



YEAR 10

SUBJECT SELECTION GUIDE

2020

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FROM THE PRINCIPAL



Mr Adrian Drane

This guide is designed to provide students and parents with information about the curriculum for Years 10. Details are provided of a wide range of elective subjects, from which students choose, according to interest and ability.

The core and elective subjects can help guide subject choices for Years 11 and 12. It is important to note though that the subjects chosen at Year 10 do not prescribe what a young person will study in future. The majority of subjects at Senior College can be chosen without needing any pre-requisite studies.

Students at Marist Regional College perform extremely well by all standard measures of attainment. Students from the College outperform all Tasmanian averages in every measure of academic and attainment endeavours. Students at Marist Regional College are 30 percent more likely to graduate from full time studies in Year 12 than the average state graduation rates. This comes as a result of young people who are engaged and active participants in their own learning. Therefore, the best advice I can give you around choosing subjects at Year 10 is to allow your child to choose subjects they are interested in and will enjoy. I would also encourage you to keep your options open by choosing a broad range of subjects and resisting the urge to specialise in one particular area of the curriculum.

Our aim is to provide an environment where each student values and enjoys learning. Students are taught to be effective communicators who are able to engage in high level critical thinking, creativity, problem solving and teamwork. Students are encouraged to be self-directed, ethical and responsible.

I encourage you to read this guide and discuss its contents and the options with your daughter or son. Subject teachers offer subject counselling and assist in determining which elective subjects suit the skills, competencies and interests of your child.

Please feel free to contact teachers to discuss subject choices or answer any questions you might have after considering the information within.

With best wishes

A handwritten signature in black ink, appearing to read 'A. Drane', written in a cursive style.

Mr Adrian Drane
Principal

Your Pathway through College and Beyond

The Subject Selection Guide is designed to help you plan your course of study for Year 10. This important year level should be considered as an introduction to the senior phase of learning; a transition year to Senior College.

There are many pathway options available at Marist Regional College. We offer a broad selection of subjects in order to cater for the individual needs of students enrolled at the College. We strongly encourage students in Year 10 to choose subjects across the various learning areas in order to give a broad and balanced education.



Mrs Kerrie Flynn

Please be aware that for subjects to be offered by the College, there must be sufficient numbers of students and resources available. Students and parents are encouraged to read this guide thoroughly and engage in discussion with a variety of people before making a decision.

As each individual student must ultimately feel confident with their choices, it is advisable that:

- students and parents read through the guide carefully and make note of the key dates;
- students select subjects with an understanding of their learning strengths and interest areas;
- students choose subjects that develop their talents, skills and open up future opportunities.

They should also attend, ask questions and actively seek information from people who can advise and guide them at the Subject Advice Night on Wednesday 14 August.

Staff of the College can offer valuable perspectives, resources and advice to assist students and parents in making informed decisions and choosing the right pathway options.

A handwritten signature in black ink, appearing to read 'K Flynn'.

Mrs Kerrie Flynn
Deputy Principal Learning and Teaching



CORE SUBJECTS

All Year 10 students undertake the **compulsory** Core Subjects (Australian Curriculum):

- Religious Education
- English
- Mathematics
- Science
- History
- Health and Physical Education

Religious Education

At Marist Regional College we endeavour to introduce students to a view of the world founded on scripture and the ongoing tradition of the Church. This is embedded in the religious identity and culture of the school as expressed through the charisms of the Marist Fathers and Mercy Sisters.

Religious Education is organised into three interrelated strands: Knowledge and Understanding, Inquiry and Communication, and Discernment and Making Connections. These strands are used to assess the learning of students from Years 7 to 10 and act as a continuum between the primary curriculum offered at Catholic schools within Tasmania and their secondary counterparts.

Central to Religious Education at Marist is an understanding of Jesus Christ. Over their time at the school, students explore this within the context of Catholic spirituality and how they come to understand who they are in their own beliefs and where they belong in the world.

Students have opportunities to examine other world religions and world views as they compare and contrast principles, values and identities within Catholic Christianity. They investigate and shape their own thoughts and views in a considered and reflective way.



Core Australian Curriculum: English, Mathematics, Science, History and Health & Physical Education

English, Mathematics, Science, History and Health and Physical Education courses are developed from the Australian Curriculum. These Australian Curriculum subjects will be assessed against national standards, and detailed descriptors can be found on the ACARA website <http://www.australiancurriculum.edu.au/> and through the Marist Regional College links on the College webpage www.mrc.tas.edu.au

ELECTIVES

Year 10 Electives

All students must choose HPE as one of their elective choices. HPE is a core Australian Curriculum subject, however, students have choice in which of the two designated groups they will choose in HPE, to give greater choice and flexibility with electives.

Year 10 students select:

- HPE and three elective courses (including Introductory VET courses), or
- HPE, one elective course (including Introductory VET courses) and one TASC Level 2 course.

Students should endeavour to have a balance of elective subjects across the different areas based on interest, enjoyment and challenge.

The full list of elective subjects is provided over the page.

TASC Level 2 Courses in Year 10

Students have the opportunity to complete one of the offered Tasmanian Assessment, Standards and Certification (TASC) Level 2 courses in Year 10. **Satisfactory completion of a TASC course contributes to the achievement of the Tasmanian Certificate of Education (TCE) at the end of Year 12, by providing 15 points towards the 120 points required.**

Students are permitted to undertake only one TASC course in Year 10.

In 2020, the TASC Level 2 courses being offered are:

- TASC History & the Environment 2
- TASC Music Studies 2
- TASC Dance 2
- TASC Food, Cookery & Nutrition 2
- TASC Contemporary Music 2
- TASC Musical Theatre 2
- TASC French 2
- TASC Introduction to Sociology and Psychology 2

Students wishing to undertake a TASC course in Year 10 must carefully consider their application to their studies, as a Level 2 TASC course demands a high degree of commitment to ensure success.

As these courses are Senior College courses, it is important to note that Year 10 students in TASC courses will have students from Years 11 and 12 in the same class.

TASC courses are equivalent to two school-based electives.

Selection of a TASC subject does not guarantee entry into that course. TASC courses are only conducted should there be adequate numbers enrolled. **Senior College students have priority entry, should numbers exceed the allowable limit.**

VET Introductory Courses in Year 10

Introductory VET courses are designed to give students the opportunity to explore an area of interest in Year 10, with the option of choosing a VET course of interest in senior secondary years, to further extend skills, knowledge and career pathways.

Each course carries TCE points for every unit of competency completed. For example, an Introduction to Hospitality course contains 3 units of competency that add up to a total of 6 credit points. As long as you complete all units of competency, these points (6) will go towards the TCE.

In 2020, the TASC Level 2 courses being offered are:

- Introduction to Business
- Introduction to Music Industry
- Introduction to Hospitality

USING THE GUIDE TO CHOOSE ELECTIVES

In Year 10, students have the opportunity to experience a broad and rich curriculum through the wide range of elective subjects.

