TAROONA HIGH SCHOOL

COURSE GUIDE

2026

PRINCIPAL'S WELCOME
INTRODUCING THE 2026 COURSE GUIDE

As we launch the 2026 Course Guide, I encourage all students and families to take the time to explore the opportunities it presents. Course selection is a vital step in shaping each young person's educational journey and future pathways. The choices made now can influence not only academic success but also career direction, personal growth, and engagement with learning.

> At Taroona High School, we are committed to supporting students in making informed decisions that reflect their interests, strengths, and aspirations.

Our curriculum continues to offer a rich and diverse range of subjects designed to engage every learner. From the sciences and humanities to the creative and performing arts and technologies, students have access to programs that foster curiosity, critical thinking, and practical skills. We aim to provide flexibility and challenge, ensuring that every student can find a course of study that supports their success and prepares them for life beyond school.

One of the unique strengths of our school is our connection to the natural environment. Situated near the stunning beaches and coastal landscapes of southern Lutruwita (Tasmania), we have a special place that has been known for generations by the Aboriginal people; Tukirungipayna (Crayfish Point) which gives us the backdrop and access to our stunning outdoor spaces. Whether it's marine studies, environmental science, outdoor education, or creative projects inspired by nature, our students benefit from hands-on experiences that deepen their understanding and appreciation of the world around them. This connection to place enriches learning and helps build resilient, thoughtful, and environmentally aware young people.

Within this course guide, we aim to provide opportunities to exhibit our values and in line with our school motto; *enriching lives through learning* hope that each family finds subjects and courses that excite engage them for 2026 school year.

Charles White
Principal

Cover Image by Lachlan Spencer

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ENRICHING LIVES THROUGH LEARNING

This booklet gives you an introduction to Taroona High School Year 7 - 12 and the courses we offer both at our Taroona Campus and our Taroona@UTAS campus in Sandy Bay.

These courses are based on those that ran in 2025, as well as some exciting and engaging new courses. Courses which run in 2026 will depend upon the level of interest as indicated by student selection, as all classes have minimum number requirements before they can run. However, we always do our best to run the courses offered.

At Taroona High School, our learning model supports lifelong learning and active community participation. We recognise that students have diverse needs and interests, and our teaching is responsive to these through flexible curriculum planning. Our programs reflect the evolving ways young people learn and the challenges they will face in the future.

We aim to develop motivated, aspirational students who are engaged citizens and contributors to society.

All students participate in Social and Emotional Learning (SEL), guided by the Personal and Social Capability Framework of the Australian Curriculum. SEL is tailored to year levels and student groups using data from the Student Wellbeing Survey, Student Wellbeing Check-in, and student voice. A key focus is preparing students for future transitions, including post-Year 12 pathways.

Our teaching model is built around collaborative teams. Small groups of teachers work together to plan and deliver learning, including differentiation, assessment, feedback, intervention, and extension. This shared approach shifts the focus from "my class" to "our students."

Each year level has a dedicated teaching team that partners with students and families to explore future pathways. Alongside this Course Guide, students are encouraged to explore their interests and passions, and consider the various course and campus options that support their goals.

We wish all students the best on their learning journey—and we're here to support them every step of the way.

Some key websites are:

- https://myfuture.edu.au/userhome
- https://www.anything.tas.gov.au/year-11-12-high-schools/
- https://careerify.tas.gov.au/

Resources which include Year 11 and 12 courses and where they can be studied:

- The Hartz Collective Student Information Guide 2025
- The Tasmanian Year 11 and 12 Course Guide

LEARNING IN YEARS 7 AND 8

YEAR 7 STUDENTS study core courses in their Home Groups for the whole year from the following curriculum areas: English, Maths, Science, Humanities & Social Sciences (Civics & Citizenship, Geography & History, Economics & Business) and Health & Physical Education (HPE). Music and Digital Technology are also studied as full year courses.

Student's study 'taster' courses for half the year each. These courses: Art, Drama, Material, Design & Technology (MDT), Foods & Fibre, French and either Chinese or Japanese (a decision on this will be made later in the year) and are referred to as optional courses in the school.

ALL CLASSES IN HOME GROUPS	
CORE COURSES	SEMESTER COURSES
English Mathematics HASS Science HPE Music Digital Technologies	Chinese French Art Drama Food & Fibre Material, Design & Technology

YEAR 8 STUDENTS study core courses in their Home Groups from the following curriculum areas: English, Maths, Science, Humanities & Social Sciences (Civics & Citizenship, Geography & History, Economics & Business). They study Health & Physical Education in mixed groupings.

To complement their learning, students select five optional courses.

- 3 courses that run for 2 lessons a week
- 2 Taster courses that run for 1 lesson a week

CORE COURSES IN HOME GROUPS	OPTIONAL COURSES (2 PERIODS A WEEK)		
English Maths Science HASS	3D and Game Design Chinese Coding and Design Contemporary Music Creative Clay Design and Make It	Digital Art Drama English Exploration Enterprise Fitness Extended Food Technology	French Introduction to Film Music People, Power and Politics Science, Technology, Maths & Engineering (STEM) Visual Art
CORE COURSE IN MIXED GROUPS	**TASTER COURSES (1 PERIOD A WEEK)**		
HPE	Body and Mind Creative Clay Dance Digital Art Digital Photography	Enterprise for Beginners Event Production Food Around the World Introduction to Animation Introduction to the Athlete Development Program	Junior Music Project Maths Enrichment Outdoor Adventure and Recreation Textiles and Design Visual Art

LEARNING IN YEARS 9 AND 10

Courses offered for 9s and 10s are of two types: those accessible to both Year 9 and Year 10 students and those which are year specific.

Core classes of English, Maths, Science, History, and HPE are year specific. The majority of other classes are vertically grouped, i.e. a combination of both Year 9 and Year 10 students.

MINIMUM REQUIREMENTS

YEAR 9 STUDENTS must study English 9, Science 9, HPE 9 and History 9. History and HPE will be studied for half of the year each with students swapping between these at the change of semester.

Students must also study a Maths courses. Please check pages 21 and 22 for the most appropriate Maths course for you to choose. Please contact your current Maths teacher if you are unsure.

YEAR 10 STUDENTS must study English 10, Science 10, HPE 10 and History 10. History and HPE will be studied for half of the year each with students swapping between these at the change of semester.

Students must also study a Maths course. Please check pages 21 and 22 for the most appropriate Maths course for you to choose. Please contact your current Maths teacher if you are unsure.

CORE COURSES IN YEAR GROUPINGS	OPTIONAL COURSES MOSTLY IN MIXED YEAR 9/10 GROUPINGS	
Year 9 English	3D Art (Ceramics and Sculpture)	Fashion, Textiles and Design
Year 9 Mathematics	Advanced Mathematics 10	Film
Year 9/10 Accelerated Mathematics	Animation	Flexible Learning
Year 9 Science	Art Production	Food Technology
Year 9 HPE	Athlete Development Program	French
Year 9 History	Volleyball	Full on Fitness
Year 10 English	Soccer	Humanities 10
Year 10 Mathematics	Basketball	Humans and the Environment
Year 10 Science	Body and Mind	Intermediate Music
Mathematics Methods (Foundation)	Catering and Hospitality	Introduction to Sociology
Workplace Mathematics Foundations	Chinese	and Psychology
Year 10 HPE	Computer Science and Programming	Italian
Year 10 History	Contemporary Music	Japanese
	Design in Wood	Outdoor Education
	Design Through Metal	School Production
	Digital Art and Design	Senior Drama
	Digital Photography and Imagery	Senior Music
	Drawing and Design	Senior Music Project
	Engineering, Design and Technology	Sport and Recreation
	English Literature	Sports Science
	English Writing	The Makers Mob
	Event Production	Visual Communications
	Exploring the Ocean	Workplace Mathematics
	Extended Science 10	Foundations

LEARNING IN YEARS 11 AND 12

OUR LEARNING MODEL

At Taroona High @ UTAS, we prioritise quality education through smaller classes and high levels of support. Whether you choose to fully enrol with us or opt for a shared enrolment with another school, our program is designed to empower students to thrive. Our focus is on fostering critical and creative thinking, problem-solving, project management, and effective communication skills. We offer a diverse range of courses in STEM, English, Humanities, and Business, ensuring a well-rounded education for our students.

What sets us apart is our close collaboration between our specialist teachers, university academics, and industry experts. Our learning model is carefully crafted and delivered by specialist teachers, providing an enriching and dynamic educational experience and you will be supported by university and industry experts. Once you join our program, get ready for a blend of investigative learning, explicit instruction, and hands-on experiences that can delve into real-world problems.

We believe in equipping students with the practical skills and knowledge needed to tackle real-world challenges head-on.

Many of our courses allow students to engage in hands-on projects with practical applications. Research suggests that such projects not only enhance well-being but also foster a deep understanding of the learning material. Moreover, they provide students with the opportunity to acquire the essential 21st-century skills that employers are actively seeking.

- Learn about real world applications of the courses you are studying
- Gain 21st Century skills of critical thinking, problem solving and collaboration that are essential for success
- UTAS discipline experts will assist you and your teachers to define real world problems for you to solve
- Research suggests that when students apply their learning in a real-world context, they will gain a deeper understanding and improved well-being

WHAT CAN I STUDY?

English/HASS	Maths	Science	Technologies/VET	Business
English Foundations 2	General Mathematics 2	Physical Sciences 2 or 3	Engineering Design 2 or 3	UCP Entrepreneurship
English 3	General Mathematics 3	Transdisciplinary Science Projects 2 or 3	Certificate III Aviation (Drone Pilot)	
Introduction to Sociology and Psychology 2	Mathematics Methods Foundation 3	Physics 4	Data Science 3	
Sociology 3	Mathematics Methods 4	Chemistry 4		

SPECIALIST FACILITIES

Experience the best of both worlds with our Year 11/12 Offerings. Join us at our dedicated campus in the modern 'Old IMAS building' on the beautiful University of Tasmania, Sandy Bay campus. We've curated an exceptional learning experience by co-locating with the university, giving our students unrivalled access to specialist labs, state-of-the-art amenities, and a vibrant academic community. To enrich your educational experience, any student requiring it will be provided with a personal laptop that is connected to the Department of Education's network. With Taroona staff available on-site at all times, you'll have the support you need to excel in your studies.

Located just steps away from the University oval, the University Gym, and excellent public transport links, our campus near Sandy Bay Road provides convenient access to all the facilities you need. Don't miss out on this unique opportunity to immerse yourself in an outstanding educational environment. Join us at our co-located campus and unlock your full potential at Taroona High @ UTAS.

Taroona High School implements the Australian Curriculum, the Office of Tasmanian Assessment Standards and Certification and in-school assessment.

ASSESSMENT AGAINST THE AUSTRALIAN CURRICULUM

In 2026 students will undertake study using the AC in Years 7, 8, 9 & 10 in the areas of English, Humanities and Social Sciences (HASS), Mathematics, Science, Health and Physical Education (HPE), The Arts, Languages and Technologies. Students in Year 10 can select to study Mathematics Methods Foundations which is assessed against TASC, or Workplace Mathematics Foundations which is assessed against an in-school assessment framework.

IN-SCHOOL ASSESSMENT FRAMEWORK FOR NON-AUSTRALIAN CURRICULUM COURSES

A number of courses offered at Taroona High School are not assessed against the AC. These courses will be assessed using our in-school framework. Students will receive an assessment on their Achievement, Attitude and Work Completion. Where possible, assessment from these courses will help inform assessment of AC courses.

OFFICE OF TASMANIAN ASSESSMENT STANDARDS AND CERTIFICATION (TASC)

TASC is the office that certifies all Year 11 and 12 courses. TASC courses are organised into levels of difficulty - Preliminary level and levels 1, 2, 3 and 4 (with 4 being the most difficult).

