

**GUILFORD YOUNG
COLLEGE**
2014 HANDBOOK

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WELCOME TO GUILFORD YOUNG COLLEGE FOR 2014



Welcome to our 2014 Handbook and to the opportunities it will offer you as a student at Guilford Young College.

As the only Catholic Senior Secondary College in this State, we occupy a unique position. Our students have established a record of outstanding achievement in their studies, careers, sporting and cultural pursuits and service to community. Our reputation is well recognised.

Guilford Young College is committed to providing support, structure, a comprehensive range of academic and vocational courses, and excellence in teaching within a comfortable learning facility. We welcome students from all schools and colleges, government, independent and Catholic.

We value and celebrate achievement and generosity. Our teachers are dedicated to delivering an exemplary, multi-faceted and engaging curriculum. We care for the individual and understand the need to offer the broadest range of courses culminating in vocational qualifications and work readiness and the academic profile necessary for students to access all levels of tertiary education.

Our teachers will accompany you as you undertake your learning pathway. Our purpose is to enable you to grow in self-direction and resilience, encouraging you to become responsible contributors to the wider community. You, our students, are at the centre of all we do.

We have high expectations for you. We ask you to commit to attending all classes, study lines, house assemblies, tutor time, College celebrations and days devoted to personal reflection and growth.

It is important for you to fully utilise every learning opportunity and to take advantage of contributing to the life of the College. All members of our community are called to be respectful of the needs of others; to care, and take responsible action in order to support the rights and safety of all. Your senior secondary years belong to you and offer a vital time to shape your future and provide you with real advantage.

The College has excellent facilities at both campuses and commits to continued refurbishment and building in order to provide a safe, comfortable, welcoming and modern learning and gathering environment. We have expanded our vocational courses through establishing the Southern Tasmanian Catholic Colleges Trade Training Centre. We offer an extensive range of courses including Hospitality, Construction, Automotive, Engineering, Horticulture and Hairdressing. Guilford Young College is committed to providing students with extensive opportunities to identify meaningful career options. Each campus has a Careers Counsellor.




The forming of good friendships and the building of 'school spirit' are important to our community. Our students recognise this and value it. Relationships between our students and staff are described as being adult, respectful and supportive. Teachers regard their students as individuals and welcome the role of providing nurture, encouragement and guidance during these significant years. We understand our responsibility to firmly state our values, expectations and standards. Our purpose is to see you achieve your best and fully participate in building our community.

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

Bobby Court
Principal, Guilford Young College

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GUILFORD YOUNG COLLEGE - VISION AND MISSION




Guilford Young College opened its doors to students in February 1995, having been established by the Archdiocese of Hobart, the Christian Brothers, the Dominican Sisters, the Salesians of Don Bosco, the Sisters of Charity and the Sisters of Saint Joseph.

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

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

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



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

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

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

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Vision Statement

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

Mission Statement

Guilford Young College is a Catholic co-educational senior secondary college. In this place of learning all are invited into relationship with God and each other. Central to our learning is the focus on the individual, excellence in teaching practice, equality and diversity of opportunity and personal challenge.

We are a welcoming, compassionate community that provides a safe and inclusive learning environment. The College values critical thinking, the pursuit of knowledge and life long learning. We promote positive futures and encourage members of our community to take responsibility for their own lives and assist in shaping a better future for all.

PASTORAL CARE AND MINISTRY

Ministry Statement

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

Statement of House

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



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

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

Our Mission Statement reminds us that we recognise, appreciate and develop students' gifts in a spirit of collaboration, love and service. The College seeks to support and affirm each student through:

- our values and traditions
- pastoral care
- retreats, liturgies and outreach programs
- student leadership
- our policies and Code of Conduct
- restorative justice
- generous commitment of our teachers and tutors.

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



The College was established by our Founding Orders: the Sisters of St Joseph, the Dominican Sisters, the Salesian Fathers, the Christian Brothers and the Sisters of Charity. Our College Houses, Guzman, Rice, Bosco, MacKillop, Carmel and Tenison, are named to recall their significant contribution to our story. The vision and mission of our Founding Orders is summarized in our Statement of House.

There are a range of opportunities for students to be generous builders of community and active members of committees and organisations such as the St Vincent de Paul Society, the Justice Action Network and Edmund Rice Camps Tasmania. The College supports the work of the Red Cross by encouraging our students to be blood donors.

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

Students are very much aware of being ecologically and globally responsible, and are able to progress their stewardship by actively participating in the Environment Committee and through our partnership with the Conservation Volunteers.

The Student Leaders work with an ever-present focus of service, eager to see respectful and healthy relationships formed at GYC. With the support of the Mind Matters framework and through use of the 'See, Judge and Act' service model approach to leadership, they aim to support one another, to acknowledge and use their gifts and to be welcoming to all.

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TEACHING AND LEARNING													
<p>The College is committed to high standards and innovative methods of teaching so that students are challenged to achieve their potential. Students are encouraged to work co-operatively in an environment where the need for equity, mutual respect, tolerance and justice is recognised.</p> <p>We provide a comprehensive range of courses to cater for academic and training pathways. Our College Teaching and Learning Team leads and supports the professional learning and pedagogical review required in order for teachers to provide programs that are stimulating and engaging.</p> <p>Our learning opportunities enable students to develop a rich knowledge and appropriate skills, competencies and values. Our College community shares a common vision for the future of our young people and has a deep understanding of our responsibility in helping to shape their lives. The College provides the following facilities across both campuses to encourage the best outcomes for all students in its care:</p> <ul style="list-style-type: none"> performing arts centres and music rooms a variety of specialist art, media and photographic studios technology libraries and information centres modern hospitality facilities, including industry standard commercial kitchens Trade Training Centre student services including careers advice centre 													
 <ul style="list-style-type: none"> learning support centres English as Another Language and special support for newly arrived students sports gymnasiums and practice fields. <p>As a Registered Training Provider, Guilford Young College also offers an expanding range of nationally recognised Vocational Education and Training (VET) programs. Our facilities include a world class Trade Training Centre in partnership with our other Catholic Colleges to provide a comprehensive range of VET programs.</p> <p>Guilford Young College is committed to fostering academic integrity and authenticity of work habits within its entire student cohort. The handbook, <i>Academic Integrity at Guilford Young College</i>, sets out our policy and procedures and is available on our website: www.gyc.tas.edu.au (curriculum).</p>													
													

Philosophy of Teaching and Learning

Guilford Young College is a welcoming and inclusive community offering a learning environment in which individual needs and differences are valued and respected. Through flexible learning delivery, we provide a holistic education which is relevant, challenging and student centred. We strive to develop autonomous and reflective learners who will become effective and constructive global citizens. Inspired by Catholic values, our students are challenged to develop their potential and to become lifelong learners who take responsibility for shaping their own lives.

INFORMATION COMMUNICATION TECHNOLOGY AND PRIVACY

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

- filtered Internet access
- web-based email
- file storage on centralised file servers.

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

The College seeks to maintain pace with the developments in ICT that are constantly occurring. New and emerging technologies are reviewed by our Information Communication Technology Committee and incorporated into the College where appropriate.

Student Use of the Internet and Other Computer Technologies

Guilford Young College provides numerous Internet access points, computer work-stations and related resources for the benefit of students at both campuses and for out-of-class use. The potential educational benefits of information technology in areas such as research, collaborative and individual learning, communications and workplace skills are enormous. However, in allowing access to such facilities outside the direct supervision of the classroom environment, the College is aware that problems may occur concerning the offensive nature of some information available on the Internet and the possibility of students making inappropriate use of resources.

The College has in place a “*Student Computer Use Agreement*”. The user agreement is available for download in the student community within the College’s Intranet (Masterfile).



College Privacy Policy

On 21 December 2001, legislation covering privacy of information was promulgated. Information about students gathered by Guilford Young College is retained for educational purposes according to the requirements of the legislation. From time to time student names and photos appear in College publications such as newsletters, the yearbook, newspaper articles etc. Please advise in writing if you have any concerns. Guilford Young College is a Privacy Compliant Organisation.

The Policy

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

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

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

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LIBRARY AND INFORMATION RESOURCE CENTRE



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

Our online databases, (ANZRC) Ebsco, Encyclopaedia Britannica and World Religions Online are easily accessible from the College intranet. Additionally, our video streaming service offers a number of excellent free commercial and television programs for both student and teacher use.



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

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

The libraries are open throughout the school year, including exam times, from 8.20am-4pm on weekdays.

TARGETED PROGRAMS

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

General Learning Support

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

Special Needs

The College prides itself on catering for all its students; in particular students with special learning needs. Life skills, community access, social skills and transition programs are all provided for students who require particular learning needs support. Students are encouraged to participate in all areas of College life, in particular work experience and transition-to-work programs.

The College ensures ease of access is provided to students with physical disabilities by the installation of ramps and lifts at the Hobart Campus. Of the two campuses, the Glenorchy Campus is the least physically challenging for students because the site is flat and mostly on one level.

English as Another Language Support Program

The College welcomes newly arrived overseas and other students from culturally and linguistically diverse backgrounds, including exchange students. Classes are available from beginner to Senior Secondary TQA 3 levels. In-class and additional assistance with English may be available on a one-to-one or small group basis.

Aboriginal Student Support Program

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

SPORT

We offer

Swimming

Rowing

Tennis

Surfing

Sailing

Boys' Cricket

Girls' Soccer

Basketball

Hockey

Netball

Boys' Soccer

Badminton

Boys' Football

Waterpolo

Horse Riding

Girls' Football

Squash

Cross Country

Athletics

Girls' Cricket

Golf



Guilford Young College offers an exciting sporting program which caters for a range of students' abilities, interests and needs. While all students are encouraged to share their gifts and talents and participate in College sporting activities, the College recognises participation is the choice of each student. Students have the opportunity to extend their sporting skills, fitness and enjoyment levels while developing teamwork and College spirit. From year to year, students have the opportunity to represent the College on sporting trips to the mainland. The trips are organised to extend individual skills, team work and cooperation amongst the team. They provide exciting opportunities for students to play in competitions against a wide variety of schools from other states.

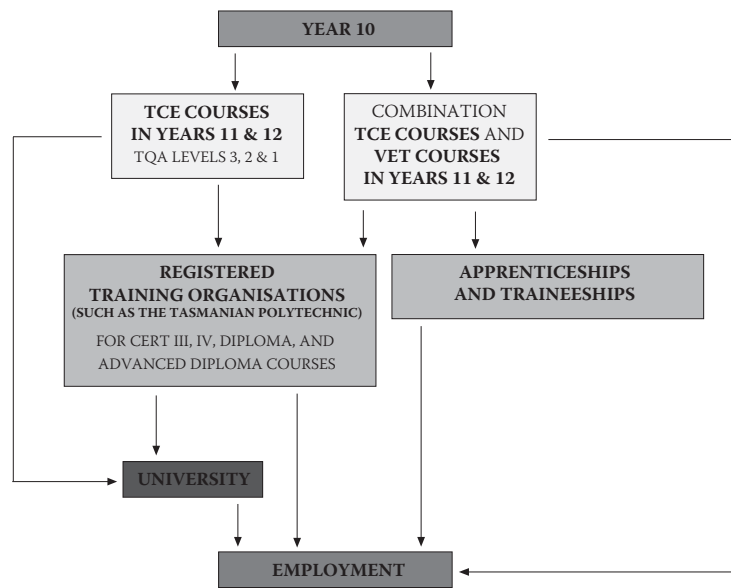
Outdoor Education, Health and Physical Education

A popular course of study at Guilford Young College is Outdoor Education which involves study, planning, preparing and undertaking challenging new skills. The sporting program at the College is also complemented by the Health and Physical Education program. The HPE Department incorporates a variety of strands with some courses being offered at a TQA 3 level. Teamwork, co-operation, skill development and an awareness of a healthy lifestyle are important objectives of all the practical courses.

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PATHWAYS THROUGH COLLEGE AND BEYOND



Guilford Young College is committed to the provision of a curriculum which affirms and promotes the individuality and giftedness of every student. To assist students in their course choices, some pathways are indicated below. These pathways should be treated as a guide only. Students may combine courses from more than one pathway to make their course selection.

TQA 3 University Entrance Pathway

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

If students are considering a university education after Year 12 they should remember that these TQA 3 courses are:

- academically challenging and
- theory based.

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

General TCE Pathway

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

- may be various hours
- cover a broad range of activities
- include practical work
- may be taken in conjunction with TQA 3 and/or vocational courses.

Vocational Education Pathway

A variety of VET courses are offered to both Year 11 and 12 students. These programs are nationally recognised and

- lead to entry-level qualifications in specific industries
- give students distinct advantage when applying for employment
- can be taken alongside TQA 3 and general TCE courses.



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

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

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

CHOOSING YOUR COURSE



For University Entrance

The minimum entry requirements are:

- at least two years in post Year 10 study for the Tasmanian Certificate of Education (TCE)
- a Satisfactory Achievement (SA) result or better in a minimum of four but preferably five Senior Secondary TQA 3 courses, and
- attainment of the minimum of four courses in not more than two (not necessarily consecutive) years.

Selection of Tasmanian senior secondary applicants for most courses will be based on the ATAR (Australian Tertiary Admission Rank). The ATAR score is calculated by aggregating the scores of your best three TQA 3 courses (from Year 12 or 13), together with the best score(s) of up to two other TQA 3 courses in that year or one other year, for example, Year 11. This score is then expressed as a percentile rank (ATAR). A minimum ATAR rank of 65 is generally needed to obtain a university place. Some high-demand courses such as Medicine require an ATAR rank of over 95 and a high result in the undergraduate medical admissions test (UMAT). Some university courses require pre-requisite TQA 3 courses. You can check this on the universities web-sites. For most mainland universities you must pass a TQA 3 English course to gain admission.

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

Applicants who do not meet the above requirements will be considered for their course preferences on a concessional basis, or will be contacted to discuss course options. To be considered for concessional entry an applicant's performance in the TCE and any supporting evidence of their capacity to undertake higher education study will be assessed. Supporting evidence may take the form of advice from the relevant School/College/Principal or Careers Advisor.



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CHOOSING YOUR COURSE

VET Courses

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

You need to choose a course in an industry area: Agrifoods, Business, Hospitality, Tourism, Automotive, Engineering, Hairdressing, Children’s Services or Construction.

Other Training Courses

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

- Industry training is usually offered at Certificate 1 or 2 level and goes through to Diploma and Advanced Diploma. Your starting point will usually depend on your school results and your experience. Some courses will have interviews to determine your suitability and your genuine desire to work in that industry.
- If you are aiming to enter a Diploma or Advanced Diploma course, you would be advised to work towards a Satisfactory Achievement Award or better in one or two TQA level 3 courses. Some training courses may require you to have studied certain courses at school or undertaken a related VET course.
- If you wish to pursue further study and gain industry qualifications, you should collect information on the course you are interested in. Also check enrolment dates, length of course and if the course has any other requirements.