Students must choose an elective in each group: A, B, C, D. **HPE must be selected.**

OPTION 1

Choose:
HPE
Three (3) Year 10 Electives
(Plus 3 reserves)

OPTION 2

Choose:
HPE
One (1) TASC Level 2 Subject
One (1) Year 10 Elective
(Plus 3 reserves)

YEAR 10 SUBJECT SELECTION

GROUP A	GROUP B	GROUP C	GROUP D
HPE	Curriculum Support Program	HPE	Curriculum Support Program
Sport Science	Outdoor Education	Outdoor Education	Outdoor Education
STEM	Mathematics Plus	French	Sport Science
Drama	Media Arts	Music	Visual Art
Wood Technology	Wood Technology	Digital Technologies	Metal Technology
Small Engines	Computer, Graphics & Design	Wood Technology	Computer, Graphics & Design
	Fibres Technology	Small Engines	
Intro to Business	Intro to Hospitality	Intro to Music Industry	Intro to Hospitality
TASC History & the Environment 2		TASC Food, Cookery & Nutrition 2	
TASC Dance 2		TASC Intro to Sociology & Psychology 2	
TASC Music Studies 2		TASC French 2	
TASC Contemporary Music 2		TASC Musical Theatre 2	

EXAMPLE SUBJECT SELECTION - STUDENT 1

GROUP A	GROUP B	GROUP C	GROUP D
PREFERENCE 1			
HPE	Fibres Technology	Outdoor Education	Visual Art
PREFERENCE 2 (reserve)			
HPE	Outdoor Education	Intro to Music Industry	Sport Science
PREFERENCE 3 (reserve)			
HPE	Computer, Graphics & Design	Digital Technologies	Outdoor Education

EXAMPLE SUBJECT SELECTION - STUDENT 2

GROUP A	GROUP B	GROUP C	GROUP D
PREFERENCE 1			
TASC History & the Environment 2		HPE	Metal Technology
PREFERENCE 2 (reserve)			
TASC Contemporary Music 2		HPE	Intro to Hospitality
PREFERENCE 3 (reserve)			
HPE	Wood Technology	TASC Food, Cookery & Nutrition 2	

NOW, IT'S YOUR TURN...

YEAR 10 SUBJECT SELECTION			
GROUP A	GROUP B	GROUP C	GROUP D
HPE		HPE	
Sport Science	Outdoor Education	Outdoor Education	Outdoor Education
STEM	Mathematics Plus	French	Sport Science
Drama	Media Arts	Music	Visual Art
Wood Technology	Wood Technology	Digital Technologies	Metal Technology
Small Engines	Computer, Graphics & Design	Wood Technology	Computer, Graphics & Design
	Fibres Technology	Small Engines	
Intro to Business	Intro to Hospitality	Intro to Music Industry	Intro to Hospitality
TASC History & the Environment 2		TASC Food, Cookery & Nutrition 2	
TASC Dance 2		TASC Intro to Sociology & Psychology 2	
TASC Music Studies 2		TASC French 2	
TASC Contemporary Music 2		TASC Musical Theatre 2	

- Choose one (1) elective in each Group A, B, C and D.
- **HPE must be selected, only once, in Group A or Group C.**
- A TASC course will be chosen in both [Groups A and B] or [Groups C and D].
- Choose a second and third preference (reserves in each group). If your preferred elective presents in another group, you may choose it as a reserve. You may choose HPE in the other group as a second or third preference.

YOUR SUBJECT SELECTIONS			
GROUP A	GROUP B	GROUP C	GROUP D
Preference 1			
Preference 2 (reserve)			
Preference 3 (reserve)			

SUBJECT SELECTION PROCEDURE

All students will be required to select their subjects using the online Subject Selection process.

A printed and signed receipt must be returned. Failure to return the receipt may result in students not being enrolled in their preferred subjects.

Step 1

Use the Subject Selection grid on page 8 of your guide book to record your preferences and reserves.

Step 2

Using the information on page 31 of this handbook as a guide, use your password and go online to record your subject selections.

Please make sure you print **two copies** of your online subject selection receipt.

You can only enter your selections twice, so make sure you have a clear plan before you start.

Step 3

Hand your signed **Subject Selection** receipt to Student Services by **Friday 23 August**.

- **Please check that your parent/guardian has signed the receipt.**

IMPORTANT INFORMATION

Your choices indicated on the online Subject Selection forms will be used by the College to decide which subjects can actually run.

When a subject is withdrawn, your reserve preference will be allocated.

If you do not get your first preferences your reserves will be automatically allocated, so please consider them carefully and be happy with your choices.

Your subjects should be finalised by Thursday, 22 August 2019.

Will I get all of my choices?

- **Final approval for an elective to go ahead will be dependent upon the numbers choosing that particular elective and the availability of staff to teach a particular elective.**
- Enrolments in some electives may have to be limited.

Can I change subjects later?

- Yes, you can make some subject changes before the cut-off date early in 2020 (2 weeks into the school year). However, once the timetable is finalised in 2019 change can be very difficult with many classes having size restrictions, or may not be running as a result of not reaching minimum numbers in the subject selection process. You need to be aware that subject changes may result in changes to your other classes.
- Please be aware that cut-off dates are strictly adhered to so there are minimal disruptions to classes and to ensure that students are able to successfully complete all course requirements. We encourage you to make considered and planned choices.

In any educational setting there is a wide spectrum of learners, learning styles and learning needs. Each student has a unique learning journey. Within the classroom, teachers are aware of and plan for students and differentiation – allowing them to access the curriculum at their level. A small number of students require additional assistance beyond that catered for in the classroom.

The aim of the Curriculum Support Program is to encourage students who have learning barriers to experience success. Support Staff focus on breaking down assessment tasks with students. They assist and develop students' skills in researching, summarising, note-taking and organisation. Due dates are reinforced. Where possible and/or necessary, Support Staff liaise with the subject teachers.

It is important to note that the Curriculum Support Program is not for the completion of tasks, but for an understanding of what it is a task requires, and to enable progression with work that might otherwise present a barrier to completion. There is an expectation that students will continue to work on assessments in the classroom and at home, as required.

Participation in the Curriculum Support Program is determined collaboratively with parents, teachers, the Deputy Principal, Learning and Teaching, and the Learning Enrichment Centre Coordinator.

This elective is by invitation only, and following discussion with the Deputy Principal, Learning and Teaching, and the Learning Enrichment Centre Coordinator.

Students must meet the eligibility criteria. The placement of the Curriculum Support Program will be determined following the timetable construction. Eligible students will need to forego a preferred elective to undertake the program.

Contact Helen Cox, Learning Enrichment Centre Coordinator for further information.

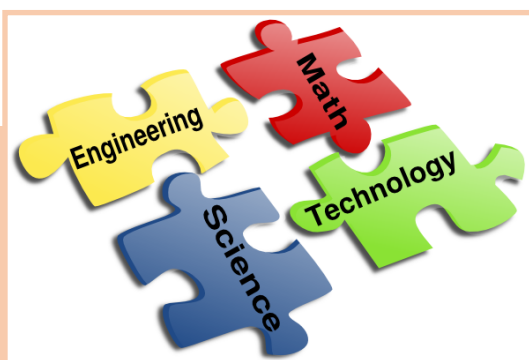
STEM (Science, Technology, Engineering & Mathematics)

Students electing to do this course would be expected to have participated in a STEM Elective in Year 9, or be a demonstrated independent learner and achieving at a high standard in Year 9 Science.