TASMANIAN CERTIFICATE OF EDUCATION (TCE)

The TCE is a qualification which demonstrates you have achieved a specific standard of education.

To achieve a TCE, students complete at least two full years of study post Year 10 which can include:

- TASC courses
- Vocational Education and Training (VET) offerings
- School Based Apprenticeships

To attain their TCE students will need:

- to study at least 600 hours per year which equates to 120 credit points
- all level 1- 4 TASC courses contribute credit points towards your TCE attainment, however, 80 of these credit points need to be at Level 2 or above
- study courses that include the Everyday Adult standards for Literacy and Numeracy and ICT

AUSTRALIAN TERTIARY ADMISSION RANKING (ATAR)

Entry into many Universities require a Australian Tertiary Admission Ranking (ATAR). To be eligible for the calculation of an ATAR students must meet the requirements of the TCE as well as achieve a Satisfactory award or above in at least four TASC Level 3 or 4 courses. In recent years, more pathways for acceptance into the universities have opened up. For example, the University of Tasmania's Schools Recommendation Program provides early offers to Tasmanian students based on their Year 11 studies and a teacher-assessed rubric.

YEAR 8 COURSE OPTIONS

OPTIONS

STUDENTS SELECT 3 COURSES WHICH RUN FOR 2 PERIODS A WEEK

Interdisciplinary
Enterprise
Science, Technology, Maths & Engineering (STEM)

English
English Exploration

HPE
Fitness Extended

HASS
People, Power and Politics

Languages
Chinese
French

Technologies
3D and Game Design
Coding and Design
Design & Make It
Food Technology

The Arts
Contemporary Music
Creative Clay
Digital Art
Drama
Introduction to Film
Music
Visual Art

TASTERS

STUDENTS SELECT 2 COURSES WHICH RUN FOR 1 PERIOD A WEEK

HPE
Body and Mind
Introduction to the Athlete Development Program
Outdoor Adventure and Recreation

Mathematics
Maths Enrichment

Technologies
Enterprise for Beginners
Food Around the World
Textiles and Design

The Arts
Creative Clay
Dance
Digital Art
Digital Photography
Event Production
Introduction to Animation
Junior Music Project
Visual Art

INTERDISCIPLINARY

Interdisciplinary learning is a way of learning that combines two or more traditional courses. When courses are combined, they allow learning to be more like the real world and so you can find solutions to real life problems in your community.

ENTERPRISE

Tyler Richardson - Learning Area Leader

Manufacture, Market and Money! Using the Design Thinking Framework, you will develop ideas that you can manufacture, market and sell. Student voice will drive the product that you want to create. You will need to explore various marketing strategies to successfully sell your product. Throughout the process you will learn how to project manage and how to be flexible to ensure your product is fit for purpose. Once items have sold, you will have to consider profits or loss, what to invest into further materials and how much to spend.

SCIENCE, TECHNOLOGY, ENGINEERING AND MATHS (STEM)

Celina Wilson and Kate McWhirter - Learning Area Leaders

This course integrates the areas of Science, Technology, Engineering and Mathematics and transfers knowledge and skills across the curriculum, making learning more relevant. Using a mainly student-centred approach, this course places an emphasis on discovery and exploratory learning and requires students to actively engage to solve problems. This would be a good course to choose if you enjoy Science and Maths and working on inquiry tasks.

ENGLISH LEARNING AREA

ENGLISH EXPLORATION

Mel Long - Learning Area Leader

This course is offered as an extension to Year 8 English. There will be a focus on both creating and reading a variety of texts. Skills of interpretation, planning, editing and sharing ideas in a variety of ways, including discussions, will be developed. Students will be encouraged and supported in their preparation for entering annual writing competitions.

HPE LEARNING AREA

FITNESS EXTENDED

Louisa D'Eye - Learning Area Leader

Not for the faint-hearted! Fitness Extended is a bridging course for Full-On Fitness, designed to improve physical capabilities and help students meet their personal fitness goals. Students will develop and maintain a high level of physical conditioning through group fitness training. They will also improve their movement skills by using a range of equipment and various training methods.

This course includes a theoretical component where students will learn how to create an effective fitness program to meet their fitness goals. The Health and Physical Education uniform is required for all lessons.

HASS LEARNING AREA

PEOPLE, POWER AND POLITICS

Anna Reddington - Learning Area Leader

Understand your rights, use your voice, and be part of the change!

This course explores how power, laws, and decision-making shape society, with a focus on Australia and its place in the Asia–Pacific region and global community. You will learn about the roles of government and lawmakers, the protection of rights, and how justice is applied. Through real-world examples, you will examine the causes and consequences of decisions, evaluate your own values and attitudes, and develop proposals to address social issues. The course also looks at representation, lobbying, and direct action, helping you understand how citizens can influence change. It's about becoming an informed, active participant in your community and the wider world.

LANGUAGES LEARNING AREA

FRENCH

Jillian Lynch - Learning Area Leader

This course further develops speaking, listening, reading and writing in French. Students begin to apply language skills to produce short paragraphs, create conversations and to develop a better understanding of language. Classroom activities have a practical emphasis and include group conversation work, role-play, written exercises, computer-based learning and cultural activities such as food, music and French games. Year 8 French builds on language from Year 7 but is open to beginners.

CHINESE

Dandan Tao - Course Co-ordinator

Welcome to Grade 8 Chinese! More language and culture facts to learn based on the foundation from Year 7, class activities and discussions help students to gain confidence in learning languages and gain a sense of belonging to a community and the world. Besides writing characters and engaging in conversation, students learn about Chinese celebrations and festivals. Games reinforce familiar vocabulary and sentence structures. Students also have opportunities to discuss and explore traditional practices and the impact of China's global standing. Fun challenges motivate students to achieve more difficult goals.

TECHNOLOGIES LEARNING AREAS

3D AND GAME DESIGN

Mark Morffew - Learning Area Leader

In this course, students will have the opportunity to learn how to create their own games. They will investigate 3D and 2D design, how to create their own assets for games through pixel artwork, music and sound effects. Assets developed will be used to create digital environments, character animations and features in their games.

CODING AND DESIGN

Mark Morffew - Learning Area Leader

The Digital Technology program is designed to give students 'a taster' and form a foundation for further study in Years 9 and 10. The course covers two main areas: Programming and Control, and Systems and Applications. Topics studied include programming, robotics, computer hardware, data encryption, and web design. The course caters for students of all skill levels and backgrounds. Students who already have a high level of skill in an area will have the opportunity to negotiate extension activities.

DESIGN AND MAKE IT

Tyler Richardson - Learning Area Leader

This is a practical problem-solving course where students will have opportunities to gain skills in drawing, CAD, wood, metal, modelling and creating. The focus is on further developing practical, critical thinking skills and resilience. Projects will be mixture of individual and collaborative depending on the scale of the projects.

FOOD TECHNOLOGY

Sarah Ryan - Learning Area Leader

Food Technology Year 8 is a year-long Australian Curriculum subject. It focuses on learning and extending practical cooking skills as well as applying these to several design challenges. The practical work is supported by a theory component, allowing assessment against the Technologies curriculum.

Students will:

- revise knowledge of kitchen safety and hygiene
- experience a range of cooking styles, methods and techniques
- work with an increasing range of preparation terms and equipment
- create, prepare and present individually designed recipes
- learn about the importance of healthy eating
- cook foods for meals, snacks and special occasions

THE ARTS LEARNING AREA

CONTEMPORARY MUSIC

Glenn Schultz - Learning Area Leader

This course caters for students wishing to learn about the many aspects of contemporary music making and performing.

Students enrolled in this course will:

- Work in small groups (or as individuals) to rehearse music that is written by others
- Write and rehearse original music
- Set and pursue goals including songwriting, studio recording, audio engineering, electronic music or lyric writing
- Have opportunities to perform at school and community events
- Have their original work recorded
- Work with a range of performers
- Study music theory, songwriting and musicianship

There are several additional projects that we encourage motivated Contemporary Music students to be a part of: Ember, The Tasmanian Rock Challenge, APRA/AMCOS Songmakers workshops and lunch time shows.

CREATIVE CLAY

Deb Gataric - Learning Area Leader

Creative Clay introduces students to the basics of working with clay, decorative processes and glazing. Students will produce a range of functional as well as sculptural works. Hand-building techniques including slab, pinch and coil, as well as slip-casting techniques will be explored. Safe practises, use and care of materials, tools and studio space will be emphasised. Students will maintain a journal to plan, design and reflect.

DIGITAL ART

Deb Gataric - Learning Area Leader

Digital Art introduces students to digital illustration and image manipulation through a range of techniques and processes. Students will develop skills using Photoshop and Illustrator. Throughout the course students will gain confidence in the artistic and technical skills involved in making digital artworks. A strong emphasis will be placed on visual problem solving and the communication of ideas. Students will also research and reflect on the works of digital artists.

DRAMA

Grace Birchall - Learning Area Leader

Are you looking for a subject that will be both fun and playful while also teaching you skills that you can take into your life? Our Drama course is an opportunity to unleash creativity, build confidence, and collaborate with friends. Whether you're a natural performer or just curious to try something new, Drama is an exciting space.

This course is the perfect launchpad for students who want to pursue Senior Drama or be part of our School Production.

Students enrolled in this course will:

- Write and perform original scripts—solo or with an ensemble
- Explore a range of dramatic styles and techniques
- Dive into production elements like costuming, set design, and directing
- Build time-management and collaboration skills
- Reflect on your work through feedback and theatre critiques
- Deepen your understanding of relationships and character development

Explore how drama reflects and responds to historical, social, and cultural contexts

INTRODUCTION TO FILM

Phoebe Wonder - Course Co-ordinator

This introductory course is designed for students with a curiosity for the world of film. No prior experience is required, making this an ideal starting point for both aspiring filmmakers and those who are new to the medium.

Students will gain a foundational understanding of the principles of visual storytelling, including the core techniques of cinematography, editing, and screenwriting. The curriculum is structured to provide hands-on experience using industry-standard software, allowing students to develop their own creative projects.

Throughout the course, students will engage with various film genres, from Westerns to Film Noir, better understand the application of visual techniques. They will learn to:

- Analyse the cinematic techniques that define different genres, such as pacing, camera work, and sound design.
- Identify specific filmmaking elements like lighting and editing within professional and peer work.
- Apply these skills to their own projects to create compelling and impactful stories.

By the end of the course, each student will have created a film portfolio showcasing their work. This portfolio will show their creative journey and an asset for future endeavours.

YEAR 8 OPTION COURSES

MUSIC

Glenn Schultz - Learning Area Leader

Music is a practical course that allows students to continue developing their technical skills and proficiency on their chosen instrument and work collaboratively as part of the Junior Concert Band.

Students enrolled in this course will:

- Receive small group instrumental tuition by specialist teachers
- Attend the Junior Concert Band workshop and experience working with professional musicians
- Perform as the Junior Concert Band at school and community events
- Study music theory, composition, and musicianship

There are several additional ensembles we encourage motivated Music students to be a part of, including: String Ensemble, Woodwind Ensemble, and the Junior Stage Band. Please see your Music teacher if you are interested in joining any of the ensembles or have any questions about Music courses.

VISUAL ART

Deb Gataric - Learning Area Leader

This Visual Art course provides students with exciting opportunities to explore their creativity and further extend and consolidate their skills through a range of mediums. Students who undertake this course will engage in a variety of projects in the following areas – painting, drawing, printmaking, sculpture, mixed-media and ceramics. There will also be opportunities for students to produce work exploring their ideas and using mediums of their own choice. Students will learn to maintain a visual journal for planning, idea development, experimenting, responding and reflecting. There will also be opportunities to participate in exhibitions and competitions, including Taroona High's Spring Arts Exhibition and Young Archies.

