



YEAR 10 2026

PATHWAY TO SENIOR COLLEGE

Subject Selection Guide



MARIST REGIONAL COLLEGE

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‘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

Mission Statement

“Inspired by the Marist and Mercy charisms, we invite all to a faith relationship through formation, and an excellence in holistic education”



values

Hospitality

We strive to be, as a community, open and generous towards each other.

Respect

We respect each person's dignity and uniqueness, recognising that each person is created by God.

Justice

We seek to be open and honest in our dealings with one another, reflecting our motto 'Love the Truth'.

Compassion

We commit to supporting each other sensitively in times of need.

Responsibility

We accept an obligation to work collaboratively to maintain a vibrant learning community which is inclusive, encourages excellence and is safe and enjoyable.



HOSPITALITY



RESPECT



JUSTICE



COMPASSION



RESPONSIBILITY

Year 10 is a significant transitional step for any adolescent. It is a time marked by growing independence, changes in personal identity, and a deeper awareness of the adult world that lies ahead. As students move into their mid-teen years, they begin to take on more responsibility—both in their learning and in preparing for life beyond school. This stage is not just about academic development, but also about building resilience, confidence, and a clearer sense of self. It is a time when young people begin to seriously consider who they are and who they want to become.



While subject selection at this stage is not yet critical, it does mark the beginning of thinking more intentionally about a future pathway. Most importantly, choosing subjects that are enticing, interesting, and enjoyable should be high on the agenda.

Marist Regional College has never been in a better position to offer a wide range of subject options for students. It is essential that we are responsive to the needs of our region. Tasmania has an ageing population, with over 20% of residents aged 65 and over. While there is a perception of limited career opportunities in Tasmania, the reality is quite different. The state is well equipped to support students after Senior College—whether through tertiary study or vocational education and training. The College has strong connections with universities for those pursuing an academic path, as well as partnerships with local industries for those exploring VET pathways.

Our Packages of Learning (POL) program is an outstanding example of Marist's partnership with regional industry. POL combines rigorous theoretical understanding with hands-on learning in an independent environment to deliver industry-relevant outcomes. Students gain transferable skills, resilience, and a strong sense of ownership over their learning.

Education at Marist is not just about subjects and exams—it's about setting students up for life. Through a broad and engaging curriculum, we aim to equip young people with the skills, confidence, and values needed to succeed in an ever-changing world. Whether it's critical thinking, creativity, collaboration, or character development, our focus is on preparing students to thrive beyond the classroom.

Year 10 is an exciting time. It marks the beginning of students' senior years and a more purposeful journey toward the future. While it's not yet the end of school, it is a crucial stage where students begin to shape their personal and academic direction. Whether the goal is to attain an ATAR and TCE, or to pursue a vocational pathway and step into the workforce, the choices made now will help guide those next steps. At Marist Regional College, we strongly encourage our students to continue through the College to Year 12, where they can fully realise their potential and graduate well-prepared for life beyond school.

As you explore this Year 10 Subject Selection Guide, I encourage you to keep an open mind, ask questions, and select subjects that align with your strengths, passions, and aspirations.

In partnership,

Shayne Kidd
Principal

From the Deputy Principal – Learning & Teaching

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. 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

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

Mrs Marion Weeks Careers & 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: mweeks@mrc.tas.edu.au

Mr Steven King Acting Timetable Coordinator

Careers advice, timetabling, subject counselling and subject changes
Email: subjectqueries@mrc.tas.edu.au

Miss Bobbi-Jo Bailey Director of Curriculum & Pedagogy

Subject information and subject counselling
Email: bbailey@mrc.tas.edu.au

Miss Jennifer Reeves VET and School Based Apprenticeship Coordinator

Careers advice, Vocational Education and Training courses, Australian School-Based Apprenticeships and/or Traineeships, Cadetships
Email: jreeves@mrc.tas.edu.au

Ms Rebekah Taylor Director of Student Support

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: rtaylor@mrc.tas.edu.au

Mrs Julia Owens 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: jowens@mrc.tas.edu.au

