

Year 10 Subject Handbook 2019



Introduction

This subject handbook is designed to inform students and their parents/carers about the subjects which the students will have to undertake and possible elective subjects which they can choose from to complete in each semester. This handbook outlines two different Educational Authorities being Australian Curriculum, Assessment and Reporting Authority (ACARA) and South Australia Curriculum Education Board (SACE Board). Both institutions are designed to best equip our students in the Northern Territory to be active and contributing citizens in their local, national and international community.

For further information regarding ACARA or the SACE Board, please speak to a member of the MacKillop Academic Team or refer to the below websites:

- ACARA - <https://www.acara.edu.au/home>
- SACE Board - <https://www.sace.sa.edu.au/>

Selecting appropriate elective subjects can be a very difficult task. Throughout Year 10 students will begin to map out their learning pathway in their Personal Learning Plan (PLP) classes. It is also recommended that students discuss possible course selection with their parents, subject teachers and year level coordinators before making final decisions.

Students are encouraged to keep their options open enough to avail themselves of courses and career alternatives. As is often the case, if students do not have a career in mind they should choose subjects that they are good at, interested in and enjoy doing that will enable them to meet the requirements of the Northern Territory Certificate of Education and Training (NTCET).

For further information regarding the NTCET, please speak to a member of the MacKillop Academic Team or refer to the below websites:

- <https://www.sace.sa.edu.au/web/sace-operations/ntcet/completion-requirements>

The Australian curriculum

The Australian curriculum the Australian curriculum is designed to develop

- successful learners
- confident and creative individuals
- active and informed young people who are ready to take their place in society

It sets the goal for what all students should learn as they progress through their school life – wherever they live in Australia and whatever school they attend. The Australian curriculum with its eight learning areas provides a modern curriculum for every student in Australia. Included in the content of learning areas are seven general capabilities intended to help prepare young Australian's to learn, live and work in the 21st century. There are three cross-curriculum priorities that are also a focus across the learning areas. The Australian curriculum is flexible so that teachers can plan the learning for all their students, also taking into account their local school community.

Learning areas

The Australian curriculum is designed to help all young Australian's to become successful learners, confident and creative individuals, and active and informed citizens. Presented as a developmental sequence of learning from foundation - year 10, the Australian curriculum describes to teachers, parents, students and others in the wider community what is to be taught and the quality of learning expected of young people as they progress through school.

The three-dimensional design of the foundation – year 10 Australian curriculum recognises the importance of disciplinary knowledge, skills and understanding alongside general capabilities and cross-curriculum priorities.

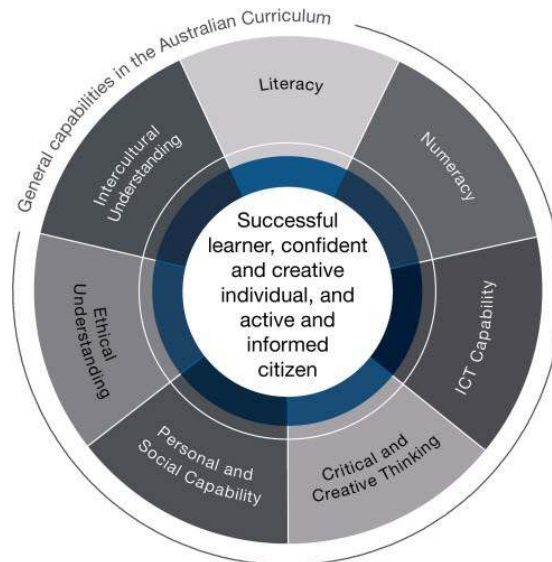
Disciplinary knowledge, skills and understanding are described in the eight learning areas of the Australian curriculum: English, Mathematics, Science, Health and Physical Education, Humanities and Social Sciences, the Arts, Technologies and Languages. The latter four learning areas have been written to include multiple subjects, reflecting custom and practice in the discipline. In each learning area or subject, content descriptions specify what young people will learn, and achievement standards describe the depth of understanding and the sophistication of knowledge and skill expected of students at the end of each year level or band of years.