This course is for those students who would like to extend their understanding of the engineering, robotics, biological, chemical and physical sciences. Students will have the opportunity to develop a deeper understanding of the concepts underpinning the Senior Secondary Biology, Chemistry and Physics courses they may be wishing to choose in Years 11 and 12.

Students of STEM would:

- Design and undertake their own STEM experimental investigation and enter these in the UTAS Science & Engineering Investigation Awards
- Extend their knowledge in software and computerised equipment to facilitate the gathering of scientific readings using “data logging equipment”
- Compete in the Science Engineering Challenge where they would actively participate in real-world problem-solving in collaborative teams
- Engineer electrical circuits to gain a practical understanding of thermistors (thermal resistors) and LDR’s (light dependent resistors)
- Research and discuss ethical considerations for the future of STEM in our society and participate in forums to communicate their considered reflections
- Attend key lectures, workshops and professional addresses in areas of relevance to STEM content
- Explore and utilise advanced technologies.



DRAMA

Year 10 Drama

In Year 10 Drama, students use a variety of different skills, including improvisation, movement, mime and voice, to create their own devised drama works.

Students work individually and with others to prepare and present solo, duologue and small group work using skills in character development to create varied roles in performance. Year 10 students study the performance theories of Stanislavski to help in the development of characters and performance skills. The culmination of the year is the presentation of a class play.

TASC Musical Theatre 2

(MUT215115)

Complexity Level 2

TCE Points 15

NOTE: The College will be presenting the biannual College Musical in 2020. This course will be primarily focused on preparations for the performance.

Content:

Musical Theatre is an increasingly relevant performing art form for Australian audiences. In the study of Musical Theatre, learners work as members of a musical theatre ensemble, acquire music or performance skills, and learn specialised techniques necessary for this sophisticated theatre genre.

The study of Musical Theatre builds social skills and increases self-confidence. Musical Theatre allows the exploration and expression of emotion and creativity. Learners will develop significant skills in rhythmic, body and spatial awareness.

There are four units of study in the Musical Theatre course:

- UNIT 1 Musical Theatre skill development
- UNIT 2 Ensemble performance skills
- UNIT 3 Understanding and responding to text, score or music
- UNIT 4 Presenting polished Musical Theatre performances

The first three units will be delivered concurrently and culminate in Unit 4 – the Musical Theatre production season.

Students wishing to enrol in Musical Theatre must first pass an audition (to be held at the end of 2019). This will determine their role in the school musical.

Please note: Students who wish to be involved in the school musical but are unable to enrol in this course, may still audition. Parts will be allocated to the most suitable auditionee. Rehearsals for the musical will also be held after school hours to allow everyone to participate.



TASC Dance 2

(DNC215115)

Complexity Level 2

TCE Points 15

Content:

This course has four compulsory units; dance skills; dance making; preparation and performance; reflection and appreciation.

Students explore the elements of:

- dance
- body awareness
- movement vocabulary
- choreography devices
- structuring dance works
- creating dance.

Students will create dance work for self and others as well as developing an understanding of warm ups, injury prevention and management, and learn to reflect on their own work as well as the work of others.

Assessment: Assessment is via criterion based assessment. Students are assessed on 7 different criteria. All assessment is internal and is based on both practical and written work.

Pathways:

Dance 2 provides a pathway to Dance Choreography and Performance Level 3 in Senior College.



MUSIC

Year 10 Music

Pre-requisite: It is helpful, but not essential, to have studied a Music elective in Year 9 before entering the Year 10 course. Wind or keyboard performers need a minimum of 2 years practical experience to enable them to study Pre-Tertiary Music in Year 12.

This course aims to develop students' musicianship through performance, composition, arranging, improvising, critical listening and music technology. Students will obtain skills both as a soloist and as a member of an ensemble.

There will be opportunities to:

- Attain skills on a chosen instrument
- Perform to an audience
- Compose music of different genres and styles
- Plan (costumes, staging, program, props) and perform in concerts
- Use computer technology to create music
- use our industry standard recording studio in the Music area.

TASC Music Studies 2

(MSS215115)

Complexity Level 2

TCE Points 15

This course is recommended for students in preparation for Level 3 Music in Senior College.

Content:

This course is for musicians who enjoy performing, composing, listening to, creating and notating music. It is ideal for students who wish to improve their standard of performance on an instrument and gain a general grounding in the Theory of Music.

Students may study any instrument, including the voice. A minimum of 2 years study on this instrument is expected prior to enrolling in Music Studies. Students have the opportunity to form ensembles with Year 11 and 12 students. Tuition is provided in composing, recording, performing and listening. Preparation for concerts and 'gigs' is a focus.

Pathway:

Successful completion of Music Studies provides a solid basis for the study of pre-tertiary Music. It also results in improved performance skills, including confidence and musicality, enabling the student to gain increased pleasure in making music. Part-time work as a musician is often an outcome.



TASC Contemporary Music 2

(MSC215117)

Complexity Level 2

TCE Points 15

Content:

This course is ideally suited to students who are mainly interested in practical music (playing an instrument or singing). Members of Rock Bands, guitarists, bass guitarists, drummers, vocalists and keyboard players are able to improve their skills and prepare for 'gigs' in this course. Other instrumentalists are also most welcome to enrol.

In this course students will gain experience in the Music Industry with a particular focus on improving performance skills and further developing their technique on a musical instrument, including voice where applicable. Recording, marketing and promotion of original material, organising the MRC Battle of the Bands and building a repertoire or performance 'set' are offered.

Areas covered include:

- Performance (using TAB and/or conventional notation)
- Using Music Technology (computers, Music software, P.A. Systems, recording in our studio)
- WH&S issues relevant to the Music Industry
- Composition
- Listening to a wide range of the 'Music of Today'.

Pathway:

Successful completion of Contemporary Music may lead to Certificate III in a field related to Music (ie Sound), involvement in the entertainment industry, playing music for personal pleasure, leisure activities, social music sharing/creating/performing, part-time work as a musician and the study of related units in Contemporary Music at a Conservatorium of Music including UTAS Hobart.

VET Introduction to Music Industry

Please see details for this course in the VET section at the rear of this guide.



VISUAL ARTS

Year 10 Visual Arts

Year 10 students will learn to evaluate how representations communicate artistic intentions in artworks they make and view. They will evaluate artworks and displays from different cultures, times and places. Analysis of the connections between visual conventions, practices and viewpoints will be undertaken and they will identify the influences of other artists on their own art works.

Students will manipulate materials, techniques and processes to further develop and refine previously acquired skills as well as be introduced to new techniques and mediums. These techniques and processes will be applied to the representation of ideas and subject matter in their artworks with an emphasis on developing and enhancing individual expression and creativity.

Students will work in the studio areas of printmaking, painting, drawing, ceramics, multimedia, sculpture and digital photography. A theme based approach will be emphasised and students will develop independent research skills.

This course will interest students who enjoy being creative and working with varied art mediums. It is strongly recommended for students considering Art at a Senior College level.

Year 10 Media Arts

Media Arts students will expand on their creative design and digital technology skills. This course will help students to prepare themselves for working in other design and creative subjects. Students use photographic equipment, digital applications such as the Adobe Creative Suite to produce visual and printed media, films and graphic design media.

