



# YEAR 10

PATHWAY TO SENIOR COLLEGE

# SUBJECT SELECTION GUIDE 2024

# TABLE OF CONTENTS

From the Principal	3
From the Deputy Principal Learning & Teaching	4
Who Can Provide Advice?	5
Using the Guide to Choose Electives	6
Subject Selection Procedure	7
Student’s Preference Receipt Example	8 -9
Core Subjects Explained	10
Electives Explained	11
Curriculum Support Program	12
Electives on Offer	13-24
Vocational Education & Training	25-31

‘For I know the plans I have for you, declares the Lord, plans to prosper you and not to harm you, plans to give you hope and a future.’

Jeremiah 29:11



**Mr Gregg Sharman**

Heading into Year 10 is quite a transitional step for our young adolescents. Although, subject selection moving into Year 10 is not critical, it is however, the beginning of thinking about your future pathway. Most importantly, selecting subjects that are enticing, interesting and fun should be high on the agenda.

Marist Regional College has never been in a better position to offer maximum subject options for students. It is essential that we are responsive to the needs of our region. Tasmania has an aging population with over 20% of the population aged 65 and over. There is a perceived lack of career opportunities in Tasmania, hence a trend of young people leaving the State. Tasmania, however, is well equipped to service the needs of students heading out of Senior College. The College has outstanding connections with universities for those who wish to continue on the tertiary path and many industry-based businesses for those who wish to pursue a VET pathway.

The Packages of Learning (POL) program is an outstanding example of Marist's partnership with local and surrounding industries.

Packages of Learning combines strong theory and practical elements in an independent learning environment, to deliver industry relevant learning. Our students are equipped with transferable work-skills, resilience, and ownership over their own learning outcomes.

Year 10, as the beginning of students' senior years is a very exciting time. Not quite on the cusp of finishing school, but right at the crossroads point of discovering their pathway for an exciting future. Our goal at this point in a young person's schooling is to encourage them to continue through to Senior College (Year 11 and 12). Gaining an ATAR (tertiary entry score) and/or TCE (Tasmania Certificate of Education) for an academic pathway or completing a school-based apprenticeship in Year 11 and 12 and walking into the workforce with a job, is the ultimate culmination after completion of 13 years of schooling.

As you peruse through this Year 10 Subject Selection Guide, I am sure you will find the subjects of your choosing to assist in your personal pathway.

In partnership

A handwritten signature in blue ink, appearing to be 'G. Sharman', written over a light blue horizontal line.

**Mr Gregg Sharman**  
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.

Year 10 students continue to study the Australian Curriculum core subjects. You are then able to choose from a diverse range of elective subjects. Students may elect to participate in one Senior College Level 2 subject which will provide a direct pathway to a Level Three in Year 11. There is a range of introductory VET courses which also lead to VET Certificate courses in Senior College.

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;
- 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.

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.

Wishing you all the best as you embark on the transition to the senior levels of the College.



Mrs Emily Sass  
Deputy Principal - Learning and Teaching



Mrs Emily Sass

LOVE CHALLENGES, BE INTRIGUED  
BY MISTAKES, ENJOY EFFORT  
AND KEEP ON LEARNING.

CAROL DWECK

## WHO CAN PROVIDE ADVICE?

When making your subject selections the following staff are available to assist.

### General Questions

#### **Mrs Emily Sass, Deputy Principal - Learning & Teaching**

Careers advice, timetabling, subject counselling, subject changes, reporting, faculty concerns

Email: [esass@mrc.tas.edu.au](mailto:esass@mrc.tas.edu.au)

#### **Mr Luke Wescombe - Pathways 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: [lwescombe@mrc.tas.edu.au](mailto:lwescombe@mrc.tas.edu.au)

#### **Mr Wayne Gale – Curriculum, Systems and Timetable Operations**

Email: [wgale@mrc.tas.edu.au](mailto:wgale@mrc.tas.edu.au)

#### **Miss Bobbi-Jo Bailey - Director of Curriculum & Pedagogy**

Email: [bbailey@mrc.tas.edu.au](mailto:bbailey@mrc.tas.edu.au)

#### **Miss Jennifer Reeves - VET Coordinator**

Vocational Education and Training courses, Australian School-Based Apprenticeships and/or Traineeships

Email: [jreeves@mrc.tas.edu.au](mailto:jreeves@mrc.tas.edu.au)

#### **Mr Aaron Humphrey - Director of Student Support & Student Support Coordinator (9-12)**

Development of individual learning programs for students with disabilities or learning support and extension, as well as pathways planning support and programs to meet your students' needs.