General Capabilities

The general capabilities play a significant role in the Australian Curriculum in equipping young Australians to live and work successfully in the twenty-first century.

In the Australian Curriculum, capability encompasses knowledge, skills, behaviours and dispositions. Students develop capability when they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances, in their learning at school and in their lives outside school.

The Australian Curriculum includes seven general capabilities, as shown in the figure below.



In the Australian Curriculum, the general capabilities are addressed through the content of the learning areas. General capabilities are identified where they are developed or applied in the content descriptions. They are also identified where they offer opportunities to add depth and richness to student learning via the content elaborations, which are provided to give teachers ideas about how they might teach the content. Icons are used to indicate where general capabilities have been identified in learning area content descriptions and elaborations.

Teachers are expected to teach and assess general capabilities to the extent that they are incorporated within learning area content. State and territory education authorities will determine if and how student learning of the general capabilities is to be further assessed or reported.

What is the Northern Territory Certificate of Education and Training?

The Northern Territory Certificate of Education and Training (NTCET) qualification is designed to recognise the knowledge and skills that have been acquired through formal education and training.

The completion requirements, approved by the Minister for Education, make the NTCET a unique and contemporary certificate that is closely aligned with senior secondary directions in other states.

The NTCET provides students with access to flexible learning arrangements where students have increased opportunities to develop the business, interpersonal and employment-related skills needed for the future.

The NTCET will help students develop the skills and knowledge they need to succeed – whether they are headed for further education, training, an apprenticeship or direct entry into the workforce. The certificate is based on two stages:

- Stage 1 (usually undertaken in Year 11) and
- Stage 2 (usually undertaken in Year 12)

How do students achieve the NTCET?

Throughout Year 10, 11 and 12 students will complete subjects that contribute credits towards their NTCET.

As a general rule a subject that is undertaken for 6 months is worth 10 credits and those undertaken for 12 months are worth 20 credits.

Students are graded on an A to E scale at Stage 1 and an A+ to an E- scale at Stage 2.

A total of 200 credits are required for the successful completion of an NTCET. Students must achieve a C grade or better in 140 of the 200 credits.

The 140 credits at a C grade or better **must** include the following:

- Stage 1: Personal Learning Plan – 10 credits (**generally completed in Year 10**)
- Stage 1: English/Literacy – 20 credits from a range of English/Literacy subjects
- Stage 1: Mathematics/Numeracy – 10 credits from a range of Mathematics/Numeracy subjects
- Stage 2 subjects - 60 credits

The remaining credits can be gained through additional Stage 1 or Stage 2 subjects or SACE Board recognised courses of a student's choice.

For more information visit: <http://www.det.nt.gov.au/parents-community/curriculum-ntbos/ntcet>

	Stage 1 (Compulsory)	Stage 1 or 2 (Electives)		Stage 2 (Compulsory)	
Personal Learning Plan 10 credits		10	10	10	10
Literacy from a range of English subjects 20 credits		10	10	10	10
		Subjects and courses from a wide range of options 100 credits:		Subjects and courses from a wide range of options 60 credits	
Numeracy from a range of Maths subjects 10 credits		10	10	10	10

What is the Personal Learning Plan?

The Personal Learning Plan (PLP) is a compulsory pass NTCET subject (must achieve a C grade or above), usually undertaken in Year 10. In this subject students consider their aspirations and research career, training and further study choices to help them map their future.

Students identify goals and plan how to achieve them through school and after finishing the NTCET.

The Personal Learning Plan helps students:

- Identify and research career paths and options, including further education, training and work
- Choose appropriate NTCET subjects and courses based on plans for future work and study
- Consider and access subjects and courses available in and beyond school
- Review their strengths and areas they need to work on, including literacy, numeracy, and information and communication technology skills
- Gain skills for future employment
- Identify their goals and plans for improvement
- Review and adjust their plans to achieve their goals

What is VET in Secondary School?