Students will work with industry standard software, which they can upload onto their own laptops. The courses contain online tutorial material that students can access outside of class or at home. Students are expected to work independently but there will be some collaborative assignments throughout the year. Students will also deliver one tutorial to their peers clearly showing a technique in either Adobe Illustrator or Photoshop.

This course will interest students who enjoy creating digitally and are interested in a career path in digital photography, graphic design, film production, web design or a technology related creative field.

The course covers a simulation of a creative studio environment and students will work to strict deadlines for projects. Experience in this course can lead students to Media Production 2 or 3 in Senior College.



Maintaining the learning of a language other than English from Year 7 to 12 is enjoyable and has many advantages. Language also equips students to travel the world and gives the potential for international careers.

If you have an interest in a language and have not participated in that language since Year 7 or 8, don't worry. You can take up a language in Year 10 and enjoy the fun and benefits a second language brings. It's never too late!

FRENCH - AUSTRALIAN CURRICULUM OR TASC

In 2020, students have the new opportunity to elect one of two options to learn French in Year 10!

Students can elect to learn French as a TASC (Tasmanian Assessment, Standards & Certification) Level 2 subject. This course will provide students 15 points towards their Tasmanian Certificate of Education and allows students more flexibility for subject selection in Senior College.

Students can also elect French as a regular Australian Curriculum subject and be assessed against the curriculum standard. This would require students to use only one of their elective lines. Students will still have the opportunity to select French Level 2 in Senior College.

**Prior experience in French is not necessary for enrolment in either option.*

The focus for both of these courses are:

- Gaining confidence and improving pronunciation in the spoken language
- Expanding vocabulary
- Developing listening skills
- Studying grammar and developing reading and writing skills.

Cultural aspects will include a more in depth look at the similarities and diversities of the regions of France and countries other than France where French is an official language.

Please see Mr Patrick Fabian or Mrs Kerrie Flynn for more information about these two courses.

Please note: It is highly likely that only one course of French will run in 2020. Whether that is Year 10 French or TASC French Level 2 is dependent on the course selected by the majority. Students who elect to do the course which doesn't run will be contacted, prior to a reserve elective being deferred to.



FIBRES TECHNOLOGY

Year 10 Fibres

This course is designed to extend students' practical skills and awareness of issues related to the clothing and the fashion industries. Various textile skills will be utilised through the use of specialised tools and equipment to meet the needs of Design Briefs which will address specific areas of homewares, clothing and fashion.

Students will further develop their knowledge of the characteristics of fabrics and their performance, fashion vocabulary, skills in fashion figure drawing, clothing construction, and creative textile arts. Sustainability and ethical issues relating to the clothing and fashion industry are also explored. Students will undertake negotiated projects in-line with Design Briefs and continue to develop a folio of work.

FOOD TECHNOLOGY

TASC Food, Cooking and Nutrition 2

(FDN215118)

Complexity Level 2

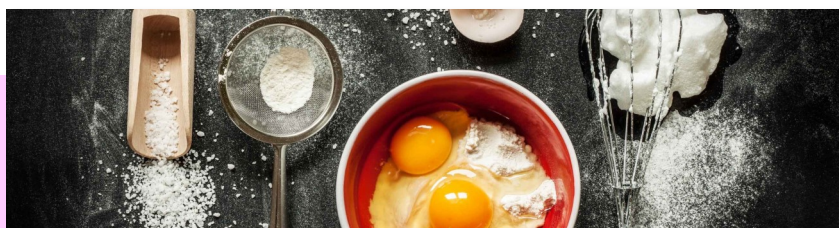
TCE Points 15

Content:

Food education enables learners to develop an understanding of basic nutrition, and the skills and knowledge to select appropriate foods and cooking methods to create meals. This empowers learners to make responsible, healthy, sustainable food choices for life. The development of nutrition awareness, food knowledge and preparation skills have been recognised as factors which can contribute to the improvement of health.

Students will prepare and experience healthy foods, explore influences on food choice and the role advertising and marketing have on individuals' food selection.

Pathway: This course provides a pathway to Food and Nutrition Level 3 in Senior College.



METAL TECHNOLOGY

Students will use metals to learn about the design process and develop problem solving tasks. This will include research and the development of skills and craftsmanship. Sustainability and economic considerations will inform decision making processes.

Students will be using oxy-acetylene, MIG and Arc Welding equipment, along with a range of tools and machinery associated with metal working processes. They will be encouraged to develop knowledge about metals as a material and to gain an appreciation of vocational, consumer and marketplace opportunities.

WOOD TECHNOLOGY

Wood offers students the opportunity to design and make projects using Tasmanian timbers and learn about the qualities and character of different timbers. Students will be given the opportunity to develop the skills needed to make useful and interesting products from wood. By working with materials and using a range of equipment and tools they will be involved in a variety of problem solving situations. Students will have the opportunity to develop graphic and research skills. Sustainability and economic considerations will inform decision making processes.

The skills that students develop in this subject will enable them to enjoy woodworking as a hobby and may help with future employment opportunities and home maintenance.

SMALL ENGINES

This course is aimed at students who are interested in learning about small engines. Students will cover such topics as maintenance, operations, and assembly.

This course is particularly suited for students who would like a career pathway into the automotive trades.



DIGITAL TECHNOLOGIES

Digital Technologies focuses on further developing understanding and skills in computational thinking. Students will have opportunities to analyse problems and design, implement and evaluate a range of digital solutions. Learning experiences will include hands-on experience with a variety of Digital Technologies including, Robotics, coding and programming.

Digital Technologies provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. The subject helps students to become effective users of digital systems and critical consumers of information conveyed by digital systems.

This course can lay a foundation for further pre-tertiary study in Computer Science.

YEAR 10 COMPUTER GRAPHICS AND DESIGN

This subject is an introduction to the world of graphics - both computer and hand drawn. This course is suitable for students interested in pathways in architecture, engineering and construction. They will learn about the differences between traditional technical drawing and the technology of CAD (Computer Aided Drawing). This course can lay a foundation for further pre-tertiary computer graphic courses.

Students can develop skills and knowledge in the following:

- Drawing to Australian standards
- Freehand sketching
- An awareness of technical graphics in society
- Drafting software for computers
- 2D/3D drawing on computer
- Learning the design process and problem solving
- Presentation of finished solutions.



YEAR 10 SPORT SCIENCE (Sport Psychology)

This is a demanding theoretical course with only a small practical component. Students are advised to select this course if they intend to pursue a career in the sport, fitness and/or recreation industries e.g. PE teacher, doctor, nurse, paramedic, physiotherapist, exercise scientist, professional athlete.

Students will study the following units:

- Exercise Physiology: energy and energy systems, oxygen delivery, recovery from exercise, effects of training and training programs
- Skill Acquisition: how a skill is learned, the stages involved and factors which affect the way skills are learnt
- Sport Psychology: how different psychological factors such as emotions, anxiety, personality, self-confidence, motivation, concentration, team cohesion, leadership and goal setting can affect the performance of an athlete
- Sports Injuries: types of sports injuries and the diagnosis, treatment and preventative measures.

