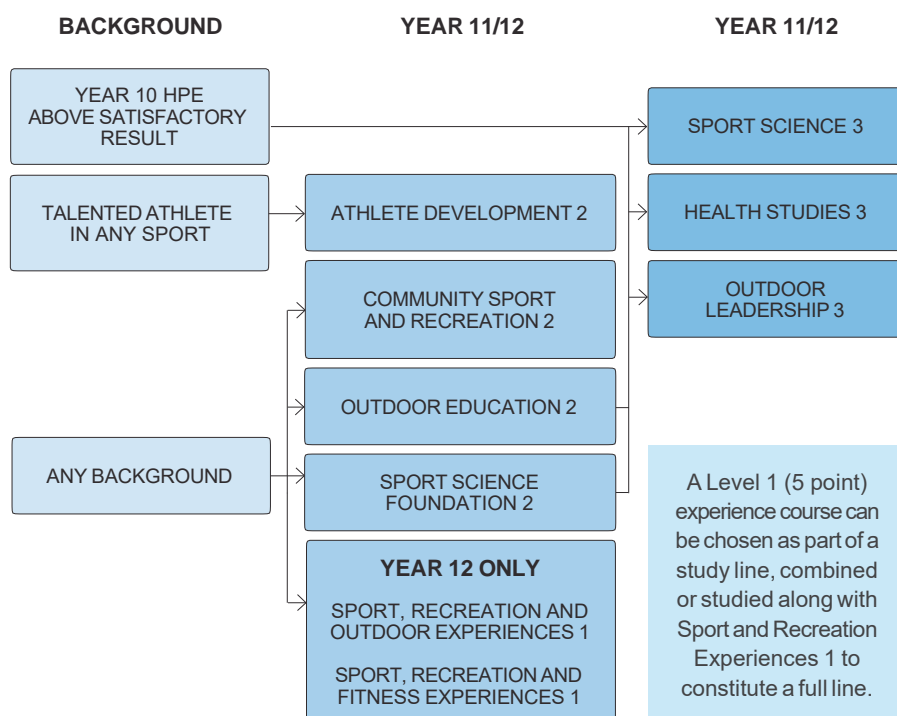
WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

Health, Outdoor and Physical Education



ATHLETE DEVELOPMENT 2

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

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

** Specialist classes in Athlete Development for AFL, basketball, cricket, soccer and other options pending interest are on offer in 2024. Other specialist classes may be considered if numbers are viable.*

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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



Health, Outdoor and Physical Education



SPORT, RECREATION AND FITNESS EXPERIENCES 1

Sport, Recreation and Fitness Experiences combines 2 courses to gain students 15 TCE points. This course is only offered to Year 12 students.

SPORT AND RECREATION EXPERIENCES

TASC Code	HPE110118
TASC Level	Level 1
TCE Points	10
TCE Standards	N.A.
Pre-requisites	none

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

WHAT WILL I LEARN FROM THIS COURSE?

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

FITNESS EXPERIENCES 1

TASC Code	HPE105118
TASC Level	Level 1
TCE Points	5
TCE Standards	N.A.
Pre-requisites	none

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

Health, Outdoor and Physical Education



Health, Outdoor and Physical Education

SPORT, RECREATION AND OUTDOOR EXPERIENCES 1

Sport, Recreation and Outdoor Experiences combines 2 courses to gain students 15 TCE points. This course is only offered to Year 12 students.

SPORT AND RECREATION EXPERIENCES 1

TASC Code	HPE110118
TASC Level	Level 1
TCE Points	10
TCE Standards	N.A.
Pre-requisites	none

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

WHAT WILL I LEARN FROM THIS COURSE?

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

OUTDOOR EXPERIENCES 1

TASC Code	OXP105118
TASC Level	Level 1
TCE Points	5
TCE Standards	N.A.
Pre-requisites	none

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

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

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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



Health, Outdoor and Physical Education

OUTDOOR EDUCATION 2

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

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

NOTES

COMMUNITY SPORT AND RECREATION 2

TASC Code	HPE215118
TASC Level	Level 2
TCE Points	15
TCE Standards	N.A.
Pre-requisites	none

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

Health, Outdoor and Physical Education

SPORT SCIENCE FOUNDATION 2

TASC Code	SPT215118
TASC Level	Level 2
TCE Points	15
TCE Standards	N.A.
Pre-requisites	none

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

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

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

Course requirements:

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

WHAT WILL I LEARN FROM THIS COURSE?