Subject/Learning Area Advice

Learning Area	Learning Area Leader / Heads of Department
Art	Mrs Celena Kapene-Laing claing@mrc.tas.edu.au
Behavioural Sciences	Ms Amy-Rose Langmaid alangmaid@mrc.tas.edu.au
Business	Mr Brad Simpson bsimpson@mrc.tas.edu.au
Design & Production (Metal/Wood)	Mr Joshua Mackie jmackie@mrc.tas.edu.au
Digital Technologies	Mr Steve King sking@mrc.tas.edu.au
Dramatic Arts	Mr Tom Lamb tlamb@mrc.tas.edu.au
English	Ms Danica Scolyer dscolyer@mrc.tas.edu.au
Food and Fibres	Ms Karina Lemon klemon@mrc.tas.edu.au
Health & Physical Education	Mr Alex Johnstone alexjohnstone@mrc.tas.edu.au
Humanities	Mrs Sarah Farrow sfarrow@mrc.tas.edu.au
Languages	Mrs Sarah Farrow sfarrow@mrc.tas.edu.au
Mathematics	Mr Mike Clancy mclancy@mrc.tas.edu.au
Outdoor Education	Mr Toby Skene tskene@mrc.tas.edu.au
Religious Education	Mrs Raelene Leaver rleaver@mrc.tas.edu.au
Science	Mrs Donna Scott dscott@mrc.tas.edu.au
The Arts	Mr Tom Lamb tlamb@mrc.tas.edu.au
Vocational Education & Training (VET)	Ms Jennifer Reeves jreeves@mrc.tas.edu.au

For other subject-specific advice, please refer to the teacher delivering the subject or the Learning Area Leaders.

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 **Technologies**, **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 2026:

Faculty	Year 9	Year 10
LOTE (Languages Other Than English)	French Japanese	French Japanese
The Arts	Drama Music Visual Arts Media Arts Dance	Drama Music Visual Arts Media Arts Dance Musical Theatre
Technologies	Fibres Technologies Food Technologies Metal Technologies Wood Technologies Computer Graphics & Design Digital Technologies	Fibres Technologies Food Technologies Metal Technologies Wood Technologies Computer Graphics & Design Digital Business Foundations
Science	STEM	STEM
Health & Physical Education	Sports Science (Anatomy & Physiology) Sport and Recreation	Sport Science (Sport Psychology) Outdoor Education
English		Writer's Workshop
Humanities	Money, Markets and Justice	Geography Economics & Business Legal Studies People, Power and Perspective
Mathematics	Mathematics PLUS	Mathematics PLUS
VET (Vocational Education & Training)		Introduction to Automotive Introduction to Baking & Cookery Introduction to Construction Introduction to Hospitality Introduction to Tourism
Student Support	What I Need (WIN) Time	What I Need (WIN) Time

Subject selection procedure

1 **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.

2 **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.

3 **STEP 3** – Hand in one copy of your Subject Selection Receipt to your Pastoral Care Teacher by Monday, 18 August 2025.

- Please sign the receipt yourself.
- Please have your parent/caregiver sign 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 17 August, 2025.

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 2025.

Can I change subjects later? *Yes, you can make some subject changes before the cut-off date early in 2026. However, once the timetable is finalised in 2026 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

Online Student Options

Opens: Thursday 14 August ~ Closes: 17 August

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 two occasions, so please plan your selections carefully before you start.

1

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.

2

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 instruction 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.

3

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'.

4

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 Group Leader by **Monday 18 August 2025**.

Student's preference receipt example

Student Preference Receipt:

EXAMPLE

Receipt No: TSS8 – 1 – 1-160

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

Student: John Smith

Preference List - Example

Preference 1: Music

Preference 2: Art

Preference 3: French

Preference 4: Sport Science

Preference 5: Metal Technology

Student Signature: _____

Parent/Guardian Signature: _____

Print off **two** copies of this page and submit **one** copy to your Pastoral Care Teacher by **Monday, 18 August 2025**.