YEAR 8 'TASTER' COURSES

BODY AND MIND

Rechelle Blyth - Course Co-ordinator

This program explores the benefits of mindfulness through mindful movement, outdoor recreation, and craft activities. Students will have the opportunity to improve their knowledge, skills, and techniques for body awareness and a balanced lifestyle. Through creative and recreational activities, students will develop a range of mindfulness techniques and strategies to support their health and wellbeing.

CREATIVE CLAY

Deb Gataric - Learning Area Leader

Creative Clay introduces students to the basics of working with clay, decorative processes and glazing. Students will produce a range of functional as well as sculptural works. Hand-building techniques including slab, pinch and coil, as well as slip-casting techniques will be explored. Safe practices, use and care of materials, tools and studio space will be emphasised. Students will maintain a journal to plan, design and reflect.

DANCE

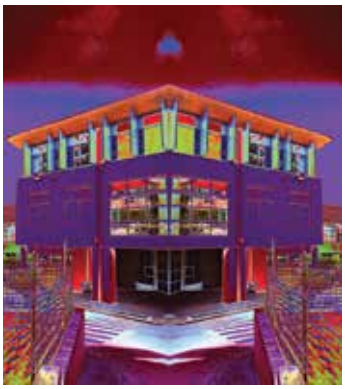
Grace Birchall - Learning Area Leader

Dance is expressive movement with purpose, rhythm and form. During this practical course, students will acquire skills in movement, creativity, time-management and collaboration. They will explore the elements of Dance through choreographing their own pieces, learning about different styles and cultures, as well as improving strength, technique and flexibility. Prior dance experience is not necessary. Our aim is to build confidence, self-awareness and to have fun.

DIGITAL ART

Deb Gataric - Learning Area Leader

Digital Art introduces students to digital illustration and image manipulation through a range of techniques and processes. Students will develop skills using Photoshop and Illustrator. Throughout the course students will learn about the artistic and technical skills involved in making digital artworks. There will be an emphasis on visual problem solving and the communication of ideas. Students will also be exposed to a range of digital artists.



DIGITAL PHOTOGRAPHY

Deb Gataric - Learning Area Leader

This short course introduces students to the technical and creative possibilities of digital photography. It is a hands-on course that teaches you how to take great photographs and to understand the camera and its functions. Through a variety of assignments students will learn the basics of composition to enhance their photographic style and explore retouching techniques through editing software. Students will also learn how to put together a portfolio of work.

ENTERPRISE FOR BEGINNERS

Tyler Richardson - Learning Area Leader

Enterprise for Beginners builds on the knowledge and skills from your Design and Make It course, with a lens on bringing your creations to market. You will learn how to project manage and how to be flexible to ensure your product is fit for purpose.

EVENT PRODUCTION

Glenn Schultz - Learning Area Leader

The Event Production course provides students with an introduction to the technical requirements and planning required to stage major events.

Students enrolled in this course gain experience in:

- Audio Design
- Lighting Design

YEAR 8 'TASTER' COURSES

- Planning and Preparation
- Stage Management
- Stage/Set Design
- Industry Safety

Students will have the opportunity to be involved in major school events such as EMBER, Spring Arts Festival and School Production.

FOOD AROUND THE WORLD

Sarah Ryan - Learning Area Leader

The world is full of interesting and delicious food. Learn about it and cook a variety of dishes, both sweet and savoury, from a range of countries and continents. Broaden your knowledge about flavour combinations, ingredients and cooking techniques. This course involves practical cookery, supported by a theoretical component. Take a culinary trip around the world!

INTRODUCTION TO ANIMATION

Phoebe Wonder - Course Co-ordinator

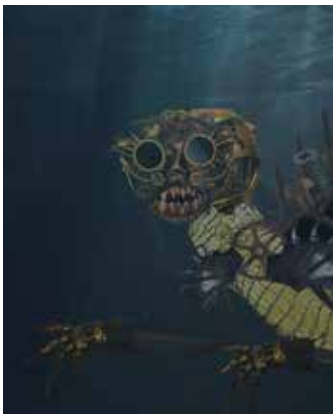
This introductory course is perfect for students with a passion for drawing and storytelling, regardless of prior experience. Whether you've never touched a digital tablet or you've been doodling since you could hold a pencil, this class will provide you with the foundational skills to bring your ideas to life.

In this course, you will learn the art and science behind animated storytelling. We will explore the rich history of animation, from its early pioneers to modern-day studios, and delve into the fundamental 12 Principles of Animation—the core techniques used by animators worldwide. You will gain hands-on experience using industry-standard software, including the Adobe Creative Suite (Animate, Photoshop, After Effects), to create your own original work.

A key focus of this course is using animation as a powerful medium for representation and personal expression. We will explore diverse animation styles and learn about the significance of First Nations storytelling and cultural symbolism in visual narratives. By studying different cultures and their origins, you will learn to tell compelling stories, while discovering your own unique voice and style.

By the end of the year, each student will develop a professional-quality animation portfolio, showcasing their best work. This portfolio will not only serve as a collection of your creative journey but also as a key asset for future opportunities. Exceptional student work will have the chance to be submitted to prestigious animation competitions and featured in a special screening at our annual Spring Arts Festival!

Join us to learn how to make your drawings jump off the page and tell your unique story!



INTRODUCTION TO ATHLETE DEVELOPMENT PROGRAM

Maddison Curtis - Course Co-ordinator

This program introduces the Athlete Development Program for students in Years 9 and 10. Throughout the year, students explore and participate in three sports: volleyball, soccer, and basketball.

This course is primarily practical, allowing students to actively engage in each sport. There are also theoretical components that enable students to develop a deeper understanding of sporting skills and strategies. This subject builds upon the sporting skills and strategies explored in Health and Physical Education (HPE) and requires a high level of engagement in physical activity. Students must wear the HPE uniform for all lessons.

YEAR 8 'TASTER' COURSES

JUNIOR MUSIC PROJECT

Glenn Schultz - Learning Area Leader

The Junior Music Project course allows students to design their own learning journey according to their interest and ability level.

Students enrolled in this course may choose to:

- Study an instrument not offered in General Music courses
- Study performance practice techniques
- Perform in small ensembles
- Perform as a soloist
- Study music theory, composition, and musicianship
- Perform at school and community events

There are several additional ensembles we encourage motivated Music students to be a part of, including: String Ensemble, Woodwind Ensemble and the Junior Stage Band. Please see your Music teacher if you are interested in joining any of the ensembles or have any questions about Music courses.

MATHS ENRICHMENT

Yarnah Pearce - Learning Area Leader

This course is for students who are passionate about Mathematics. It does not take the place of Year 8 Mathematics but rather offers the opportunity to explore topics that may not appear in the Australian Curriculum for Year 8, such sequences and series, advanced geometry and explorations of statistics and probability. Students will be encouraged to undertake Individual Inquiry Projects of their own choosing and participate in competitions such as the Maths Enrichment Program, Australian Mathematics Competition and the CAT Competition.

OUTDOOR ADVENTURE AND RECREATION

Michael Snape - Course Co-ordinator

This course provides an introduction to the field of Outdoor Education through on-site activities and explorations of the local environment beyond school grounds. Students will engage in activities such as

orienteering, local walks, shelter building, survival skills, rock climbing, slacklining, skateboarding, and water-based activities like kayaking.

TEXTILES AND DESIGN

Sarah Ryan - Learning Area Leader

Textiles and Design focuses on extending practical skills using textiles and applying these to a range of projects. Students will work creatively and independently as they participate in making unique and functional textile items.

Students will:

- develop skills and techniques using the sewing machine
- create artistic effects through dyeing or textile embellishment
- use textile materials in forms such as hand stitching or needle felting
- produce items such as: pillowcase, cushion cover, bag, pencil case, soft toy, animal rescue pouches
- design and make projects using recycled textiles

VISUAL ART

Deb Gataric - Learning Area Leader

This Visual Art course provides students an opportunity to explore their creativity and further extend and consolidate their skills through a range of mediums. Students who undertake this course will engage in a variety of projects in some of the following areas – painting, drawing, mixed-media and sculpture. Students will learn to maintain a visual journal for planning, idea development, experimenting, responding and reflecting. There will also be opportunities to participate in exhibitions and competitions, including Taroona High's Spring Arts Exhibition and Young Archies.

YEAR 9 AND 10 COURSES AND THEIR LEARNING AREAS

Courses assessed against the Australian Curriculum are in bold font.

TASC courses are in pink font.

Those assessed using a school based framework are in blue font.

YEAR 9 AND 10 ENGLISH COURSES

Mel Long - Learning Area Leader

All Year 9 students study **English 9** and all Year 10 students study **English 10**.

OPTIONAL ENGLISH COURSES:

ENGLISH LITERATURE *

This course is offered as an extension to either English 9 or English 10. There are no pre-requisites for participating in this course but it does require a high level of interest in English Literature. A range of literary texts, both classic and contemporary will be read and studied through discussion and analysis. There will be an emphasis on discursive essay writing plus a research based individual study. This course will align with aspects of the TASC guidelines used in Years 11 and 12.

ENGLISH WRITING *

This course is offered as an extension to either English 9 or English 10. It aims to develop students' skills in the exploration of ideas through writing. Students will study texts about the craft of writing and through discussion, practice and investigation of other writers' approaches develop skills to craft their own writing. Text analyses will be used to encourage personal, creative and critical responses. This course will align with aspects of the TASC guidelines used in Years 11 and 12.

**** PLEASE NOTE:*** *Students cannot repeat optional courses or complete both optional English Courses in one year. It is recommended that you do one in Year 9 and one in Year 10 if you would like to complete both.*

PATHWAYS TO YEARS 11 AND 12:

At the end of Year 10, **if you are assessed at a Well Above or Above - High rating in AC English,** you may proceed directly to a pre-tertiary course.	⇨	**PRE - TERTIARY COURSES** • English • English Literature • English Studio
At the end of Year 10, **if you are assessed as an Above - Low, At, or Approaching Standard in AC English,** we advise that you enroll in a foundation course.	⇨	**FOUNDATION COURSES** • English Foundations • English Inquiry • Essential Skills

If you speak **English as an Additional Language or Dialect** there a range of subjects you can select for English based on your confidence and ability in this subject. Please refer to the TASC guidelines for more detail: https://www.tasc.tas.gov.au/students/courses/English/

YEAR 9 AND 10 MATHEMATICS COURSES

Yarnah Pearce - Learning Area Leader

All Year 9 students study either **Mathematics 9** or **9/10 Accelerated Mathematics**, depending on their pathway. Year 10 students, depending on their pathways study either **Mathematics 10, Advanced Maths 10 or Maths Methods Foundation.**

Students require a scientific calculator for these courses.

There are a number of different Maths pathways for students. Year 9 students intending to study Mathematics to a high level in Year 11 and 12 are encouraged to study 9/10 Accelerated Mathematics in Year 9 to enable them to study either Advanced Mathematics 10 or Mathematics Methods (Foundation) in Year 10.

9/10 ACCELERATED MATHEMATICS

Year 9 students intending to study Mathematics Methods Level 4 or Mathematics Specialised in Years 11 and 12 are encouraged to study 9/10 Accelerated Mathematics in Year and either Advanced Mathematics 10 or Mathematics Methods- Foundation in Year 10. To study both these courses in one year, students will need to achieve an **Above-High** or **Well Above** rating for Year 8 Mathematics, have strong algebra skills and '**good**' or '**excellent**' ratings for work completion and attendance. Enrolment in this course must also be approved by their current Mathematics teacher.

YEAR 9 AND 10 MATHEMATICS COURSES

MATHEMATICS 10

Year 10 students must study Mathematics 10 in Year 10 unless they studied 9/10 Accelerated Mathematics in Year 9.

If Mathematics 10 was completed in Year 9, students must then study either Advanced Mathematics 10 or Mathematics Methods (Foundation) in Year 10. Your teacher will discuss with you which is the best course for you.