- how the body works from an athletic perspective

- how athletic performance can be developed through targeted training methodologies
- how skills are acquired through effective coaching

PATHWAYS

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

SPORT SCIENCE 3

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

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

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

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

WHAT WILL I LEARN FROM THIS COURSE?

- *Exercise Physiology* including the study and preparation of athletes; how to improve their performance under stress in both training and competition; how their bodies produce energy for physical activity; understanding how they recover; the theory behind training programs, and what it means physiologically to be fit
- *Skill Acquisition* including motor skills and learning, particularly focusing on teaching and coaching; the importance of reaction time and the study of biomechanics, including the use of technology to analyse and improve skill execution
- *Sport Psychology* examining the mental aspects required for preparing participants for sporting activities and the cognitive processes that occur and how they impact on sporting performance

PATHWAYS

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

Health, Outdoor and Physical Education

HEALTH STUDIES 3

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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



OUTDOOR LEADERSHIP 3

TASC Code	EXP315118
TASC Level	Level 3
TCE Points	15
TCE Standards	Literacy
Pre-requisites	<ul style="list-style-type: none"> • an appreciation of the natural environment • some previous outdoor experience • the confidence to lead a group of peers <p><i>Recommended for Year 12 students</i></p>

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

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

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

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

WHAT WILL I LEARN FROM THIS COURSE?

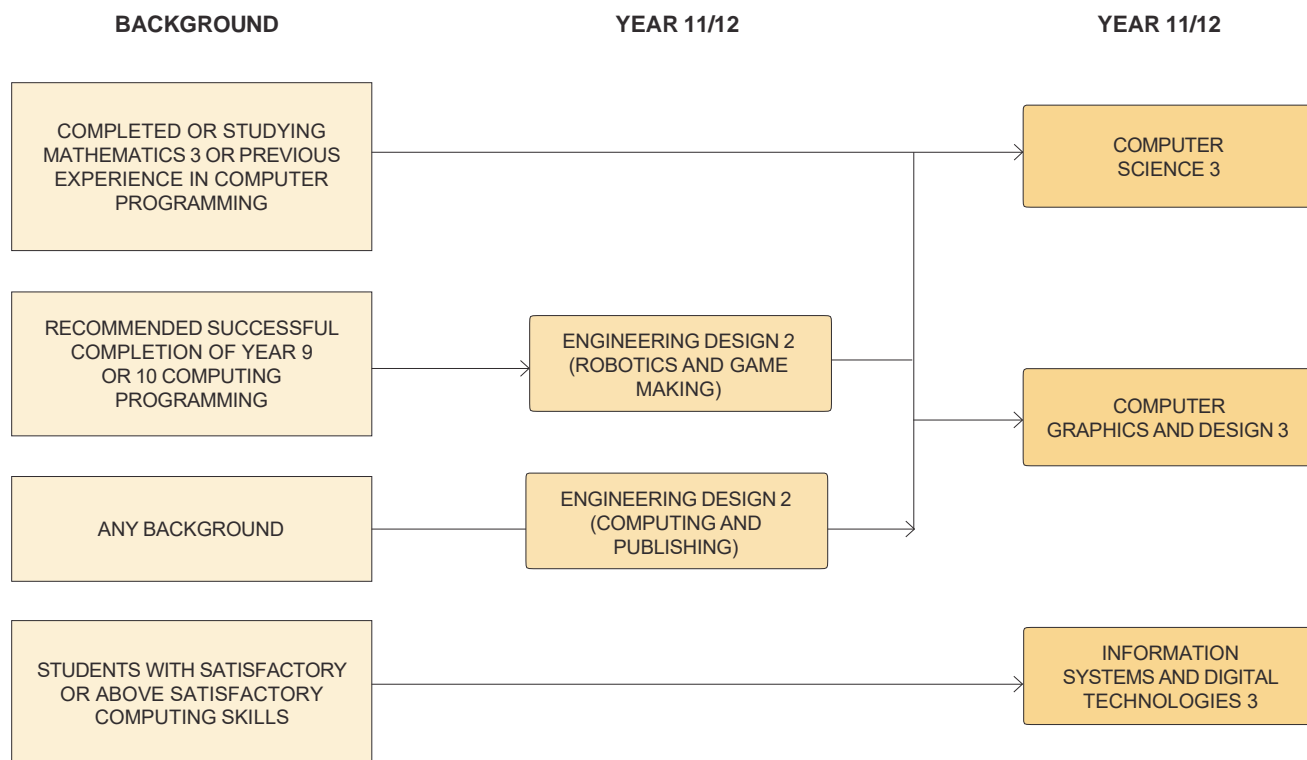
- leadership theory, qualities and skills
- group management theory
- organisational and planning requirements for leading outdoor activities
- ecologically sustainable practices in outdoor adventure activities
- how people experience and relate to the natural environment