If You Want a Job/Apprenticeship/ Traineeship

- You need to think about getting as many relevant skills as possible. Choose courses which are practical and that are related to real world experiences.
- Remember that employers also like to see results in English and Maths, so choose the highest level of which you are capable.
- You should consider an industry VET course.

THE TASMANIAN CERTIFICATE OF EDUCATION (TCE)



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

The TCE

The Tasmanian Certificate of Education is issued at the end of Year 12 to those students who have completed a two year program of senior secondary studies and who have been able to meet a number of requirements specified by the Tasmanian Qualifications Authority (TQA).

These include:

- a minimum of 120 credit points over two years with at least 80 of these credit points at TQA 2 or higher
- evidence that a student has participated in pathway planning, and
- a certain standard in literacy, numeracy and ICT.

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

Courses studied at TQA level 3 and TQA level 2 carry 15 credit points provided a minimum Preliminary Achievement (PA) award is achieved. Courses studied at TQA level 1 carry 10 credit points. An NN result does not gain any credit points. Students are also able to gain credit points through their study of Vocational Education and Training (VET) courses.

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

All students who complete one or more courses accredited by the TQA will receive a Qualifications Certificate stating the courses studied and the award they have gained in each of those courses. It can include vocational education and training qualifications and units of competence, senior secondary qualifications and other qualifications recognised by the TQA.

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

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



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FURTHER TRAINING AND SKILLS DEVELOPMENT AND ATTAINMENT OF QUALIFICATIONS

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

It is made up of a cluster of colleges: Guilford Young College (lead school), St James Catholic College (Cygnet), St Virgil's College (Austins Ferry), Mount Carmel College (Sandy Bay), Sacred Heart College (New Town), MacKillop Catholic College (Morningson), Dominic College (Glenorchy), St Mary's College (Hobart).

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

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

GYC is the Registered Training Organisation (RTO) for the TTC. The RTO meets all the Australian Quality Training Framework standards.

Further information regarding the Trade Training Centre or the VET courses offered by GYC is available by contacting the VEL Manager, Jane Jakimowicz, at jjakimowicz@gyc.tas.edu.au



VOCATIONAL EDUCATION AND TRAINING (VET)



What is Vocational Education and Training?
VET provides:

- education for further training and employment.
- nationally accredited training courses that provide skills and practice for specific jobs.
- up to 240 hours of work placement in relevant industries providing “hands on” experience.

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

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

Why do a VET course?

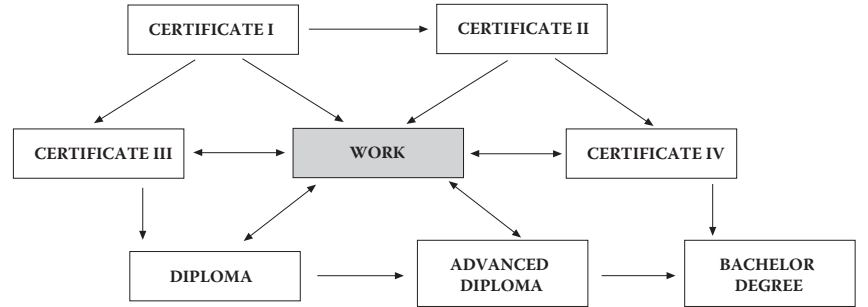
- Gain industry qualifications
- increase your chances of gaining employment
- start on a pathway to further education and training
- develop confidence and have fun
- gain valuable work skills.

How can I get more information?

- Details for individual VET courses begin on page 55.
- Contact the VEL Manager, Jane Jakimowicz 6238 4350 jjakimowicz@gyc.tas.edu.au

VET PATHWAY

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



GYC is a Registered Training Organisation registered to deliver a range of VET programs. You can choose from:

*Certificate 1 in Agri-foods
Certificate 1 in Automotive
Certificate 1 in Business
Certificate 2 in Business
Certificate 1 in Construction
Certificate 1 in Engineering*

*Certificate 2 in Engineering
Certificate 2 in Hairdressing
Certificate 1 in Hospitality (Kitchen Operations)
Certificate 2 in Hospitality (Kitchen Operations)
Certificate 2 in Tourism
Certificate 3 in Children's Services*



How to Read Course Descriptions

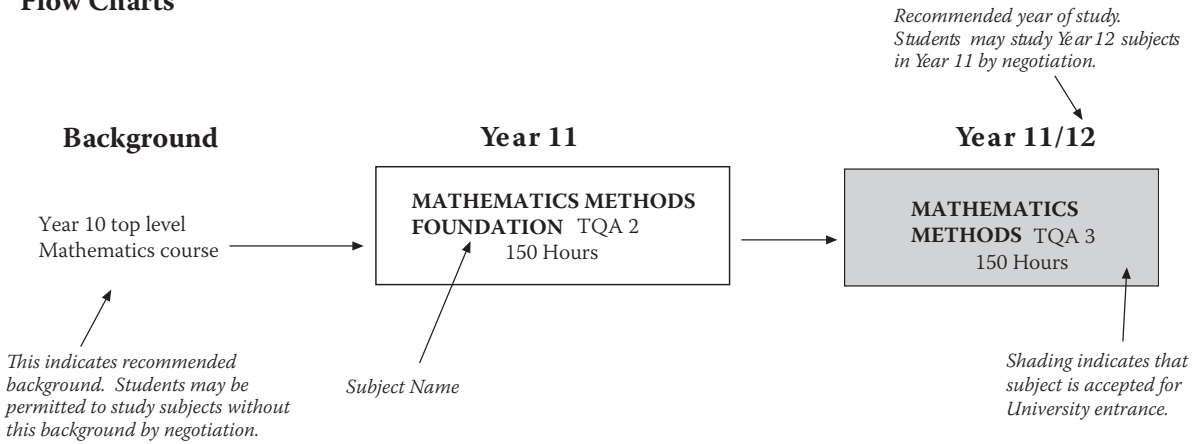
The course information in the following pages is correct as of date of printing.

All courses are grouped in learning areas and may be accessed quickly by reference to the Course Index on page 58. Flow charts are provided on the first page of each of the learning areas to indicate possible pathways from Year 10 through to Year 12. Students are encouraged to plan their course choices over a two year period.

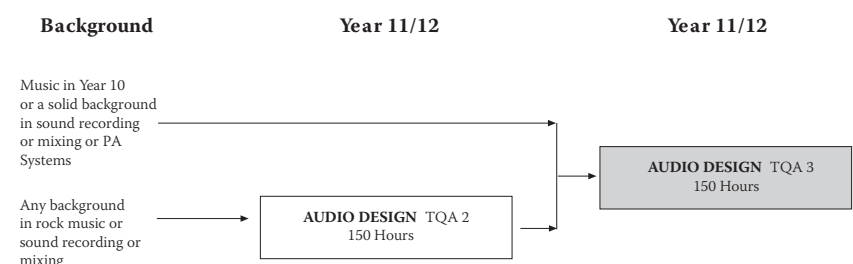
Background indicates if there are recommended requirements as background for any Year 11 or 12 courses. Many courses can be accessed without any previous experience. TQA 3 or **University entrance courses** are shaded in the flow charts.



Flow Charts



The Arts



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

Audio Design TQA 2
Size value: 15 points (150 hours)

Students enrolled in the level 2 course work alongside those doing the far more demanding level 3 course. Depending on the aptitude and motivation of the student it is possible to do the more demanding level in Year 11.

Audio Design TQA 3
Size value: 15 points (150 hours)
University entrance course

Students enrolling in Audio Design TQA 3 will generally have successfully completed Year 11, and will have the ability to work independently and meet deadlines. It is possible for a highly motivated and self-disciplined Year 11 student to do this higher

level course, course to meeting any of the following criteria, or following negotiation with the Audio Design teacher:

- have successfully studied or completed a course involving mixing and recording at their previous school
- are actively involved in recording music on a home system
- have successfully completed a Year 10 course in music.

The TQA 3 course involves a formal, written, externally assessed exam and the submission of a demanding folio of work to the TQA at the end of the year. Students will specialise in music technology and recording for their written exam and folio, but will also be highly involved in live sound mixing and sound reinforcement for concerts and productions.

As an Audio Design student you will:

- learn about the different types of leads, equipment and microphones in use
- learn to set up a professional standard PA system
- learn how to interface graphic EQ, compressors and other signal processors
- undertake the management of public concert sound systems
- do live mixing at concerts
- learn how to use the recording technology available at the College, in particular protocols, for multi-track recording sessions
- record live performances and concerts
- do major studio recordings of rock and other style bands



- prepare audio content for use on video material
- learn about the relevant Occupational Health & Safety issues affecting the industry
- investigate some legal issues affecting the industry.

Pathways: These skills should enable a successful student to approach an employer in the industry.

Drama - Technical Production TQA 2
Size value: 10 or 15 points (100 or 150 hours)

This course is intended for students who wish to gain or increase experience in the technical aspects of drama and theatre. It is a highly practical course. In a fun, challenging and safe environment, students will:

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

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

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The Arts



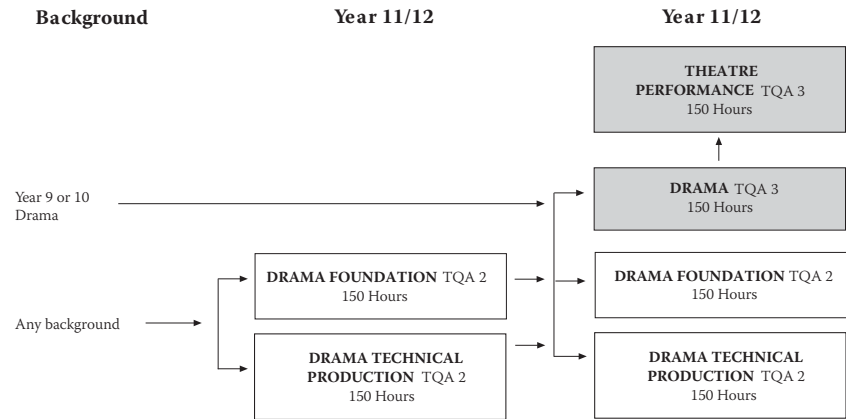
Drama Foundation TQA 2

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

These constructive yet entertaining courses are ideally suited to students who have little or no experience in drama but would like to learn. They will also help to develop their self-confidence. In these courses you will:

- learn to work as part of an ensemble
- participate in physical movement exercises
- develop skills in voice
- evolve an understanding of the acting process
- create credible characterisations
- undertake written reflection of learning.

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



Drama TQA 3

Size value: 15 points (150 hours)

University entrance course

This is a diverse and stimulating course that is able to be studied by both Year 11 and 12 students. Young people who want to be challenged in their drama-making skills will enjoy this text-based and highly interpretive study in drama. The pace of work is insistent and students have the opportunity to present a number of works for performance during the year.

In this course you will:

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

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

Theatre Performance TQA 3

Size value: 15 points (150 hours)

University entrance course

This is a dynamic and challenging course designed for students who have already completed Drama TQA 3, and offers students who are passionate about theatre and acting the opportunity to undertake an intensive study of dramatic performance and techniques. Students in this class form a ‘company’ and undertake extensive theatre work, as well as developing their own program of solo vocal pieces.

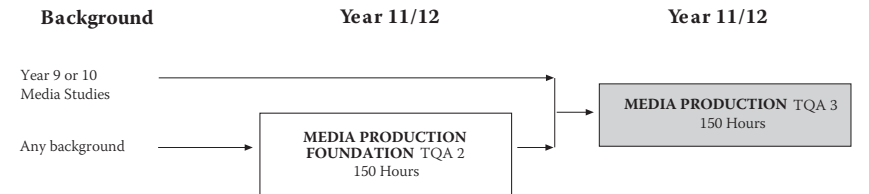
In this course you will:

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

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

If students have not undertaken Drama TQA 3 in Year 11, entry to this course may be possible through negotiation and audition.

The Arts



Media Production

This course is designed for the creative student, with a particular interest in exploring aspects of this global industry. Media often are used to educate, shape our perception, entertain and inform. In this context, students are provided with a range of opportunities to develop and refine their own creative ideas into finished products.

Practical and technical skills are acquired and developed while working individually and in teams in the areas of pre-production, production and post-production. The impact and influence of media on society is examined as students undertake exercises related to all aspects of the production process, including the development of narrative elements and audience engagement.

This course involves working in front of, as well as behind, the camera. Whilst the course has a practical emphasis applied writing and reading skills are required at the pre-tertiary level. As such it provides opportunities for students looking to develop a range of skills, including teamwork, communication, creative focus and commitment.



Media Production TQA 3

Size Value: 15 points (150 hours)

University entrance course

This course is designed for students who wish to develop understanding of a range of aspects of the media at the highest degree of complexity offered at the senior secondary level. Students will explore the media through practical experiences. Students will form into production teams within learning environments that simulate a professional setting in order to develop products in a specific medium. Through acquisition of technical and analytical skills students will develop the ability to critically assess and appreciate the operational functions and social implications of their medium of specialisation.

Pathways: This course is valuable for students interested in careers in television, film, art and journalism, such as production assistant, camera operator, video or film editor, producer, director, advertising creative, journalist, screenwriter, video artist.



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The Arts

Dance TQA 2

Size value: 15 points (150 hours)

Dance across all levels encourages students to develop their skills in three areas:

- dance skills and performance skills
- dance making (choreography)
- dance appreciation.

At Level 2, students will learn:

- introduction to contemporary dance technique
- choreographic skills as part of a group, leading to individual solo creation
- dance appreciation, focusing on description and analysis of live dance works
- self-reflection through journal keeping and describing their own choreography
- performance skills by dancing in front of live audiences at various events
- basic anatomy and safe dance practices.

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



Choreography and Dance

Performance TQA 3

Size value: 15 points (150 hours)

University entrance course

At Level 3, students will learn:

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

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

External assessment requirements for TQA 3 Dance students:

- Practical: Student’s own choreography of a solo Student’s own choreography of a group piece.



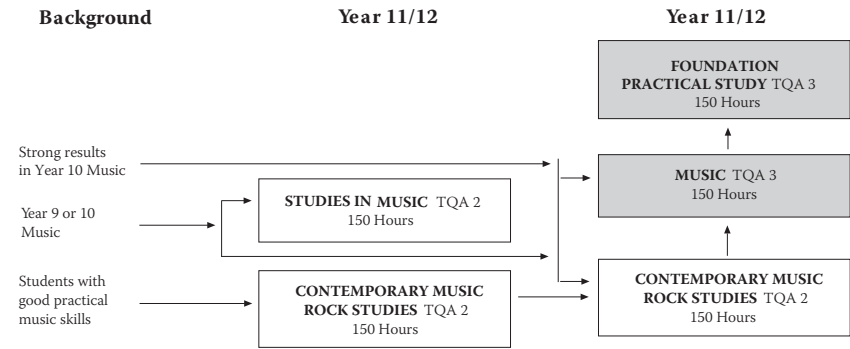
- Theoretical: Two-Part folio Part A, reflection of student’s choreographic work (solo and group) Part B, critique of three performances viewed throughout the year.