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

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

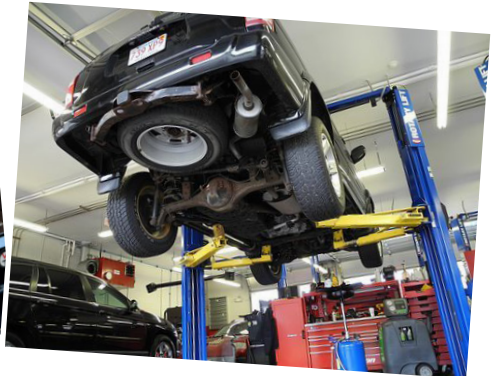
ELECTIVES

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. If you complete all units of competency, these points (8) will go towards the TCE.

- Introduction to Automotive
- Introduction to Baking & Cookery
- Introduction to Construction Pathways
- Introduction to Hospitality
- Introduction to Tourism



What I Need (WIN) Time

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.

'What I Need' (WIN) Time is designed to empower students by allowing them dedicated time to focus on their own specific learning needs and goals. This approach recognises that each student has unique strengths, weaknesses, and learning styles.

Here's some examples of what students can expect during WIN Time:

Personalised Support: WIN Time operates in small groups, allowing for a more personalised approach to learning. This elective facilitates tailored support to address individual learning needs effectively.

Enhancement of Study Skills: The program includes modules focused on improving essential study skills such as time management, note-taking, test preparation, and research techniques. By completing these modules, students can develop more efficient learning habits. Students will then be able to employ these skills and gain assistance from key staff in their Assessment Tasks throughout the year with an emphasis of ensuring tasks are handed in on time.

Empowerment and Accountability: WIN Time promotes student agency by encouraging them to take ownership of their learning and identify areas of growth with the

Teacher and/or Teacher Assistant. This emphasis on self-assessment and personal accountability helps students build responsibility and pride in their academic work.

Long-term Success: Ultimately, WIN Time aims to equip students with the skills and confidence they need to succeed academically and in their future endeavours. By fostering self-directed learning and providing necessary supports, the program prepares students for long-term success.

Eligibility for the program is based on criteria designed to identify students who will benefit most from additional support. Prospective families are informed about the program and its benefits directly by the Student Support Team. Students must commit to the tailored learning and support provided. The subject class size is intentionally small and intended for students who are responsible for their conduct and dedicated to learning. If selected during the Subject Selection Process, the Student Support Team will confirm the student's suitability.

For further information contact:

Rebekah Taylor
Director of Student Support
or
Julia Owens
9-12 Student Support Coordinator

Writer's Workshop

The focus of this elective will be extending your reading and writing skills, especially through creative writing and in-depth text analysis. This will involve studying and writing short stories, analysing trends in Young Adult fiction, writing and recording book reviews, film analysis, and creating multimodal texts such as scripts, storyboards and picture books.

Why choose this elective?

- You enjoy reading and writing
- You want to extend your analytical and creative writing abilities
- You want to prepare for English subjects in Senior College
- You are interested in careers in writing, journalism, publishing or social media

Subject Overview

- Term 1: Author Study
- Term 2: Online Analysis
- Term 3: Scripts and Storyboards
- Term 4: Children's Fiction

For further information contact:

Danica Scolyer – Learning Area Leader English 9-12



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.

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, snorkeling, 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.

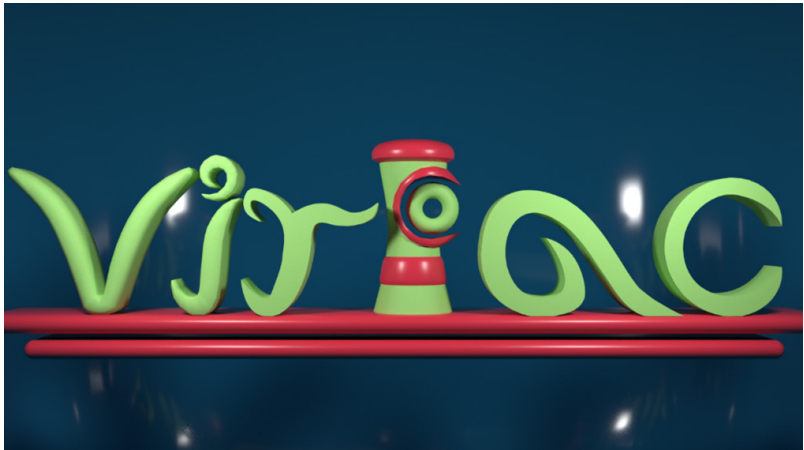
Computer Graphics and Design

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 and UTAS Object Design.