PATHWAYS

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

If you are interested in VET Certificate II in Outdoor Recreation or VET Certificate II in Sport Coaching, please see page 81

Computing and Information Technology



ENGINEERING 2 (COMPUTING AND PUBLISHING)

TASC Code	EDN215122 <i>Engineering and Design 2</i>
TASC Level	Level 2
TCE Points	15 (5 for each)
TCE Standards	ICT
Pre-requisites	none

Engineering Design 2 (Computing and Publishing) teaches students the computing skills they need for adult life and work. Over the course of the year, students will use a range of technologies to solve problems in a real-world context. Using programs such as Canva, Wix, Adobe Suite, Microsoft Office and more, they will learn to use the engineering design process, and utilise design thinking to create solutions for clients.

Students will also plan, develop and implement a major project over ten weeks as part of a team.

This course is suited to students who want to work in social media management, administration and graphic design, or just want to become more capable computer users. No computing experience is required.

WHAT WILL I LEARN FROM THIS COURSE?

- Video development/Photoshop skills
- Drone Flight
- Social Media management
- Advanced uses of Microsoft Office
- Website development
- Design thinking skills

PATHWAYS

- Computer Graphics and Design 3
- Media Studies 3

Computing and Information Technology

ENGINEERING DESIGN 2 (ROBOTICS AND GAME MAKING)

TASC Code	EDN215122 <i>Engineering Design 2</i>
TASC Level	Level 2
TCE Points	15 (5 for each)
TCE Standards	ICT
Pre-requisites	none

Engineering Design 2 (Robotics and Game Making), teaches students to develop solutions to design challenges using computers.

Over the course of the year, students will use a range of technologies to solve problems in a real-world context. Using technologies such as Lego EV3 Robotics, GameMaker Studio 2, Minecraft, Microsoft Office and more, they will learn to use the engineering design process and utilise design thinking to create solutions for clients.

Students will also plan, develop and implement a major project over ten weeks as part of a team.

This course is suited to students who have a strong interest in computers or gaming. No programming experience is required.

WHAT WILL I LEARN FROM THIS COURSE?

- Robotics building and programming
- Effective game design
- Building games with GameMaker Studio 2
- Coding with Python
- Advanced uses of Microsoft Office
- Design thinking skills

PATHWAYS

- Computer Science 3
- Computer Graphics and Design 2/3

INFORMATION SYSTEMS AND DIGITAL TECHNOLOGIES 3

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

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

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

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

Design Technology

COMPUTER SCIENCE 3

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

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

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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



AUTOMOTIVE AND MECHANICAL TECHNOLOGIES 2

TASC Code	AMT215116
TASC Level	Level 2
TCE Points	15
TCE Standards	N.A.
Pre-requisites	none