VET in Secondary Schools (VSS) gives students skills for work, particularly in industry. Students are encouraged to complete, or make significant progress towards completing, VET qualifications while completing the NTCET.

Students can earn 10 credits for approximately 70 hours of VET competencies completed. The SACE Board will decide whether the credits earned for a particular VET qualification will be recognised at Stage 1 or Stage 2.

Students can use up to 160 credits gained through VET courses to complete their NTCET.

The full VET in Secondary Schools (VSS) course lists and information please see the VSS Coordinator/Careers Advisor or online at:

<http://www.cdu.edu.au/cdu-vet/study-areas>

For more information on how VET is recognised as a learning pathway please visit:

<http://www.sace.sa.edu.au/subjects/recognised-learning/vet-vocational-education-and-training>

What is Community Learning?

Students are able to earn NTCET credits for Community Learning in two ways – Community Developed Programs and/or Self-Directed Community Learning.

Community – Developed Programs include, for example, Australian Music Examinations Board, Duke of Edinburgh's Award and St John Ambulance Australia. Program details are updated as new information becomes available. For more information on the Duke of Edinburgh Award Scheme visit <http://www.dukeofed.com.au/NT.html>.

Self-directed community learning may be gained through learning experiences that do not follow a formal, accredited curriculum.

Examples of this type of learning include:

- creating media productions (e.g. films, websites) outside school
- officiating at a series of sporting events
- performing in sport at an elite level
- planning and coordinating community or recreational events
- taking a leadership role in community land-care or conservation groups
- taking a leadership role in community theatrical productions
- taking a leadership role in volunteer organisations
- taking a leadership role in the workplace
- taking responsibility for the care of an elderly or invalid person
- teaching others specialised skills (e.g. dance)

If students believe they are eligible for this, then they will need to provide evidence of their learning and undergo an interview process for assessment so that the activity can be recognised for credit recognition. Please make an appointment with the Head of Senior Years if you would like to investigate this further.

For further information regarding the Community Learning opportunities please visit: <https://www.sace.sa.edu.au/learning/community-learning>

University entry

Students who complete the NTCET are eligible for university entry, provided they meet certain requirements.

For university entry, students need to:

- complete all compulsory requirements at a 3C's grade or better
- achieve 90 credits at Stage 2

These subjects must be Tertiary Admissions Subjects. Universities also specify required subjects for some of their courses. It is essential students and parents clarify with Universities directly the requirements they have for subjects and subject combinations.

This information should be used when selecting subjects at Stage 1 and Stage 2.

Tertiary Admissions Subject

All subjects excluding Community Studies and Modified subjects are recognised by Universities to contribute toward an ATAR. These subjects are known as Tertiary Admissions Subjects.

ATAR (Australian Tertiary Admission Rank):

1. For those students wanting a pathway to university
2. Is a percentile rank that is derived from a student's university aggregate and is used solely for university entrance purposes

A student who completes the NTCET is eligible for university entry, providing they meet certain requirements:

- students need to achieve 90 credits at Stage 2
- 70 credits must be from Tertiary Admissions Subjects
- the final 20 credits can be gained in a variety of ways defined by the universities for example:
- Certificate III qualifications (note: students need to complete the FULL Certificate III qualification if it is to count towards an ATAR)
- Universities also specify subjects for some of their courses (known as pre-requisites or assumed or prescribed knowledge)

Full details of university entrance requirements can be accessed via the Tertiary Entrance website published by the South Australian Tertiary Admissions Centre www.satac.edu.au

Pathway to Work, Apprenticeships or VET (Vocational Education and Training)

Students who wish to achieve their Year 12 Certificate, the Northern Territory Certificate of Education and Training (NTCET).