Email: [studentsupport@mrc.tas.edu.au](mailto:studentsupport@mrc.tas.edu.au)

### Subject/Learning Area Advice

Learning Area	Learning Area Leader / Heads of Department	Email
Religious Education	Mrs Emily Sass	<a href="mailto:esass@mrc.tas.edu.au">esass@mrc.tas.edu.au</a>
English	Ms Jen Mertes	<a href="mailto:jmertes@mrc.tas.edu.au">jmertes@mrc.tas.edu.au</a>
Mathematics	Mr Mike Clancy	<a href="mailto:mclancy@mrc.tas.edu.au">mclancy@mrc.tas.edu.au</a>
Humanities	Mrs Sarah Farrow	<a href="mailto:sfarrow@mrc.tas.edu.au">sfarrow@mrc.tas.edu.au</a>
Science	Mrs Donna Scott	<a href="mailto:dscott@mrc.tas.edu.au">dscott@mrc.tas.edu.au</a>
Health & Physical Education	Mr Alex Johnstone	<a href="mailto:alexjohnstone@mrc.tas.edu.au">alexjohnstone@mrc.tas.edu.au</a>
The Arts	Mr Tom Lamb	<a href="mailto:tlamb@mrc.tas.edu.au">tlamb@mrc.tas.edu.au</a>
Technologies (Metal/Wood)	Mr Stuart Cooper	<a href="mailto:scooper@mrc.tas.edu.au">scooper@mrc.tas.edu.au</a>
Vocational Education & Training (VET)	Ms Jennifer Reeves	<a href="mailto:jreeves@mrc.tas.edu.au">jreeves@mrc.tas.edu.au</a>
Art	Ms Celena Kapene-Laing	<a href="mailto:claing@mrc.tas.edu.au">claing@mrc.tas.edu.au</a>
Drama	Ms Jessica Magee	<a href="mailto:jmagee@mrc.tas.edu.au">jmagee@mrc.tas.edu.au</a>
Languages	Mrs Sarah Farrow	<a href="mailto:sfarrow@mrc.tas.edu.au">sfarrow@mrc.tas.edu.au</a>
Outdoor Education	Mr Toby Skene	<a href="mailto:tskene@mrc.tas.edu.au">tskene@mrc.tas.edu.au</a>
Digital Technologies	Mr Steve King	<a href="mailto:sking@mrc.tas.edu.au">sking@mrc.tas.edu.au</a>
Food and Fibres	Ms Karina Lemon	<a href="mailto:klemon@mrc.tas.edu.au">klemon@mrc.tas.edu.au</a>

For other subject-specific advice, please refer to the teacher delivering the subject or the Learning Area Leaders for Visual Arts, Drama, Home Economics or Languages.

## USING THE GUIDE TO CHOOSE ELECTIVES

In Years 9 and 10 students have the opportunity to experience a broad and rich curriculum through the wide range of elective subjects.

### Year 9

#### Choose 3 Electives

(Plus 2 reserves)

We encourage students to select at least one elective from **Technology**, **LOTE** or the **Arts** learning areas

### Year 10

#### Choose 3 Electives

(Plus 2 reserves)

It is recommended that students select electives that they will enjoy and provide them with a variety of experiences.

The following electives are available in 2024:

Faculty	Year 9	Year 10
<b>LOTE</b> (Languages Other Than English)	French Japanese	French Japanese
<b>The Arts</b>	Drama Music Visual Arts Media Arts Dance	Drama Music Visual Arts Media Arts Dance Musical Theatre
<b>Technology</b>	Fibres Technology Food Technology Metal Technology Wood Technology Computer Graphics & Design Digital Technology STEM	Fibres Technology Food Technology Metal Technology Wood Technology Computer Graphics & Design Digital Projects STEM
<b>Health &amp; Physical Education</b>	Sports Science (Anatomy & Physiology) Sport and Recreation	Sport Science (Sport Psychology) Outdoor Education
<b>Humanities</b>	Geography, Economics & Business	Geography Economics and Business
<b>Mathematics</b>	Mathematics PLUS	Mathematics PLUS
<b>VET</b> (Vocational Education & Training)		Introduction to Hospitality Introduction to Construction Introduction to Automotive Introduction to Baking & Cookery
<b>SC Subjects</b> (These count as 2 electives)		Introduction to Sociology & Psychology 2

# SUBJECT SELECTION PROCEDURE

## Step 1

Use the subject Selection Booklet, Subject Advice Night, Pathways Advisor, Parents, Teachers, other students and anyone else to help you form ideas about which subjects you would like to select. Have these written in a list with your first preference at the top, followed by your second and third preference and then two reserve choices.