WORKPLACE MATHEMATICS FOUNDATIONS

This Year 10 course is designed as a bridging course to support students to achieve the numeracy requirement to gain their Tasmanian Certificate of Education (TCE). It will prepare students to study Essential Mathematics- Workplace in Year 11.

Topics covered will include:

- Finance and money management; including application of percentages, rates and ratios.
- Statistic and probability; including interpreting graphs, representing and comparing data, calculating probabilities
- Measurement; including understanding measurement units, trigonometry, scale plans and models

Eligibility for this course will be determined by examining each student's Mathematics achievement in the previous 2 years of schooling. If a student has not been able to achieve At Standard in Mathematics in the previous 2 years, they will be considered for inclusion in this course.

Please note, this course is not aligned to the Australian Curriculum for Year 10 and therefore students studying this course will receive a 'not assessed' result for the ACF but will be assessed against the syllabus for Workplace Mathematics- Foundation.

ADVANCED MATHEMATICS 10

This course is an extension of Mathematics 10 and prepares students for college-level mathematics courses such as Mathematics Methods 3 and General Mathematics 3. To study this course, students will need to achieve Above or Well Above ratings in their previous year's Mathematics. Some topics covered include working with logarithms, higher-level algebraic processes, non-right-angled trigonometry, using the unit circle to solve trigonometry problems, 3-dimensional problems using trigonometry and Pythagoras.

MATHEMATICS METHODS – FOUNDATION (a TASC course)

TASC Mathematics Methods Foundation Level 3 is a TASC accredited course. The course delivers 15 TCE credit points. It prepares students to enrol in Mathematics Methods 4 in Year 11. Students wishing to pursue a career in Science, Engineering, Spatial Science, Physics, Maths or related disciplines are advised to consider this course. This course is suitable for students who have attained a **Well Above** rating and '**good**' or '**excellent**' results for work completion and attendance in Mathematics 10, have excellent algebra skills and have been **invited** to study the course by their Mathematics 10 teacher. **TASC also requires a written application to be completed and must approve all enrolments.**

PATHWAYS TO YEARS 11 AND 12:

If you are assessed at a Well Above or Above - High rating, as well as a "good" or "excellent" rating for Work Completion and Attendance, you may proceed directly to a pre-tertiary course.	⇨	**PRE - TERTIARY COURSES** • General Mathematics 3 • Mathematics Methods Foundation 3
If you are assessed at a CA in Maths Methods Foundation, you may proceed directly to Maths Methods 4.	⇨	**PRE - TERTIARY COURSES** • Mathematics Methods 4 which leads to Mathematics Specialised 4
At the end of Year 10, **if you are assessed as Above - Low, At, or Approaching Standard in AC Mathematics,** we advise that you enroll in a foundation course.	⇨	**FOUNDATION COURSES** • General Mathematic Foundation 2 • Essential Maths 2 - Personal or Workplace

YEAR 9 AND 10 SCIENCE COURSES

Celina Wilson and Kate McWhirter - Learning Area Leaders

All Year 9 students study **Science 9** and all Year 10 students study **Science 10**.

Optional Science Courses

- Engineering, Design and Technology
- Exploring the Ocean
- Extended Science 10

ENGINEERING, DESIGN AND TECHNOLOGY

Matthew Wollington - Course Co-ordinator

In this course, students build skills used in the engineering and design process with the end goal of designing and building a solar vehicle for the Tasmanian Solar Car Challenge. In the course, we will cover a range of subject areas from electronics to 3D printing, with a strong focus on collaboration, planning, and organisation. Teamwork will be essential for success, as the students work together throughout the year to develop their entry for the Tasmanian Solar Car Challenge, which typically runs in November each year.

Students will need to research, compare, and justify design choices in preparation for demonstrating and presenting at stem_next, alongside the physical cars that have been prepared.

Students should choose this course if you are considering a career in a STEM field, or if you enjoyed Year 8 STEM and are interested in a course with a more specific focus. The course does not change between years and should only be taken in either year 9 or year 10, but not both.

EXPLORING THE OCEAN *

(not assessed against the Australian Curriculum. You can choose ETO in Year 9 or Year 10, but not both years.)

Do you know the difference between a stingray and a skate? Do you know where your seafood comes from? Do you want to learn more about protecting the ocean? Have you wondered how the ocean is impacted by climate change? Exploring the Ocean introduces you to our marine environment through practical and research-based activities. You will learn about marine animals and ecosystems, weather and climate, the use of marine technology, coastal environments, conservation issues, boating safety, sustainable fisheries and marine debris. You will be required have your own wetsuit and snorkelling gear (including wetsuit boots, hood and gloves) as you'll be snorkelling once a week in Term 1 and 4.

**** Please note:** To participate in ETO, it is recommended that you have achieved higher than an above standard rating (7 or above) for Year 8/9 science and an attitude rating of good or above. You must also be able to competently swim 200m within 5 minutes and tread water for ten minutes. This will be tested in a local swimming pool at the end of this year and is compulsory.*

PATHWAYS TO YEARS 11 AND 12:

At the end of Year 10, **if you are assessed at a Well Above or Above Standard rating in AC Science and English** you may proceed direction to a pre-tertiary course.	⇨	**PRE - TERTIARY COURSES** • Environmental Science 3 • Biology 3 • Transdisciplinary Science
At the end of Year 10, **if you are assessed a Well Above or Above Standard rating in AC Science, English and Mathematics** you may proceed direction to a pre-tertiary course.	⇨	• Physical Sciences 3
At the end of Year 10, **if you are assessed at a an At or Approaching Standard rating in AC Science,** you could select:	⇨	• Physical Sciences Foundation • Transdisciplinary Science 2 • Biology 2
At the end of Year 10, **if you have an interest in Science,** you may enroll in a VET course.	⇨	**VET COURSES** • Certificate I or II in Conservation and Land Management • Certificate II in Animal Studies • Certificate II in Aquaculture

YEAR 9 AND 10 SCIENCE COURSES

EXTENDED SCIENCE 10

(not assessed against the Australian Curriculum)

Are you passionate about science as a future career? Do you know your molecules from your compounds? Have you ever wondered what lies beyond high school science? Extended Science 10 is intended as a primer for those students who are seriously considering science after year 10. It has been designed to introduce students to concepts covered in TASC science topics, primarily Physical Sciences. The subject introduces a range of chemistry and physics concepts such as quantitative analysis, chemical bonding, electricity and the equations of motion. There is a focus on theoretical work that supports practical applications, with students being expected to work at a high level. Depending on the interests of students, there are opportunities to participate in several external competitions such as the Science & Engineering Challenge, the Solar Car Challenge and the National Titration competition.

Please note: *It is recommended that students selecting this subject have strong maths skills and have achieved higher than an above standard rating (7 or above) for year 9* science.

YEAR 9 AND 10 HUMANITIES AND SOCIAL SCIENCE (HASS) COURSES

Anna Reddington - Learning Area Leader

Humanities and Social Sciences is an inquiry based area that allows the exploration of History, Geography, Economics, Government, Law, Philosophy and Political Science. Humanities and Social Sciences promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. During times of human induced change there is no other subject that equips students with the essential skills of knowing our past, understanding our present and giving them the power to change the future.

All students will study half a year of History in both Year 9 and Year 10.

Optional HASS Courses

- Humans and the Environment
- Humanities 10
- Introduction to Sociology & Psychology

HUMANITIES 10

Humanities 10 is a foundational course for students aspiring to pursue the humanities in college and beyond. This course will dive into Geography, Economics & Business, Civics, Citizenship & Law and 20th Century History. Students can expect to think critically through a range of relevant world issues, continue to learn the fine art of argumentative writing, and explore our world through a critical lens. This course provides a pathway into Year 11 and 12 Humanities courses such as Modern History, Geography, Legal Studies, Economics and Business, and Religion and Philosophy.

INTRODUCTION TO SOCIOLOGY AND PSYCHOLOGY

(not assessed against the Australian Curriculum)

Introduction to Sociology and Psychology is aligned to the TASC Psychology and Sociology Level 2 courses. Through an interdisciplinary approach, learners develop an understanding of themselves and other individuals, groups and institutions within society and across cultures. It explores common human experiences and the interaction between motivation and behaviour. Through evidence based research and using the lenses of sociology and psychology, learners are encouraged to ask critical questions about social phenomena.

Through this course, learners gain valuable insights and understandings of both themselves and their worlds. They develop social and cultural literacy i.e. the essential skills, understandings and capabilities, to understand themselves and influence their own future and to participate with greater tolerance and respect in contemporary society, locally, nationally and globally.

Please note: *Students can only study Introduction to Sociology and Psychology once in Year 9 OR Year 10. It cannot be repeated.*

YEAR 9 AND 10 HUMANITIES AND SOCIAL SCIENCE (HASS) COURSES

HUMANS AND THE ENVIRONMENT

Anna Reddington - Learning Area Leader

Learn about the human and natural world around us and the fundamental relationships that make us who we are. This course draws on the Humanities and Social Sciences, Outdoor Education, Art, and Environmental Science to explore the fascinating human story and our connections with places in and beyond Australia. Learning in this course will be largely inquiry-based and teacher-guided, allowing you to pursue personal curiosities and at the same time develop knowledge and skills to confidently explore and connect with the world around us.

- Investigate the landscapes of our world with a focus on Tasmania
- Enrich your understanding of Aboriginal and Torres Strait Islander histories and cultures of Australia
- Find out about the waves of people who have arrived on our shores in modern times and how they have influenced our relationships with the natural world
- Ponder the age-old questions humans have debated for millennia about our place in the world
- Reflect on the various ways people value places
- Become wise to your own part in the interconnected web of humankind by examining social and environmental issues that need your innovative solutions

This course will challenge and change you for the better. It will strengthen your understanding of the places right on our doorstep. To complement classroom learning, we will use the unique Tasmanian environment to explore and understand who we are, where we have come from, and what our future can hold. During the year, we will spend time learning outdoors in locations that likely include kunanyi/Mount Wellington, Maria Island, and Mount Field to experience the rich cultural and aesthetic value of these natural places. We will also visit the Tasmanian Museum and Art Gallery and the Botanical Gardens to deepen our knowledge of Tasmanian history and culture and our island's diverse environment. Skills you can expect to develop and consolidate in this course include:

- the capacity for critical and creative thinking
- generating logical arguments and making ethical decisions
- research and investigation
- problem-solving
- cultural, environmental and spatial awareness
- reflection
- effective communication
- the capacity to work well with others

As a result of the experiences offered in this course you will not only get to know yourself better and discover more about the people and places of our world; you will come to understand your own personal values more deeply and be set with a toolkit of knowledge and skills you can use to guide you on any path you choose to travel in life. Choose this course for 2026 if you want your learning to be adventurous.

PATHWAYS TO YEARS 11 AND 12:

See HASS and HPE Pathways to Years 11 and 12.

PATHWAYS TO YEARS 11 AND 12:

At the end of Year 10, **if you are assessed at a Well Above or Above - High rating for AC HASS,** you may proceed direction to a pre-tertiary course. ⇨

PRE - TERTIARY COURSES

- Ancient History
- Business Studies
- Geography
- Philosophy
- Sociology
- Australia in Asia and the Pacific
- First Nations Studies
- Modern History
- Psychology
- Studies of Religion

At the end of Year 10, **if you are assessed as an Above - Low, At, or Approaching Standard for AC HASS,** we advise that you enroll in a foundation course. ⇨

FOUNDATION COURSES

- Exploring Issues in Society
- Making Moral Decisions
- History and the Environment
- Religion in Society
- Introduction to Sociology and Psychology
- Tasmanian Aboriginal Studies

YEAR 9 AND 10 HEALTH AND PHYSICAL EDUCATION (HPE) COURSES

Louisa D'Eye - Learning Area Leader

The Health and Physical Education (HPE) curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits.

All students will study half a year of HPE in both Year 9 and Year 10.