YEAR 10 OUTDOOR EDUCATION

Pre-requisites: Studies in Outdoor Education is a fulfilling, yet demanding, subject and it is essential that students intending to enrol in this course:

- Have demonstrated a consistent and diligent approach in Year 9 Health and Physical Education
- Have the capacity and commitment to work safely and follow instructions
- Are able to competently swim 200m in 8 minutes without assistance
- Are able to complete a 10 minute survival swim with assistance.

The Outdoor Education syllabus is designed to foster the responsible use of the outdoors for recreational purposes. It aims to develop student independence and self-reliance in a variety of outdoor pursuits. The course will be delivered predominantly through practical components that include field-based experiences. A range of outdoor pursuits can be covered, dependent on staff expertise including: surfing/body boarding, snorkelling, mountain biking, bush cooking, rafting, canoeing/kayaking, orienteering/map reading, bush first aid and weather interpretation. It will be delivered within a framework that emphasises cooperation, leadership, safety and risk management.



HISTORY AND GEOGRAPHY

TASC History and the Environment 2

(HAE215115)

Complexity Level 2

TCE Points 15

This course meets the Literacy standard (Literacy tick) required for the TCE

Content:

The History and the Environment course enables students to study the environmental and historical factors that have shaped their world.

The course focuses primarily on the three distinct cultures of Australia, China and India. It invites learners to compare and contrast the different ways in which human cultures have sought to adapt to particular features of their natural environment.

Students will study seven (7) topics and two (2) case studies.

The seven topics are:

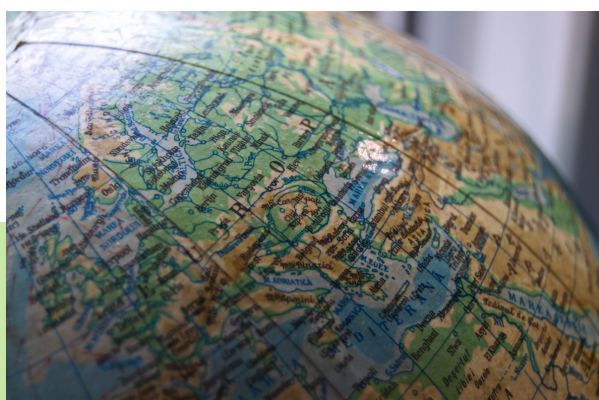
- Climate and Sustainable Futures
- The Human Story – an Introduction
- Human Systems and Cultures of Ancient India
- Human Systems and Cultures of Ancient China
- Human Systems and Cultures of Ancient Australia
- Continuity and Diversity in Asia
- Modernisation and Progress in Asia.

The two case studies are:

- A Threatened Species
- The Environmental Impact of Modernisation in Asia.

Whilst this course is definitely suited to students interested in History, it includes a dedicated focus on Geography. In 2020, Geography will not be covered in the core curriculum. This course is suited to students who have an interest in this area of Humanities.

This course contributes points and the Literacy tick towards the TCE.



SOCIOLOGY & PSYCHOLOGY

TASC Introduction to Sociology and Psychology 2

(BHX215118)

Complexity Level 2

TCE Points 15

This course meets the Literacy standard (Literacy tick) required for the TCE

This course provides an introduction to the disciplines of Sociology and Psychology and is a recommended pre-requisite for TASC Level 3 studies in Sociology and Psychology, in Senior College.

Completion of this course in Year 10 will contribute 15 points toward the Tasmanian Certificate of Education (TCE) at the end of Year 12.

Students will study three compulsory and two elective units:

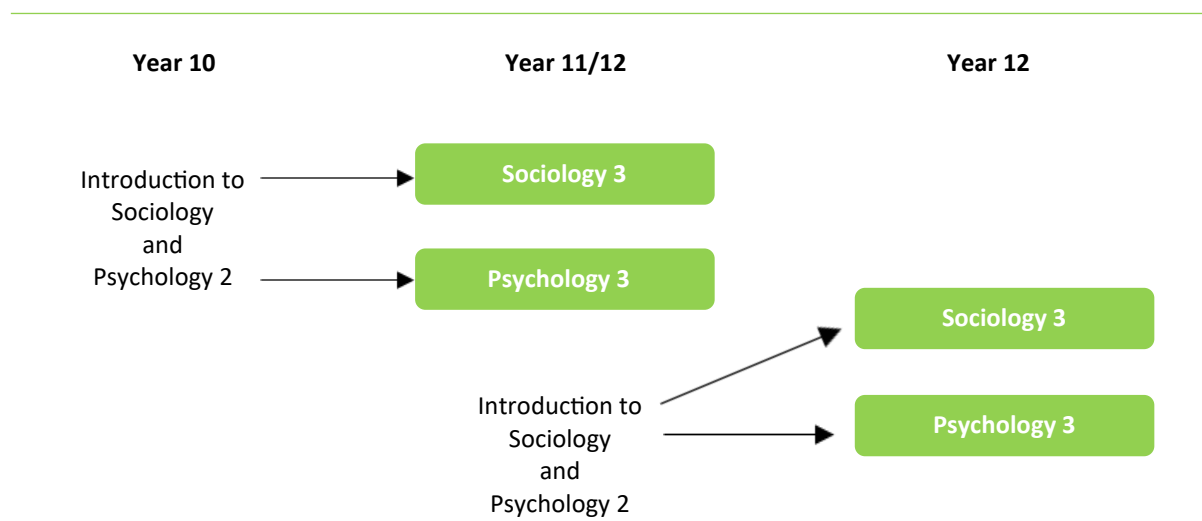
1. An introduction overview of the disciplines of Sociology and Psychology and research methodology
2. Psychological Development
3. Socialisation and Youth Culture
4. Sociology Options e.g. Sociology of Gender
5. Psychology Options e.g. impact of heredity and environment on behaviour.