## Step 2

You will receive an email that has a link which takes you to an online subject selection platform (Web Preferences). **Please select electives (including reserves) in order of preference. This is important as subjects are assigned according to this order.** Make sure you print **two copies** of your online subject selection receipt.

NOTE: You can only enter your selections twice, so make sure you have a clear plan (Step 1) before you start.

## Step 3

Hand in one copy of your Subject Selection Receipt to your Pastoral Care Teacher by Monday, 21st August 2023.

- \* Please signed the receipt yourself.
- \* Please have your parent/caregiver signed the receipt as well.

### IMPORTANT INFORMATION

Your choices indicated on the online Subject Selection platform (Web Preferences) will be used by the College to decide which subjects can actually be offered. **When a subject is withdrawn, your reserve preference will be allocated, so consider your reserves carefully. If you do not get your first few preferences because they clash, your reserves will be automatically allocated, so please order your preferences carefully and be happy with your reserve choices.**

**Your subjects should be finalised online by Sunday 20th August, 2023.**

## Will I get all of my choices?

*Not necessarily.*

- **Subjects and subject lines are computer generated to maximize student options, sometimes subjects clash. Final approval for a subject to go ahead will be dependent upon the numbers choosing that particular subject.**
- Enrolments in some subjects may have to be limited. If necessary, entrance to a subject will be allocated on the basis of performance in related courses in 2024.

## Can I change subjects later?

- Yes, you can make some subject changes before the cut-off date early in 2024. However, once the timetable is finalised in 2023 change can be very difficult with many classes having size restrictions. 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.**

## ONLINE SUBJECT SELECTION INFORMATION

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

All Students will receive an email regarding Subject Selection. This email will have a link that takes you directly to your subject selection page.

### STEP TWO - Selecting Preferences

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. **You can ONLY change your preferences TWICE before they are locked in.**

### STEP THREE - 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 FOUR - Finishing Up

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 parent/guardian sign the printed receipt and return it to Pastoral Care Teacher by **Monday 21st August, 2023.**

### Online Student Options

Opens: 17 August

Closes: 20 August



## STUDENT'S PREFERENCE RECEIPT EXAMPLE

Student Preference Receipt:

Receipt No: TSS8 – 1 – 1- 160

Date: 19/08/2022: 9:16:17 AM

Student: John Smith

**EXAMPLE**

Preference List - Example

Preference 1:	Music
Preference 2:	Art
Preference 3:	French
Preference 4:	Sport Science
Preference 5:	MetalTechnology

Student Signature: \_\_\_\_\_

Parent/Caregiver Signature: \_\_\_\_\_

Print off **two** copies of this page and submit **one** copy to your Pastoral Care Teacher by **Monday, 21st August 2023**.

The other copy is for you to keep!

# 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 & 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](http://www.mrc.tas.edu.au)



## Senior College Level 2 Courses in Year 10

Due to our timetable now being able to provide opportunities for extension in regular Year 10 Science, Maths and English classes, we are limiting the number of Senior College subjects offered in Year 10.

This is for a number of reasons:

- Students undertaking Level 2 courses in Year 10 do not receive any TASC points
- Teachers were finding students were commencing Level 3 courses with an unbalanced background of students due to only some students undertaking the Level 2 course, making it difficult to teach
- With Level 2 classes taking up two lines, this restricted some students from doing the course
- Restrictions on our timetable

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

In 2024 we are offering **SC Introduction to Sociology & Psychology 2** as a Year 10 elective.

SC Level 2 courses are equivalent to two MRC school-based electives.

Selection of a SC subject does not guarantee entry into that course. SC courses are only conducted should there be adequate numbers enrolled.

## 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 4 units of competency that add up to a total of 8 credit points. As long as you complete all units of competency, these points (8) will go towards the TCE.

- |   |                               |
|---|-------------------------------|
| • Introduction to Baking & Cookery      | • Introduction to Hospitality |
| • Introduction to Construction Pathways | • Introduction to Automotive  |

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 what is catered for in a traditional classroom setting.

The aim of the Curriculum Support Program is to encourage students who have learning barriers to experience success. Teaching 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, Teaching Staff liaise with the subject teachers.

It is important to note 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 which might otherwise present a barrier to completion. There is an expectation 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 and the school. Students must meet the eligibility criteria. As Curriculum Support is run on the same line as Language, (French and Japanese), eligible students will need to forego a language in order to undertake the program. To select Curriculum Support, please use the drop-down option.

As Languages are a compulsory part of the Australian Curriculum, parent/guardian consent will be required for students to be withdrawn from the Australian Curriculum for this subject. Following acceptance into the program, a letter of confirmation will be sent. This letter will also have a consent form attached for parent/guardian to sign and return promptly to confirm enrolment into Curriculum Support.