To achieve an NTCET and in order to prepare for work, apprenticeship or VET, **Students must achieve 200 points** which need to be achieved through:

- PLP (Year 10) compulsory subject – 10 credits
- English/Literacy (Stage 1) compulsory subject – 20 credits
- Mathematics/Numeracy (Stage 1) compulsory subject – 10 credits
- A range of School based SACE subjects e.g.: Community Studies options (NTCET only) and Tertiary Admission Subjects
- VET refers to Certificates, Apprenticeship and/or Traineeship

Students with disabilities

The NTCET offers a range of Modified subjects to provide opportunities for students with disabilities to demonstrate their learning. Modified subjects are intended for students who have any of the following:

- Severe multiple disabilities
- Moderate to profound intellectual disability
- Mild intellectual disability

Modified subjects are currently available for Stage 1, and Stage 2.

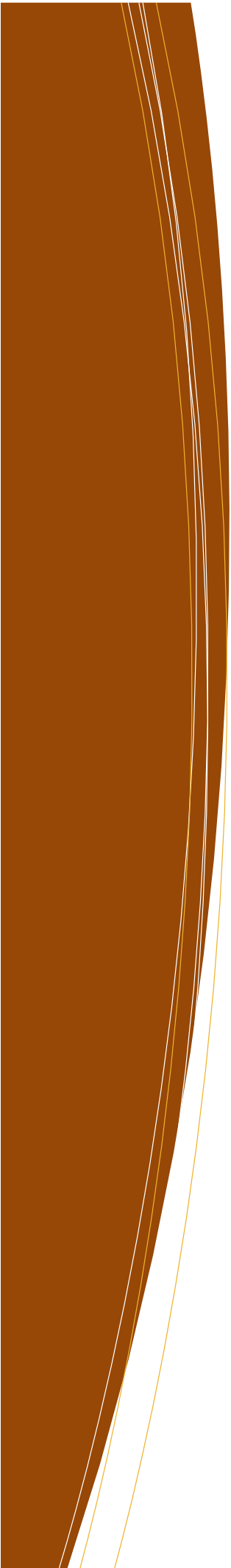
Please consult with the Head of Senior Years or the Deputy Principal – Academic Studies for further assistance regarding Modified subjects

Students Online

Students Online is a one-stop-shop for information about an individual student's NTCET. It can help students:

- Plan their NTCET and look at different subjects, or subject and course combinations
- Check their progress towards completing their NTCET
- Access their results

Students can log in to Students Online using their SACE registration number and pin at: <http://www.sace.sa.edu.au/students-online>



**Religious Education,
Year 10 ACARA Subjects &
Electives in Learning Areas**

Australian Curriculum Learning Areas and Journey in Faith Descriptions

Journey in Faith

As a Catholic School Religious Education is a compulsory core subject which all students need to actively engage with the content and assessment.

In Year 10 Religious Education students complete units of work from the Darwin Catholic Diocese Religious Education Program, Journey in Faith. Students are required to participate in 3 lessons per week of structured Religious Education as well as actively participate in College Retreats, Prayer, Hymn Singing, Liturgies and Eucharistic celebrations. Some study of Scripture, the traditions and values of the Catholic Church in previous years would be an advantage but is not essential. Students will be required to complete at least one Summative Assessment Task for each of the Key Ideas taught. Formative assessment tasks, classroom work, participation in class form an important part of the assessment for this subject.

In Semester 2 students can elect to commence STAGE 1 Religion Studies or continue with the Journey in Faith Curriculum.

English

The Australian Curriculum in English includes:

- The Foundation to Year 10 Australian Curriculum: English
- The senior secondary subjects of English, English as an Additional Language or Dialect, Essential English and Literature

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them. The study of English plays a key role in the development of reading and literacy skills which help young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society.

Two courses of English are on offer to students in Year 10:

- English
- Literacy (Essential English)

Each subject has their own set of Performance Standards, with the Achievement Standards of Year 10 Australian Curriculum embedded within them.

In **English**, students analyse the interrelationship of author, text, and audience with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world.

In **Literacy (Essential)** students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts. Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning.