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 Business Foundations

The “Digital Business Foundations” course focuses on developing students’ understanding and skills in information technology, computer science, and design.

Throughout the course, students will have the opportunity to analyse real-world problems, design, implement, and evaluate a range of digital solutions. Hands-on experience with various digital technologies, including programming, data representation, and basic web development, will be an integral part of the learning process.

Students will work both individually and in teams to create prototypes that address user needs. Additionally, the course will explore critical topics such as cybersecurity and ethical data use. By the end of the course, students will have a solid foundation for further pre-tertiary study in digital business and related field.

Pathway: This course provides a pathway to Digital Technology 2 or Data Science & Digital Solutions 3. Students will develop skills and knowledge in the following areas:

Skills and Knowledge Development: During the course, students will develop expertise in the following areas:

1. **IT Project Management:** Understanding project lifecycles, planning, execution, and monitoring.
2. **Digital Design:** Creating user-friendly interfaces and visually appealing digital solutions.
3. **Programming and Problem Solving:** Developing coding skills and solving computational challenges.
4. **System Analysis and Design:** Analysing requirements, designing system architectures, and optimizing processes.
5. **Digital Systems and Networks:** Understanding network protocols, security, and system administration.
6. **Computing Ethics:** Exploring ethical considerations related to data privacy, security, and responsible technology use.



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, Cooking and Nutrition Level 2 or Food and Nutrition Level 3 in Senior College.

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.

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 and UTAS Object Design.



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 and UTAS Object Design.



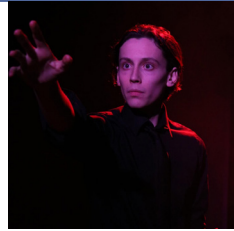
Drama

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.



Musical Theatre

In the study of *Musical Theatre*, students work as members of a musical theatre ensemble, acquire music and 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 the year, students will take part in solo, duo and ensemble performances, Musical Theatre Showcases and other public performance opportunities. In Term 3, students will perform a small scale Musical to the public and opportunities will be given to audition for both lead and ensemble roles.

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



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 studies 'heroes' in Music, arranging, analysing the music we listen to and why as well as reflecting on performance preparation.

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 proficiency in 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)
- Inspiration and influences over our music choices
- Arranging
- Listening to a wide range of the 'Music of Today'

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)



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 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.



STEM

Content:

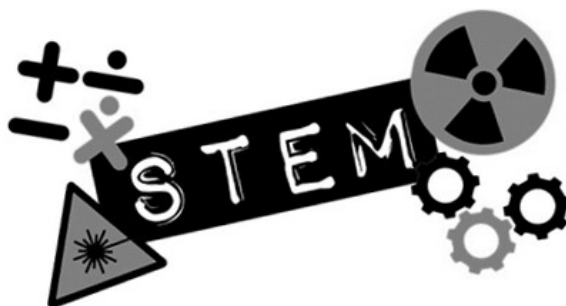
Students electing to do this course would be expected to be independent learners and achieving at a high standard in Year 9 Science.

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.



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

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

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.

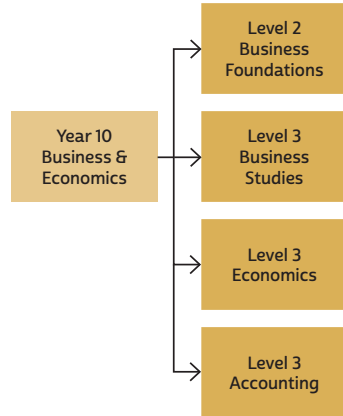


Economics & Business

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.