**This elective is will be confirmed by the Director of Student Support, Year Level Coordinators and Subject Specific Teachers.**

For further information contact: Aaron Humphrey - Director of Student Support

## 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 without 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.

The course will be delivered within a framework that emphasises cooperation, leadership, safety and risk management.



## Year 10 Computer Graphics and Design

This subject 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).

**Pathway:** This course provides a pathway to Computer Graphics and Design 2 and 3 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.

## DIGITAL TECHNOLOGIES

### Year 10 Digital Projects

Digital Projects focuses on further developing understanding and skills in information technology. Students will have opportunities to analyse problems and design, implement and evaluate a range of digital solutions. The course will include hands-on experience with a variety of Digital Technologies including robotics, programming, and data representation.

Students will be required to respond to sets of challenges in teams and individually to create prototypes that are designed to address the users' needs. Students will also explore the issues of cybersecurity and ethical use of data.

**Pathway:** This course provides a pathway to Digital Technology 2 or Computer Science.

Students can develop skills and knowledge in the following:

- IT Project Management
- Programming and Problem Solving
- System Analysis and Design
- Digital Systems and Networks
- Computing Ethics



## Year 10 Food Technology

### **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.

# FIBRES TECHNOLOGY

## Year 10 Fibres Technology

### **Content:**

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.

**Pathway:** This course provides a pathway to Design and Production - Textiles 2 and UTAS Object Design.



## Year 10 Metal Technology

### Content:

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.

**Pathway:** This course provides a pathway to Design and Production - Metal 2.

# WOOD TECHNOLOGY

## Year 10 Wood Technology

### Content:

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 woodwork as a hobby and may help with future employment opportunities and home maintenance.

**Pathway:** This course provides a pathway to Design and Production - Wood 2.





## 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.

**Pathway:** This course provides a pathway to Drama 2 and 3.

## Year 10 Musical Theatre

In the study of *Musical Theatre*, students work as members of a musical theatre ensemble, acquire music or performance skills, and learn specialised techniques necessary for the performance of this sophisticated theatre genre.

The study of *Musical Theatre* builds social and collaboration skills and increases self-confidence. *Musical Theatre* allows the exploration and expression of emotion and creativity. Learners will develop significant skills in rhythmic, body spatial awareness and reflective skills about their own performance practice, skill development and contribution to the ensemble.

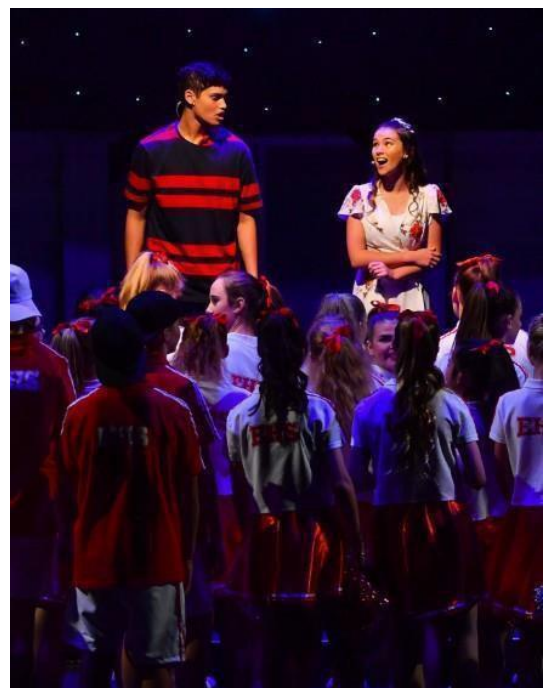
Over the course of Semester 1 students will take part in a whole college musical and may form part of the acting, dancing or singing ensemble, or the lead cast and backstage crew. In Semester 2, students will work on a smaller, class based musical where they will further develop their acting, singing and dancing skills.

**Pathway:** This course provides a pathway to Musical Theatre 2.



***Drama Presentation***

## ***Musical Production***



## Year 10 Music

### Content:

Year 10 Music continues to build on the skills and knowledge gained from previous years of study. It has a strong focus on practical work through which students further enhance their performance and technical skills as well as reflect on what influences their music choices and inspires them to perform. The course looks at elements of the Music industry such as copyright, and further expands their knowledge, understanding and practical use of theoretical concepts.

It is advantageous to have studied Music through Grades 8 and 9 however it is not a requirement. Students wishing to enrol in Year 10 Music need to demonstrate proficient to advanced performance skills, a strong work ethic and a desire to learn new concepts.