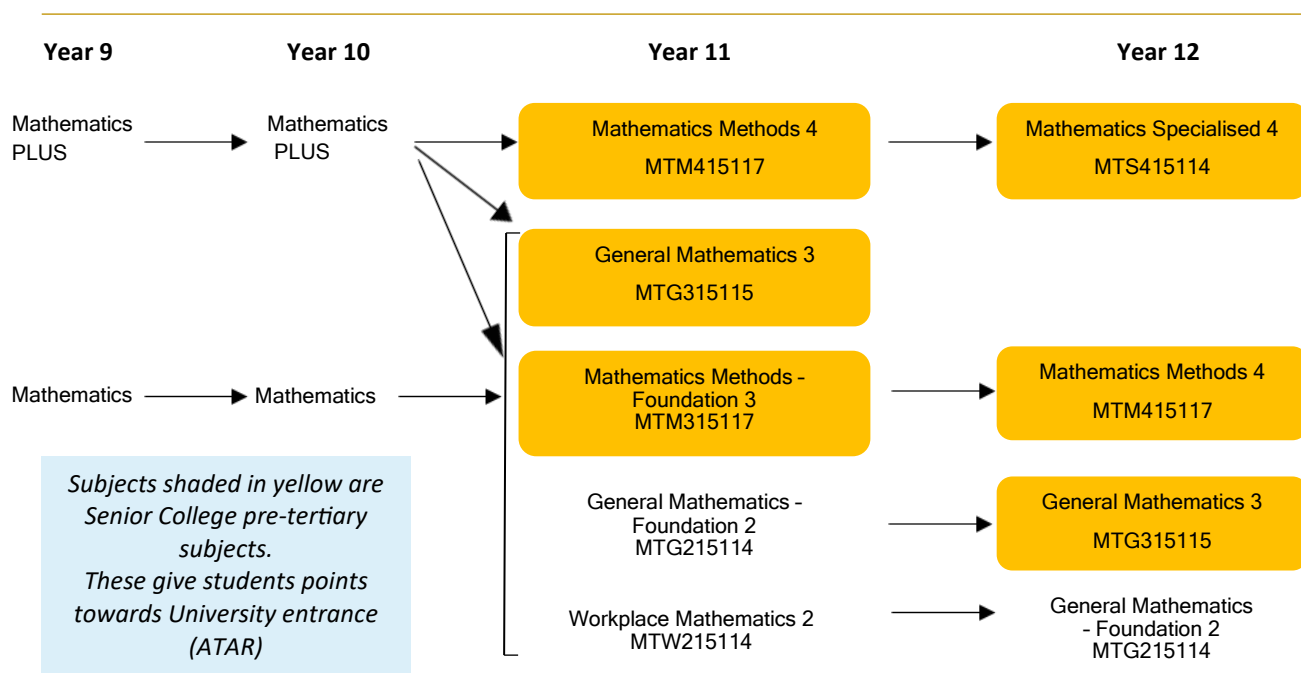
The course introduces students to:

1. Sociology and psychology as social sciences and their research methodology
2. Applications of sociology and sociological research in a culturally diverse and technology world
3. Aspects of contemporary Australian society, social change over time, culture and social structures.

Optional studies will occur in the modules: Non-verbal Communication, Cross-Cultural Differences, Social Stratification, Forensic Psychology and Pro-social and Antisocial Behaviour.

Pathways: This course provides a pathway to further education, training and employment for careers in which an understanding of the behaviour of individuals, groups and institutions is a key element, such as human resources, teaching, social, health and community work, parenting and childcare.





YEARS 9 & 10 MATHEMATICS PLUS - AUSTRALIAN CURRICULUM

Students need to be aware that Year 9 Mathematics PLUS and Year 10 Mathematics PLUS is a two year course. It is a 'fast track' course designed for students with a high level of commitment to pursuing a strong Mathematics pathway in Senior College.

During the two years of study (Year 9 and Year 10), students will complete the Year 9 Australian Curriculum, Year 10 Australian Curriculum and the Senior College level Mathematics Methods Foundation course. This will enable students to enrol in Mathematics Methods 4 in Year 11 and then in Specialist Mathematics in Year 12.

Please Note: Students cannot enter into Year 10 Mathematics Plus if they have not completed Year 9 Mathematics Plus.



NATIONALLY ACCREDITED QUALIFICATIONS VOCATIONAL EDUCATION & TRAINING (VET)

AN INTRODUCTION TO VET COURSES IN THE TASMANIAN CERTIFICATE OF EDUCATION

What is VET?

Vocational Education and Training provides practical, hands-on and industry focused skills and knowledge.

VET and the TCE (Tasmanian Certificate of Education)

Introductory VET courses are designed to give students the opportunity to explore an area of interest in Year 10, with the option of choosing a VET course of interest in senior secondary years, to further extend skills, knowledge and career pathways.

Each course carries TCE points for every unit of competency completed. For example, an Introduction to Hospitality course contains 3 units of competency that add up to a total of 6 credit points. As long as you complete all units of competency, these points (6) will go towards the TCE.

Introductory VET Courses at Marist Regional College

Each course has been specifically designed to meet student engagement. Taught by industry professionals – the content is rich, current and real. In other words, what teachers/trainers deliver, is drawn from vast experience and knowledge in that professional field.

Employability Skills

While there will always be job-specific skills that an employer is looking for, most employers will also want you to have some general skills. These general job skills are called "employability skills". Having employability skills can help you get a job and are embedded in all units of competency.

Increase Your Skills and Knowledge

Undertaking an Introductory VET course provides students with skills that are nationally recognised. Practical hands-on learning is a fun way to gain a broader understanding about an area or profession of interest.

Miss Jen Reeves
VET Coordinator



Cradle Coast
Trade Training
Centre

INTRODUCTION TO HOSPITALITY - Learn Barista Skills!

(6 TCE points) subject to change

This course provides students with fun practical hands-on learning and the opportunity to experience working in the Hospitality and Bakery industries such as cafés, bakeries, coffee shops and small food-based retail outlets. The course will include three nationally accredited VET units of competency, which can go towards the Tasmanian Certificate of Education (TCE).

- SITXWHS101: Participate in safe work practices
- SITXFSA101: Use hygiene practices for food safety
- SITHFAB005: Prepare and serve espresso coffee

Students will train in our purpose built Cradle Coast Trade Training Centre which provides structured workplace simulated learning and participation in a variety of real-life functions.

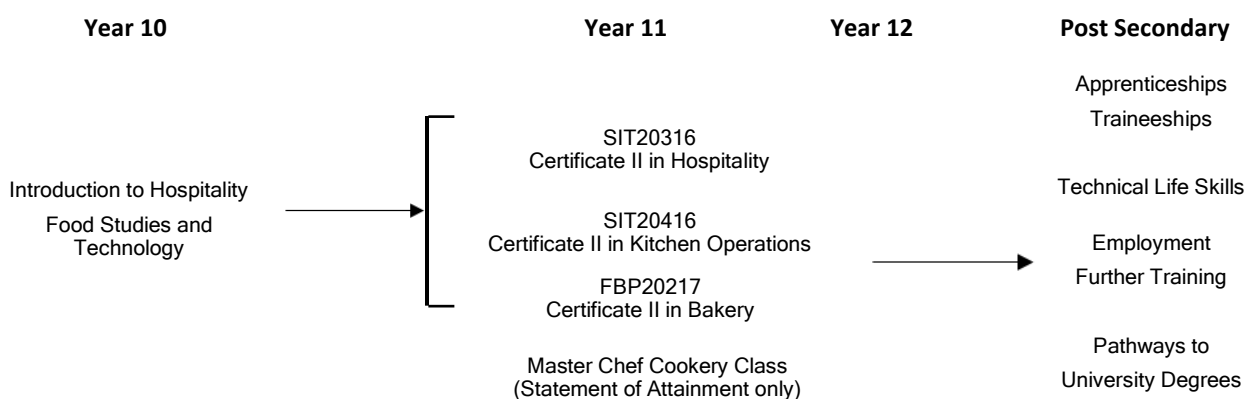
Learners develop core skills in the preparation, production, presentation and service of a variety of food products. It is an expectation that students will work in Café 9, to gain competence and confidence in customer service, the art of coffee making and basic cookery techniques.

Applying and meeting industry standards, guidelines, expectations and working within real-life constraints, provides students with an understanding of the realities and requirements for working in the Hospitality and Bakery industries. This course therefore, provides students with the opportunity to develop work-ready skills for life.