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

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

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

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

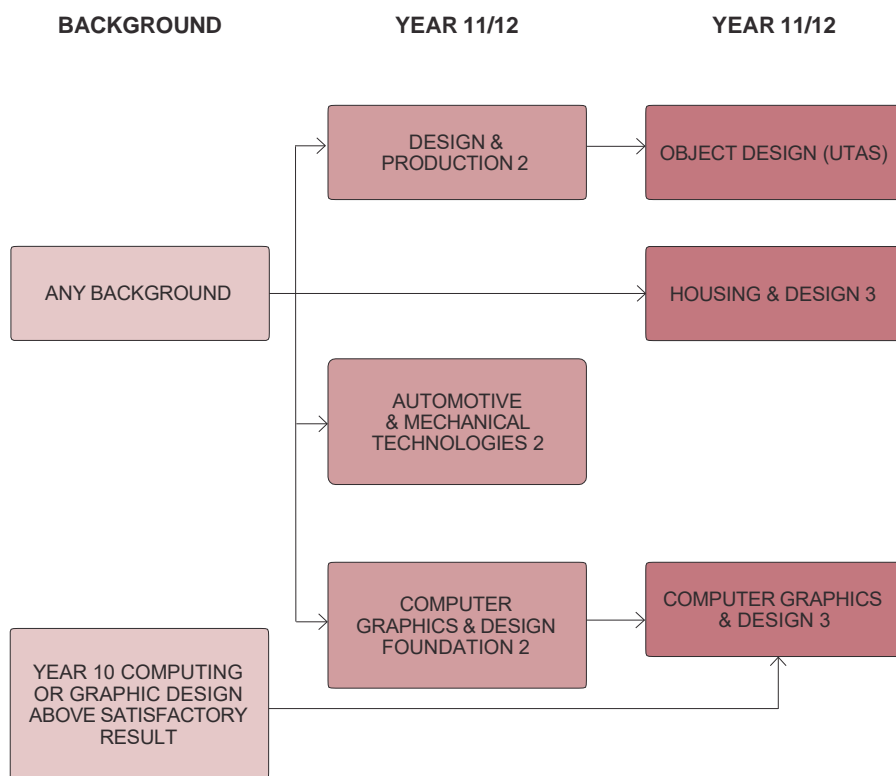
WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

DesignTechnology



DESIGN AND PRODUCTION (METAL) 2

TASC Code	DAP215116
TASC Level	Level 2
TCE Points	15
TCE Standards	N.A.
Pre-requisites	none

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

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



DesignTechnology

DESIGN AND PRODUCTION (WOOD) 2

TASC Code	DAP215116
TASC Level	Level 2
TCE Points	15
TCE Standards	N.A.
Pre-requisites	none

Design in Wood is a course that caters for students with a range of abilities and experiences in working with wood. If students would like to develop basic skills in using power tools and making simple wooden projects for use around the home, this course is ideal. If they are

interested in extending their existing wood working skills or are interested in pursuing a career in one of the many industries which deal with wood and wood machining, this course can be tailored to their needs.

WHAT WILL I LEARN FROM THIS COURSE?

- a knowledge of the processes and skills needed for making products
- how to plan and implement design and production projects to complete objects
- how to use and document design processes when investigating, generating and producing viable design solutions in response to a brief
- skills to create products using safe techniques and processes that are

relevant to the design brief, designed object and materials

- how to identify relevant functional, environmental, economic, aesthetic, social and technological factors when making design decisions

PATHWAYS

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



DesignTechnology

DESIGN AND PRODUCTION (TEXTILES) 2

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

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

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

WHAT WILL I LEARN FROM THIS COURSE?

- how to design construct products using fabrics and textiles

PATHWAYS

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

DESIGN AND PRODUCTION (DIGITAL CRAFT) 2

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

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

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

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

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

ELECTRONICS - FOUNDATION

TASC Code	ELT215114
TASC Level	Level 2
TCE Points	15
TCE Standards	N.A.
Pre-requisites	none

Electronics – Foundation is a practical course which introduces students to the basic concepts of electricity and circuits and the skills needed to construct small projects.

Students are encouraged to experiment with circuits and components in a structured manner, building up a library of knowledge about electronic circuits that perform different functions. Learners use a range of testing and prototyping techniques to build and test circuits, culminating in building small circuits from existing designs.

WHAT WILL I LEARN FROM THIS COURSE?

- basic information about electronics
- how to plan and organise to complete set experiments and projects
- identify and name basic electronics circuit components from diagrams and their physical components

- understand the operation of simple circuits and their components through theory and experiments
- model circuits using mathematical and analytical skills and techniques
- create circuits and electronic projects from existing designs using a range of workshop skills
- electronics concepts and ideas

PATHWAYS

- Certificate II in Electrotechnology
- Further studies in engineering or science
- Further studies in technical trades

DesignTechnology

OBJECT DESIGN (UTAS)

TASC Code	FSF104
TASC Level	Level 3
TCE Points	15
TCE Standards	N.A.
Pre-requisites	none

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

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

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

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

- UTAS Bachelor of General Studies

COMPUTER GRAPHICS AND DESIGN FOUNDATION 2

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

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

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

The course has two main areas.

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

- Computer Graphics and Design 3
- VET pathways in areas including Applied Design Technologies, Engineering and Design

DesignTechnology

HOUSING AND DESIGN 3

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

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

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

In addition to the external examination, a major folio will be submitted for external assessment.