To learn more about the English Curriculum and how it works by following the web link:

<https://australiancurriculum.edu.au/f-10-curriculum/english>

Mathematics

The Australian Curriculum in Mathematics includes:

- The Foundation to Year 10 Australian Curriculum: Mathematics
- The senior secondary subjects of Essential Mathematics, General Mathematics, Mathematical Methods, Specialist Mathematics

The F-10 Australian Curriculum: Mathematics provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

To learn more about the Mathematics Curriculum and how it works by following the web link: <https://australiancurriculum.edu.au/f-10-curriculum/mathematics>

Science

The Australian Curriculum in Science includes:

- The Foundation to Year 10 Australian Curriculum: Science
- The senior secondary subjects of Biology, Chemistry, Earth and Environmental Science, Physics and Scientific Studies

The F-10 Australian Curriculum: Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. It provides an understanding of scientific inquiry methods, a foundation of knowledge across the disciplines of science, and develops an ability to communicate scientific understanding and use evidence to solve problems and make evidence-based decisions. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

To learn more about the Science Curriculum and how it works by following the web link: <https://australiancurriculum.edu.au/f-10-curriculum/science>

Scientific Studies - ELECTIVE (1SCF10): Through a focus on science inquiry skills and scientific ways of observing, questioning, and thinking, students in Scientific Studies actively investigate and respond to authentic, engaging, and complex questions, problems, or challenges. They employ interdisciplinary approaches with a focus on science and engineering, supported through the application of technology, design, and mathematical (STEM) thinking.

Evidence of Learning

The following assessment types enable students to demonstrate their learning in Stage 1 Scientific Studies:

- Assessment Type 1: Inquiry Folio
- Assessment Type 2: Collaborative Inquiry

For a 10-credit subject, students should provide evidence of their learning through four assessments. Each assessment type should have a weighting of at least 20%. Students undertake:

- two tasks with a focus on science inquiry skills

- one investigation with a focus on science as a human endeavour in the inquiry folio
- one collaborative inquiry

COSTS: Dependent upon the topics studied

Humanities and Social Sciences

The Australian Curriculum: Humanities and Social Sciences includes four topic areas which include, Civics and Citizenship, Economics and Business, Geography and History.

The Civics and Citizenship curriculum is all about ensuring students have the skills and values to become active and informed citizens. Students will investigate political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society.

The economics and business curriculum explores aspects of economics and business that affect daily life. Students will learn about the role that individuals, businesses and governments play in the economy, the way they make decisions about how to allocate resources and the effects of these decisions.

The Australian Curriculum in geography includes:

- the Years 7-10 Australian Curriculum: Geography
- the senior secondary Australian Curriculum: Geography

The Years 7-10 Australian Curriculum: Geography provides opportunities for students to investigate, analyse and explain the characteristics of the places that make up our world.

The Australian Curriculum in History includes:

- the Years 7-10 Australian Curriculum: History
- the senior secondary Australian Curriculum: History

The Years 7-10 Australian Curriculum: Geography provides opportunities for students to investigate Australian and world history. Australian history is to be taught within a world history context. Students develop knowledge, understanding and skills through their study of societies, events, movements and developments. There are opportunities to study the role of individuals and groups and their significance.

To learn more about the Humanities and Social Science Curriculum and how it works by following the web link:

<https://www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences>

The Arts

The Arts have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential. The Australian Curriculum: The Arts offers students the opportunity to study all five subjects in the primary years of schooling, and to specialise in secondary school. The five subjects enable students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences.

To learn more about the Arts Curriculum and how it works by following the web link:

<https://www.australiancurriculum.edu.au/f-10-curriculum/the-arts/>

VISUAL ARTS - ELECTIVE

This course is designed to prepare students for Senior Years. Year 10 students will:

- Evaluate how representations communicate artistic intentions in artworks they make and view.
- Evaluate artworks and displays from different cultures, times and places.
- Analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas; and
- Identify influences of other artists on their own artworks.

Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.

Two courses of VISUAL ART are on offer to students in Year 10:

- Visual Arts - Art
- Visual Arts - Design

DANCE - ELECTIVE

This course is designed to prepare students for Senior Years. Year 10 students will:

- Analyse the choreographer's use of the elements of dance, choreographic devices, form and production elements to communicate choreographic intent in dances they make, perform and view.
- Evaluate the impact of dance from different cultures, places and times on Australian dance.
- Choreograph dances by manipulating and combining the elements of dance, choreographic devices, form and production elements to communicate their choreographic intent.
- Rehearse and perform dances, demonstrating technical and expressive skills appropriate to the genre and style.