People, Power and Perspective

Content:

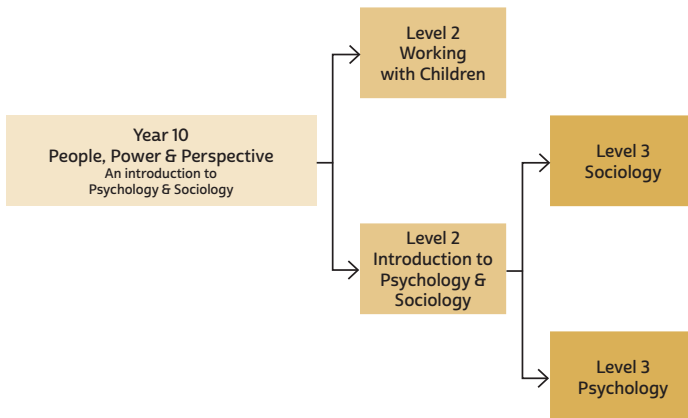
People, Power and Perspective introduces students to the disciplines of Sociology and Psychology using collaborative learning and multimedia resources. Students will complete the course with an understanding of the key theoretical concepts and develop the practical skills of interacting with people to conduct sociological and psychological research. Please note that Year 10 students selecting this course will NOT receive any TCE points for completing this course.

Semester 1: Introduction to Psychology including the study of psychological development (development from childhood to adulthood across physical, social, emotional and cognitive domains); prosocial and anti-social behaviour and experimental research.

Semester 2: Introduction to Sociology including the study of youth cultures, qualitative research and the social construction of gender.

Assessment: Internal assessment only. Students must submit a folio of work (display folder) that includes worksheets, quizzes posters (multi-media) reflections and one written report.

Pathways: This course provides a pathway to Introduction to Psychology and Sociology (TASC Level 2), Working with Children (TASC Level 2) Sociology (TASC Level 3) and Psychology (TASC Level 3).



Geography

Content:

Year 10 Geography is included as an elective for students who enjoy the study of Geography. The Year 10 HaSS course consists mainly of history and civics study. This course includes two depth studies called **Environmental Change and Management** and **Geographies of Human Wellbeing**.

The first section of the course, Environment Change and Management, will focus on the environmental functions that support all life, the major challenges to their sustainability, and the environmental world views that influence how people perceive and respond to these challenges. Students will have the opportunity to examine the causes and consequences of an environmental change and the strategies to manage the change.

The second section of the course, Geographies of Human Wellbeing, focuses on global, national and local human wellbeing. This includes discovering how human wellbeing is measured and why these measurements differ around the world. Students may analyse wellbeing data and programs designed to reduce the gap between differences in wellbeing.

Pathways: This course may lead to further studies in Geography or Environmental Science. It is also complementary to studies in other Humanities areas.

Legal Studies

Content:

Year 10 Legal Studies is all about discovering how Australia is run – from Australia’s laws and courts to how Australia deals with international issues. Students will explore real-world legal cases, how rules are made and changed, and what their rights are.

With the world changing fast due to technology, social movements and global events, this subject assists students to stay informed, confident, and ready to have their say.