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

COMPUTER GRAPHICS AND DESIGN 3

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

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

The course has three main areas.

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

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

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

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

This student directed research project is externally assessed.

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

Vocational Education and Training (RTO 1129)

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

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

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

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

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

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



Vocational Education and Training (RTO 1129)

CERTIFICATE I IN ACCESS TO VOCATIONAL PATHWAYS

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

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

A Certificate II in Skills for Work and Vocational Pathways may be offered to students where appropriate.

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

- pre-vocational pathway
- vocational training
- employment

CERTIFICATE II IN ANIMAL CARE

Code	ACM20121
Level	Certificate II
TCE Points	points depend on units gained
TCE Standards	N.A.
Pre-requisites	none

This qualification is an entry into the animal care industry. Students will provide care for animals in workplaces such as animal shelters, boarding facilities, sanctuaries and veterinary clinics.

WHAT WILL I LEARN FROM THIS COURSE?

- animal care hygiene
- feeding
- health care
- general animal wellbeing

PATHWAYS

- veterinary nurse
- animal groomer
- dog trainer
- wildlife ranger
- agriculture
- Certificate IV in Veterinary Nursing

CERTIFICATE II IN APPLIED DIGITAL TECHNOLOGIES

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

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

Vocational Education and Training (RTO 1129)

CERTIFICATE II IN AUTOMOTIVE VOCATIONAL PREPARATION

Code	AUR20720
Level	Certificate II
TCE Points	points depend on units gained
TCE Standards	N.A.
Pre-requisites	none

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

CERTIFICATE III IN EARLY CHILDHOOD EDUCATION AND CARE

Code	CHC30121
Level	Certificate III
TCE Points	points depend on units gained
TCE Standards	N.A.
Pre-requisites	none

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

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

- Early Years education
- CHC50121 Diploma of Early Childhood Education and Care
- partial completion of the Certificate III in Early Childhood Education and Care provides an entry level pathway into the child care sector

CERTIFICATE II IN CONSTRUCTION PATHWAYS

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

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

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

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

WHAT WILL I LEARN FROM THIS COURSE?

- communication skills



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

PATHWAYS

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

Vocational Education and Training (RTO 1129)



CERTIFICATE I IN DEFENCE SKILLS

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

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

WHAT WILL I LEARN FROM THIS COURSE?

- an introduction to a range of roles in the ADF (Army, Navy, Air Force)
- an introduction to core skills required for service in the ADF
- interaction with current and past Defence Force members

- assistance in meeting the requirements for service in the ADF
- the ability to challenge yourself, increase teamwork effectiveness and develop resilience
- navigation and patrolling techniques
- ceremonial activities
- communication skills
- survival techniques

PATHWAYS

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

NOTES

Vocational Education and Training (RTO 1129)

NOTES

METAL TRADES CERTIFICATE II IN ENGINEERING PATHWAYS

Code	MEM20422
Level	Certificate II
TCE Points	points depend on units gained
TCE Standards	N.A.
Pre-requisites	none

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

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

CERTIFICATE II IN HOSPITALITY

Code	SIT20322
Level	Certificate II
TCE Points	points depend on units gained
TCE Standards	N.A.
Pre-requisites	none

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

Students studying VET Hospitality will have the use of our state-of-the-art café. This space allows students to participate in a business and gain real life experience and skills on the job.

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

Vocational Education and Training (RTO 1129)

HEALTH OCCUPATIONS CERTIFICATE III IN ALLIED HEALTH ASSISTANCE

Code	HLT33021
Level	Certificate III
TCE Points	points depend on units gained
TCE Standards	N.A.
Pre-requisites	none

During this course you will be exposed to a broad range of health occupations. This qualification reflects the role of a new worker wanting to become an allied health assistant and gain entry to the aged care, disability and other health sectors. Students will learn a range of skills and knowledge to support individuals in their health and care requirements.

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

- Disability support
- Aged care
- Enrolled nurse
- Health occupations
- Partial completion of the Certificate III in Allied Health Assistance provides an entry level pathway into the allied health sector.