Optional HPE Courses

The following Optional HPE courses are not Australian Curriculum courses, however, if students in Year 10 wishes to complete optional online units they can then be assessed within the Australian Curriculum Framework.

- Athlete Development Program (Volleyball, Soccer, and Basketball)
- Body and Mind
- Community Sport and Recreation
- Full on Fitness
- Outdoor Education
- Sports Science

Students can choose a maximum of two HPE courses in any school year. Students cannot chose Athlete Development Program and Full on Fitness or Sports Science, due to cross over in course content.

ATHLETE DEVELOPMENT PROGRAM

Bowen Pearce - Course Co-ordinator

(This course cannot be chosen alongside Sports Science or due to content overlap.)

The Athlete Development Program (ADP) offers students the chance to play volleyball, soccer, or basketball. To enrol, students must have achieved 'At Standard' or higher in Health and Physical Education (HPE) with a satisfactory attitude rating.

This course requires a high level of self-motivation and commitment. Students should consider how their other commitments may impact their engagement. The program features a blend of weekly theory lessons on sport science and practical lessons dedicated to strength, conditioning, and skill development. While the course primarily takes place on campus, off-campus activities may occasionally be scheduled. The HPE uniform is mandatory for all practical lessons.

BODY AND MIND

Rechelle Blyth - Course Co-ordinator

(not assessed against the Australian Curriculum)

This course offers a balanced approach to wellness by exploring mindfulness activities, self-care practices, crafts, and creative activities, as well as mindful movement and recreational passions. Through this course, students will have the opportunity to enhance their knowledge, skills, and techniques related to body awareness and maintaining a balanced lifestyle. Students will engage in community-based activities designed to develop confidence, promote leadership, and foster connections.

Please note that the Health and Physical Education uniform is required for all practical lessons.

YEAR 9 AND 10 HEALTH AND PHYSICAL EDUCATION (HPE) COURSES

FULL ON FITNESS

(This course cannot be chosen alongside Athlete Development Program due to content overlap.)

Not for the faint-hearted! Full-on Fitness is designed to extend students' physical capabilities and support them to achieve their fitness goals through strength and conditioning programs. Students will explore different training methods, learn about various types of fitness, and understand the principles of creating an effective fitness program. Students are expected to demonstrate high self-motivation and uphold the Taroona High School values, as the course may involve off-campus activities.

Success in this course requires full commitment to two practical and one fortnightly theory lesson. We recommend that students consider how their extracurricular activities might impact their participation and performance.

To enrol, students must have achieved an 'At Standard' or higher in Health and Physical Education (HPE) and demonstrate a commitment to Taroona High School's values and behavioural expectations. The HPE uniform is required.

OUTDOOR EDUCATION

Michael Snape - Learning Area Leader

(not assessed against the Australian Curriculum unless optional units completed)

In Outdoor Education, students will learn, discover, and experience the diverse Tasmanian wilderness. They will participate in activities designed to develop independence, confidence, self-reliance, problem-solving, and decision-making skills while challenging themselves both mentally and physically.

Practical activities will likely include flat-water kayaking, indoor rock climbing, surfing, orienteering, bushwalking, and camping. Students will be expected to attend a camp each term. This course has both theory and practical components, conducted both at school and off-campus.

Students will be extended in Outdoor Education by taking on leadership roles to understand what is required to guide outdoor activities. We recommend that students have access to basic camping equipment.

SPORT AND RECREATION

(not assessed against the Australian Curriculum)

Sport and Recreation offers students the chance to engage in a range of physical activities, including individual, partner, and team sports, as well as recreational pursuits. Students will develop skills and strategies for movement, communication, and collaboration to foster leadership and teamwork. The Health and Physical Education uniform is required for all lessons.

YEAR 9 AND 10 HEALTH AND PHYSICAL EDUCATION (HPE) COURSES

SPORTS SCIENCE

Bowen Pearce - Course Co-ordinator

(This course cannot be chosen alongside Athlete Development Program due to content overlap.)

Sports Science explores the functions of the human body during exercise. This course focuses on sports physiology, sports psychology, skill acquisition, and nutrition. Primarily a theory-based course, it also offers opportunities for inquiry-based learning through self-directed experiments. This subject serves as an excellent foundation for students planning to undertake Sports Science 3 at college.

PATHWAYS TO YEARS 11 AND 12:

The following courses at Years 11 and 12 require an interest in the subject, but no previous experience	⇨	**PRE - TERTIARY COURSES** • Fitness Experiences 1 • Outdoor Experiences 1 • Personal Care 1 • Community Sport & Recreation 2 • Outdoor Education • Personal Health & Wellbeing 2 • Sport & Recreation Experiences 1 • There are also a large number of VET courses
At the end of Year 10, **if you are assessed as a Well Above or Above Standard rating for AC English** at Years 11 and 12 you may study	⇨	• Health Studies 3 • Sports Science 3

YEAR 9 AND 10 LANGUAGE COURSES

Jillian Lynch - Learning Area Leader

Taroona High offers a comprehensive language program. Students have the opportunity to enrol in one or two languages in order to:

- learn about discipline, skill and commitment.
- develop a sense of self-esteem, confidence and resilience.
- foster an appreciation of diversity, intercultural understanding, and communication.
- promote brain health, problem solving skills, multitasking, memory and concentration.
- improve literacy by understanding the dynamics of language patterns.

CHINESE

Dandan Tao - Course Co-ordinator

Welcome to Year 9 and 10 Chinese! Embark on a journey to deepen your Mandarin skills in Communication learning which focuses on practical communication skills and real-life conversations. Beyond language skills, we emphasize cultural insights and understanding. Exploring cultural elements enriches your language comprehension and enhances cross-cultural competence. As we delve into modern and historical themes, cultural insight and Chinese history, you will learn to analyse, question, and evaluate various perspectives and ethical positioning in term of social justice. The goal is to cultivate your ability to think critically, know more to understand more differences, and appreciate the diversity. We welcome different levels of previous Chinese learners as well as beginners.

FRENCH

Jillian Lynch - Learning Area Leader

This course continues to build your understanding of French and French speaking cultures from Year 7 and Year 8. Although previous learning in French is advisable, it is possible to start as a beginner if you are prepared to put in the extra effort where necessary. Classroom activities have a practical emphasis and include group conversation work, role play, written exercises, computer-based learning and cultural activities such as cooking, music and games. Our involvement in the annual Alliance Française Competition enables you to take your skills to a wider audience. This course is ideally studied over two years particularly if you wish to go directly to studying at a pre-tertiary level at college.

YEAR 9 AND 10 LANGUAGE COURSES

ITALIAN

Susan Weston-Smith - Course Co-ordinator

This course is designed to be an introduction to the Italian language and culture. No prior knowledge of Italian is necessary. Learning to communicate is the central focus. Students learn to identify, explain, apply and compare language features, conventions and patterns using the macro skills of listening, speaking, reading and writing. Classroom activities will include: communicating in Italian through interactions with peers and others, using ICT to interact with and learn the Italian language and to enhance listening and communication skills, enhancing knowledge and understanding of Italian grammar and its functions in order to write and read effectively, maintaining a connection to Italian culture through regional studies of food, art and history and geography.

JAPANESE

Myff Smith-Williams - Course Co-ordinator

9/10 Japanese is an introductory course that gives students the chance to explore Japanese language and its rich culture. Whether you're into travel, tech, anime, linguistics, or world culture, Japanese opens the door to exciting opportunities.

This course is a perfect starting place if you're looking to study a language in Years 11 and 12.

Over the course of the year, 9/10 Japanese enables students to:

- Learn about popular and unique Japanese culture and history
- Speak with Japanese people – Assistant Japanese Language Teacher visits
- Try Japanese art such as origami and calligraphy
- Learn to read and write using Japan's three writing systems: hiragana, katakana, and basic kanji
- Eat Japanese food
- Take part in state-wide Japanese competitions
- Build useful vocabulary

Practice key phrases and grammar for everyday conversation and self-expression on a range of everyday topics.

PATHWAYS TO YEARS 11 AND 12:

At the end of Year 10, **if you are assessed at a Well Above or Above - High rating in AC Languages** you may proceed directly to a pre-tertiary course.

PRE - TERTIARY COURSES

- French 3
- Italian 3
- Chinese 3
- Japanese 3

All other students enrolled **in AC French, Chinese, Japanese or Italian** are strongly encouraged to continue their studies in a foundation course. German is also available at Hobart College.

Glenn Schultz - Head of Department

All courses in The Arts are optional. They include:

- 3D Art (Ceramics and Sculpture)
- Animation and Video Art
- Art Production
- Contemporary Music
- Digital Art and Design
- Senior Drama
- Event Production
- Film Production
- Intermediate Music
- School Production
- Senior Music
- Senior Music Project

3D ART (CERAMICS AND SCULPTURE)

Deb Gataric - Learning Area Leader

3D Art is a creative and practical course where students will become familiar with and learn how to use a variety of processes and techniques to create 3 dimensional forms. Students will work with a range of materials including, clay, paper mache, wire, mixed media, found and recycled objects. There will be some set tasks as well as time for students to explore their individual interests and strengths.

During the course students will:

- Use a range of techniques and processes - hand building, sculpting, carving, modelling, assembling
- Learn to further develop their understanding of how the elements and principles of art, work together to create visual impact
- Learn how to develop a journal where they will plan and develop ideas
- Study and analyse works of past and present artists and art movements to enrich their own art making
- Learn how to reflect on their ideas, artworks and progress to inform their future art making

ART PRODUCTION

Deb Gataric - Learning Area Leader

This is a creative and practical course that is geared towards a more independent way of exploring, experimenting and thinking about art. Students will experience how art can express and communicate ideas. There will be some set tasks as well as time for students to explore their individual interests and strengths.

During the course students will –

- Use a range of techniques and processes; including aspects of drawing, painting, sculpture, printing, mixed media and digital media
- Further develop their understanding of how the elements and principles of art, work together to create visual impact
- Develop a visual journal where they will plan, develop ideas and practise skills
- Develop themes and individual style though their artworks
- Study and analyse works of past and present artists and art movements to enrich their own art making
- Learn how to reflect on their ideas, artworks and progress to inform their future art-making
- Participate in exhibitions and competitions, including Taroona High's Spring Arts Exhibition and the Young Archies

YEAR 9 AND 10
THE ARTS COURSES

DIGITAL ART & DESIGN

Deb Gataric - Learning Area Leader

The Digital Art & Design course has been developed to give students experiences in communicating visually and creatively through a digital medium. The main emphasis will be on learning digital illustration techniques, photo manipulation and design principles through a range of projects. Students will gain an understanding of the role and influence of digital art and design in our society, as well as developing an appreciation of the codes and conventions that are deliberately used by digital artists and designers.

During the course students will:

- Learn to confidently use a range of industry standard software packages
- Learn how to think creatively to plan design and produce digital works
- Develop an understanding of the elements and principles of art and design
- Learn specific technical skills associated to design, digital illustration and image manipulation
- Explore, research and analyse the works of designers and digital artists past and present to help inform the work that they produce
- Learn how to reflect and respond to their own work and the work of others
- Learn how to develop their own personal style through a digital format
- Learn how to put together a digital portfolio

PATHWAYS TO YEARS 11 AND 12:

At the end of Year 10, if you are **assessed at a Well Above or Above Standard in AC Visual Art,** you may proceed directly to a pre-tertiary course.	⇨	**PRE - TERTIARY COURSES** • Art Studio Practice 3 • Art Production 3 • Art Theory Criticism 3
At the end of Year 10, if you are **assessed as At or Approaching Standard in AC Visual Art,** we advise that you enroll in a foundation course.	⇨	**FOUNDATION COURSES** • Visual Art 2 • Art Practice 2

DIGITAL FILMMAKING

Phoebe Wonder - Course Co-ordinator

ANIMATION

This introductory course is perfect for students with a passion for drawing and storytelling, regardless of prior experience. Whether you've never touched a digital tablet or you've been doodling since you could hold a pencil, this class will provide you with the foundational skills to bring your ideas to life.