DRAMA - ELECTIVE

This course is designed to prepare students for Senior Years. Year 10 students will:

- Analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view.
- Use their experiences of drama practices from different cultures, places and times to evaluate drama from different viewpoints.
- Develop and sustain different roles and characters for given circumstances and intentions. Perform devised and scripted drama in different forms, styles and performance spaces.
- Collaborate with others to plan, direct, produce, rehearse and refine performances.
- Select and use the elements of drama, narrative and structure in directing and acting to engage audiences. They refine performance and expressive skills in voice and movement to convey dramatic action.

MUSIC – ELECTIVE

This course is designed to prepare students for Senior Years. Year 10 students will:

- Develop and apply knowledge and understanding of musical elements
- Explore and apply musical skills and techniques in developing, refining, and presenting creative works
- Develop musical literacy skills
- Analyse, discuss, and interpret musical works and styles
- Communicate musical ideas
- Reflect on own learning in music.

Two courses of Music are on offer to students in Year 10:

- **Music Experience**

Music Experience is designed for students with emerging musical skills who want a taste in music.

- **Music Advanced**

Music Advanced is designed to extend students' existing musical experience. Students taking Music Advanced need to show adequate level of skill on an instrument and need basic understanding of music theory.

Technologies

The Australian Curriculum: Technologies draws together the distinct but related subjects of Design and Technologies, and Digital Technologies. It ensures that all students benefit from learning about, and working with, traditional, contemporary and emerging technologies that shape the world in which we live. In creating solutions, as well as responding to the designed world, students will contribute to sustainable patterns of living for themselves and others.

To learn more about the Technologies Curriculum and how it works by following the web link: <https://www.australiancurriculum.edu.au/f-10-curriculum/technologies/>

There are also VET courses offer by the ICT department, Please read further for this information.

Create a Robotic hand/wearable Electronics - ELECTIVE



Robotic hand with Arduino instrument!



Wearable/ Make a brand-new

Students are provided with the opportunity to create a robotic hand/or create wearable electronics.

These types of projects typically incorporate the use of a microcontroller which is 'embedded' within the robotic hand-control system. Examples of common microcontrollers include Arduino, Hummingbird and Raspberry Pi.

Wearable/Sewable electronics such as the Arduino LilyPad are a form of wearable electronics that enable students to demonstrate their creativity incorporating the use of electronics with textiles. These pieces of tech are highly compatible with costume design or interactive arts projects.

Evidence of Learning

The following assessment types enable students to demonstrate their learning:

Build robotic hand/wearable electronics

Planning -30%

Designing the prototype -40%

Development – 15%

Testing and evaluation -15%

Cost: \$50 (semester)

Health and Physical Education

Health and Physical Education (HPE) offers experiential learning, with a curriculum that is relevant, engaging, contemporary, physically active, enjoyable and developmentally appropriate. Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies that enable students to participate in a range of physical activities confidently and competently. In Health and Physical Education, students develop the knowledge, understanding and skills to support them to be resilient, to develop a strong sense of self, to build and maintain satisfying relationships, to make health-enhancing decisions in relation to their health and physical activity participation, and to develop health literacy competencies in order to enhance their own and others' health and wellbeing.

To learn more about the HPE Curriculum and how it works by following the web link:

<https://australiancurriculum.edu.au/f-10-curriculum/health-and-physical-education>

Sports Academy – NRL - ELECTIVE

Students learn in, about and through movement in Rugby League. They gain strong links within the sporting industry as players, coaches, umpires and sports managers. They will be introduced to the Certificate III Sport and Recreation and Certificate III Fitness (available in Year 11); through completion of their Sports Coaching / Officiating Certificate and participation within an advanced skill development camp and lunch fitness training.