CERTIFICATE II IN COOKERY

Code	SIT20421
Level	Certificate II
TCE Points	points depend on units gained
TCE Standards	N.A.
Pre-requisites	none

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

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

OFFICE ADMINISTRATION CERTIFICATE II IN WORKPLACE SKILLS

Code	BSB20120
Level	Certificate II
TCE Points	points depend on units gained
TCE Standards	N.A.
Pre-requisites	none

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

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

- careers in all areas of administration including small business, legal, financial, state and local government
- Certificate III in Business
- Diploma in Business

Vocational Education and Training (RTO 1129)

CERTIFICATE II IN OUTDOOR RECREATION

Code	SIS20419
Level	Certificate II
TCE Points	points depend on units gained
TCE Standards	N.A.
Pre-requisites	none

This course is designed for students wishing to work in the eco guiding and outdoor recreation industry. The adventure tourism industry is growing in Tasmania.

Students could consider combining this qualification with Certificate II in Tourism or Hospitality which would provide skills suitable for work in a range of related industries.

WHAT WILL I LEARN FROM THIS COURSE?

- skills and knowledge in
 - conducting outdoor recreation sessions
 - maintaining overnight sites
 - managing equipment
- example elective activities in this course include learning to assist in bushwalking, climbing, kayaking, snorkeling, rafting and mountain biking endeavours

PATHWAYS

- outdoor activity assistant
- outdoor/tourism guide
- Certificate III in Outdoor Leadership

CERTIFICATE II IN SPORT COACHING

Code	SIS20321
Level	Certificate II
TCE Points	points depend on units gained
TCE Standards	N.A.
Pre-requisites	none

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

The program will prepare students for work undertaken as part of a team, or independently, in a structured environment such as a sporting club or school.

Individuals wishing to undertake this qualification should be a current or past participant in a particular sport.

WHAT WILL I LEARN FROM THIS COURSE?

- skills and knowledge in first aid
- officiating and coaching
- an understanding of injury prevention
- effective communication
- an understanding of the sport, recreation and fitness industries

PATHWAYS

- towards community coaching, sports coaching and high performance coaching
- teaching as a career

CERTIFICATE II IN ELECTROTECHNOLOGY (CAREER START)

Code	UEE22020
Level	Certificate II
TCE Points	points depend on units gained
TCE Standards	N.A.
Pre-requisites	none

This qualification is an entry level course for students wishing to pursue a career as an electrician. It will provide opportunities to set you up for work in the future. You will cover competencies for work entry, providing grounding in safety and basic skills and knowledge for work in any electrotechnology discipline. You will learn about workshop practices and develop skills in performing some basic electrical wiring of equipment. Students will also participate in testing instruments.

WHAT WILL I LEARN FROM THIS COURSE?

- Safety and skills in sustainable energy solutions
- fix and secure electrical equipment
- Solving problems with circuits
- Fabrication of electrotechnology components

PATHWAYS

- Traineeship/Apprenticeship in Certificate III in
 - Electrotechnology Electrician
 - air conditioning and refrigeration
 - electrical fitting
 - instrumentation and control

Vocational Education and Training (RTO 1129)

CERTIFICATE II IN TOURISM

Code	SIT20122
Level	Certificate II
TCE Points	points depend on units gained
TCE Standards	N.A.
Pre-requisites	none

This course offers students an exciting entry into the tourism industry and provides them with a range of generic skills which can be used in a much broader range of careers.

They will visit key tourism areas and services and will be required to participate in work placements and College events.

WHAT WILL I LEARN FROM THIS COURSE?

- industry knowledge
- experience working in socially diverse environments
- different presentation techniques
- how to interact with customers, clients and business associates

PATHWAYS

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

AUSTRALIAN SCHOOL-BASED APPRENTICESHIPS

School-based apprenticeships allow students to attend full-time College while also completing a qualification in industry at the same time, one or two days per week depending on the business's requirements and the student's study commitments. Whilst at 'work' students receive a trainee/apprenticeship payment depending on their age and the award, with a minimum of 7.5 hours and generally up to 15 hours of work per week. During holiday periods students can work more than the agreed hours.

Students complete a nationally recognised qualification whilst undertaking their apprenticeship and receive TCE points for the units of competency completed. A training provider delivers the training, with the student attending additional classes or undertaking online learning with the training provider and completing learning and assessment tasks in their own time. Guilford Young College is a Registered Training Organisation (RTO) and able to be the training provider for some courses. The school-based apprenticeship becomes one line on the student's timetable, replacing an elective subject.

If students have not completed the qualification before the end of Year 12, the training contract transitions from school-based apprenticeship to part-time or full-time apprenticeship until completed. School-based apprenticeships can commence at any time during the year.