In this course, you will learn the art and science behind animated storytelling. We will explore the rich history of animation, from its early pioneers to modern-day studios, and delve into the fundamental **12 Principles of Animation**—the core techniques used by animators worldwide. You will gain hands-on experience using industry-standard software, including the **Adobe Creative Suite (Animate, Photoshop, After Effects),** to create your own original work.

A key focus of this course is using animation as a powerful medium for representation and personal expression. We will explore diverse **animation styles** and learn about the significance of **First Nations storytelling** and cultural **symbolism** in visual narratives. By studying different cultures and their origins, you will learn to tell compelling stories, while discovering your own unique voice and style.

By the end of the year, each student will develop a professional-quality **animation portfolio**, showcasing their best work. This portfolio will not only serve as a collection of your creative journey but also as a key asset for future opportunities. Exceptional student work will have the chance to be submitted to prestigious **animation competitions** and featured in a special screening at our annual **Spring Arts Festival!**

Join us to learn how to make your drawings jump off the page and tell your unique story!

FILM

This introductory course is perfect for students with a passion for visual storytelling, regardless of prior experience. Whether you've never held a camera or you've been shooting videos on your phone for years, this class will provide you with the foundational skills to bring your ideas to life.

In this course, you will learn the art and science behind visual storytelling. We delve into the fundamental principles of cinematography, editing, and screenwriting—the core techniques used by filmmakers worldwide. You will gain hands-on experience using industry-standard software, including Adobe Premiere Pro to create your own original work.

We'll dive into different film genres, from thrillers and action to dramas and comedy. You will:

- **Analyse** the unique visual language of each genre, including techniques like pacing, camera work, and sound design.
- **Identify** specific cinematic techniques like lighting and editing.
- **Apply** this knowledge directly to your own projects to tell your story with greater impact.

By the end of the year, each student will develop a professional-quality film portfolio showcasing their best work. This portfolio will not only serve as a collection of your creative journey but also as a key asset for future opportunities. Exceptional student work will have the chance to be submitted to prestigious film competitions and featured in a special screening at our annual Spring Arts Festival!

Join us to learn how to make your story come to life on the screen and tell your unique story!

PATHWAYS TO YEARS 11 AND 12:

Digital Filmmaking courses provide a pathway to the following Years 11 and 12 pre-tertiary courses

PRE - TERTIARY COURSES

- Media Production 2
- Media Production 3
- VET Certificate II in Creative Industries - Media and Theatre

EXPRESSIVE ART - SCHOOL PRODUCTION

Grace Birchall - Learning Area Leader

School Production is a specialised course for advanced Drama students who have a passion for theatre. Students are extended in acting, singing, and dancing. In turn, they are provided with the opportunity to perform in a major production. Taroona High School is well-known within the community for staging high quality productions, such as Legally Blonde, Crazy For You and Charlie and the Chocolate Factory. The Production brings together numerous learning areas, such as Music, Drama, Event Production and Art, along with industry professionals. Presently, there are numerous School Production alumni pursuing a career in the Arts around Australia.

Students enrolled in this course will:

- Foster their creativity through the Performing Arts
- Develop their acting, singing, and dancing skills
- Progress their confidence, self-esteem, self-efficacy, and resilience
- Develop collaboration and team building skills
- Work with industry professionals, such as vocal coaches and directors
- Perform for an audience and the wider Taroona community

Entry to this course involves an audition. The audition panel are especially interested in students' attitude, collaborative skills, and commitment levels. Students should not feel intimidated by the audition process, as the School Production staff endeavour to nurture and support auditionees.

SENIOR DRAMA

Grace Birchall - Learning Area Leader

In the Senior Drama course you'll work both independently and as part of a team to create, rehearse, and perform original and scripted pieces. Along the way, you'll deepen your understanding of character relationships, mood, and the magic of production elements - from lighting and costume to movement and space.

This course will involve:

- Advanced drama skills: voice and body control, stagecraft, and acting techniques
- Improvisation and creative manipulation of space and time
- Scriptwriting with a focus on character development, interpretation, and dramatic symbolism
- Theatre production: opportunity for solo, group, and full-class performances
- Rhythmic movement as a powerful tool for storytelling and self-expression

Theatre critique: analysing how actors bring a director's vision to life

EVENT PRODUCTION

Glenn Schultz - Learning Area Leader

The Event Production course provides students with an introduction to the technical requirements and planning required to stage major events.

Students enrolled in this course gain experience in:

- Audio Design
- Lighting Design
- Planning and Preparation
- Stage Management
- Stage/Set Design
- Industry Safety

Students will be involved in major school events such as EMBER, Spring Arts Festival and School Production. Students will need to make themselves available for these after-hours events.

PATHWAYS TO YEARS 11 AND 12:

Expressive Art courses provide a pathway to the following Years 11 and 12 courses

- Dance Choreography and Performance 3
- Drama 3
- Drama Foundations 2
- Musical Theatre 2
- Musical Theatre 2
- Technical Theatre Production 2
- Theatre Performance 3

YEAR 9 AND 10
THE ARTS COURSES

MUSIC

Glenn Schultz - Learning Area Leader

Music provides the opportunity to:

- foster creativity through the Performing Arts
- encourage accountability and commitment
- develop confidence, self-esteem, self-efficacy, and resilience
- promote collaboration and team building
- motivate students to reflect, set goals, and develop organisational skills
- nurture life-long skills and community connections

CONTEMPORARY MUSIC

This course caters for students wishing to learn about the many aspects of contemporary music making and performing.

Students enrolled in this course will:

- Work in small groups (or as individuals) to rehearse music that is written by others
- Write and rehearse original music
- Set and pursue goals including songwriting, studio recording, audio engineering, electronic music or lyric writing

- Have opportunities to perform at school and community events
- Have their original work recorded
- Work with a range of performers
- Study music theory, songwriting and musicianship

There are several additional projects that we encourage motivated Contemporary Music students to be a part of: Ember, The Tasmanian Rock Challenge, APRA/AMCOS Songmakers workshops and lunch time shows.

INTERMEDIATE MUSIC

Intermediate Music is a practical course that allows students to continue developing their technical skills and proficiency on their chosen instrument and work collaboratively as part of the Intermediate Concert Band.

Students enrolled in this course will:

- Receive small group instrumental tuition by specialist teachers
- Attend the Intermediate Concert Band workshop and experience working with professional musicians
- Perform as the Intermediate Concert Band at school events and band tour
- Study music theory, composition, and musicianship

There are several additional ensembles we encourage motivated Music students to be a part of, including: String Ensemble, Woodwind Ensemble and the Intermediate Stage Band. Please see your Music teacher if you are interested in joining any of the ensembles or have any questions about Music courses.

SENIOR MUSIC

Senior Music is a practical course that allows students to develop advanced technical skills and proficiency on their chosen instrument and work collaboratively as part of the Senior Concert Band.

Students enrolled in this course will:

- Receive small group instrumental tuition by specialist teachers
- Attend the Senior Concert Band Workshop and experience working with professional musicians
- Perform as the Senior Concert Band at school events
- Participate in a national or international band tour
- Engage in comprehensive study of theoretical concepts, composition, and musicianship

There are several additional ensembles we encourage motivated Music students to be a part of, including: String Ensemble, Woodwind Ensemble, and the Senior Stage Band. Please see your Music teacher if you are interested in joining any of the ensembles or have any questions about Music courses.

SENIOR MUSIC PROJECT

Senior Music Project allows students to design their own learning journey according to their interest and ability level.

Students enrolled in this course may choose to:

- Study an instrument not offered in General Music courses
- Study performance practice techniques
- Perform in small ensembles
- Perform as a soloist
- Study advanced music theory, compositional techniques, and musicianship
- Participate in the production orchestra (by invitation)
- Perform at school and community events

There are several additional ensembles we encourage motivated Music students to be a part of, including: String Ensemble, Woodwind Ensemble and the Stage Band. Please see your Music teacher if you are interested in joining any of the ensembles or have any questions about Music courses.

PATHWAYS TO YEARS 11 AND 12 AND UNIVERSITY:

Contemporary Music, Senior Music & Senior Music Project provide a pathway to the following College courses	⇨	• Music Studies 2 • Contemporary Music 2
A Well Above or Above Standard rating in Senior Music Project and in consultation with College Music Staff	⇨	• Music 3 • UTAS Foundation Practical Study

Please note due to the highly individualised nature of music courses on offer, selection should always be made in consultation with college music staff.

YEAR 9 AND 10 DESIGN TECHNOLOGIES COURSES

DESIGN TECHNOLOGIES

Design Technology gives students 'real-life' challenges in problem-solving, futures planning, design and innovation, and teaches them critical skills, techniques and procedures for learning, life and work. Student learning is authenticated through an array of purposeful experiences within and outside the classroom.

All courses in Design Technologies are optional. They include:

- Design in Wood
- Design Through Metal
- The Makers Mob
- Drawing and Design
- Textiles and Design
- Food Technology
- Catering and Hospitality

Year 9 and 10 students are required to supply their own apron for all MDT courses.

If you are planning on doing more than one MDT course you will need to speak with your current MDT teacher to get approval first.

DESIGN IN WOOD

Tyler Richardson - Learning Area Leader

The Design in Wood course engages students in the art of designing and making projects from wood. Students will have the opportunity to develop an understanding of a wide range of workshop systems and practices. Emphasis is placed on the safe use of tools, equipment and machinery.

First year students work from a set of given briefs to design and create products through a path of their choosing. Second year students will have the opportunity to create projects they have researched, developed and negotiated with their teacher. Students will learn and apply the design thinking framework to respond creatively to real world problems. Throughout this course, students will learn how to model, prototype and interpret technical drawings.

DESIGN IN METAL

Tyler Richardson - Learning Area Leader

The Design in Metal course aims to skill students in the use of a variety of hand tools and machinery to create a range of products. A focus on understanding technical drawing coupled with sound design and evaluation techniques, aids students in the creation of their own designs, as they progress through the curriculum. Second year students have the potential to dive straight into designing their own products in line with the design thinking framework and continue to finesse their abilities in fabrication. Students will also develop the ability to manage their projects effectively and develop skills which are transferrable across a range of other subject areas. Mixed medium projects, such as timber and wood combinations are very much encouraged as students grow their understandings. Effective workplace practices are essential and students will gain the necessary knowledge to use tools and equipment in the safest possible way.

YEAR 9 AND 10 DESIGN TECHNOLOGIES COURSES

THE MAKERS MOB

Tyler Richardson - Learning Area Leader

Are you interested in jewellery making, resin casting or leather work? In Makers Mob we explore these and a range of other materials including concrete and canvas alongside the more traditional mediums of wood and metal. We offer students the chance to explore modern DIY techniques as well as more traditional skills, such as steam bending timbers and annealing alloys.

This course supports students to work together and develop their project management skills to take their designs from ideas to production. We encourage taking risks with designs, prototyping, and exploring alternatives to aide students in developing their critical and creative thinking, essential skills for their future. If you have big ideas and drive, this course is for you!

DRAWING AND DESIGN

Tyler Richardson - Learning Area Leader

The Drawing and Design course has an emphasis on beginning architectural and engineering drawing.

First Year Students will learn a range of drawing skills and techniques including sketching, using drawing instruments and CAD software. Students will work across a range of design areas which expose them to architecture, engineering, environmental design, interior design and a broader focus on design thinking, systems thinking and sustainability. A scope for individual choice and self-paced learning for second year students in the area allow choice and freedom for those with some experience in the area.