Areas covered include:

- Performance (using TAB and/or conventional notation)
- Using Music Technology (computers, music software, P.A. systems)
- Work Health and Safety and Copyright in the Music Industry
- Composition
- Listening to a wide range of the 'Music of Today'

### Pathway

Successful completion of Year 10 Music will enable students, for Year 11, to enrol in:

- Contemporary Music and Songwriting 2 (non pre-tertiary)
- Music Technology Projects – Foundation 2 (non pre-tertiary)
- Foundation Practical Study (UTAS) (pre-tertiary)

## Year 10 Dance

### Content:

Year 10 Dance allows students to analyse how and why the elements of dance, choreographic devices, genre- or style-specific techniques, production elements, and technical and expressive skills are manipulated in dance they create and experience. They evaluate how dance works in performances in a range of styles and/or from across cultures, times, places and/or other contexts communicate ideas, perspectives and/or meaning. They evaluate how dance is used to celebrate and challenge perspectives of Australian identity.

Students select and manipulate the elements of dance, choreographic devices and structure to choreograph dances. They demonstrate safe dance practice when choreographing and performing dance. They employ technical and expressive skills and genre- or style-specific techniques to enhance communication of ideas, perspectives and/or meaning when performing dance for audiences.



## VISUAL ARTS

## Year 10 Visual Arts

Year 10 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 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 work in the studio areas of printmaking, painting, drawing, ceramics, multimedia, sculpture, digital photography and photo manipulation. A theme-based approach will be emphasised, and students will develop independent research skills.

**Pathway:** 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.

**Pathway:** Experience in this course can lead students to Media Production 2 or 3 in Senior College.



**YEAR 10 STEM****Content:**

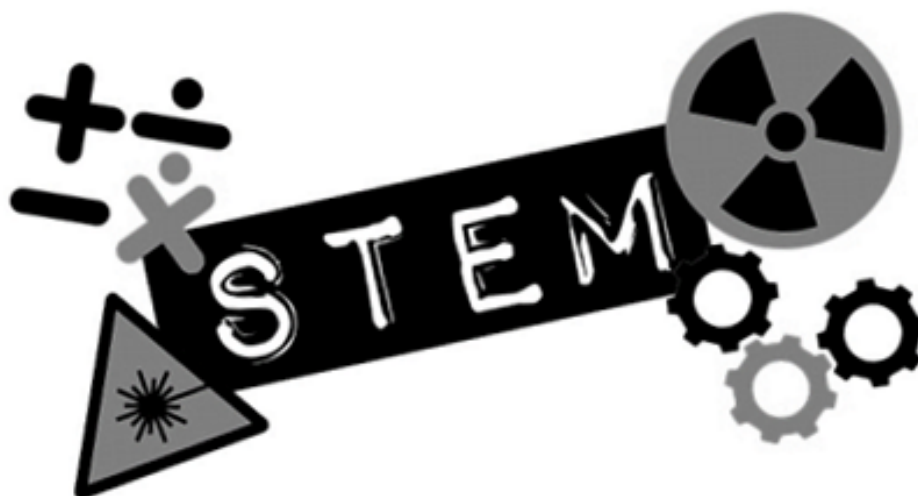
Students electing to do this course would be expected to be independent learners and achieving at a high standard in Year 9 Science.

This course is for those students who would like to extend their understanding of the engineering, biological, chemical and physical sciences. This is a recommended course for students interested in a career in Science or the Engineering fields. 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 that undertake this course will be able to integrate more effectively in Senior College Science Subjects.

Possible activities undertaken within the course: Science and Engineering Challenge, Science Industry Tours, Science Fair Experiments.

**Pathway:** This course provides a pathway to all Senior College Science Subjects





*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!*

## YEAR 10 FRENCH

Year 10 French.....

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

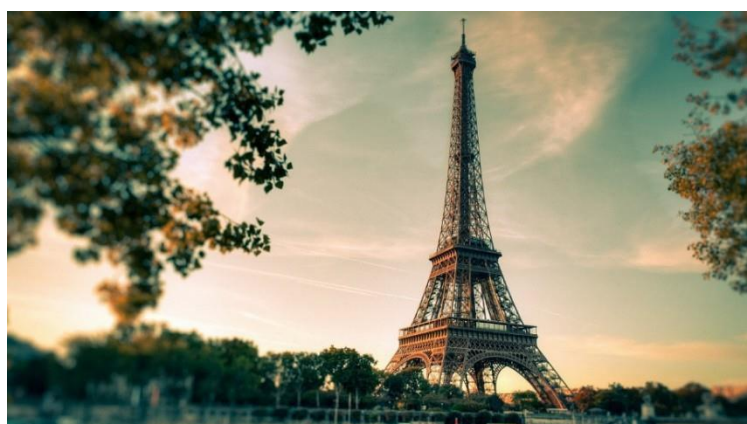
## YEAR 10 JAPANESE

Year 10 Japanese....