Studying dance at GYC encourages and develops valuable life skills that are vital for any career path, such as:

- leadership
- self-discipline
- written skills
- health and well-being
- co-ordination
- problem solving skills
- co-operation and team work
- safe dance practices and anatomical knowledge
- self-reflection and improvement
- self-expression and confidence.

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

The Arts



Music

GYC endeavours to provide a rigorously stimulating performing arts program in which students are given every opportunity to develop as young musicians. Students are also expected to take music beyond the classroom and join one of the instrumental or choral ensembles offered at the College.

Music TQA 3

Size value: 15 points (150 hours)

University entrance course

This course requires students to have completed Studies in Music TQA 2 or have a very solid background in theory and performance.

This course provides opportunities for students to grow as musicians through:

- developing skills, knowledge and understanding of the musical elements of pitch, time and design,
- communicating ideas and information,
- developing understanding of music through critical listening and analysis,
- responding creatively and reflectively to cultural influences.

Students will also study **one** of the following options:

- Performance
- Improvisation/Composition/Arrangement
- Negotiated area of study

Foundation Practical Study (Year 11/12 Performance/Composition) FCP113/120

Size value: 15 points (150 hours)

University entrance course

This course is offered by the Tasmanian Conservatorium of Music (UTAS). It is a 25 per cent unit in the Diploma of Music. For students aspiring to enter the Conservatorium of Music, specialising in either Performance or Composition, this course provides solid preparation for audition into either the Bachelor of Music or Bachelor of Musical Arts degrees.

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

As this course is one unit from a diploma course, this means that the focus is more narrow than Music TQA3. There is




greater emphasis on developing practical performing and/or composing skills to a high level.

It is recommended that students wishing to undertake the Foundation Practical Study course complete Music TQA 3 in Year 11.

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

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

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Studies in Music TQA 2

Size value: 15 points (150 hours)

This course is open to students in both Years 11 and 12. Students develop as musicians through an experience-based program involving creating, listening and performing. Students will also pursue areas of special interest. Students should have completed Year 10 Music or have sound skills in theory and performance. This course prepares students who wish to study at TQA level 3 in Year 12.

Rock Music Studies (Contemporary Music) TQA 2

Size value: 15 points (150 hours)

This course celebrates and respects the musical tastes of young people and provides many opportunities for them to develop their skills as performers in rock or contemporary music. Prospective students are expected to have good skills as instrumentalists or vocalists, as well as a desire to perform in class and at public concerts. Taking lessons from an instrumental or vocal teacher is strongly recommended.

Incoming students will be expected to demonstrate their ability as a performer before commencing the course. Students enrolling in Rock Music Studies will:

- learn instrumental and vocal techniques
- work in bands and small groups
- where possible perform as solo singers or instrumentalists
- investigate rock music from different styles and eras
- play in concerts at both campuses and outside the College
- participate in writing original songs
- record music to CD
- learn to set up and use professional standard PA equipment

Background

A passion for Art, top level English and an ability to think critically

Year 10 Art High level skills, independent work strategies, an ability to generate and develop ideas

Year 9 or 10 Art Satisfactory skills and an ability to generate ideas

Any background

Year 11/12

ART APPRECIATION TQA 3
150 Hours

ART PRODUCTION TQA 3
150 Hours

ART PRODUCTION FOUNDATION TQA 2
150 Hours

VISUAL ARTS TQA 2
100 Hours

Year 12

ART STUDIO PRACTICE TQA 3
150 Hours


- learn appropriate health and safety skills
- study some of the legal implications affecting working musicians.

While this course is valuable for students interested in rock and contemporary music, the emphasis is on group performance, and there is minimal theory content. Those wishing to study Music TQA 3 in Year 12 should discuss this with their music teacher at the start of the year. Students enrolling in Music TQA 3 or Studies in Music TQA 2 are able to also enrol in Rock Music Studies if they wish.

Art

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

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



THE ARTS



Art Studio Practice TQA 3

Size value: 15 points (150 hours)

University entrance course

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

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

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

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

Students are required to:

- research local, national and international artists through exhibitions, events, reviews and interviews with artists, curators, gallery directors and arts administrators (minimum of three investigations)
- be able to reflect and critically evaluate art work
- negotiate a studio and exhibition proposal
- create a minimum of eight resolved

works for exhibition

- take responsibility for the design and installation of their exhibition
- produce a major research paper of 3500 words.

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

Art Production TQA 3

Size value: 15 points (150 hours)

University entrance course

Art Production is designed for students wishing to extend practical work together with analysis and criticism of art. The emphasis is on generating and developing ideas and methods of working that simulate professional artistic practice.

Students will be familiar with current trends in art and will see their own work in relation to the local, national and global cultural context. Art-making techniques will be developed to advanced levels in whatever the preferred medium, in order to facilitate the expression of ideas.

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

Students may select from the following studio areas:

- Photography
- Ceramics
- Painting
- Drawing
- Printmaking
- Mixed Media
- Digital Art and Media

Final assessment is by exhibition of art produced during the course and the submission of a folio of four essays and a major research assignment to the TQA. A folio of source materials, reflecting the students thinking and serving as a record of idea generation and development is integral to the course.

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

Art Production (Photography) TQA 3

Size value: 15 points (150 hours)

University entrance course

Students who wish to undertake Art Production with a specialisation in Photography would enrol in this course. Because of the need for specialised facilities, the College separates Photography from the other studios which are offered in Art. Students must fulfil the same requirements as Art Production, with final assessment being identical to that of Art Production.

COURSE INFORMATION	THE ARTS	COMPETING AND INFORMATION TECHNOLOGY	DESIGN TECHNOLOGY	ENGLISH	FOOD TECHNOLOGY	HEALTH, PHYSICAL RECREATION, OUTDOOR EDUCATION	HOSPITALITY	LANGUAGES OTHER THAN ENGLISH	MATHEMATICS	RELIGIOUS EDUCATION	SCIENCE	STUDIES OF SOCIETY AND ENVIRONMENT	VET COURSES
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The Arts



Art Production Foundation TQA2

Size value: 15 points (150 hours)

This course is designed for students who want to engage with the fundamentals of art practice and who also wish to prepare for further study in Art Production TQA3.

It provides students with the opportunity to:

- explore artistic ideas and develop skills in research
- improve their practical and technical art making skills
- engage in analysis and criticism of art through three internally assessed written assignments
- produce a journal serving as a record of idea generation
- produce a folio of completed work.

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



Visual Art TQA 2

Size value: 10 points (100 hours)

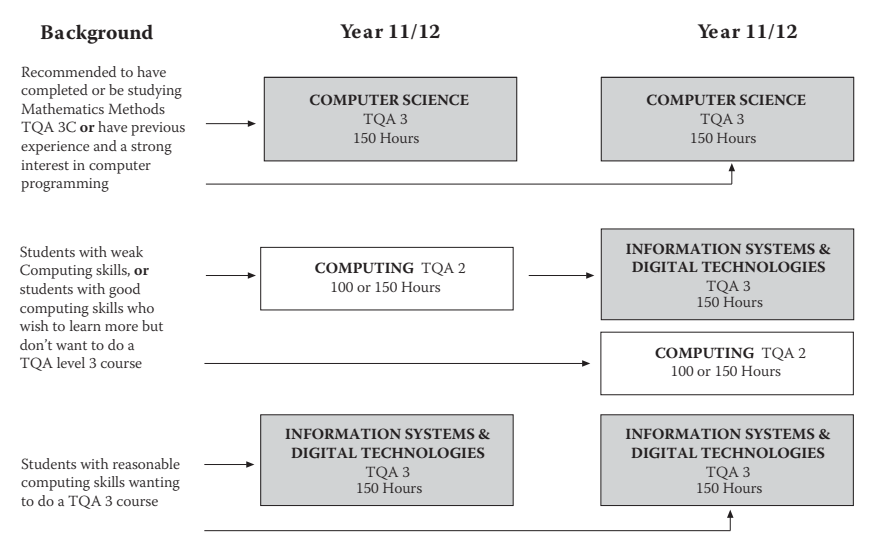
Visual Art allows students to work in a range of artistic studio areas in the visual arts and media arts. Students may elect to focus on working in one or more areas, through which they gain knowledge, understanding and skills in experiencing, making and responding to works of art.

Students are expected to produce works that are resolved as finished visual art pieces. The development of a support folio/ diary of source material, which reflects the student's thinking processes and is a record of idea generation and development, is integral to the course.

Through interpretation and discussion of artists and works relevant to the chosen studio area, students will develop critical abilities and an understanding of the complex roles of art within social, historical and cultural contexts.



Computing & Information Technology



Computer Science TQA 3

Size value: 15 points (150 hours)

University entrance course

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

The units covered include:

- Problem Solving and Programing
- Computer Fundamentals and Computer Limitations
- Social / Ethical Issues and Professional Responsibility
- Computing Option.

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

Information Systems and Digital Technologies TQA 3

Size value: 15 points (150 hours)

University entrance course

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

Students will be provided with the opportunity to gain the understanding and skills to analyse, design and develop information systems as well as evaluate the impact of information technology and systems. The subject has a practical component, so students will learn new skills using a variety of software throughout the year, as well as learning about hardware and computer-related issues such as Internet-based crime, and the use of personal information. The course will give students the opportunity to develop skills in managing large projects as well as applying the System Development Life Cycle (SDLC) to a range of problems.



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

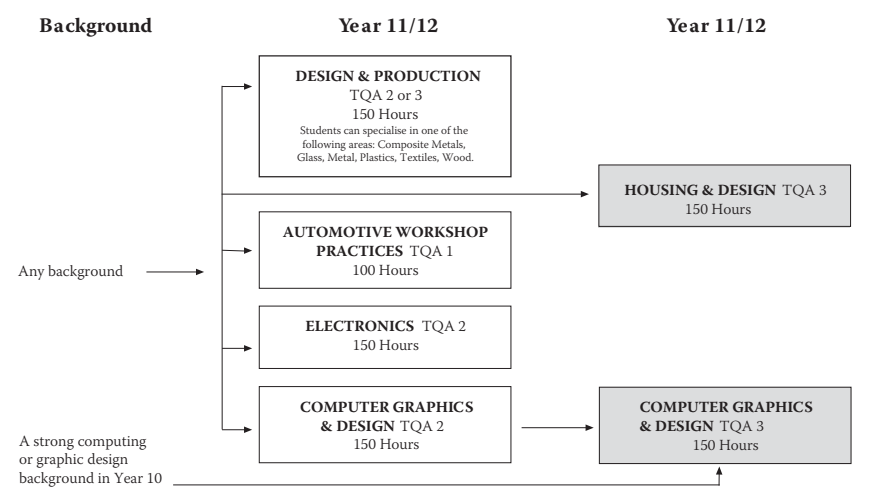
The units covered include:

- Describing Information Systems
- Project Management (including the Project Lifecycle)
- Systems Development Lifecycle
- Social, Ethical and Legal Issues of Information Systems
- Design Develop and use the Tools of an Information System
- Applied IS Case Study (Major Project)

Pathways: Information Systems and Digital Technologies provides a solid grounding in IT for students intending to pursue a career from the vast range that require efficient and effective use of ICT including Commerce, Accounting, Business Studies and Education.



COURSE INFORMATION	DESIGN TECHNOLOGY
THE ARTS	
COMPUTING AND INFORMATION TECHNOLOGY	
DESIGN TECHNOLOGY	
ENGLISH	<p>COMPUTING CONT...</p> <p>Computing TQA 2 Size value: 15 points (150 hours)</p> <p>This course is designed to enhance students' understanding of computer concepts and practical skills, enabling them to evaluate and use information technology. Through practical experience, students should develop confidence in dealing with existing and emerging information technologies and understand their application and implication in work, leisure and communication. Through project work students will be encouraged to develop problem-solving, time management and planning skills.</p> <p>The course consists of three modules:</p> <ul style="list-style-type: none"> • introductory computer skills • application • project. <p>Topics covered in the course include: touch typing practice, word processing, spreadsheets, creating and editing images, movie making/editing, web page creation, 3-D design and social and legal issues.</p> <p>Students do not need to have any previous experience with computers or software. The course is suited to both total beginners, or those with experience seeking to improve their knowledge and skills in specific areas.</p> <p>The course is also available at TQA 1.</p> <p>Pathways: Computing gives students a thorough grounding in ICT skills and helps prepare them for a wide range of future pathways.</p>
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(from page 31)

3. Major Research Project (Extended Design Project)

Students complete a major individual project centred on a design topic which interests them. This could include architecture, product design, animation, web sites and any other area where the student can communicate information in a graphic form about a chosen course.

- Computer Graphics & Design will help students to
- develop an understanding of design process, principles and practice
 - develop an understanding of how design works in society
 - understand concepts and develop practical skills to solve problems creatively.



Design and Production (Metal) TQA 2

Size value: 15 points (150 hours)

Design in Metal is a practical course in which students are encouraged to learn skills, processes and techniques through the design and construction of their own projects. This course aims to develop the student's ability to solve problems in design and manufacture and to help students appreciate good design in the products we use every day. Students also have the opportunity to learn about new ways of working with metal and about new materials and processes.

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

Topics include:

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

Pathways: This course provides a pathway to VET Certificates I-IV in the following areas: Construction, Engineering, Furniture Production and Manufacturing.

Design and Production (Wood) TQA 2

Size value: 15 points (150 hours)

Design in Wood is a course that caters for students with a range of abilities and experiences in working with wood. If you would like to develop basic skills in using power tools and making simple wooden projects for use around the home, this course is ideal. If you would like to extend your existing wood working skill or even if you 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 your needs.

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

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

Topics include:

- reading and interpreting drawings
- problem solving
- costing and evaluation
- hand skills
- hand and power tools
- wood turning
- timber finishing
- identification of timbers
- workshop safety.

Pathways: This course provides a pathway to VET Certificates I-IV in the following areas: Construction, Engineering, Furniture Production and Manufacturing.

DESIGN TECHNOLOGY

Design and Production (Composite Materials) TQA 2

Size value: 15 points (150 hours)

This course is designed for Year 11 and 12 students and focuses on the process of design and the development of objects which are both practical and good-looking. In the first part of the year students develop skills working with textiles, glass and metal and in the remainder of the year are encouraged to design and create major pieces of work in one or more areas which interest them.

Students will be involved in a variety of practical problem solving situations. They will be required to work independently and cooperatively showing initiative, ingenuity and resourcefulness. Students can study a variety of topics, producing small, economical and intricate projects that incorporate a wide range of skills and processes.