Evidence of Learning

The following assessment types enable students to demonstrate their learning:

- Assessment Type 1: Observation of Practical Performance
- Assessment Type 2: Certificate in Sports Coaching / Officiating
- Assessment Type 3: Fitness programming

Student activities:

- Advanced skill development camp (generally Cairns or Katherine)
- Certificate in Sports Coaching / Officiating
- Interschool Rugby League Competitions

Sports Academy – Netball – ELECTIVE

Students learn in, about and through movement in Netball. They gain strong links within the sporting industry as players, coaches, umpires and sports managers. They will be introduced to the Certificate III Sport and Recreation (available in Year 11); through some similar assessment tasks, completion of their Sports Coaching / Officiating Certificate and participation within an advanced skill development camp.

Evidence of Learning

The following assessment types enable students to demonstrate their learning:

- Assessment Type 1: Observation of Practical Performance
- Assessment Type 2: Certificate in Sports Coaching / Officiating
- Assessment Type 3: Netball competition management

Student activities:

- Advanced skill development camp (generally Gold Coast or Katherine)
- Certificate in Sports Coaching / Officiating
- Interschool Netball Competitions
- Assisting with Netball Lunch Sports Competitions

Outdoor Education – ELECTIVE (1OUE10): Students gain an understanding of ecology, environmental sustainability, cultural perspectives, and physical and emotional health through participating in outdoor activities. They learn to develop and apply risk and safety management skills and responsibility for themselves and other members of a group. Students reflect on environmental practices related to outdoor activities.

Evidence of Learning

The following assessment types enable students to demonstrate their learning in Stage 1 Outdoor Education:

- Assessment Type 1: Practical
- Assessment Type 2: Folio
- Assessment Type 3: Report

Students complete 4 – 5 Assessment Tasks which include:

- one outdoor journey that includes an outdoor activity
- at least one other outdoor activity, for the practical
- one folio assessment
- a report for the outdoor journey

COSTS: \$300.00

Languages

The Australian Curriculum: Languages is designed to enable all students in Australia to learn a language in addition to English. The Australian Curriculum: Languages recognises that students bring their own linguistic and cultural background to their learning, whether this is English or the target language or various combinations of languages. The organisation of the curriculum addresses learner background in the target language by providing a number of pathways and entry points of study to cater for background language learners, first language learners and second language learners.

The Australian Curriculum: Languages includes language-specific curricula for world languages and two frameworks. While there are over 15 languages offered within the Australian Curriculum, at MCC in 2019 you have the opportunity to study either Japanese or Indonesian providing that you have completed Year 9 Japanese or Indonesian.

Note: For students who wish to start up their language studies, you will have the opportunity to do so in Year 11 as we offer Stage 1 Beginners at MCC in Italian, Japanese and Indonesian.

To learn more about the Languages Curriculum and how it works by following the web link:

<https://www.australiancurriculum.edu.au/f-10-curriculum/languages/>

Other Subjects Offered in Year 10 as options

CONSERVATION AND LAND MANAGEMENT:

Students acquire the skills and understanding to identify, cultivate and care for a range of local native plants. Skills in land care, weed identification and basic land management techniques are also included within this course.

Evidence of Learning

The following assessment types enable students to demonstrate their learning:

- Assessment Type 1: Observation of Performance
- Assessment Type 2: Folio
- Assessment Type 3: Workbook

Student activities:

- Visit nurseries and the Botanical Gardens
- Collect and propagate seeds
- Identify and minimise weeds
- Cultivate and grow plants

BUSINESS:

This course will introduce students to the world of business. The course focuses on IT skills and computer literacy as it applies to the workplace. Students will also explore personal goals and motivations in their career paths and identify goals and pathways to progress.

Evidence of Learning

The following assessment types enable students to demonstrate their learning:

- Assessment Type 1: Observation of Performance
- Assessment Type 2: Folio
- Assessment Type 3: Workbook

Student activities:

- Use computers and explore different software programs
- Plan and organise work activities including planning and organising schedules and timetables
- Plan pathways to reach career goals
- Workplace communication
- Roles and responsibilities in the workplace
- Getting work ready

**HOSPITALITY:**

This course will introduce students to the world of hospitality and food preparation. Students will learn and experiment with food preparation and presentation, will become involved with the school café and experience working in a fast-paced hospitality environment, preparing, packaging, serving food.