- 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 Mrs Sarah Farrow for more information about these courses.



## Year 10 Economics & Business

Year 10 Economics and Business focuses on the whole range of economic activity and especially the ways people in business organise, manage, facilitate and market the production and exchange of goods and services.

Students will learn to appreciate the role of business and enterprise in the community and effectively communicate ideas through information technologies.

They will explore how businesses respond to changing economic conditions and consider different strategies that can be used by consumers, businesses and governments to improve economic, business and financial outcomes.

Students will have the opportunity to explore the financial and business aspects of running and managing a small business through the \$20 Boss Program where students start their own business with a \$20 loan from the College.

**Pathway:** This course provides a pathway to Business Foundations 2, Business 3 and Economics 3.

## INTRO TO SOCIOLOGY & PSYCHOLOGY 2

### **Content:**

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.

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. Youth Culture
4. Sociology Options eg. socialisation
5. Psychology Options eg. impact of heredity and environment on behaviour.

The course introduces students to:

1. Sociology and psychology as social sciences and their research methodology
2. Identification of sociological and psychological terms and the relationship of these to human behaviour and individual experiences.

Optional studies will occur in the modules: Sociology of Gender, Social Stratification, Forensic Psychology and Pro-social and Antisocial Behaviour.

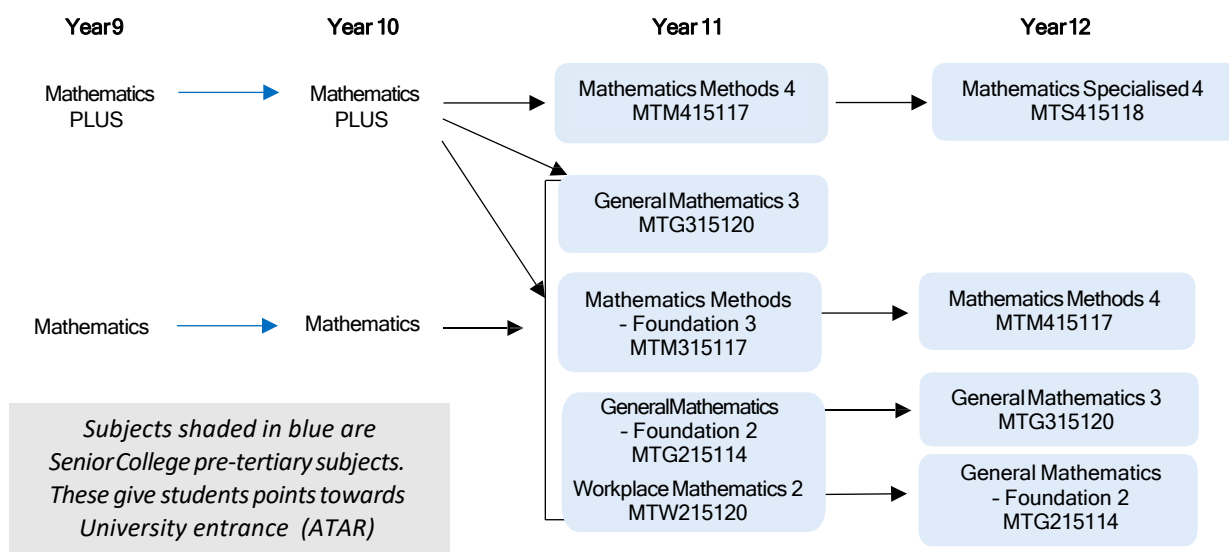
**Assessment:** Internal assessment only.

**Pathways:** This course provides a pathway to Sociology 3 and Psychology 3.

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.

- This course will only run if minimum numbers are reached
- **2 elective lines**

# YEAR 10 MATHEMATICS PLUS AUSTRALIAN CURRICULUM



## Maths Plus

Entry into this subject is via invitation only from the Learning Area Leader of Mathematics. Families will be mailed an invitation in early Term 4.

This elective is suitable for student who are achieving a very high standard, or show a high level of aptitude in this subject. Numbers in this course are limited and hence it is via invitation only. **Students need to be aware that Year 10 Mathematics PLUS is a two year course and places are limited to those who undertook this subject in Year 9.**

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 Foundations course. This will enable students to enrol in Mathematics Methods 4 in Year 11 and then in Specialised Mathematics in Year 12.