In the textiles component students can develop skills in the design and manufacture of belts, bags, clothing, fabric decorations and costume design. While working in glass students can design and manufacture glazed picture frames, lamp shades, stain glass windows and glass beads. While working in art metal students can use a variety of techniques to create metal jewellery.

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

Pathways: This course leads into VET programs in Fashion Design and Technology, Art, Craft and Design, Clothing, Furniture Production, Interior Design, Manufacturing Soft Furnishings.



Housing and Design TQA 3

Size value: 15 points (150 hours)

University entrance course

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

Topics include:

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



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

Pathways: This course is a pathway for students intending to proceed to further studies in Environmental Design and Architecture, Interior Design, Building Design or Urban Planning. It is also relevant for students pursuing pathways in Design Teaching or Social Work.

Electronics TQA 2

Size value: 15 points (150 hours)

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

COURSE INFORMATION	
THE ARTS	
COMPUTING AND INFORMATION TECHNOLOGY	
DESIGN TECHNOLOGY	
ENGLISH	
FOOD TECHNOLOGY	
HEALTH, PHYSICAL RECREATION, OUTDOOR EDUCATION	
HOSPITALITY	
LANGUAGES OTHER THAN ENGLISH	
MATHEMATICS	
RELIGIOUS EDUCATION	
SCIENCE	
STUDIES OF SOCIETY AND ENVIRONMENT	
VET COURSES	

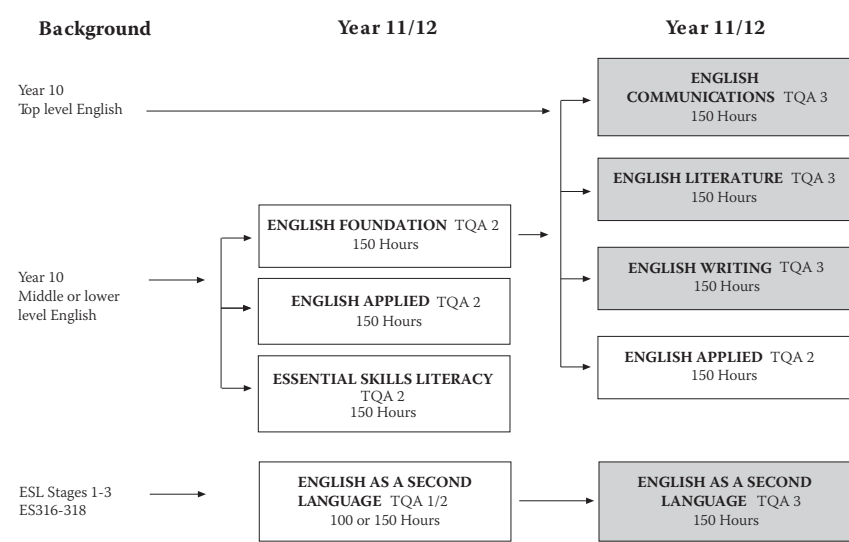
ENGLISH



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

If you are coming from Year 10 with good reading and writing skills and you are considering a university pathway you should select English Foundation TQA 2 for Year 11 and a TQA 3 English in Year 12. If you are coming from Year 10 and you have very good reading and writing skills and are intending a university pathway you should select a TQA 3 English course in Year 11. You might consider doing another TQA 3 course in Year 12, as students are able to count more than one English course towards their ATAR score.

- If you are a current Year 11 student and have not studied English this year, you should make your selection on the basis of your Year 10 skills, as per the recommendations above.
- If you are a current Year 11 student studying English this year you should seek advice from your current English teacher if considering another English in 2014.



[TITLES OF COURSES AND INFORMATION ARE CORRECT AT THE TIME OF PRINTING]

English Literature TQA 3

Size value: 15 points (150 hours)

University entrance course

English Literature is an enriching course with an emphasis on gaining awareness of all aspects of texts and language with a particular focus on the scholarly study of texts and the use of language to create and interpret experience imaginatively. It is an English course that will equip you for a variety of tertiary courses and give you an understanding of the historical and cultural background to a variety of texts.

Focus on:

- a range of texts from poetry, plays and novels to contemporary films
- cultural influences from Shakespeare to C21st
- how texts and language can help you develop ideas, attitudes and values
- how history has shaped texts

Specific modules:

- single text study
- paired text study
- poetry
- independently chosen text

Activities and assessment:

- written analytical, creative and reflective responses
- major Independent Study
- external examination

To enrol in the course:

- an enjoyment of reading and discussing ideas

- very good reading and writing skills in Year 10 or English Foundation TQA 2
- a Satisfactory Achievement or higher in another TQA 3 English course

Pathways: Entrance to mainland university courses requiring an English. Would be of benefit to a wide range of arts/humanities courses.

English Communications TQA 3

Size value: 15 points (150 hours)

University entrance course

English Communications is a dynamic course that focuses on how texts are shaped by cultural attitudes and values and how language can position audiences to adopt a particular point of view. It is an English course that will equip you for a variety of tertiary courses. The aim of this course is to give you an understanding that all texts are composed with agendas and understanding the context in which they were composed will teach you a great deal about contemporary society and its values.

Focus on:

- a range of print and non print texts including drama, novels, documentary film, prose fiction, expository writing, advertising, multi-media, film,
- contemporary Australian texts
- how texts are constructed to make meaning
- how gender, race and society are represented through texts

ENGLISH

Specific modules:

- Ideas and Issues Module
- Texts and Contexts Module
- One Communications Project
- Applications

Activities and assessment:

- written analytical, creative and reflective responses
- an independent language based project
- external examination
- reflective journal
- work file
- an externally assessed folio

To enrol in the course:

- an enjoyment of reading, viewing and discussing ideas and values
- good reading and writing skills in Year 10 or English Foundation TQA 2
- a Satisfactory Achievement or higher in another TQA 3 English course

Pathways: Entrance to mainland university courses requiring an English, as well as media, journalism and arts/humanities courses.

English Writing TQA 3

Size value: 15 points (150 hours)

University entrance course

This course is for students who enjoy creative writing and using their imagination. Students must be able to work independently in the relaxed setting of a community of writers. Students will explore different types of writing and will also have the opportunity to specialise in their favourite kind. This course helps students improve their expression skills through the crafting and refining of their work. Students grow in understanding of language techniques and their impact on their audience. It is a course that suits Year 12 students and also Year 11 students who have strong literacy skills.

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

- find out about approaches to writing and specific techniques
- complete a wide variety of writing
- read the work of other authors
- share their writing and respond in a constructive way to the work of others
- maintain a writer's notebook

- complete a major writing project which will be submitted along with pieces of best work for external assessment.

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

English Applied TQA 2

Size value: 15 points (150 hours)

English Applied is a course designed to help students improve their English skills in a practical and realistic context. Students are given opportunities to develop all types of communications skills that will be useful in their adult life. This is a practical English course in which students are given the opportunity to apply their English skills to everyday living.

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

Students in this class will be involved in:

- reading for information and pleasure eg novels, newspapers, pamphlets and magazines
- practical tasks such as conducting interviews, organising surveys, making phone calls, visiting businesses, giving presentations, planning holidays, reviewing shop services and television shows
- using a range of technology, cameras, computers, internet, phone and a variety of computer programs
- undertaking a variety of written tasks such as journal entries, product reviews, film criticism and websites
- revisiting basic English language skills.

Students will be required to keep evidence of these activities in an organised folder. Students will also complete a major unit of work, the Future's File.



The Futures File allows students to independently investigate an aspect of their future life. It may be associated with:

- aspects of personal experiences
- the world of work
- community life.

The file will include research material from many sources as well as texts created by the student. An appropriate variety of information texts should be included such as:

- letters
- pamphlets
- notes
- pictures, web pages or photographs;
- transcripts of interviews, conversations or radio/tv programs.





English Foundation TQA 2

Size value: 15 points (150 hours)

Foundation English is a general course which allows students to develop their skills in all aspects of oral and written communication. This challenging and rewarding course has been designed for Year 11 students preparing for TQA 3 English.

Work tasks will include:

- the study of a set text
- investigation of an idea or issue through a range of texts
- analysis of different text genres
- writing analytically, reflectively and creatively
- an introduction to critical literacy terms.

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



Essential Skills – Literacy TQA 2

Size value: 10 points (100 hours)

Essential Skills - Literacy is designed for learners who need to develop their everyday literacy skills. It involves the integration of listening, speaking, reading, viewing and writing. The course also incorporates the use of ICT. Through the study of the course, learners will be able to:

- read and understand a range of everyday texts
- write clearly and accurately
- speak, listen and respond in a range of situations
- apply thinking skills to improve literacy.

English as a Second Language TQA 3

Size value: 15 points (150 hours)

University entrance course

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

- English as a second or additional language;
- lived in Australia for no more than five calendar years immediately before 1 January of the year in which this course is taken, and
- have had no more than five years of formal education in a school where English is the major language of instruction.

English as a Second Language TQA3 is designed for students from language backgrounds other than English who achieve an HA in English as a Second Language TQA2 or its equivalent. Students will:

- listen to, read and view a wide range of texts for information and pleasure
- compose texts in different genres
- engage in group discussions, informal debates and oral presentations to present information, exchange ideas and solve problems
- undertake a research project on a topic of their choice.

Pathways: This course aims to further develop and consolidate students' English language skills to allow them to function effectively in Australian society and to participate in higher education.

English as a Second Language TQA 1/2

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

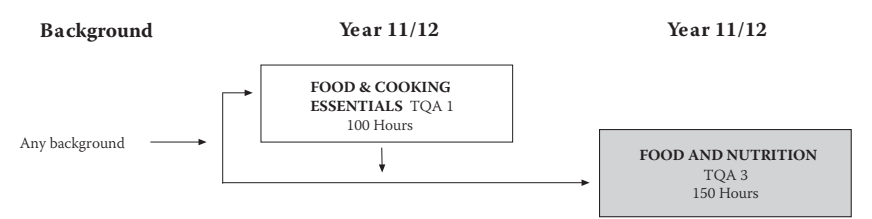
English as a Second Language TQA2 is designed for students from language backgrounds other than English who have some experience with the language but who need to further develop the basic language skills necessary for participation in College and community life. The emphasis of the course is on learning English through:

- speaking
- listening
- reading
- writing
- critical thinking.

Students will develop English language skills to allow them to:

- communicate effectively in social and classroom situations;
- comprehend and construct a range of everyday, media and information texts.

Pathways: This course aims to develop the necessary English language skills to function effectively in Australian society.



Food and Nutrition TQA 3

Size value: 15 points (150 hours)

University entrance course

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

Topics include:

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

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

Food and Cooking Essentials TQA 1

Size value: 10 points (100 hours)

This is a practical course in which students will learn through hands-on experience. It provides an opportunity to look at the selection, purchase, preparation and presentation of food both for personal enjoyment and in the catering industry.





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

Topics include:

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

Pathways: Further studies in Food and Nutrition, Sport Studies, Health, Child Studies and Hospitality. May lead to careers in hospitality, childcare and food production.

COURSE INFORMATION	HEALTH, PHYSICAL RECREATION AND OUTDOOR EDUCATION									
THE ARTS										
COMPUTING AND INFORMATION TECHNOLOGY										
DESIGN TECHNOLOGY										
ENGLISH										
FOOD TECHNOLOGY										
HEALTH, PHYSICAL RECREATION, OUTDOOR EDUCATION	<div><p>The College caters for varied student ability and interest by offering a wide variety of courses in this area. Courses can be broadly classified into two different categories. Please read the descriptions carefully as some courses have a greater emphasis on practical content while others are TQA 3 (theory) courses. The three main theory courses are Health Studies, Outdoor Leadership and Sport Science.</p></div>									
HOSPITALITY	<div></div>									
LANGUAGES OTHER THAN ENGLISH	<div><p>Sport Science Foundation TQA 2 size value: 15 points (150 hours)</p><p>The aim of Sport Science Foundation is for students to develop an understanding of the importance of physical activity, sport, recreation and fitness in their lives as well as an understanding of how the body functions and the factors that influence sporting performance. This course provides opportunities to apply theory in a practical context through participating in, and organising, sporting events as well as participating in practical laboratory activities.</p><p>The content of the course is divided into five units of study. All five units are compulsory: Unit one: Body Systems Unit two: Fitness Unit three: Sports knowledge and involvement in sport Unit four: Science of performance Unit five: Unit of enquiry.</p></div>									
MATHEMATICS	<div><p>Practical aspects of the course encompass popular sports and recreational activities.</p><p>Course requirements:</p><ul style="list-style-type: none">• applicants must have a genuine interest in a range of sports;• full participation is expected in all activities;• students are required to demonstrate effective coaching and/or officiating skills, and• students are expected to wear sports uniform to enable full participation in practical classes.<p>Pathways: Sport Science Foundation provides a pathway to careers in sport, sports administration, fitness and community recreation areas. The course is also an excellent introduction to Year 11 students wanting to study the TQA 3 Sport Science course in Year 12.</p></div>									
RELIGIOUS EDUCATION										
SCIENCE										
STUDIES OF SOCIETY AND ENVIRONMENT										
VET COURSES										

Mandatory requirements:

- students must demonstrate commitment to their sport, playing in an elite sporting competition and working with a coach, and
- students will need to complete the training requirements and maintain the Training Diary.

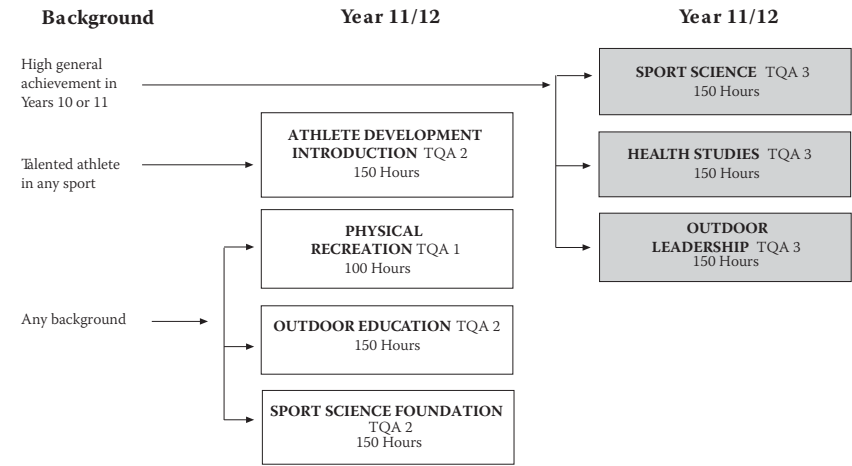
The course consists of three modules:

1. Specialist Coaching
2. Conditioning and Measuring Performance
3. Sports Knowledge Tutorials.

Athlete Development Introduction TQA 2

Size value: 15 points (150 hours)

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



HEALTH, PHYSICAL RECREATION AND OUTDOOR EDUCATION

Personal Health and Well-being TQA 2

Size value: 15 points (150 hours)

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

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

Pathways: Personal Health and Well-being provides a sound basis for further study in the health and well-being learning area including TQA 3 courses such as Health Studies.