PATHWAYS TO YEARS 11 AND 12:

Design in Wood, Design in Metal and Makers Mob provide a pathway to the following Years 11 and 12 courses ⇨	• Design and Production • Wood 2 • Metal 2 • Other Materials 2 • Automotive and Mechanical Technologies 2 • Electronics Foundation 2 • Electronics 3 • Object Design (University Connections Program) • A number of Vet Courses
Drawing and Design provides a pathway to the following Years 11 and 12 courses ⇨	• Technical Graphics - Foundation 2 • Technical Graphics 3 • Housing and Design 3 • Computer Graphics and Design 2 & 3 • Engineering Design 2

YEAR 9 AND 10
DESIGN TECHNOLOGIES COURSES

FASHION, TEXTILES & DESIGN

Sarah Ryan - Learning Area Leader

Do you have an interest in clothing and fashion? Learn about trends and how fashion has changed throughout the decades. Upcycle, make or sew clothing and accessories. Broaden your knowledge about fashion houses, significant designers and be creative with your own fashion style. This course is mostly practical working with fabrics and textiles, but also has a theoretical component.

There are no prerequisites for enrolling in this subject.

Students will have opportunities to:

- Develop/extend skills using the sewing machine through design and making of a range of textile items
- Research eras of fashions throughout history, creating miniature representations
- Develop fashion drawing skills
- Design and create wearable art
- Design and create individual items using sewing, dyeing and embellishing techniques
- Learn about major fashion houses and designers
- Explore what is sustainable fashion and contribute to the move against fast fashion

FOOD TECHNOLOGY

Sarah Ryan - Learning Area Leader

This course provides students with the ability to develop understanding, knowledge and practical skills in working with a selection of ingredients and food processing techniques. A wide variety of recipes are prepared, and students have the opportunity to apply their learning to a range of design tasks which they produce and evaluate.

It is mostly a practical based course with an important theory component. It is recommended that students do this course before choosing Catering, as it covers a large range of basic skills and techniques leading to more independent learning in Catering. **Students can complete Food Technology in consecutive years as the content and recipes differ.**

Topics to be covered include:

- Hygiene and safety
- Recipe terms and techniques
- Nutrition and healthy eating
- Food Equity
- Milk, Dairy, Cheese and alternatives
- Breakfast, brunch, simple meals and snacks
- Vegetable dishes, soups and salads
- Rice, pasta and noodles
- Bread, pastry, baking
- Special occasion cooking

PATHWAYS TO YEARS 11 AND 12:

You may enroll in the following courses with no previous experience

- Design and Production Level 2 - Textiles

VET COURSES

- Introduction to Applied Fashion Design and Technology
- Certificate II in Applied Fashion Design and Technology

YEAR 9 AND 10 DESIGN TECHNOLOGIES COURSES

CATERING AND HOSPITALITY

Sarah Ryan - Learning Area Leader

This course provides students with the opportunities to develop an awareness of some of the elements involved in working in the hospitality industry. There is a strong emphasis on practical skill development, food preparation and presentation, with a supporting theory component. Students will cook for themselves and others.

It is preferable that students have successfully completed Year 9 Food Technology prior to enrolling in this subject.

Topics to be covered include:

- Cookery methods and cookery terms
- Presentation and portion control of food
- Food and beverage service
- Occupational healthy, hygiene and safety
- Types of menus and menu planning
- Functions – types and planning
- Career pathways

PATHWAYS TO YEARS 11 AND 12:

At the end of Year 10, **if you are assessed to be at least At Standard in AC English**, you may proceed directly to a pre-tertiary course.	⇨	**PRE - TERTIARY COURSES** • Food and Nutrition 3
You may enroll in the following courses with no previous experience	⇨	• Food and Cooking Essentials 1 • Food and Hospitality Enterprise 2 • Food Cooking and Nutrition 2 **VET COURSES** • Certificate I, II or III in Hospitality • Certificate II in Kitchen Operations

YEAR 9 AND 10
DIGITAL TECHNOLOGIES COURSES

COMPUTER SCIENCE AND PROGRAMMING

Mark Morffew - Learning Area Leader

Digital technologies play a critical role in our world and underpins all parts of our modern society. This course is designed for students to further their understanding of computing systems and how to create them. All students will study programming at a level suited to their ability.

Students will develop their understanding of networks, learn about and create integrated systems and websites. There will be opportunities to choose and adapt units to build a personalised course to suit individual needs and to pursue student interests.

DIGITAL PHOTOGRAPHY AND IMAGERY

Mark Morffew - Learning Area Leader

This course explores photography with aspects from both Digital Technologies, Art, and Humanities. This reflects the universal application of photography throughout many areas, ranging from art to science to journalism. This course is intended to introduce students to the fundamental skills for digital photography and images. It teaches students the skills to use digital technologies to produce amazing photos that move beyond ordinary snapshots. This includes developing an understanding of subject, composition, depth of field, shutter speed, aperture and digital camera modes. Students will learn image editing techniques and how images are managed and stored on digital systems. Furthermore, students will explore the impact of photography and its growing influence on society.

PATHWAYS TO YEARS 11 AND 12:

Digital Technology courses provide a pathway to the following Years 11 and 12 courses

- Computer Science 3
- Information Systems and Digital Technologies 3
- Engineering Design Level 2 – Robotics and Game Design
- VET – Information Systems
- Computers Graphics and Design

VISUAL COMMUNICATIONS

Phoebe Wonder - Course Co-ordinator

This course introduces students to the principles and practices of graphic design, focusing on creating purposeful and effective visual communication. Unlike digital art, which often focuses on expressive imagery, graphic design is about solving communication problems for an audience. Students will go beyond just making things look good to strategically designing solutions.

You'll get hands-on experience with industry-standard software, including Adobe Creative Suite (Photoshop, InDesign, Illustrator), as well as platforms like Figma for user interface design and Wix, Weebly, or Squarespace for web publishing. You will master key concepts such as typography, layout, colour theory, branding, and user experience (UX).

The course is structured around a series of projects and hypothetical design challenges for clients. You'll work on a variety of assignments to build a versatile portfolio, including:

- **Branding a Company:** Developing a logo and a comprehensive style guide.
- **Creating a website:** Designing and building a functional site from concept to completion.
- **Designing a Typographic Font:** Understanding the principles of letterforms to create an original font.
- **Developing a Publication Layout:** Designing a multi-page document like a magazine, brochure, or book.
- **Creating a Campaign Poster Series:** Designing a set of posters for a specific cause or event.
- **Designing Product Packaging and Labels:** Creating the visual identity for a physical product.
- **Crafting an Infographic:** Visually representing complex data in a clear and compelling way.
- **Re-branding an Existing Product or Service:** Taking an established brand and redesigning its visual identity.

By the end of this course, you will have a solid understanding of the design process and a professional digital portfolio and website to showcase your skills.

PATHWAYS TO YEARS 11 AND 12:

See Digital Photography and Art Pathways to Years 11 and 12.

YEAR 9 AND 10
OTHER LEARNING OPPORTUNITIES

FLEXIBLE LEARNING

This course has been designed to give students flexibility in their learning. To be enrolled in this course, students will need to get prior permission from the Year Team Leaders and their parents (a permission letter to be collected from the Year Team Leader's office). A pre-requisite for this course is that the student has a laptop.

1) Students who would like time to complete, edit, bump up, and learn more about current CORE (Maths, Science, English, HASS) class work – students will need to be self-directed and have a genuine desire to work independently on class work.
2) Students who require extra time and support to complete CORE (Maths, Science, English, HASS) class work – Students will be taught the skills of organisation and help seeking skills as well as those required by each of the CORE subjects. This course would suit students who are on a Learning Plan.

There will be no formal assessment. Students will complete two self-assessment reports: mid-course and at the completion of the course. These reports will be included in the student's reporting package. During the course the coordinating teacher will act as a facilitator assisting students in the learning process as well as monitoring the progress of the students engaging in an inquiry project.

YEAR 11 AND 12 LEVELS, HOURS, POINTS AND TICKS EXPLAINED

LITERACY, NUMERACY AND ITC SKILLS
This column indicates whether the course meets the requirements for TCE Literacy or Numeracy standard. The ITC standard is met with successful completion of the TCE.

COURSE	LEVEL	HOURS	CREDIT POINTS	LIT/NUM/ ITC	RECOMMENDED PRIOR STUDY
Physical Sciences	3	150	15		Above Standard in AC English, Mathematics, and Science
Mathematics Methods Foundation	3	150	15		Well Above or Above - High in AC Mathematics
English Applied	2	150	15		At or Approaching Standard in AC English
Information Systems	3	150	15		At Standard in AC English

This column indicates the course's level. Note that only Level 3, 4 and UTAS UCP courses count towards your University entrance score (ATAR).

The number of hours in the course.

Full time study load is a minimum of 600 hours per year.

This column indicates the number of credit points for each course. To gain your TCE you must attain 120 credit points. At least 80 credit points must be in a level 2 or above course.

YEAR 11 AND 12 MATHEMATICS COURSES

General Mathematics 2 (MTG215123)

In this course students learn about the application of mathematics to real world situations. They study five areas of mathematics including consumer maths, data analysis, measurement, graphing and algebra and matrices and networks. Investigations in each of these areas will be undertaken to help students to understand the application of the maths to various world scenarios.

This course does not include an externally assessed exam.

General Mathematics 3 (MTG315123)

Learn about the application of mathematics to real world situations, by exploring mathematical contexts with the support of a graphics calculator. Students study five areas of mathematics including bivariate data, sequences and series, finance, trigonometry and networks. Students are expected to complete problems regularly for homework.

This course includes an externally assessed exam.

Mathematics Methods Foundation 3 (MTM315117)

Be introduced to how mathematics can be used as a framework to solve and communicate mathematical problems. The course includes algebra techniques, graphing of polynomial and non-polynomial functions, calculus, probability and statistics.

Students are expected to complete problems regularly for homework.

This course includes an externally assessed exam.

Mathematics Methods 4 (MTM415117)

This course allows students to extend their understanding of how mathematics is used as a framework to solve and communicate complex problems. Study in the area of circular functions, function study, differential and integral calculus, and probability and statistics. In order to be successful, students are expected to complete problems regularly for homework. A CA or higher in Maths Methods 3 is required.

This course includes an externally assessed exam.

COURSE	LEVEL	HOURS	CREDIT POINTS	LIT/NUM/ ITC	RECOMMENDED PRIOR STUDY
General Mathematics 2	2	150	15		At or Approaching Standard in AC Mathematics
General Mathematics 3	3	150	15		Above Standard in AC Mathematics
Mathematics Methods Foundation	3	150	15		Well Above or Above - High in AC Mathematics
Mathematics Methods	4	150	15		CA or better in MMF 3

English 3 (ENG315117)

Learn how to critically read and analyse at least two novels, a short story, two films and a range of media texts to understand how they explore societal values and ideas and influence audiences. Students will read independently, participate in small group and whole class discussions, and complete analytical essays and creative responses.

This course includes an externally assessed exam.

English Foundation 2 (ENG215117)

This course is designed as a pathway to a Level 3 English course for students who would like to extend their English skills. Students read, view and analyse a range of contemporary texts to understand their purpose, how they use language and who their intended audiences are. Participate in class and group discussions, work individually and create a range of written and multimodal responses, including analytical essays, imaginative responses and multimodal texts.

This course does not include an externally assessed exam.

Introduction to Psychology and Sociology (BHX215118)

Introduction to Sociology and Psychology Level 2, is an introduction to the disciplines of Sociology and Psychology, focusing on basic terms, concepts and theoretical perspectives of the disciplines.

Learners develop an understanding of the scientific method of social inquiry to gather quantitative and qualitative evidence that can be used to explain social phenomena, human behaviour and issues. The basic concepts and theoretical perspectives will be applied to develop understanding of psychological development and youth culture. Learners will also study two specialist topics - one drawn from Sociology, the other form Psychology.

This course does not include an externally assessed exam.