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

If you are interested in this subject, please discuss your suitability with your Mathematics Teacher to see if they believe you will meet the criteria for entry into this subject.





# Cradle Coast Trade Training Centre

The Cradle Coast Trade Training Centre was officially opened on Thursday 26 April 2012 by The Hon. Mr Sid Sidebottom MP Member for Braddon Tasmania; and Parliamentary Secretary for Agriculture, Fisheries and Forestry.

The Centre was provided funding by the Australian Government and purpose built to train students and provide work ready skills in the Bakery labour market. Vocational Education and Training has grown at a rapidly increasing rate at the College to meet the needs of student interests, and the supply and demand of capable workers in the work force.

Marist Regional College continues to maintain strong working relationships with industries and has introduced programs that contribute to building work ready skills and knowledge, transferable to any workplace in the labour market.

There are four Introductory courses that have been designed as taster courses in Year 10. Students gain an understanding and working skills and knowledge about different professions. Each Introduction course gives students the opportunity to complete fun hands-on units of competency. Units that are completed successfully at the end of Year 10 are credit transferred into a full qualification should a student choose to continue with their VET studies in Senior College years.

Our VET courses have noteworthy point of differences. For instance –

- AUR10120 Certificate I in Automotive Vocational Preparation – a purpose-built trade shed allows students the opportunity to develop core and transferable skills into the Automotive industry and obtain a School-based Apprenticeship in Senior College years.
- FBP20221 Certificate II in Baking – students complete a full qualification in a purpose-built bakery. No other school along the Northwest Coast offers this course or training centre. This qualification allows students the opportunity to obtain a School-based Apprenticeship in Senior College years.
- CPC20220 Certificate II in Construction Pathways – students learn to build a liveable one and/or 2-bedroom unit from the foundation levels upwards. Units are officially signed off by surveyors and sold at auction to the public at the end of the second year. No other school along the Northwest Coast builds this type of structure. Students develop core skills that are transferable into a Certificate III in Construction post- secondary schooling and students may obtain a School-based Apprenticeship in Senior College years.
- SIT20421 Certificate II in Cookery - students learn and develop core cookery skills in a purpose-built commercial kitchen adjacent to the bakery area. This course allows students the opportunity to obtain a School-based Apprenticeship in Senior College years.
- Introduction to Nursing and Health Occupations– working closely with UTas West Park, students will develop skills and knowledge in a state-of-the-art Nursing simulation lab throughout the year, in addition to learning in a simulated Aged Care nursing environment at the College.

## BUILDING BRIGHTER FUTURES

# INTRODUCTORY COURSES 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 4 (four) units of competency that add up to a total of 8 credit points. As long as you complete all units of competency, these points (8) 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" which may enhance job opportunities and are embedded in all units of competency.

### Increase Your Skills and Knowledge

Undertaking an Introductory VET course provides students with skills which 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  
Vocational Education & Training Coordinator  
Australian School-based Apprenticeship &  
Traineeship Facilitator



Cradle Coast  
**Trade Training**  
Centre

# INTRODUCTION TO VET AUTOMOTIVE

(8 TCE points) subject to change

Do you enjoy getting your hands dirty and working on machinery? If so, this course provides students with fun practical hands-on learning and knowledge about a wide range of areas associated with the Automotive industry. The course will include four (4) nationally accredited VET units of competency, which may go towards the Tasmanian Certificate of Education (TCE) if the student is deemed competent in each unit.

- AURAEA001: Identify environmental and sustainability requirements in an automotive service and repair workplace
- AURASA001: Apply automotive workplace safety fundamentals
- AURTTK102: Use and maintain tools and equipment in an automotive workplace
- AURTE003: Remove and tag engine system components

Learners develop core skills in applying knowledge in the Automotive industry. Students will learn about workplace safety, using tools correctly and fixing machinery.

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 Automotive 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 Certificate I in Automotive Industry in 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 Certificate I in Automotive Vocational Preparation course in senior college.

**Please be aware, interviews will form part of the enrolment and selection process.**



## Year 10 VET Pathways

### Year 10

Introduction to Automotive

### Year 11 & 12

AUR10120  
Certificate I in Automotive  
Vocational Preparation

### Post-Secondary

Numerous pathways into specialised  
Automotive areas  
Apprenticeships  
Employment  
Further Training at TAFE

Possible School-based Apprenticeships

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

# INTRODUCTION TO BAKING & COOKERY

(7 TCE points) subject to change

Do you love food and thrive on creating different flavours and making a wide variety of sweet and savoury food? If so, this taster 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 (3) nationally accredited VET units of competency, which may go towards the Tasmanian Certificate of Education (TCE) if the student is deemed competent in each unit.