Health Studies TQA 3

Size value: 15 points (150 hours)

University entrance course

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

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

Health Studies is not a practical course, in

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

Pathways: This course is for students who are likely to proceed to tertiary level studies in:

- health care professions (nursing, medicine, social work)
- environmental health
- occupational health and safety
- health research
- education
- public service.

Sport Science TQA 3

Size value: 15 points (150 hours)

University entrance course

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

Sport Science encompasses the physiological, psychological and skills acquisition components of analysing human performance. It is the study of athletes, how their bodies produce energy for physical activity, how they recover, the theory behind training programs and what it means physiologically to be fit. It looks at the motor skills and learning, the importance of reaction time and the study of biomechanics. Sport Science also involves studying the psychology of athletes: how they can improve their performance through techniques such as setting goals, performance planning and being mindful of mental focus to control anxiety levels.

Learners are assumed to have basic knowledge and understanding of the body's respiratory, circulatory and muscular systems. Satisfactory completion of Sport Science – Foundation TQA 2 or courses in the area of Life Sciences/Biology would provide evidence of such knowledge and understanding.

Students will develop knowledge and skills that enable them to:

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

There are four modules in this course:

- Exercise Physiology
- Skill Acquisition
- Sport Psychology
- Scientific Investigative Methodologies and Skills

Pathways: This course provides a strong basis for students going on to further vocational and/or tertiary study including health & allied health careers, Human Movement, Exercise Science, Education, Health Science, Physiotherapy and other sport-related careers.

Outdoor Education TQA 2

Size value: 15 points (150 hours)

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

COURSE INFORMATION	
THE ARTS	
COMPUTING AND INFORMATION TECHNOLOGY	
DESIGN TECHNOLOGY	
ENGLISH	
FOOD TECHNOLOGY	
HEALTH, PHYSICAL RECREATION, OUTDOOR EDUCATION	
HOSPITALITY	
LANGUAGES OTHER THAN ENGLISH	
MATHEMATICS	
RELIGIOUS EDUCATION	
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STUDIES OF SOCIETY AND ENVIRONMENT	
VET COURSES	

HEALTH, PHYSICAL RECREATION AND OUTDOOR EDUCATION

Outdoor Education 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.



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

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

Outdoor Education provides an excellent pathway into Outdoor Leadership.

Outdoor Leadership TQA 3

Size value: 15 points (150 hours)

University entrance course

Outdoor Leadership enables students to further develop their outdoor skills and to help appreciate and enjoy the natural environment. Outdoor Leadership places an emphasis on applying critical and innovative thinking to solve problems in response to environmental, technical and personal challenges experienced in outdoor situations. Working in challenging situations and guiding people with a range of expertise requires students to demonstrate commitment and responsibility.

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

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

Central to elements to Outdoor Leadership are:

- leadership
- personal development
- social and interpersonal development
- skills and technical knowledge
- the environment.

This course has a significant theory component consisting of 100 hours of study and 50 hours of practical. There are research tasks, reflective essays and examinations that must be completed to achieve a result. Students who are unable to meet these requirements should look at the less demanding Outdoor Education TQA 2.

Pathways: Outdoor Leadership provides a sound basis for students wishing to move into areas of employment where there is a requirement for good team workers and managers.

The defence forces, state police, ambulance, fire departments, the Antarctic Division and adventure tourism are some examples of employment areas in which the knowledge and skills developed in Outdoor Leadership can be applied. Outdoor Leadership also provides direct pathways to VET and higher education courses.

Physical Recreation TQA 1

Size value: 10 points (100 hours)

The main focus of the course is to engage students in physical activity in a way that promotes immediate as well as long-term benefits.

It emphasises the participation of students in individual and group activities and the development of movement skills and fitness. Activities covered:

- racquet sports
- aquatics
- striking and court games (for example softball, golf, cricket, netball and basketball)
- different football codes (soccer, AFL, touch football
- recreational activities (such as surfing, yoga, tenpin bowling, archery).

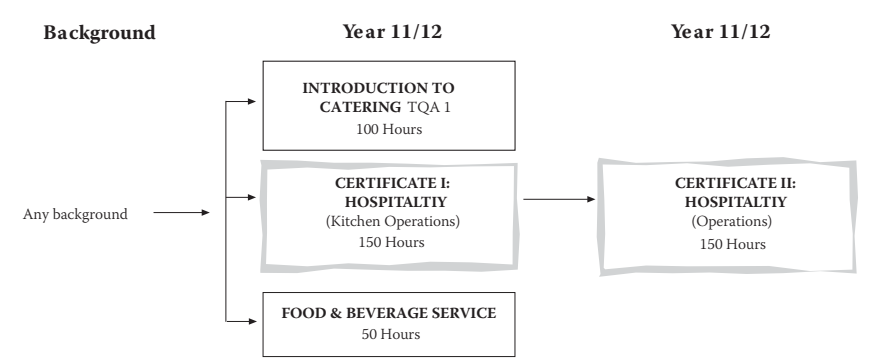
Students are expected to wear sports uniform and appropriate footwear to enable full participation in all lessons. To be able to participate in an effective, safe and worthwhile manner, students require a knowledge and understanding of the following theoretical areas:

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

Assessment:

- This course is a competency based assessment.
- Two ratings are available: ‘competent’ or ‘not yet competent’.
- Assessment will be made on an ongoing basis.

HOSPITALITY



Introduction to Catering TQA 1

Size value: 10 points (100 hours)

This course is designed for students with little or no experience in the hospitality sector.

Students gain skills and knowledge based on the various elements of personal, institutional and commercial catering. It is a work related course and there are no pre-requisites.

Students develop skills by participating in a variety of functions including:

- student run café
- morning and afternoon teas
- lunches
- hot and cold beverage preparation.

Pathways: This course is practical in nature. There is an emphasis on developing social and personal attributes and skills for entry into VET Hospitality qualifications.

Food and Beverage Service

(50 Hours)

This course focuses on ‘front of house’ hospitality food and beverage service. In the first half of the course, students learn customer service skills, how to prepare and serve alcoholic beverages (pouring beer, suggesting and serving wine, spirits and cocktail making). As part of the course, students acquire the Responsible Service of Alcohol Certificate. For the second part of the course, students learn how to become a professional barista (coffee maker).

Students learn how to make espresso coffee on a commercial coffee machine. As part of the barista course, students will be given the opportunity to gain competency in the unit Prepare and Serve Espresso Coffee. Throughout the course, students experience hospitality by going on excursions to breweries, wineries, hotels, restaurants, coffee shops and coffee roasters.



Several hospitality workers come to the College to talk about their experiences and demonstrate their skills to the class. The course provides two of the units made up of Certificate II in Hospitality. Students deemed to be competent will gain nationally accredited statements of attainment in:

- Responsible Service of Alcohol
- Prepare and Serve Espresso Coffee.

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



LANGUAGES OTHER THAN ENGLISH

Languages TQA 3

Size value: 15 points (150 hours)

University entrance course

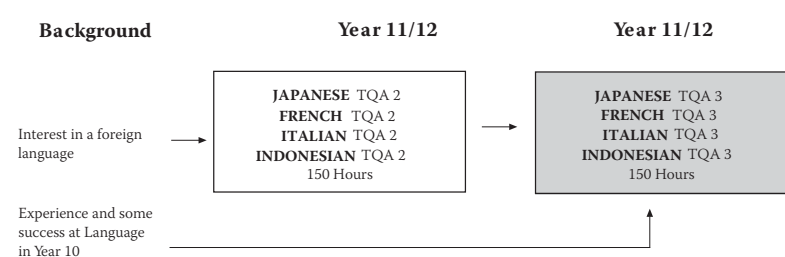
The following languages are offered:

- Japanese
- French
- Italian
- Indonesian.

Each language requires students to become competent in the major skills of reading, writing, listening and speaking. There will also be a cultural component to each. This course is suitable for students who have completed year 10 level in the language.

Pathways: This course is for students who wish to improve all aspects of their language learning, and who may want to continue studying at a tertiary level.

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



Languages TQA 2

Size value: 15 points (150 hours)

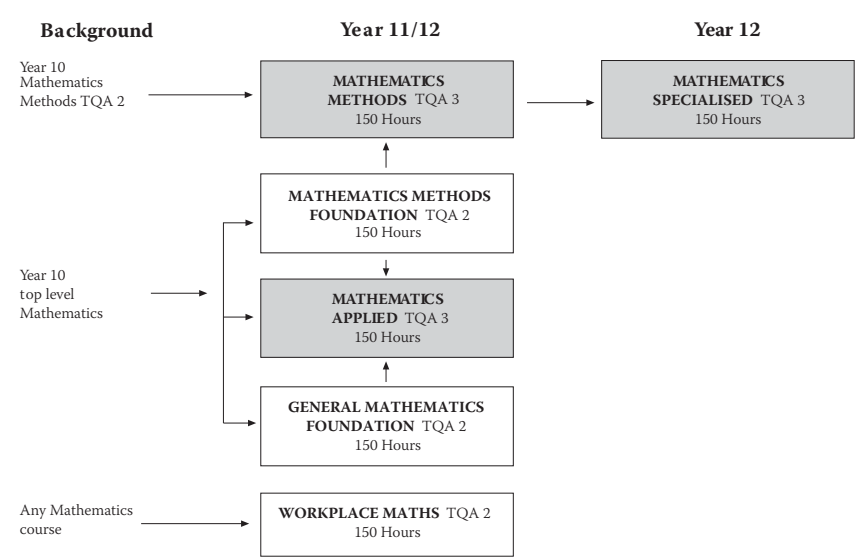
This is for students who have never studied the language before or have only had minimal instruction. They must have an interest in learning the language. Students may want to attempt TQA 3 in Year 12 or simply wish to improve their language skills.

Private Study Courses

If a student speaks and writes another language he or she may receive a TCE award in that language. The College will arrange enrolment with the TQA and can provide course information and a sample of past exam papers, but no other assistance is given. Assessment is through a written and an oral examination.

Please refer to the TQA website for further information: www.tqa.tas.gov.au

MATHEMATICS



[TITLES OF COURSES AND INFORMATION ARE CORRECT AT THE TIME OF PRINTING]

GYC offers a diverse range of mathematical courses catering for a variety of student interest, ambitions and abilities. GYC will be offering six courses in mathematics in 2014. There will be three TQA 3 courses, two TQA 2 courses designed as preparation for TQA 3 courses and one other TQA 2 course. Students considering TQA 3 courses in 2015 should be preparing for this by completing an appropriate TQA 2 course in 2014.

Students enrolling from Year 10 who have completed a middle or lower course and wish to enhance their mathematical skills should consider enrolling in the Workplace Mathematics course. This course will equip students with a range of maths skills and experiences as a preparation for entry to the workforce at a foundation level or as a pre-requisite for further specialised post-compulsory training.

Students who have successfully completed Mathematics Methods - Foundation TQA 2 should select either of Mathematical Methods TQA 3 or Mathematics Applied TQA 3. Students enrolling from Year 10 who have successfully completed the highest course (but not Mathematics Methods - Foundation TQA 2) and who wish to complete a university entrance Mathematics course in Year 11 should select level TQA 3.

Students enrolling from Year 10 who have had difficulty with the highest course (other than Mathematics Methods Foundation TQA 3) or who have attained a very high award in the second highest course are advised to enrol in General Mathematics

Foundation in order to complete the university entrance mathematics course Mathematics Applied TQA 3 course in 2015.

Students who have completed the highest course in Year 10 (but not Mathematics Methods Foundation TQA 2) and wish to go on to university studies in engineering or other physical sciences should enrol in Mathematics Methods Foundation TQA 2 in 2014 in preparation for Mathematics Methods TQA 3 in 2015.

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

Mathematics Methods Foundation TQA 2

Size value: 15 points (150 hours)

This course is designed for students who intend to undertake tertiary studies involving Mathematics. This course focuses on the acquisition of knowledge and the development of skills in the areas of algebraic processes, functions and equation study, probability and calculus.

- The course can be used as a preparation for the study of either the Mathematics Methods TQA 3 or Mathematics Applied TQA 3 course.
- Graphic calculators will be used extensively in this course and will be required for all mathematical examinations.

Mathematics Methods TQA 3

Size value: 15 points (150 hours)

University entrance course

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

Topics covered include:

- functions
- differential calculus
- integral calculus
- statistics and probability
- trigonometry



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

Pathways: Students who are successful in this course can go on to Mathematics Specialised TQA 3.

Successful completion of this course may be a pre-requisite or recommendation for a number of first year university courses and courses such as engineering, geomatics, health science, pharmacy and medicine.

Mathematics

General Mathematics Foundation TQA 2

Size value: 15 points (150 hours)

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

- By the end of this course, students will:
- understand the concepts and techniques used in financial mathematics: Earning and managing money, algebra and matrices, shape and measurement, statistics: comparisons, linear equations and their graphs and geometry and trigonometry
 - apply reasoning skills and solve practical problems in financial mathematics
 - implement the statistical investigation process in contexts requiring the comparisons of data collected for two or more groups



- communicate their arguments and strategies when solving mathematical and statistical language
- interpret mathematical and statistical information and ascertain the reasonableness of their solutions to problems and answers to statistical questions.

Pathways: Successful completion of this course should provide students with a strong background of skills that will enable them to study General Mathematics TQA 3 (available in 2015) if they wish to further their studies in mathematics.

Mathematics Applied TQA 3

Size value: 15 points (150 hours)

University entrance course

This course is designed for students who wish to study a pre-tertiary maths course that is practically orientated and used to model real world situations. Topics covered include:

- algebraic modelling
- calculus
- applied geometry
- data
- finance.

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

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

Pathways: Successful completion of this course is a suitable pre-requisite for entry into any university course involving business or finance and is recommended for the study of commerce, economics or accounting.

It is also a suitable pre-requisite for many non-physical science degrees. Medicine and Pharmacy will accept this course as a pre-requisite but Mathematics Methods TQA 3 is recommended.