There are a number of parties involved in the school-based apprenticeship process (student, parents, employer, training organisation and school). There is an additional party involved – the Australian Apprenticeship Support Network (AASN) who is employed by the government to arrange the training contract and can confirm financial incentives available for the business. There are 2 AASNs – MEGT and MAS Experience.

The role of Guilford Young College is to provide pastoral care for our students – ensuring that they are managing their apprenticeship, training and College subjects well, supporting as and if required.

The next step now is to make contact with potential employers and obtain an apprenticeship or traineeship. Students seeking school-based apprenticeships are also encouraged to register with MAS Experience and MEGT as they are always in industry and approached by employers seeking staff.

Supported Programs

ARTS LEVEL 1

TASC Code	ART115123
TASC Level	Level 1
TCE Points	15
TCE Standards	N.A.
Pre-requisites	none

Arts Level 1 is designed to teach learners basic skills and technologies and use fundamental principles of an art discipline to create art. Arts Level 1 can be studied in any of the five Arts subject areas of:

DANCE
 DRAMA
 MEDIA
 MUSIC
 VISUAL ART (including Photography)

WHAT WILL I LEARN FROM THIS COURSE?

Students learn how to describe their art and what they are intending to convey through their art. They identify some of the similarities and differences between their own work and the work of others. Arts Level 1 is an introductory course to Level 2 in Dance, Drama, Media, Music or Visual Arts. Learners will have the opportunity to develop confidence and creativity and communicate their unique perspectives on the world as they create and respond to a range of artworks/performances

PRELIMINARY ARTS STAGES 1 TO 4

TASC Code	PRA005119 PRA005219 PRA005319 PRA005419
TASC Level	Preliminary
TCE Points	0
TCE Standards	N.A.
Pre-requisites	none

Preliminary Arts is designed to provide learners with opportunities to undertake art processes, foster arts learning opportunities and access arts experiences. Learners will be able to choose from the five art disciplines of:

DANCE
 DRAMA
 MEDIA
 MUSIC
 VISUAL ART (including Photography)

In each of the disciplines learners will develop the ability to learn as artist and audience as well as learn through making and responding.

WHAT WILL I LEARN FROM THIS COURSE?

- how to communicate ideas through artistic practice
- how to present and perform artworks to an audience
- how to respond to own and others' artworks
- self-awareness and confidence
- how to engage with other learners and the school community in new ways.

ENGLISH INQUIRY 1

TASC Code	ENT115123
TASC Level	Level 1
TCE Points	15
TCE Standards	N.A.
Pre-requisites	below satisfactory Year 10 English

English Inquiry Level 1 will replace Practical English Level 1 and provide a pathway for Preliminary English Stage 4 learners. This is a practical course for students who need assistance to develop their English skills and is designed to prepare students for entry into further study or employment. It involves active inquiry designed to develop skills that will empower learners, increase their confidence in interpreting texts in their everyday lives, and improve communication skills and the expression of ideas.

WHAT WILL I LEARN FROM THIS COURSE?

- Reading, writing and conversational skills
- Interpreting and creating basic familiar texts
- Basic inquiry skills to find information and explore ideas

PATHWAYS

- English Inquiry 2

Supported Programs

FOOD AND COOKING ESSENTIALS 1

TASC Code	FCE110114
TASC Level	Level 1
TCE Points	10
TCE Standards	N.A.
Pre-requisites	none

Please refer to page 59.

PRELIMINARY ENGLISH STAGES 1 TO 4

TASC Code	PRE005119 PRE005219 PRE005319 PRE005419
TASC Level	Preliminary
TCE Points	0
TCE Standards	N.A.
Pre-requisites	none

Preliminary English caters for learners who require flexible and individualised programs. Learners are provided with experiences that engage, support and extend their learning, including the use of pictorial representations or other marks to express and record their ideas.

Learners will be provided with opportunities to engage with a variety of texts for enjoyment. They will listen to, read and view spoken, written and multimodal texts in which the primary purpose is to entertain, as well as some texts designed to inform.

Achievement in Preliminary courses do not contribute to the Tasmanian Certificate of Education (TCE). This allows for greater flexibility in regard to learner movement between stages and their learning time.

WHAT WILL I LEARN FROM THIS COURSE?