Please understand that this is an introduction course only, not a full Certificate. This short skills set has been designed as an entry level into VET Hospitality, Cooking (Front and/or Back of House) and Bakery in Year 11/12, where applicable. Students will receive a Statement of Attainment for units of competency completed, which can be transferred into the full Hospitality certificate should the course be chosen in Senior College years.



Year 10 VET Pathways



Delivered and assessed at school in partnership with Guilford Young College (RTO Code 1129)

INTRODUCTION TO VET BUSINESS

(11 TCE points) subject to change

Are you interested in developing an understanding of how businesses work? Do you enjoy producing digital documents and learning about employee responsibilities, marketing and environmentally safe working practices? If so, this course provides students with fun practical hands-on learning and knowledge about a wide range of areas associated with the Business industry. The course will include four nationally accredited VET units of competency, which can go towards the Tasmanian Certificate of Education (TCE).

- SITXCOM001: Source and present information
- BSBITU211: Produce digital text documents
- BSBSUS201: Participate in environmentally sustainable work practices
- BSBWHS201: Contribute to health and safety of self and others

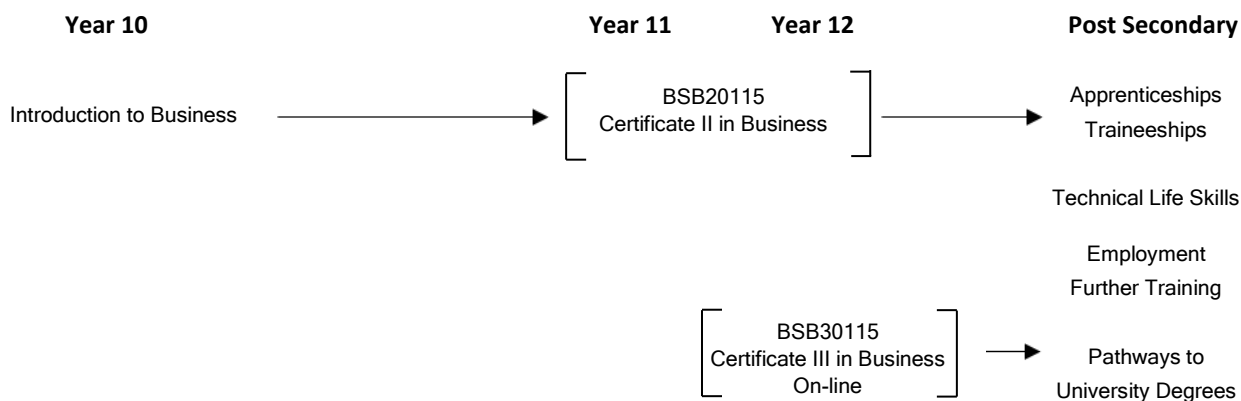
Learners develop core skills and knowledge required to work in a manner that is healthy and safe. Work, health and safety issues will be explored in a hands-on way, utilising Café 9 as a core simulated business base for this course. Reducing the negative environmental impact on work practices, research, presenting information and producing digital word documents in a workplace context will also be covered throughout the year.

Applying and meeting industry standards, guidelines, expectations and working within real-life constraints, provides students with an understanding of the realities and requirements for working in the Business industry. This course therefore, provides students with the opportunity to develop work-ready skills for life.

Please understand that this is an introduction course only, not a full Certificate. It has been designed as an entry level into VET Certificate II/III in Business at Year 11/12, where applicable. Students will receive a Statement of Attainment for units of competency completed which can be transferred into the full Business certificate should the course be chosen in Senior College years.



Year 10 VET Pathways



INTRODUCTION TO VET MUSIC INDUSTRY

(11 TCE points) subject to change

Do you enjoy rehearsing and performing music, learning about music software, studying genres of music and setting up for performances? If so, this course provides students with fun practical hands-on learning and knowledge about a wide range of areas associated with the music industry. The course will include three nationally accredited VET units of competency, which can go towards the Tasmanian Certificate of Education (TCE).

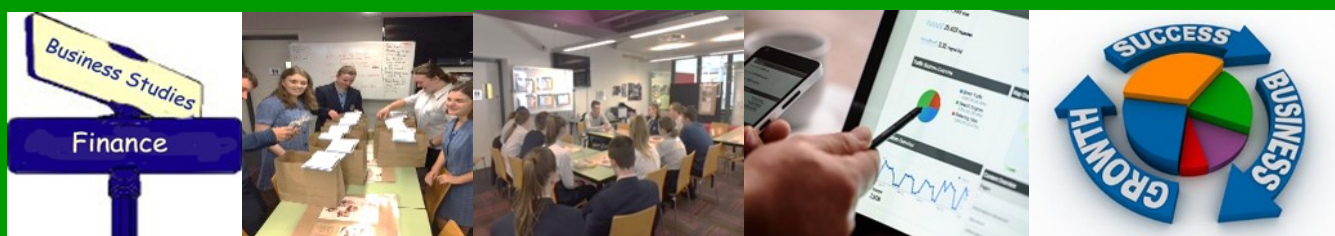
- CUAMLT302 Apply knowledge of style and genre to music industry practice
- CUASOU202 Perform basic sound editing
- CUAMPF302 Prepare for performances

Learners develop core skills in applying knowledge of music genres and styles to music industry work and learning. Knowledge about basic digital sound editing and the preparation of performances will be a gained throughout the year.

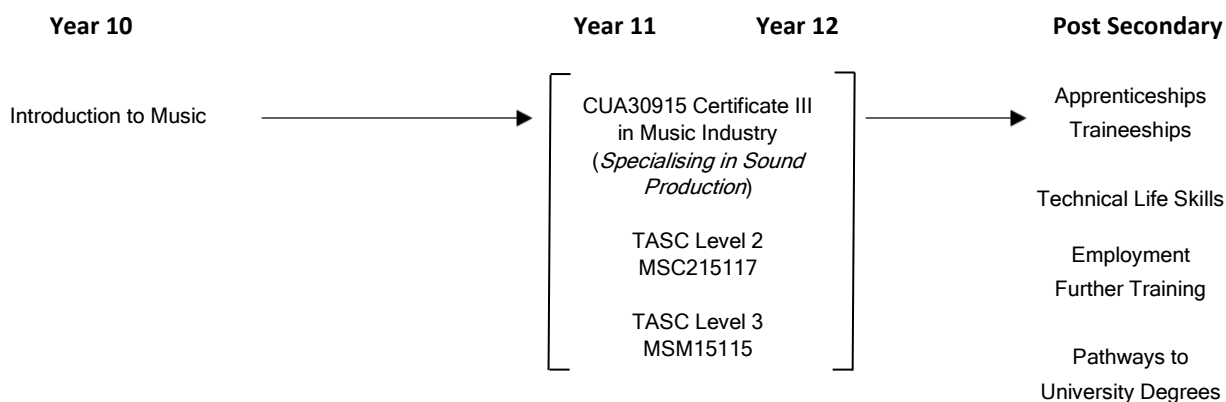
Applying and meeting industry standards, guidelines, expectations and working within real-life constraints, provides students with an understanding of the realities and requirements for working in the music industry. This course therefore, provides students with the opportunity to develop work-ready skills for life.