Workplace Maths TQA 2

Size value: 15 points (150 hours)

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

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

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

Mathematics Specialised TQA 3

Size value: 15 points (150 hours)

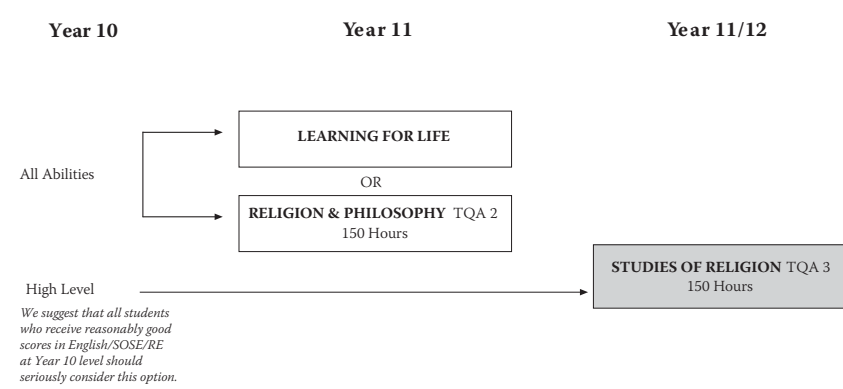
University entrance course

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

Successful completion of Mathematics Methods TQA 3 is generally required for entry into this course. This course is highly recommended to those students who intend to undertake further studies in mathematics, engineering or the physical sciences. It is also recommended for those students who have considerable ability and interest in mathematics.

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

Religious Education



Religious Education is central to who we are at Guilford Young College and we make every effort possible to make it engaging and relevant. Although in most cases, students will complete the classroom component of Religious Education by the end of Year 11, Year 12s are expected to participate positively in other aspects of the religious life of the College.

Students have a choice of three different strands of Religious Education. They can study pre-tertiary *Studies of Religion* (TQA 3), *Religion and Philosophy* (TQA 2) or *Learning for Life*. These options acknowledge that every student is unique and therefore has different gifts and interests. We believe that these programs and opportunities are respectful of where students are in their lives and give them a young adult perspective on the meaning of faith, culture and life.

Students at Guilford Young College are young adults with the ability to think critically and analytically. The Religious Education program at the College is designed to give students, as young adults, an appreciation of the Catholic tradition. It is also designed to help students explore their own personal journeys and individual search for meaning. The fact that students are searching and questioning is respected and encouraged.

In conjunction with the Religious Education program, all students attend Focus Days and participate in the liturgical and prayer life of the College. Opportunities are provided for students to be involved in justice events, co-curricular committees with outside agencies and organisations, as well as with Church and inter-faith communities.

Studies of Religion TQA 3

Size value: 15 points (150 hours)

University entrance course

Studies of Religion is an exciting and challenging course that is designed to enable students to engage seriously and authentically with a number of religious and secular traditions, and the world-views they represent.

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

Throughout the history of human civilisation, religious traditions have engaged with questions of meaning: *What does it mean to be human? Can we explain the existence of suffering? What is truth? Is there really a God? Are reason and faith compatible? How does the past condition our thinking?*

The course encourages debate and reasoned thinking, as well as self-directed research. Students enjoy the opportunity to explore and value a number of perspectives from outside their immediate experience. Critiquing and evaluating the presentation of ideas to build an argument is an essential life skill developed in this course.

Students grow in their appreciation of the major religious traditions studied in the program and have the opportunity to gain a thorough understanding of the teachings, stories, expressions and culture of these religious traditions.

The course is broken into two areas of study.

Area of Study One:
Unit 1 and Unit 3 - *The Search for Meaning in Religious Traditions*
Students will be required to engage in an in-depth study of aspects of at least two of the following traditions:



- Aboriginal spirituality
- Judaism
- Christianity
- Islam
- Hinduism
- Buddhism

Unit 2 – *How do we know what is right?*
Students will engage in an in-depth study of the history of ethical thinking, of ethical frameworks, and ways in which ethical frameworks can be applied to contemporary ethical dilemmas.

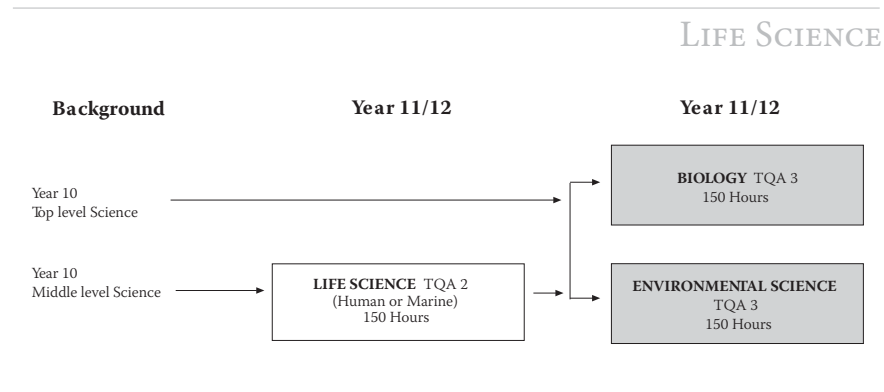


Area of Study Two:
Students will study one unit from the following:

- *Significant Historical Challenge*
- *Significant Contemporary Challenge*
- *Founders, Fictions and Facts*
- *How did the Universe come into Being?*
- *Why do Humans Suffer?*
- *Do Human Beings have a Soul?*

COURSE INFORMATION	THE ARTS	COMPUTING AND INFORMATION TECHNOLOGY	DESIGN TECHNOLOGY	ENGLISH	FOOD TECHNOLOGY	HEALTH, PHYSICAL RECREATION, OUTDOOR EDUCATION	HOSPITALITY	LANGUAGES OTHER THAN ENGLISH	MATHEMATICS	RELIGIOUS EDUCATION	SCIENCE	STUDIES OF SOCIETY AND ENVIRONMENT	VET COURSES
RELIGIOUS EDUCATION													
<p>Religion and Philosophy TQA 2 Size value: 15 points (150 hours)</p> <p>Religion and Philosophy (Foundational) is an introductory course to the major themes, issues and skills in the areas of religious studies and philosophical enquiry. Students who choose this course will study the impact of religion, values, beliefs and ideas in the political and cultural processes of our world. The course aims to provide all students with the opportunity to investigate the role of belief and values in society and engage in critical enquiry about a range of ideas. It also aims to develop students' preliminary understanding of religious ideas and philosophical viewpoints and their impact on history and culture in contemporary society. Students will be introduced to core concepts, problems and methods of philosophical and religious enquiry and they will be assisted, and expected, to develop their own reasoned and critical responses to various religious, philosophical, ethical and social issues.</p> <p>Religion and Philosophy will include the following units:</p> <ul style="list-style-type: none"> • Introduction to Religion and Philosophy • The Search For Meaning • Empowerment and Choice • Building an Ethical Framework • Comparative Religions and depth study of a Religious Tradition • Contemporary Issues in Religion and Philosophy • Catholic perspectives on religious and moral issues. <p>Each unit invites students and teachers to study areas of spirituality that are based on individual learning plans and areas of interest and allow for positive discussion and negotiation in the classroom.</p>													
													
<p>Learning for Life TQA 2 (Making moral decisions) Size value: 5 points</p> <p>Learning for Life is a course that offers a very 'hands-on' approach to spirituality and outreach. It utilises the 'See, Judge, Act' model of human growth and learning. Students experience reality first hand; they make judgments about how to respond, and then are challenged to respond. For example, students might visit a St Vincent de Paul shelter, listen to the stories of some of the homeless and prepare a meal with them. Reflection on the experience in the classroom and engagement in an advocacy process will further enable students to complete this process.</p> <p>A theoretical framework is provided as students examine issues in the context of wider social, political and religious phenomena.</p> <p>Students will be involved in activities that address community-identified needs, while developing their academic skills and commitment to their fellow human beings – particularly those who live close to them in their local community.</p> <p>Students will:</p> <ul style="list-style-type: none"> • develop knowledge of the concept of issues and how to explore issues affecting our modern world from an individual, family, community, religious and global perspective. Issues may include homelessness, indigenous issues, racial tolerance, materialism, cyber-bullying, social justice, the millennium goals, global poverty and stewardship of the earth. • develop their skills in sourcing information and evaluating the relevance, accuracy and validity of information gathered. • use information to support or challenge their own opinions and points of view and those of others. • work with local aid agencies in particular St Vincent De Paul, and other charity organisations, including international aid agencies such as Caritas Australia. • have the opportunity to engage with aspects of the CSYMA Youth Ministry Course content, a Diocesan project that will enable them to develop skills to assist in the ministry within their parish or as a role model for their peers and students within the Association Colleges. 													
<p>Students who choose Learning for Life will also be given the opportunity to complete the TQA Community Service Learning course. The majority of this community based work (30 hours) occurs off line in the student's own time.</p> 													
<p>Community Service Learning TQA 1 Size value: 5 points</p> <p>Community Service Learning is the practical component of Learning for Life that is also an option for Year 12 students who are committed to serving the community and engaging in outreach. It is a highly practical course which encourages students to understand the notion of civic responsibility and helps students to develop an understanding of the ways non-government organisations fulfil their work within the community. Volunteering will enable students to develop reflective thinking skills by maintaining a volunteer logbook.</p> <p>The course offers a perspective into outreach and ministry, particularly to those marginalised within the community. As such, students will engage in outreach opportunities offered through community agencies, particularly within the Catholic community and reflective of our Founders' visions of social justice (Edmund Rice Tasmania, St Vincent de Paul and the Justice Action Network and environmental and sustainability agencies).</p> <p>Pathways: Preparation and insight for those wishing to work in careers such as nursing, medicine, social work, teaching and the police and defence forces.</p>													

SCIENCE



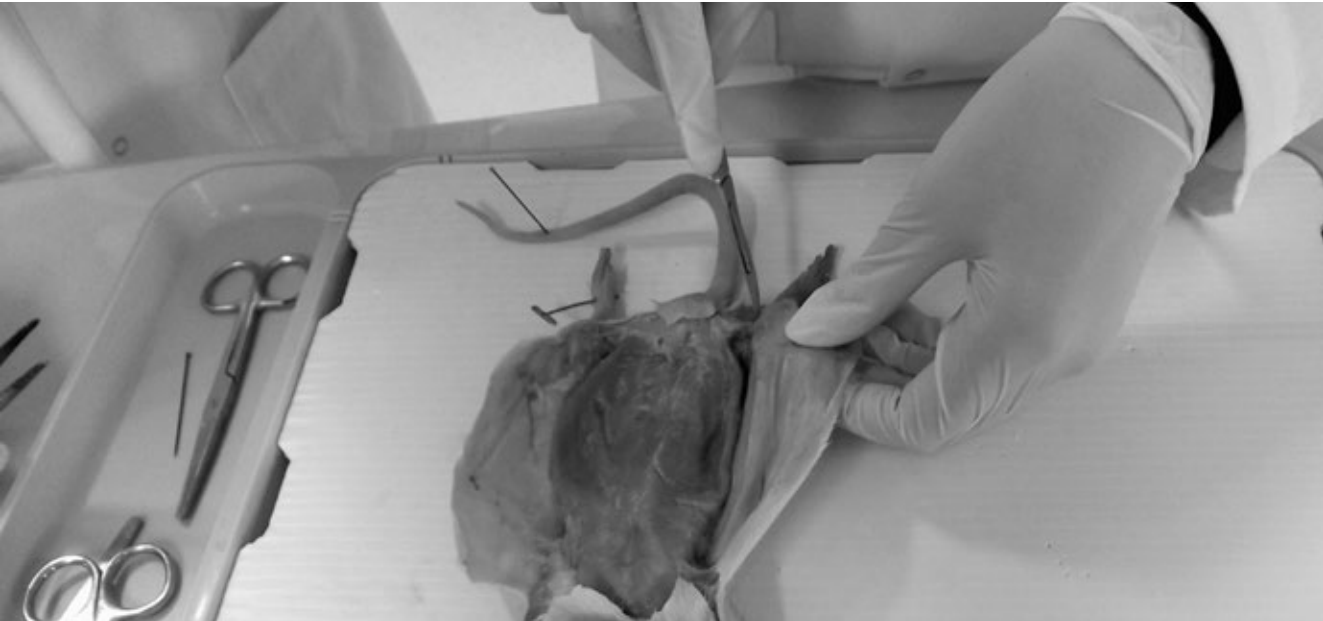
[TITLES OF COURSES AND INFORMATION ARE CORRECT AT THE TIME OF PRINTING]	
<p>Biology TQA 3 Size value: 15 points (150 hours) University entrance course</p> <p>Biology is a challenging pre-tertiary science course. Successful Biology students develop a strong understanding of the course content and critical thinking skills which enable them to analyse and interpret biological experiments and information.</p> <p>Generally, we recommend Biology as a Year 12 course for most students. It is helpful to have studied Physical Sciences or Life Science in Year 11. Highly capable and motivated students who have done well in top course Year 10 science may choose to study Biology in Year 11.</p> <p>The Biology course develops a deep understanding of all the interconnected processes of life. We study:</p> <ul style="list-style-type: none"> • scientific method, including experimental design, research ethics and the impact of biology on society; • the chemical basis of life (including respiration, photosynthesis, enzyme action); • structure and function of cells (animal, plant and bacterial cells); • how whole organisms function (digestion, gas exchange, circulatory systems, genetics) and • interactions between organisms and the environment (including food chains, food webs, the carbon and nitrogen cycles). <p>Practical activities including excursions, experiments and dissections are important aspects of the course.</p> <p>Pathways: Biology is an important course for a range of career choices including Environmental Sciences, Antarctic Science, Nursing, Medicine and other Life Sciences such as Physiotherapy, Pharmacy and Sport Science.</p>	<p>Biology also provides a good science knowledge base for careers in education, journalism and for general understanding of the processes of life.</p> <p>Environmental Science TQA 3 Size value: 15 points (150 hours) University entrance course</p> <p>Environmental Science is an excellent course choice for a wide range of GYC students, especially at this time of ever-increasing human awareness of the importance of environmental issues.</p> <p>Environmental Science gives a deep understanding of the interactions of organisms with the environment and of human impacts on the environment and environmental management options for society.</p> <p>We study:</p> <ul style="list-style-type: none"> • 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, including food chains and food webs; • relationships between organisms (including competition, predator/prey, parasites); • carbon, nitrogen, phosphorus and water cycles; • climate change and ocean acidification; • other human impacts including pollution, introduced species, biodiversity loss, and • ecologically sustainable development and environmental management. <p>Environmental Science students carry out a case study investigation into a topic of their own choice.</p>



Pathways: Tasmanian students have unique opportunities for future study and careers in Antarctic science, marine science and climate science as well as in environmental management across a range of sectors.

Environmental Science is an excellent lead-in to careers in wildlife, fisheries and forestry management and monitoring and remediation in the mining and other industrial sectors. Environmental Science also provides excellent understanding of important issues for future teachers, journalists, economists, lawyers, politicians and members of society.





Life Science TQA 2

Size value: 15 points (150 hours)

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

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

- 1. biodiversity and the interdependence of organisms and resources
- 2. structure in relation to function
- 3. continuity, change and biotechnology.

These key ideas may be approached by exploring a theme or themes of particular interest. At Guilford Young College a student can enrol to study Life Science with either a Human Science focus or a Marine Science focus.