- SITXFSA005: Use hygienic practices for food safety
- SITHCCC024: Prepare and present simple dishes
- SITHCCC026: Package prepared foodstuffs

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 packaging of a variety of food products.

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 food 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. It has been designed as an entry level into VET Certificate II in Baking / Hospitality / Cookery 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 above-mentioned certificates should the course/s be chosen in Senior College years.

**Please be aware, interviews will form part of the enrolment and selection process.**



## Year 10 VET Pathways

Year 10	Year 11 & 12 2 year course duration	Post-Secondary
Introduction to Baking & Cookery	FBP20221 Certificate II in Baking	Apprenticeships Traineeships
	SIT20322 Certificate II in Hospitality	SIT30821 Certificate III in Commercial Cookery
	SIT20421 Certificate II in Cookery	FBP30521 Certificate III in Baking
		Further Training at TAFE

Possible School-based Apprenticeships

Delivered and assessed at school in the Cradle Coast Trade Training Centre in partnership with Guilford Young College (RTO Code 1129)



# INTRODUCTION TO VET CONSTRUCTION PATHWAYS

(5 TCE points) subject to change

Are you interested in developing an understanding of how construction industries work? If so, this course provides students with fun practical hands-on learning and knowledge about a wide range of areas associated with the Construction industry. The course will include three (3) nationally accredited VET units of competency, which may go towards the Tasmanian Certificate of Education (TCE) if the student is deemed competent in each unit.

- CPCCWHS2001: Apply WHS requirements, policies and procedures in the construction industry
- CPCWHS1001: Prepare to work safely in the construction industry (white card)
- CPCCOM1013: Plan and organise work

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. Reducing the negative environmental impact on work practices and researching, information in a workplace context will also be explored 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 Construction 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 in Construction in Year 11/12. Students will receive a Statement of Attainment for units of competency completed. These units of competency can be transferred into the Certificate II in Construction in Senior College.

**Please be aware, interviews will form part of the enrolment and selection process.**



## Year 10 VET Pathways

**Year 10**  
Introduction to Construction

**Year 11 & 12**  
**2 year course duration**  
  
CPC20220  
Certificate II in Construction Pathways

**Post-Secondary**  
Apprenticeships  
Traineeships  
CPC30220  
Certificate III in  
Carpentry

Further Training  
at TAFE

Possible School-based Apprenticeships in Year 11 and 12

Delivered and assessed at school in partnership with TasTAFE (RTO Code 60142)

# INTRODUCTION TO HOSPITALITY - Learn Barista Skills!

(8 TCE points) subject to change

This taster course provides students with fun practical hands-on learning and the opportunity to experience working in the Hospitality/Cookery and Bakery industries such as cafés, bakeries, coffee shops and small food-based retail outlets. The course will include four (4) nationally accredited VET units of competency, which can go towards the Tasmanian Certificate of Education (TCE) if the student is deemed competent in each unit.

- SITXFSA005: Use hygienic practices for food safety
- SITXWHS005: Participate in safe work practices
- SITHFAB025: Prepare and serve espresso coffee
- SITHFAB024: Prepare and serve non-alcoholic beverages

Students will train in our purpose-built Cradle Coast Trade Training Centre, providing 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 hot and cold beverages. 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 food preparation.

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 Industry, providing students with the opportunity to develop work-ready skills for life. Please understand this is an introduction course only, not a full Certificate. This short skills set has been designed as an entry level into VET Hospitality/Cookery (Front and/or Back of House) and Bakery in Year 11/12. 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.

**Please be aware, interviews will form part of the enrolment and selection process.**



## Year 10 VET Pathways

Year 10	Year 11 and 12	Post-Secondary
Introduction to Hospitality	<b>2 year course duration</b>	Traineeships
Food Studies & Technology	SIT20421	SIT30622
(Interest in food and/or beverages)	Certificate II in Cookery	Certificate III in Hospitality
	SIT20322	SIT40422
	Certificate II in Hospitality	Certificate IV in Hospitality
	FBP20221	SIT50422
	Certificate II in Bakery	Diploma of Hospitality Management
		Technical Life Skills
		Employment
		Further Training at TAFE

Possible School-based Traineeships

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





MARIST REGIONAL COLLEGE

PO Box 588, Burnie, Tasmania 7320

Telephone: (03) 6432 7600

Facsimile: (03) 6432 7630

Email: [office@mrc.tas.edu.au](mailto:office@mrc.tas.edu.au)

Website: [www.mrc.tas.edu.au](http://www.mrc.tas.edu.au)