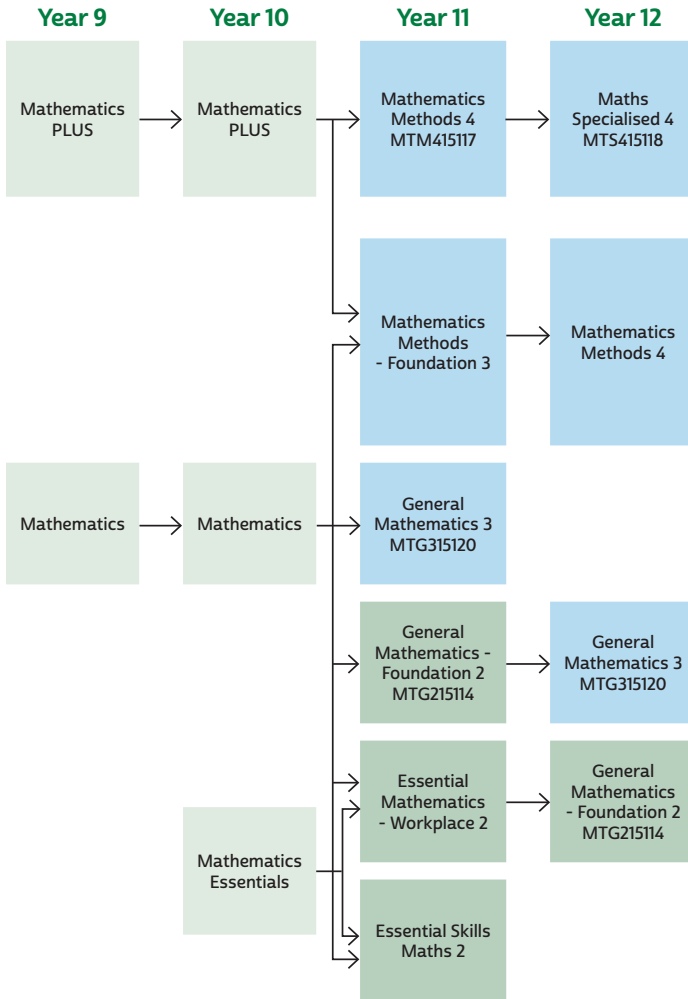
Students will study four compulsory units:

- Australia’s System of Government
- Role of the Australian parliament and High Court in protecting rights
- Australia’s role and responsibilities at a regional and global level
- Australia’s international legal obligations and Australian Law

Pathways: This course provides a pathway to Legal Studies (Level 3). The skills developed may also have application to other HaSS subjects.



MATHEMATICS PATHWAYS



Subjects shaded in blue are Senior College pre-tertiary subjects. These give students points towards University entrance (ATAR).

Mathematics 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.

Mathematics Essentials

Mathematics Essentials is a specialised Mathematics class designed to cater to Year 10 students who may find the regular Year 10 Mathematics curriculum challenging or who have identified gaps in their understanding from Year 9. It is designed for students who need more time and support to grasp foundational concepts before moving on to more advanced levels.

The class focuses on essential sections of the Year 10 Australian Curriculum in Mathematics. It intentionally slows down the pace compared to the regular Year 10 curriculum to allow students to build a stronger foundation and fill in any gaps in their understanding.

The primary goal of Mathematics Essentials is to ensure that students achieve success in their Mathematics education. By addressing gaps in understanding at a manageable pace, the course aims to support students in mastering essential concepts necessary for Level 2 Mathematics courses in Senior College.

This is not an elective, but an option within the timetabled Year 10 Mathematics classes.

Eligibility into this class will be determined by teacher recommendations and final Year 9 grades. Families will be contacted in Term 4 to take up this class option, noting that not all elements of the Year 10 Australian Curriculum will be covered in this class at the same extent as other classes.

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.

Our VET courses have noteworthy points of difference. For instance –

There are five Introductory courses that have been designed as taster courses in Year 10. Students gain working skills and knowledge and an understanding 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 where these courses are offered in Senior College years. This option becomes a viable segway should a student choose to continue with their VET studies.

- **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 Years 11 and/or 12.

- **Introduction to Baking –**

Students complete a partial qualification in a purpose-built bakery in the Cradle Coast Trade Training Centre. No other school along the Northwest Coast offers this course or training centre. This short skill set course allows students the opportunity to obtain a School-based Apprenticeship in Years 11 and/or 12.

- **Introduction to Cookery –**

Students learn and develop core cookery skills in a purpose-built commercial kitchen adjacent to the bakery area in the Cradle Coast Trade Training Centre. This short skill set course allows students the opportunity to obtain a School-based Apprenticeship in Years 11 and/or 12.

- **CPC20220 Certificate II in Construction Pathways**

Students gain knowledge and develop core skills that are transferable into a Certificate III in Construction post-secondary schooling and students may obtain a School-based Apprenticeship in Years 11 and/or 12.