Evidence of Learning

The following assessment types enable students to demonstrate their learning:

- Assessment Type 1: Observation of Performance
- Assessment Type 2: Folio
- Assessment Type 3: Workbook

Student activities:

- Food preparation
- Work placement in catering
- Budgeting and ordering
- Workplace communication
- Roles and responsibilities in customer service
- Getting work ready

Certificate II in Creative Industries (CUA20215)

Course Structure

This course provides foundation skills for those learners who are new to the industry and are interested in expanding their creative skills in a variety of digital media formats. Components of this course include learning skills such as;

- **AUDIO PRODUCTION:** Using sound bits, recording sound and editing sound (music and dialogue).
- **VIDEO PRODUCTION:** Using a professional camera in production of a short film including the whole film production process from 'idea to plan to shoot to edit' as part of the experience.
- **ANIMATION:** Creating 2D digital animations

The delivery of CUA20215 Certificate II in Creative Industries comprises the following core and elective unit selection. The unit selection meets the packaging rules of the qualification from the training package. The careful selection of the units ensures an overall effective introduction to the foundation skills and knowledge to effectively conduct routine tasks in the creative industry sector.

Possible job titles include

- Community Radio Production Assistant
- Community Television Production Assistant
- Graphic Designer
- Multimedia Producer
- Journalist
- Movie or animation creator

Study pathways

- Certificate III in Screen and Media (CUA31015)

Students complete:

Total number of units = 10

- 3 CORE
- 7 ELECTIVE

Total nominal hours = 290

Potential SACE Credits = 40

Code	Description
CUAIND201	Develop and apply creative arts industry knowledge
CUAWHS302	Apply work health and safety practices
BSBWOR203	Work effectively with others
CUALGT201	Develop basic lighting skills and knowledge
CUASOU202	Perform basic sound editing
CUASOU201	Develop basic audio skills and knowledge
BSBCRT301	Develop and extend critical and creative thinking skills
CUACAM201	Assist in a basic camera shoot
CUAPOS201	Perform basic vision and sound editing
CUAANM301	Create 2D Digital Animations

Certificate II in Information, Digital Media and Technology (ICT20115)

Course Structure

This course provides foundation skills for those learners who are interested in the IT industry and have the desire to work in an emerging and in demand field. The course gives the opportunity to gain a formal qualification through studying a wide range of interest areas, such as:

- IT technical support, setting up hardware and software use
- Digital imaging and digital photography and video editing skills
- Webpage and multimedia design

The careful selection of the units ensures an overall effective introduction to the foundation skills and knowledge to effectively conduct routine tasks in the ICT industry sector.

Possible job titles include

- Community Radio Production Assistant
- Community Television Production Assistant
- IT Technician
- Web and Graphic Designer
- Multimedia Producer

Study pathways

- Certificate III in Information, Digital Media and Technology (ICT30115)

Course duration

12 months

Students complete:

Total number of units = 14

- 7 CORE
- 7 ELECTIVES

Total nominal hours = 470

Potential SACE Credits = 50

Code	Description
BSBWHS201	Contribute to health and safety of self and others
ICTICT201	Use computer operating systems and hardware
ICTICT206	Install software applications
CUADIG303	Produce and prepare photo images
ICTWEB302	Build simple websites using commercial programs
ICTWEB201	Use social media tools for collaboration and engagement
CUAPOS201	Perform basic vision and sound editing
BSBSUS201	Participate in environmentally sustainable work practices
ICTICT202	Work and communicate effectively in an ICT environment
ICTICT203	Operate application software packages
ICTICT302	Install and optimise operating system software
ICPDMT321	Capture a digital image
ICTICT204	Operate a digital media technology package
ICTWEB303	Produce digital images for the web



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