Please understand that this is an introduction course only, not a full Certificate. It has been designed as an entry level into CUA30915 Certificate III in Music Industry at Year 11/12, where applicable. Students will receive a Statement of Attainment for units of competency completed at the end of the school year. These units of competency can be transferred into the full CUA30915 Certificate III in Music Industry, should the course be chosen in Senior College years.

This course is complementary to TASC Level 2: MSC215117 that equips students with practical foundations, in addition to preparing students for TASC Level 3 Music and Foundation Practical Study (UTAS FCP113).



Year 10 VET Pathways



Delivered and assessed at school in partnership with COSAMP – College of Sound and Music Production (RTO Code 41549)

YOUR TURN - PATHWAY PLANNING

Key questions to ask when planning your pathway

Have a go at these questions to get you started. Use your answers to complete the pathway mapping exercise on the following page and to assist you in talking through your ideas.

Values:	What is important to you? What motivates you to study and work?
Interests:	What activities are you good at? What do you enjoy doing? What would you like to do more of in the future?
Knowledge:	What would you like to learn about? What knowledge do you enjoy using?
Aspirations:	What are your hopes and visions for your future?
Skills:	What can you do now? What skills do you enjoy using and what skills would you like to develop?
Education:	What do you plan to study in the future? What do you need to learn to take you there?

Where to get more information and help

- Parents, the College Careers Advisor, Learning Area Leaders, class and subject teachers, employers, friends in businesses that interest you.
- The internet also has some excellent sites.

Some useful sites to help you get started are:

<http://jobguide.dest.gov.au>

<http://www.myfuture.edu.au>

<http://www.thegoodguides.com.au>

<http://www.australianapprenticeships.gov.au>

<http://www.mycareer.com.au>

YOUR TURN - MAPPING A PATHWAY

This page gives you the chance to map out your subject ideas. Have this handy when you attend Subject Advice Night on **Wednesday 14 August 2019**.

1. My career pathway ideas

2. Why is this pathway right for me?

List here your skills, talents, interests that will help you to enjoy your career pathway

3. What subjects do I need?

4. What questions do I need answered?

5. What subjects best suit my pathway plan?

6. What else do I need to do to achieve my plan?

ONLINE SUBJECT SELECTION INFORMATION

Web Preferences Access Guide

Web Preferences is a web application that allows students to enter their subject preferences online. This Access Guide details the procedures to access and use Web Preferences.

NOTE: You can only enter your choices on 2 occasions, so please plan your selections carefully before you start.



STEP ONE – Accessing Web Preferences

To use Web Preferences you must open your web browser and open the following internet site.

www.selectmysubjects.com.au

When you access this page you will see a rectangle with the words 'Click Here To Open Web Preferences'. Click on the rectangle to access the login page.

STEP TWO - Logging into Web Preferences

You should now see a page titled: 'Welcome to Web Preferences'.

This page contains two text boxes, one to enter your Student Code and one to enter your password. Each student will be given a unique Student Code and Password. Enter the following case sensitive text in these boxes.

For example: **Student Code:** TSS8-1-1
Password: TTS

Then click the 'Enter' button.

If there is an error in entering either the Student Code or password, an error message in red text will be displayed at the bottom of the page.

Welcome to Web Preferences	
Web Preferences is a Web application that allows students to enter subject preferences online.	
To enter Web Preferences, enter your Student Code and Password in the boxes below.	
Student Code:	<input type="text"/>
	<input type="text"/>
Password:	<input type="password"/>
	<input type="button" value="Enter"/>

STEP THREE - Selecting Preferences

Please list electives in order of preference. This is important as subjects are assigned according to this order.

To select your preferences press the 'Add Preferences' button located near the top left corner of the page and the 'Preference Selection' page will display. Follow the instructions on this page to select subjects from the drop down list boxes. When you have finished, press the 'Submit Preferences' button. **Preference changes can only be made ONCE, after initial subject selection has been submitted, before they are locked in.**

STEP FOUR - Validating Preferences

The 'Preference Validation' page will display all your preferences in the order you selected them. If you are happy with your preferences then continue by pressing the 'Submit Preferences' button which will open a page titled 'Preference Receipt'.

STEP FIVE - Finishing Up

You can print your 'Preference Receipt' page by pressing the "Print Receipt" button. Continue by pressing the 'Finish' button, which will return you to the home page. Exit by pressing the 'Log Out' button. You and your parents/guardian sign the printed receipt and return it to Student Services by **Friday 23 August 2019**.

STUDENT'S PREFERENCE RECEIPT EXAMPLE

Student Preference Receipt

Receipt No: TSS8 – 1 – 1- 160

Date: 20/08/2019: 9:16:17 AM

Student: John Smith

Preference List - Example

- Preference 1: Music
- Preference 2: Art
- Preference 3: Japanese
- Preference 4: Sport Science
- Preference 5: Metal Technology

Student Signature: _____

Parent/Guardian Signature: _____

Print off this page and submit to the Student Services office by **Friday 23 August 2019.**

WHO CAN PROVIDE ADVICE?

When making your subject selections for Year 10, the following staff are available to assist.

General questions

Mrs Kerrie Flynn, Deputy Principal Learning & Teaching

Careers advice, timetabling, subject counselling, subject changes, reporting, and learning area concerns.

Email: kflynn@mrc.tas.edu.au

Miss Jennifer Reeves, Co-ordinator of Vocational Education & Training (VET)

Vocational Education and Training, including Australian School Based Apprenticeships.

Email: jreeves@mrc.tas.edu.au

Mr Tim Horniblow, Careers Advisor

Careers advice and subject counselling, work experience, post-school options including university entrance, pathways to further training and work, gap year opportunities, specialist entrance tests.

Email: thorniblow@mrc.tas.edu.au

Mrs Amanda McTernan, TASC Co-ordinator

The Tasmanian Certificate of Education (TCE) and the Australian Tertiary Entrance Rank (ATAR), TASC subjects.

Email: amcternan@mrc.tas.edu.au

Mrs Helen Cox, Learning Enrichment Centre Co-ordinator

The Learning Enrichment Centre staff assist with testing, learning support, development of SLPs and pathway planning for students with particular learning needs and students with disabilities.

Email: hcox@mrc.tas.edu.au

Subject specific advice

Faculty

Religious Education

English

Mathematics

Science

Health and Physical Education

Humanities

The Arts

Design & Technologies

LOTE

Vocational Education & Training (VET)

Head of Faculty

Mrs Loretta Andrews

Ms Jen Mertes

Mr Mike Clancy

Mr Darren Cox

Mr Stephen Eddington

Mrs Sarah Farrow

Mr Tom Lamb

Mr Shaun Summers

Mr Patrick Fabian

Miss Jennifer Reeves

landrews@mrc.tas.edu.au

jmertes@mrc.tas.edu.au

mclancy@mrc.tas.edu.au

dcox@mrc.tas.edu.au

seddington@mrc.tas.edu.au

sfarrow@mrc.tas.edu.au

tlamb@mrc.tas.edu.au

ssummers@mrc.tas.edu.au

pfabian@mrc.tas.edu.au

jreeves@mrc.tas.edu.au

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MARIST REGIONAL COLLEGE

PO Box 588, Burnie, Tasmania 7320

Telephone: (03) 6432 7600

Facsimile: (03) 6432 7630

Email: office@mrc.tas.edu.au