- **SIT20322 Certificate II in Hospitality –**

Students gain strong skills and knowledge in this customer service focused course. It is suitable for students interested in “front of house.” Students learn in a simulated café environment and will build their service skills in the Cloud 9 restaurant, in the Cradle Coast Trade Training Centre, while completing service periods throughout the year.

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 Years 11 and 12, to further extend skills, knowledge and career pathways.

A student may choose more than one Introductory course. All courses run for the duration of one full school calendar year.

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) may 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.

Year 10 Introduction courses as follows -

- Introduction to Automotive
- Introduction to Baking & Cookery
- Introduction to Construction
- Introduction to Hospitality
- Introduction to Tourism



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.

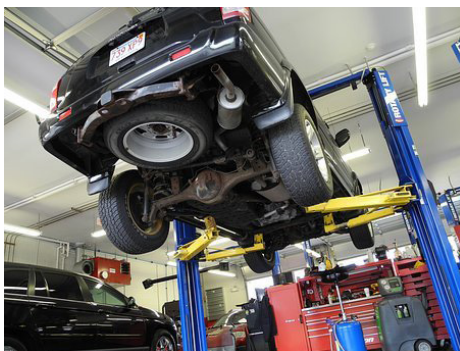
- AURAEA001: Identify environmental and sustainability requirements in an automotive service and repair workplace
- AURASA001: Apply automotive workplace safety fundamentals
- AURTTK102: Use and maintain tools and equipment in an automotive workplace
- AURTTE003: Remove and tag engine system components

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

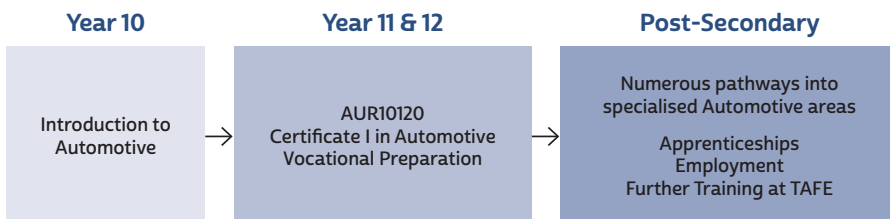
Applying and meeting industry standards, guidelines, expectations and working within real-life constraints, provides students with an understanding of the realities and requirements for working in the Automotive industry. This course therefore, provides students with the opportunity to develop work-ready 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 Vocational Preparation Industry in Years 11/12. 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 qualification.

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



Year 10 VET PATHWAYS



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 hygiene 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.

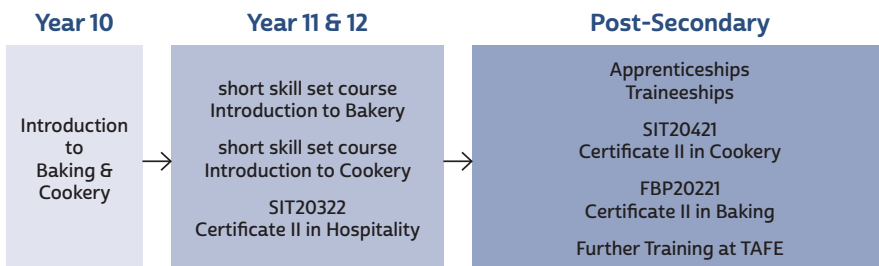
Learners develop core skills in the preparation, production, presentation and packaging of a variety of food products.

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 Baking /Hospitality / Cookery at Year 11/12. Students will receive a Statement of Attainment for units of competency completed which can be transferred into the Cookery certificate should the course/s be chosen in Years 11/12, where applicable.

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

Year 10 VET PATHWAYS



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.

- CPCWHS2001: 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.