Human Science Focus

Students interested in the human body will learn about:

- cells, tissues, organs and systems
- structure and function of the human body
- genetics and diseases
- biotechnology and medical treatments
- biodiversity and the interdependence of humans with organisms and the environment
- evolution of humankind.



Marine Science Focus

Students interested in the marine environment will learn about:

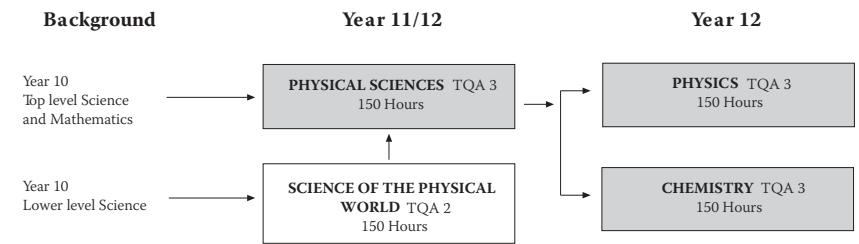
- marine plants and animals
- structure and function of marine ecosystems
- fisheries management
- biotechnology and genetic engineering
- biodiversity and the interdependence of organisms with the environment
- evolution and natural selection.



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

Pathways: Life Science provides students with a foundation knowledge in science, which may help them in their studies of TQA 3 science courses such as Biology, Environmental Science, Health Studies or Sport Science.

Life Science also gives students useful background knowledge for any career in the biological sciences, childcare, nursing, police studies, law or teaching.



Physical Sciences TQA 3

Size value: 15 points (150 hours)

University entrance course

Previous experience – top level Science and Mathematics in Year 10 is recommended.

In this course students are introduced to the world of Physics and Chemistry in the one course, providing the essential background for future study in most areas of science. Scientific method, theory of experiment and measurement are embedded as we study the following themes:

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

Thirty percent of the course time is spent on practical work.

Pathways: If a student plans to study Physics and/or Chemistry in Year 12 it is important to study this course in Year 11. Physical Sciences is a pre-requisite for study of university courses in Engineering, Surveying and Spacial Sciences. It is a useful course for university studies in any science or science-related degree such as Aquaculture, Life Sciences, Human Movement and Health Science.

Science of the Physical World TQA 2

Size value: 15 points (150 Hours)

This course provides students with an introduction to the physical sciences. It builds on the traditions of enquiry 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.

Students study a range of key concepts which are then applied in real world contexts. A variety of elective topics will also be studied and these may include:

- weather and climate
- electricity
- energy in sport
- portable power
- on the seashore
- chemistry in the home

Chemistry TQA 3

Size value: 15 points (150 hours)

University entrance course

It is highly recommended that students study Physical Sciences TQA 3 in Year 11 before studying this course.

This course builds on the skills and knowledge gained in Year 11 studies in Physical Sciences and covers the following topics:

- electrochemistry
- reacting quantities
- electron structure and the periodic table
- energy and chemical change gases
- chemical equilibrium
- rates of reaction
- organic chemistry.

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



Pathways: Chemistry is a central science. Students interested in studying Biological Sciences, Engineering, Environmental Science, and Geology all benefit from studying Chemistry. It is a pre-requisite for those who will be studying Chemistry, Agricultural Science, Biomedical Science, Medicine and Pharmacy at university level.

Physics TQA 3

Size value: 15 points (150 hours)

University entrance course

It is highly recommended that students study Physical Sciences TQA 3 in Year 11 before studying this course. Students studying this course should have studied a TQA 3 Mathematics course in Year 11 or be studying one in Year 12.

Physics is an important basic science that is strongly recommended to students seeking an intellectually stimulating and interesting course. The course builds on the skills and knowledge gained in Year 11 studies in Physical Sciences and covers the topics:

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

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

Pathways: Physics is a pre-requisite for those wishing to study Physics at university level. It is highly recommended for those students wishing to study Engineering, Surveying and Spacial Sciences, Agricultural Science and for those hoping to enrol in the Defence Force Academy.

COURSE INFORMATION	THE ARTS	COMPUTING AND INFORMATION TECHNOLOGY	DESIGN TECHNOLOGY	ENGLISH	FOOD TECHNOLOGY	HEALTH, PHYSICAL RECREATION, OUTDOOR EDUCATION	HOSPITALITY	LANGUAGES OTHER THAN ENGLISH	MATHEMATICS	RELIGIOUS EDUCATION	SCIENCE	STUDIES OF SOCIETY AND ENVIRONMENT	VET COURSES
<div> <div>STUDIES OF SOCIETY AND THE ENVIRONMENT</div> <div>BEHAVIOURAL SCIENCES</div> </div>													
<div> <div>Background</div> <div>Year 11/12</div> <div>Year 11/12</div> <div>Any background</div> <div>INTRODUCTION TO SOCIOLOGY PSYCHOLOGY TQA 2 150 Hours</div> <div>WORKING WITH CHILDREN TQA 2 150 Hours</div> <div>PSYCHOLOGY TQA 3 150 Hours</div> <div>SOCIOLOGY TQA 3 150 Hours</div> </div>													
<div> <div>SOSE courses include content that promotes students’ development as life-long learners. Study of these courses will involve students in pursuits that encourage them to develop as citizens and that provide them with the motivation to learn other than traditional intrinsic discipline values.</div> <div> <div>Why study a SOSE course?</div> <div> <div>SOSE courses help:</div> <div> <ul style="list-style-type: none"> develop an understanding of the world and where you fit within it appreciate the complexity of society develop an understanding of the social aspects of existence develop your knowledge of yourself and other people celebrate the diversity of viewpoints, cultures and truths that exist understand indigenous perspectives develop respect for the value of curiosity and inquiry make informed judgements question and critically evaluate develop a sense of the past and the present and gain perspective access all that it is to be a human person develop into the best person a student can be. </div> </div> </div> </div>													
<div> <div>Some guidelines if you are choosing SOSE courses</div> <div>There are a variety of SOSE courses available to suit the needs of the whole range of students. Most TQA 3 SOSE courses require good written English skills.</div> <div> <div>The following is a list of courses that would be useful for Year 11s who feel they need to improve their skills before enrolling in TQA 3 courses or they may simply be interested in the various areas. Any student should feel confident in taking these courses:</div> <div> <ul style="list-style-type: none"> Business Studies Foundation Introduction to Sociology and Psychology Working with Children Legal Studies Foundation </div> <div> <div>These courses are open to any Year 11 or Year 12 student with an interest in the particular area covered.</div> <div> <div>Students who possess good written English skills could confidently choose any of the SOSE TQA 3 courses:</div> <div> <ul style="list-style-type: none"> Accounting Ancient Civilisations Australia in Asia and the Pacific Australian Studies Business Studies Economics Geography Legal Studies Psychology Sociology Modern World History. </div> </div> </div> </div> </div>													
<div> <div>Introduction to Sociology and Psychology TQA 2</div> <div>Size value: 15 points (150 hours)</div> <div> <div>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 but will expand on your skills and knowledge, as well as suiting those with no experience in these course areas. During the year students will have the opportunity to study some, or all, of the following topics:</div> <div> <ul style="list-style-type: none"> personality crime and deviance personal space research methodology human development intelligence and learning sport psychology gender differences sociology of tourism. </div> <div> <div>During the year this course will help students develop skills in the following areas:</div> <div> <ul style="list-style-type: none"> essay and report writing learning and memory skills research and presentation skills understanding yourself and interpersonal skills creating surveys and analysing statistics. </div> <div> <div>Pathways:</div> <div>This course provides direct links to preparing for Psychology and Sociology TQA 3 and is a good companion to Working with Children and Health Studies. This course can also provide useful knowledge and skills for careers in areas such as retail, advertising, child care, nursing and teaching, the police force or any career that involves working with people.</div> </div> </div> </div> </div>													
<div> <div>Psychology TQA 3</div> <div>Size value: 15 points (150 hours)</div> <div> <div>University entrance course</div> <div>Psychology investigates and tries to explain the behaviour and mental processes of people and animals.</div> <div> <div>Topics include:</div> <div> <ul style="list-style-type: none"> Intelligence. Do we all agree on what it is? Sensation. Is what we see what we get? Perception. Is what we get what we see? Learning. How do we learn effectively? Memory. Can we improve it? States of consciousness. Is sleep an altered state of consciousness? </div> </div> <div> <div>Pathways:</div> <div>This course is useful to students who may wish to enrol in Psychology at university; or who may be interested in careers such as the police force, nursing, social work, teaching, physiotherapy, counselling and criminology. Psychology provides valuable life skills for students whatever their chosen profession.</div> </div> </div> </div>													
<div> <div>Sociology TQA 3</div> <div>Size value: 15 points (150 hours)</div> <div> <div>University entrance course</div> <div>This course engages students in a close study of contemporary Australian society and social behaviour.</div> <div> <div>Topics include:</div> <div> <ul style="list-style-type: none"> socialisation, difference and deviance sociological research methods equality and inequality institutions, power and politics. </div> </div> <div> <div>This course enables students to work independently as researchers and observers of social behaviour in Australia. Students also work co-operatively with others to explore and critique ideas about society. Sociology develops skills in researching ideas, collecting data, discussion and analysis as well as organising and reporting information.</div> </div> <div> <div>Pathways:</div> <div>Sociology is useful for students considering work or study in law, journalism, social work, nursing, education, social research, psychology or advertising.</div> </div> </div> </div>													



STUDIES OF SOCIETY AND THE ENVIRONMENT

BEHAVIOURAL SCIENCES

Psychology TQA 3

Size value: 15 points (150 hours)

University entrance course

Psychology investigates and tries to explain the behaviour and mental processes of people and animals.

Topics include:

- Intelligence. Do we all agree on what it is?
- Sensation. Is what we see what we get?
- Perception. Is what we get what we see?
- Learning. How do we learn effectively?
- Memory. Can we improve it?
- States of consciousness. Is sleep an altered state of consciousness?

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

Sociology TQA 3

Size value: 15 points (150 hours)

University entrance course

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

Topics include:

- socialisation, difference and deviance
- sociological research methods
- equality and inequality
- institutions, power and politics.

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

Pathways: Sociology is useful for students considering work or study in law, journalism, social work, nursing, education, social research, psychology or advertising.

Working with Children TQA 2

Size value: 15 points (150 hours)

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

Working with Children will require students to reflect on their practical experiences and evaluate what makes children tick!

Working with Children can be taken alongside the Certificate III in Children's Services.

Pathways: The course would be useful for those wishing to pursue a teaching or child care career.

BUSINESS AND LAW

Accounting TQA 3

Size Value: 15 points (150 hours)

University entrance course

Accounting is often described as the language of business. The study of accounting is therefore essential for those who wish to understand and explain the structure of business and how it works.

This course is designed for students to develop knowledge and skills that enable them to:

- understand the nature and purposes of accounting, its role in business, and its relevance to business financial decision making;
- record, report, analyse and interpret financial information for business organisations, and
- make appropriate business decisions based on financial information.

Students will:

- gain experience with Quick Books (a popular accounting software program);
- learn about the importance of protecting business assets from theft and loss, and how to minimise these risks through good business procedure, and

- learn how to read financial reports and be able to make recommendations about areas which need improvement in a business.

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

Business Studies TQA 3

Size value: 15 points (150 hours)

University entrance course

This course allows students to engage critically with the world of business. This course is both theoretical and practical, exploring business issues such as the ethical responsibilities of businesses, while students also undertake authentic business tasks. On successful completion of this course, learners will have knowledge and skills to:

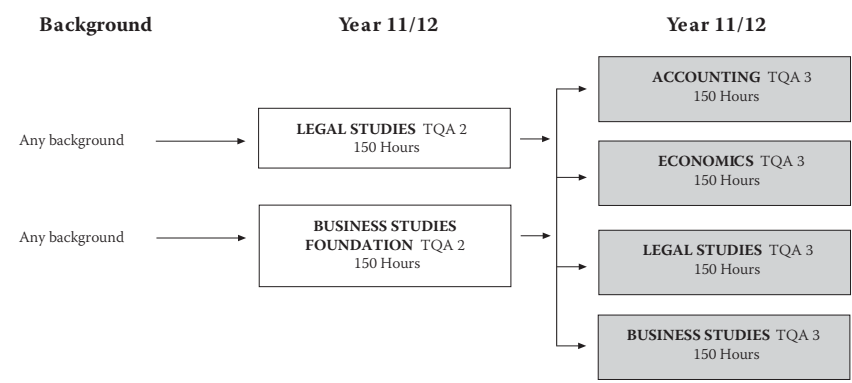
- lead, innovate and manage a small business;
- conduct research and acquire business information from a variety of sources;
- communicate business information using appropriate formats;
- apply a range of business and financial strategies to business situations , and
- analyse and evaluate business information, data and current issues.

There are four compulsory areas of study: the nature of business; key business functions; establishing and sustaining a business; inquiry into a current business issue. Specifically this includes accounting and finance, human resources, marketing and types of business.

Pathways: A deep understanding of how the business world operates is relevant to a range of careers in finance, marketing, management, economics and accounting. This course would also provide valuable preparation for further study in the Certificate III in Micro Business Operations.

STUDIES OF SOCIETY AND THE ENVIRONMENT

BUSINESS AND LAW



Business Studies Foundation TQA 2

Size value: 15 points (150 hours)

This course will give students a greater understanding of how the business world operates. Students will develop entrepreneurial skills and undertake an authentic business task.

Year 11 students will particularly benefit from taking this course as it introduces them to legal studies, accounting, economics and business management, where students can specialise in any of these areas in Year 12.

Economics TQA 3

Size value: 15 points (150 hours)

University entrance course

Students of this course will investigate contemporary economic issues using both economic ideas and knowledge of the features of the Australian economic system. This involves the study of issues central

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

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

Legal Studies TQA 3

Size value: 15 points (150 hours)

University entrance course

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

Students will learn:

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

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

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

Legal Studies Foundation TQA 2

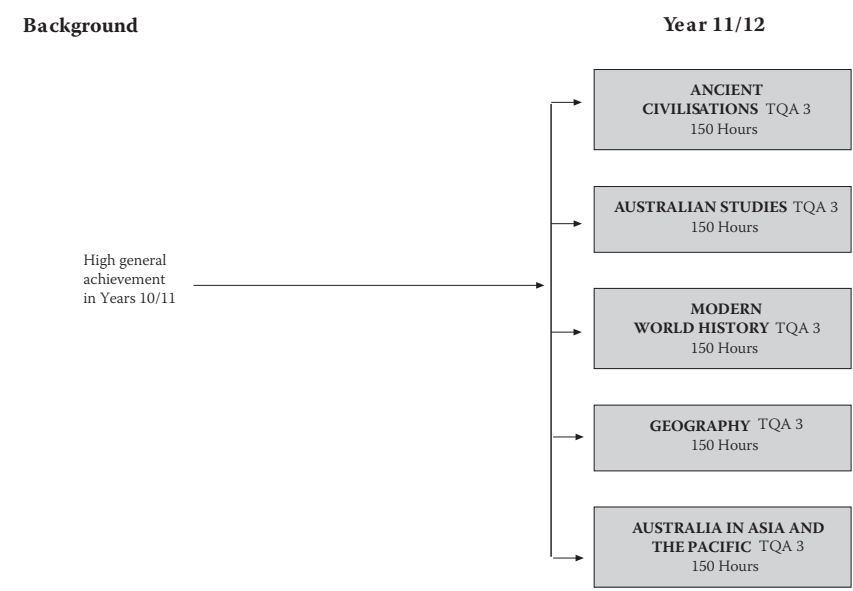
Size value: 15 points (150 hours)

The course covers the role and structure of government in Australia, how parliament makes laws, the Tasmanian courts system, the adversary trial process, the role of juries, sources of legal advice and how disputes can be resolved without going to court. There is also opportunity to learn about criminal law, family law, civil law, consumer law, shelter and property law, employment law and motor vehicles and the law. Students will work individually and in small groups to develop research and essay writing skills.