- how to use language in differing forms and situations to express and develop ideas, depending on individual needs and capabilities

- receptive skills to examine and respond to literature/texts which can include reading, comprehending, listening and viewing
- how to interpret, and use language to communicate in modes including writing, speaking, acting, use of Alternative Augmented Communication (AAC), signing, gesturing, and/or creating multimodal texts

NUMERACY 1

TASC Code	NUM115123
TASC Level	Level 1
TCE Points	15
TCE Standards	N.A.
Pre-requisites	N.A.

Numeracy 1 is designed to provide continuity for learners who have completed the Preliminary Maths courses. The Numeracy 1 course provides the opportunity to develop everyday skills in money, shapes and plans, estimation, chance, measurement and data representations.

WHAT WILL I LEARN FROM THIS COURSE?

- Numeracy and patterns – decimals, percentage, money and fractions
- Everyday chance and data – collecting and displaying data
- Everyday measurement and shape – perimeter, shapes and plans, mass, capacity and volume

PATHWAYS

- Mathematics 1

MATHEMATICS 1

TASC Code	MAT115123
TASC Level	Level 1
TCE Points	15
TCE Standards	N.A.
Pre-requisites	N.A.

Mathematics 1 provides continuity from Year 10 in applying problem solving strategies and mathematical techniques to situations that involve number, finance, measurement, chance and data.

WHAT WILL I LEARN FROM THIS COURSE?

- Pattern and algebraic reasoning – number, place value, fractions, decimals and percentages
- Probability and statistical reasoning – chance, data collection and interpretation
- Measurement and geometric reasoning – units of measurement, shapes, maps and plans

PATHWAYS

- Essential Mathematics 2A
- Essential Mathematics 2B

Supported Programs

PRELIMINARY MATHEMATICS STAGES 1 TO 4

TASC Code	PRE015119 PRE015219 PRE015319 PRE015419
TASC Level	Preliminary
TCE Points	0
TCE Standards	N.A.
Pre-requisites	none

Preliminary Mathematics caters for learners who require flexible and individualised programs. Learners will experience a range of learning activities in familiar contexts that will assist them to attend to and explore the world around them with as much independence as possible.

Learning experiences in this course are designed to move learners from an emergent level of responding to a level where the response indicates intention. Preliminary Mathematics aims to offer better outcomes in all aspects of learners' lives, and assist learners' access to achievable pathways to further education, training and/or employment outcomes.

WHAT WILL I LEARN FROM THIS COURSE?

- how to identify whole numbers and apply fundamental number skills to everyday mathematical situations
- how to use units of measurement
- how to use spatial awareness to describe position, location and shape
- how to collect, represent and interpret statistical information

WORK READINESS 2

TASC Code	WRK215117
TASC Level	Level 2
TCE Points	15
TCE Standards	Literacy, numeracy, ICT
Pre-requisites	None

This course prepares students for a career and work. It aims to develop the core skills students require to plan for and participate in work. It will also prepare them for further education across a broad range of industry areas.

The course contains three compulsory skill clusters that include: Navigate the world of work, Interact with others, and Getting the work done. Students will develop and maintain a portfolio of evidence of their development of core skills for work.

WHAT WILL I LEARN FROM THIS COURSE?

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

PATHWAYS

- workforce
- further education, particularly VET programs

WORKSHOP TECHNIQUES INTRODUCTION

TASC Code	WTE110114
TASC Level	Level 1
TCE Points	10
TCE Standards	N.A.
Pre-requisites	none

Workshop Techniques Introduction is designed for students wishing to develop basic skills in woodworking.

Learners will be involved in a variety of practical situations that may include the use of measuring, marking, cutting, shaping and power tools. They will develop skills in the selection and safe use of appropriate tools for the task they are undertaking and develop confidence in planning and problem solving in a workshop environment. Students will complete at least one minor and one major project from a given plan, and will be assessed on four criteria.

They will be fully supported in their learning with an emphasis on developing self-confidence and an understanding of the process and techniques involved in the manufacture of products in wood.

WHAT WILL I LEARN FROM THIS COURSE?

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

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Guilford
Young
College

Principal & Administration Office
PO Box 241
Glenorchy, Tasmania 7010
(03) 6238 4333
principal@gyc.tas.edu.au

Hobart Campus
94 Barrack Street
Hobart
contact@gyc.tas.edu.au

Glenorchy Campus
76 Bowden Street
Glenorchy
contact@gyc.tas.edu.au

website
www.gyc.tas.edu.au