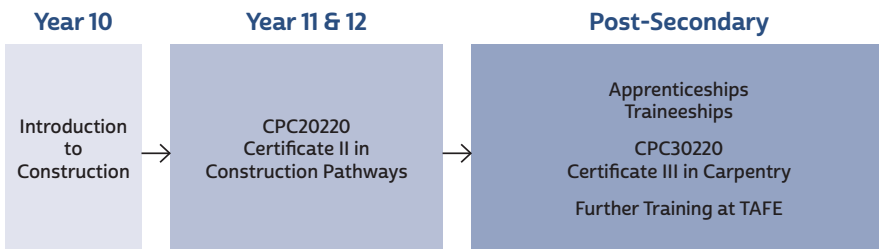
Applying and meeting industry standards, guidelines, expectations and working within real-life constraints, provides students with an understanding of the realities and requirements for working in the Construction industry. This course therefore, provides students with the opportunity to develop work-ready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



Delivered and assessed at school in partnership with TasTAFE (Reg. 60142)

Introduction to Hospitality



(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 may go towards the Tasmanian Certificate of Education (TCE) if the student is deemed competent in each unit.

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

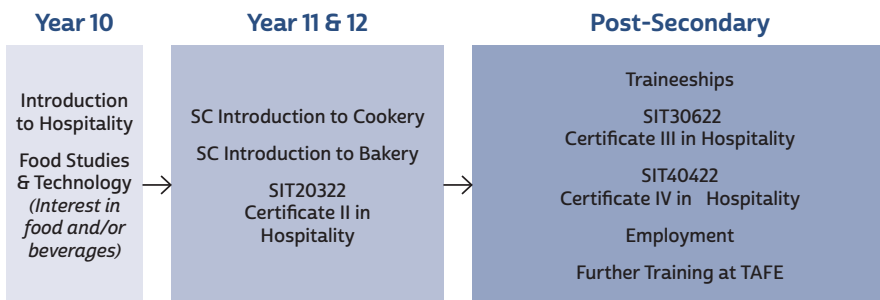
Students will train in our purpose-built Cradle Coast Trade Training Centre, providing structured workplace simulated learning and participation in a variety of real-life functions.

Learners develop core skills in the preparation, production, presentation and service of a variety of cold and hot 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 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



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

Introduction to Tourism



(12 TCE points) subject to change

If you enjoy interacting with people, problem solving, organising, orchestrating and planning successful events, consider this course. This taster course provides students with fun practical hands-on learning and the opportunity to experience working in the Tourism and Travel sector. Internal and external events will play a major role in understanding the needs of customers. This industry offers a wide range of job opportunities including travel agencies, tour wholesalers, tour operator holiday parks, resorts, attractions as well as cultural and heritage sites. The Introductory 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.

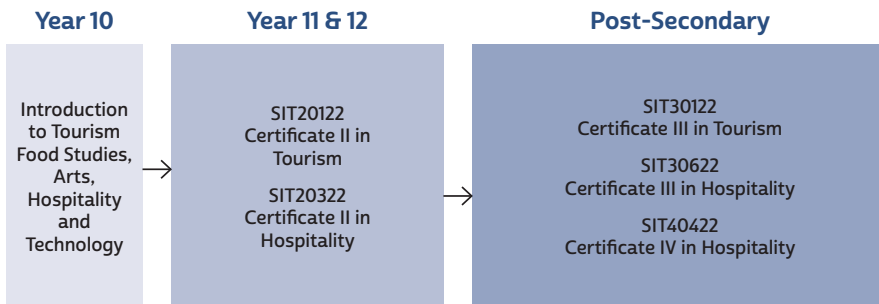
- SITXCCS011: Interact with customers
- SITXCOM006: Source and present information
- CUA EVP211: Assist with the staging of public activities or events
- HLTAID011: Provide first aid (including 010 and 009)

Students will listen to guest speakers discussing the significant role that tourism plays in the Tasmanian state (music, food and arts festivals), national and international levels and participate in core customer service activities. Excursions to local and statewide events are planned, and working in partnership with key stakeholders to contribute to real life activities and events is a major part of course outcomes.

Understanding the realities and requirements for working in the Tourism and Travel industry provides 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 Tourism and/or Hospitality in Year 11/12. Students will receive a Statement of Attainment for units of competency completed which may be transferred into the full Tourism and/or 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



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



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