Pathways: Legal Studies Foundation is a less demanding legal studies course designed for Year 11 students as a stepping stone to the Legal Studies TQA 3 course in Year 12. Skills and knowledge gained through the study of this course would be helpful for careers in emergency services, legal aid, defence forces, corrective services and the police.

STUDIES OF SOCIETY AND THE ENVIRONMENT

HUMANITIES AND HISTORY



Ancient Civilisations TQA 3

Size value: 15 points (150 hours)

University entrance course

This vibrant and challenging course offers students the opportunity to study in detail one or two of the three great civilisations of the ancient Mediterranean world: Egypt, Greece and Rome. A focus of the course is the study of the complex interrelationship between individuals and their society. Questions such as, how great men and women influence their societies and to what extent these societies mould them, are an important focus.

In this course you will:

- examine archaeological evidence and learn how to interpret it
- study ancient literature
- learn what the myths and legends of the ancient world can tell us about it
- develop an appreciation of the variety of human experience
- look for bias in sources of information available to us
- develop research and essay writing skills.

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



Australia in Asia and the Pacific TQA 3

Size value: 15 points (150 hours)

University entrance course

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

Students will become more aware of the increasingly important Asia and Pacific region in which they live. Some of the units studied are geography, tourism, history, economics, ideas and religions and societies. This course also develops many of the skills and key competencies that employers seek. You can:

- develop planning and time management skills;
- develop problem-solving skills;
- develop high level research skills;
- learn to use initiative to seek out information in a variety of formats.

Two units are selected from the following list:

- Geography of Australia, Asia and the Pacific
- Economics of Australia, Asia and the Pacific
- History of Australia, Asia and the Pacific

- Tourism in Australia, Asia and the Pacific
- Societies in Australia, Asia and the Pacific
- Ideas and Religions in Australia, Asia and the Pacific
- Law in Australia, Asia and the Pacific.

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

Students studying the Tourism component of the Australia in Asia and the Pacific course will also have the option to enrol in the UTAS College Program. This program is run through the University of Tasmania's School of Asian Studies. The program will enable college students to have a concurrent enrolment at UTAS and gain a result in first year level 100 units in the Associate Degree in Arts. This level 100 unit may also count towards a number of other degrees at UTAS and at other universities. The unit which students may enrol in is HMA101 Asia: Enduring Traditions. This unit is equivalent to 12.5 percent of a full-time university first year load.

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

Australian Studies TQA 3

Size value: 15 points (150 hours)

University entrance course

Students will acquire knowledge and understanding of Australian society through the study of various issues relevant to modern Australia.

The course consists of:

- an historical overview which involves an examination of reasons for Aboriginal and European settlement and the gradual spread of European control up to Federation in 1901
- political issues such as national identity and independence; Whitlam, crisis and change; Australians at war
- great Australians which involves students selecting a key individual who has helped shape Australian History
- contemporary Australian issues such as republicanism, aboriginal land rights, refugees and youth issues.

(continued next page)

COURSE INFORMATION	STUDIES OF SOCIETY AND THE ENVIRONMENT									
THE ARTS	HUMANITIES AND HISTORY									
COMPUTING AND INFORMATION TECHNOLOGY	<i>(from page 31)</i> <ul style="list-style-type: none">through an examination of the historical forces that shaped modern Australia, students will develop skills and understandings which will equip them to be interested and informed citizens and life-long learners.									
DESIGN TECHNOLOGY	Skills developed in this course include: <ul style="list-style-type: none">researchcritical thinking (challenging illogical arguments)using historical sources including film and documentarysupporting judgments with balanced and informed argument;and testing information for relevance, reliability and consistency.									
ENGLISH	Pathways: Choose history for its interest as well as the skills you develop. It can assist in areas such as journalism, education, or further studies in the humanities.									
FOOD TECHNOLOGY	Geography TQA 3 Size value: 15 points (150 hours) University entrance course									
HEALTH, PHYSICAL RECREATION, OUTDOOR EDUCATION	Geography is a course through which students are able to acquire a knowledge and understanding of the physical world in which they live. Geographers are also interested in people, their relationships to each other and the impacts they have on the physical environment. The study of human populations in a range of different countries and regions around the world is a feature of this course. If you are interested in questions like: <ul style="list-style-type: none">Where do the world's seven billion people live and why do they live there?How many people can the earth support?What causes earthquakes and volcanic eruptions?How can we create sustainable cities for the future? then Geography is for you! Geography will also enable you to develop skills in mapping and research.									
HOSPITALITY	Pathways: Your work will involve: <ul style="list-style-type: none">individual and group workcritical thinkingusing historical sources including film and documentaryresearch.									
LANGUAGES OTHER THAN ENGLISH	Pathways: Modern World History would assist those who wish to work in areas such as journalism, law, education or undertake further studies in humanities courses.									
MATHEMATICS	GENERAL COURSES Student Directed Inquiry TQA 3 Size value: 15 points (150 hours)									
RELIGIOUS EDUCATION	This course provides students in Year 12 with the opportunity to explore their learning in an area of personal interest. The student-directed inquiry will be in greater depth than currently exists within existing senior secondary courses. The study will be trans-disciplinary in nature and involve students in making connections between bodies of knowledge. The largely self-paced style of learning will allow students to work beyond a strictly time-tabled time allocation.									
SCIENCE	Pathways: This would be a useful course for those who wish to undertake further study in the humanities and science areas. It would also be valuable to those seeking careers in the areas of environmental management, town planning, tourism and recreation.									
STUDIES OF SOCIETY AND ENVIRONMENT										
VET COURSES										

The course promotes learning skills and ways of thinking essential for the development of self-directed, self-managing, life-long learners in the 21st century. The project proposal for a TQA level 3 study will have the characteristics of significant challenge, broad scope and strong learning.

The course promotes learning skills and dispositions.

- These include:
- planning, negotiating;
 - inquiry, problem solving, decision making;
 - making connections, application and transfer of knowledge and skills;
 - preparedness to take risks and accept challenge;
 - critical and reflective thinking, seeking deep understanding;
 - knowing how to learn;
 - communicating;
 - working autonomously, working collaboratively and engaging with others in the learning process, and
 - global awareness, social responsibility, working ethically.

Pathways: Successful completion of this course is a suitable pre-requisite for any university course that involves research and essay writing. It would provide an excellent foundation for the majority of university courses providing skills to become an independent learner.

Work Readiness TQA 1 & 2
Size value: 10 points (100 hours)

This is a school-based course of 100 hours. Work Readiness is designed to help students in developing a range of skills that will assist them in seeking employment as well as learning about work-place behaviours.

The course prepares students for employment through dealing with workplace communication and relationships, workplace arrangements and expectations that affect employees, as well as basic skills relevant to the workplace including literacy, numeracy and ICT skills. Students enrolled in the course will learn how to develop a resume, seek and apply for work and rehearse interview scenarios. This course can be assessed at TQA 1 or 2 level.

VOCATIONAL EDUCATION AND TRAINING (VET)



GYC has a strong Vocational Education and Training (VET) program. The popularity of VET continues to grow and many of our students have made the transition from VET programs to further training or employment following their VET experience. VET courses are open to both Year 11 and Year 12 students unless otherwise stated. Enrolment in most GYC VET courses now follows a selection process, specifically an industry related interview process.

GYC VET programs generally occupy one line of 150 hours unless otherwise specified. Within each program, students are provided with the opportunity to complete up to 240 hours of 'on the job' work placement.

(VET) Certificate I in Automotive AUR10105
(150 hours)

This program is offered as one line of 150 hours and is designed for students wishing to train or gain employment in the automotive industry. Students in Year 11 and Year 12 are eligible to choose

this course, however, in order to give the widest exposure to automotive practices, it is recommended that VET Automotive students either study, or have studied, the TCE course Automotive Workshop Practices C.

VET Automotive students are expected to participate in up to six weeks of vocational placement in three two-week blocks, with local automotive businesses. The VET Automotive program covers practical and theory areas including:

- safe working practices
- environmental regulations
- workplace tools and equipment
- basic communication skills
- servicing
- workshop practices
- measuring devices.

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

(VET) Certificate II in Business BSB20107
(150 hours)

This program is designed for students wishing to obtain the skills and knowledge necessary to gain employment in any area of office or business administration. GYC has a high success rate in placing students in employment through this program. This course occupies one line of 150 hours.

Students will complete work placements in various businesses. Students will have opportunity to participate in authentic roles and responsibilities as part of an office team while on placement.

The Certificate II in Business program covers practical and theoretical areas including:

- computer use for business
- workplace communication
- workplace information handling
- business technology
- self management and organisational skills, and
- working safely in a business environment.

Pathways: VET Business provides a pathway towards careers in all areas of administration including legal, financial, state and local government.



VOCATIONAL EDUCATION AND TRAINING (VET)



(VET) Certificate III in Children's Services CHC30708
(150 hours)

Students enrolled in Certificate III in Children's Services work towards gaining the qualification that will allow them to enter the child care industry. Students need to be motivated to work closely with young children and develop the required skills for effective interactions and understanding of children's health and safety and the provision of quality care environments.

Students will gain the full certificate after achieving competency in the 15 units, 11 core units and four electives. Students must be prepared to undertake a minimum of 150 hours of work placement and all written tasks. Writing for this course is similar to pre-tertiary standard.

Pathways: Certificate III in Children's Services provides a pathway into the children's services industry, community or youth work and students can also pursue the field of education in early years.



(VET) Certificate I in Construction CPC10111
(300 hours)

VET Construction is designed for students wishing to train for or gain employment in one of the building trades. GYC offers this program as either two lines over 12 months or one line over two years, making a total of 300 hours. This gives some flexibility to students from other schools who may have already achieved competency in some units towards the full qualification.

It should be noted that this is a very popular program and it may be necessary for interested students to participate in an industry related application and interview process during Term 3, 2013.

Units for this program include:

- WH & S
- workplace communication
- measurement and calculations
- reading plans.

Pathways: VET Certificate I in Construction provide a pathway towards careers in the building trades such as carpentry, joinery, plumbing, electrical, plastering, glazing, painting and decorating.

(VET) Certificate II in Engineering MEM20105 (Metal Trades)
(150 hours)

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

Core units include:

- Workplace communication
- occupational health and safety
- quality procedures
- performing routine tasks
- use of hand and power tools
- machining and
- welding.

Pathways: VET Engineering provides a pathway towards careers in metal fabrication, machining, welding and the plumbing trade.

(VET) Certificate II in Hairdressing SIH20111
(150 hours)

This course is designed as a pre-vocational qualification and provides the basic skills to work as a salon assistant. Delivered in commercially-operating salons, this course includes preparing clients for salon services, client communications, shampoo and dry hair to shape, applying colour, developing hairdressing industry knowledge and workplace safety procedures. You will learn about:

- hairdressing tasks;
- interacting with customers and customer service;
- hairdressing work practices, and
- developing hairdressing industry knowledge.

Students from Guilford Young College attend the Tasmanian Polytechnic one day per week to complete their training and assessment.

Pathways: This course is a pathway to Certificate III in Hairdressing and an apprenticeship. Careers include hairdressing, beauty technician, business owner.



VOCATIONAL EDUCATION AND TRAINING (VET)



(VET) Certificate I in Hospitality (Kitchen Operations) SIT10307
(150 hours)

This is the first step in gaining a qualification towards becoming a chef. There are theory units and some practical lessons on general food preparation and cooking. Students are required to complete several work placements in restaurants around Hobart.

This course may be undertaken with the Introduction to Catering TQA 1 course.

Skills and units gained in this certificate will contribute towards the Certificate II in Hospitality (Kitchen Operations).

(VET) Certificate II in Hospitality SIT20307
(150 hours)

Students will develop skills and knowledge specific to the needs of the industry and this course is useful for those interested in furthering their education and employment opportunities in hotel management or the food industry.

Students are required to complete the Certificate I in Hospitality (Kitchen Operations) prior to enrolling in the Certificate II or undertake it concurrently with Certificate I. Skills gained through this course will be developed over the year and put into practice while on work placement in various restaurants and hotel businesses.

Pathways: VET Certificate I and II in Hospitality provide pathways towards careers in commercial cookery, Asian cookery, patisserie, catering operations and the Diploma and Advanced Diploma of Hospitality. Further study may lead to the Bachelor of Business in Hospitality Management.

(VET) Certificate II in Tourism SIT20107
(150 hours)

VET Tourism offers students an exciting entry point into the Tourism industry, and provides them with a range of generic skills which can be used in a much broader range of career areas. VET Tourism covers units such as developing and updating tourism industry knowledge, working in a socially diverse environment and acquiring the computer, business and administrative skills required for dealing with a range of customers, clients and business contacts within the industry.

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

Responsible Service of Alcohol certification can be made available to students as part of this course.



Pathways: VET Tourism provides a pathway towards careers as a tour guide, reservations guide, front of house receptionist, travel agent, marketing manager, business owner, hotel manager and the Diploma and Advanced Diploma of Hospitality. Further study may lead to a Bachelor of Tourism or Bachelor of Business Administration (Tourism Management).

(VET) Certificate I in Agrifoods AGF10107
(150 hours)

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

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

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

COURSE INFORMATION				
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COMPUTING AND INFORMATION TECHNOLOGY				
DESIGN TECHNOLOGY				
ENGLISH				
FOOD TECHNOLOGY				
HEALTH, PHYSICAL RECREATION, OUTDOOR EDUCATION				
HOSPITALITY				
LANGUAGES OTHER THAN ENGLISH				
MATHEMATICS				
RELIGIOUS EDUCATION				
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GUILFORD YOUNG COLLEGE
A CATHOLIC CO-EDUCATIONAL SENIOR SECONDARY COLLEGE