Sociology 3 (BHS315116)

Sociology examines social relationships, social change, and the interconnections within society. It develops skills in observing social patterns and group behaviour, encouraging learners to view everyday life from different sociological perspectives. Students will analyse social institutions, with a focus on contemporary Australian society. Sociology equips students with versatile skills in social research, including survey development, data collection, interviews, fieldwork, and the analysis, interpretation, and presentation of information. Good reading, writing and organisational skills are important for this course.

- There is an external exam for this course.
- This course would suit you if you are curious about the structure of society both globally and in Australia; enjoy engaging in inquiry projects involving a wide range of reading; and are capable of creating a range of texts such as essays and reports.

COURSE	LEVEL	HOURS	CREDIT POINTS	LIT/NUM/ ITC	RECOMMENDED PRIOR STUDY
English Foundation 2	2	150	15		At or Approaching Standard in AC English
English 3	3	150	15		Well Above or Above - High for AC English
Introduction to Psychology and Sociology	2	150	15		At Standard in AC English
Sociology	3	150	15		Above Standard in AC English

YEAR 11 AND 12
SCIENCE AND TECHNOLOGY COURSES

Physical Sciences 3 (PSC315118)

The Physical Sciences course explores chemistry and physics, teaching fundamental principles. Students interpret data, investigating systems and understanding the societal impact of physics and chemistry. Lessons involve force experiments, researching carbon properties, studying radioactive sources, and analysing data to identify substance properties. The course combines theory and practical tasks, enhancing understanding of physics and chemistry's real-world applications. Students also conduct investigations on how these disciplines are used in society.

- This course includes an externally assessed exam.
- This course would suit you if you would like to enrol into Physics 4 and/or Chemistry 4 in Year 12. If you would like to understand how physics and chemistry sits within the world and make informed decisions about science issues in society and your local community this is a great course to study.

Physical Sciences Foundation 2 (PSC215118)

Learn about Chemistry and Physics to gain a better understanding of how these disciplines apply in the world. Students complete practical and theory tasks to understand physics and chemistry and undertake an investigation to answer questions on how physics and chemistry are used
in society.

- This course does not include an externally assessed exam.
- This course would suit you if want to understand science issues in society and your local community, intend working in technical trades or would like preparation for Physical Sciences 3.

Physics 4 (PHY415115)

Students learn how an understanding of physics is central to the identification of, and solutions to, some of the key issues facing an increasingly globalised society. They consider how physics contributes to diverse areas in contemporary life, such as engineering, renewable energy generation, communication, development of new materials, transport and vehicle safety, medical science, an understanding of climate change, and the exploration of the universe.

- This course includes an externally assessed exam.
- This course will suit you if you want to better understand the underlying physics within our world, would like to be able to make informed decisions about science issues in society and local community.

Chemistry 4 (CHM415115)

Studying Chemistry provides a learner opportunity to explore key concepts, models and theories through active inquiry into phenomena and through contexts that exemplify the role of chemistry and chemists in society. It includes the fundamental principles and theories of electrochemistry, thermochemistry, kinetics and equilibrium. The study of Chemistry provides a foundation for undertaking investigations in a wide range of scientific fields and often provides the unifying link across interdisciplinary studies, including further studies in the biological sciences.

- This course includes an externally assessed exam.
- This course would suit you if you want to better understand the underlying chemistry within our world, would like to make informed decisions about science issues in society and your local community.

Transdisciplinary Science 2 (TDS215122)

Transdisciplinary Science 2 is an engaging course that equips students with the necessary skills and knowledge to explore and comprehend the practical applications of science in Tasmania. Throughout this course, students will delve into the problem-solving methods employed by scientists, utilising inquiry skills to uncover answers about the world. Students can expect to explore real-world scenarios, conduct research on unfamiliar applications of science in Tasmania, learn sampling and testing techniques, design practical experiments, and organise data to present their discoveries. Transdisciplinary Science 2 is ideal for those interested in practical science skills, self-directed investigation, pursuing Level 3 or 4 Science, and building a career that requires critical thinking and inquiry abilities.

- This course does not include an externally assessed exam.
- This course would suit you if you are interested in the practical science skills that are used to explain and monitor what is around us, likes finding your own answers by investigating a specific application of science, is planning to do a Level 3 or 4 Science or is interested in a career that needs critical thinking and inquiry skills

Transdisciplinary Science 3 (TDS315123)

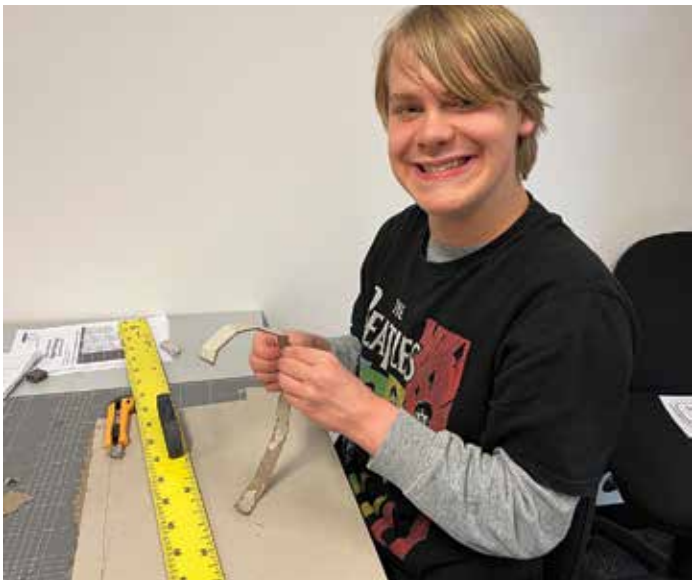
This course enables students to apply scientific skills and knowledge in inquiry and personal interests. You'll collaborate with experts, developing understanding and seeking advice. Learn to design, plan, and conduct interdisciplinary investigations. Effective communication is emphasised, including written research papers and posters. You will also foster collaboration ad develop critical thinking, observation, and synthesis skills. Lessons analyse real-world applications, undertake research projects, explore scientific practices, design experiments, and use maths to model data. Ideal for aspiring scientists in Tasmania, this course emphasises evidence, analysis, insights, critical thinking, and inquiry skills for diverse careers.

- This course includes an externally assessed portfolio.
- This course would suit you if you are interested in a career in the broad range of sciences, are drawn to analysis and reflection on evidence to discover something new in a specific application of science and are interested in a career that needs critical thinking and inquiry skills.

Engineering Design 2 (EDN215122)

Be introduced to engineering design principles with a focus a possible focus on renewable energy or sustainable living engineering projects. Student learning will focus on applying design thinking to create successful solutions to real life problems. You will select materials and techniques before building and testing prototypes as part of your project. Learning will include STEM engineering fundamentals and how engineering impacts on society. You will work with an engineer to develop your skills and get advice on your project. Your major project can be hands-on or digital.

- This course does not include an externally assessed portfolio.
- This course would suit you if you want to learn about the thinking and design processes related to engineering and you enjoy hands-on project-based and using design to make something better.



YEAR 11 AND 12
SCIENCE AND TECHNOLOGY COURSES

Engineering Design 3 (EDN315123)

The Engineering Design Level 3 course introduces students to engineering design principles, with an emphasis on a broad range of sustainable living projects. Students will work with engineers to engage in a learning process that centres around the application of design thinking to address real-life challenges. They will have the opportunity to select suitable materials and techniques, followed by the construction and testing of prototypes as integral parts of their projects. Throughout the course, students will also acquire a solid understanding of STEM engineering fundamentals and gain insights into the societal impacts of engineering. This comprehensive approach enables students to develop successful solutions that contribute to the field of renewable energy and sustainable living while honing their engineering skills.

- This course includes an externally assessed portfolio
- This course would suit you if you are interested understand how engineers solve problems, want to explore engineering solutions relating to an area of personal interest and like the practical application of Science, Technology and Mathematics concepts to Engineering

Data Science 3 (DSD315124)

The Data Science course delves into the interdisciplinary field of extracting insights and knowledge from data. Students will learn advanced techniques in data analysis, visualisation, and modelling, gaining a strong foundation in statistical principles and programming languages such as Python and R.
The course emphasises the application of data science methods to solve real-world problems across various domains, including business, healthcare, and finance. In typical lessons, students will work with large datasets, explore data mining techniques, develop predictive models, and effectively communicate their findings. This course is ideal for individuals interested in harnessing the power of data and pursuing careers in data analysis, machine learning, and decision making.

- This course includes an externally assessed portfolio
- This course would suit you if you are interested in how organisations manage, use and organise data to solve a range of information problems. You will acquire highly-valued, current skills to understand and develop creative solutions to data problems.
- This course is jointly offered by Taroona High @ UTAS and Hobart College

COURSE	LEVEL	HOURS	CREDIT POINTS	LIT/NUM/ ITC	RECOMMENDED PRIOR STUDY
Data Science	3	150	15		At Standard in AC English and Mathematics
Physical Sciences	3	150	15		Above Standard in AC English, Mathematics, and Science
Physical Sciences - Foundation	2	150	15		At Standard in AC Science
Transdisciplinary Science	3	150	15		Above Standard in AC English and Science
Transdisciplinary Science	2	150	15		At Standard in AC English and Science
Engineering Design	2	150	15		At Standard in AC English
Engineering Design	3	150	15		At Standard in AC English
Physics	4	150	15		CA + Physical Sciences
Chemistry	4	150	15		CA + Physical Sciences

YEAR 11 AND 12 UNIVERSITY CONNECTIONS PROGRAM AND VET COURSES

The University Connections Program is offered in partnership with most schools and their Year 11 and 12s in Tasmania. The Program allows students to study university units which are specifically designed for Years 11 and 12 students and are accredited by TASC to count towards the TCE. Most are eligible for inclusion in the ATAR.

The Program provides great opportunities to extend and expose students to new disciplinary areas and learning opportunities which may not be available to them in the TASC curriculum.

UCP units can also be used towards credit in a relevant University of Tasmania degree, and students are offered a Commonwealth Supported Scholarship to study within the Program.

UCP Entrepreneurship (UTAS-UCP)

In this class, students learn the fundamental skills and thinking tools that entrepreneurs use to turn their ideas into successful businesses. In this University Connection Program (UCP) unit, students will learn about modern approaches to entrepreneurship, including exploring modules relating to developing an entrepreneurial mindset, using design thinking in business, operating in a lean way and building minimum viable products and learning how to build business models and pitch ideas to potential investors. Students will also have the opportunity to develop their own business concept and develop a lean business plan and project pitch; putting the principles learned into practice.

COURSE	LEVEL	HOURS	CREDIT POINTS	LIT/NUM/ ITC	RECOMMENDED PRIOR STUDY
University Connections Program Entrepreneurship	3	150	15		At Standard in AC English

Vocational Education and Training (VET) Certificate III Aviation (Remote Pilot)

This course focuses on drone piloting, a growing industry in trades like emergency services, police, mining, military, agriculture, construction and environmental monitoring. The skills learned apply to all remotely piloted machines, including submarines. The course balances theoretical and practical learning with quadcopters. Students gain expertise in operating UAVs, advanced communication, and Civil Aviation Safety Authority (CASA) air laws. Lessons involve planning and flying micro-drones, aeronautical radio operation, and simulated search and rescue missions. Ideal for those interested in defence, agriculture, environmental management, mining, surveying, construction, civil Engineering, security, policing, and fire and rescue careers. Successful students will have opportunity to sit for their CASA Remote Pilot Licence and Radio Operators Licence.

- This course has the option of externally assessed CASA exams.
- This course will suit you if you have an interest in how technology can be applied in large range of careers

COURSE	LEVEL	HOURS	CREDIT POINTS	LIT/NUM/ ITC	RECOMMENDED PRIOR STUDY
Certificate III in Aviation AVI30419 RTO: UAVAIR (Remote Pilot)	3*	240	40		At Standard in AC English and Mathematics

* Certificate III VET courses are equivalent level 3 under the ASQF but do not count towards ATAR in Tasmania
* Subject to a suitability process depending on RTO requirements

COURSE PLANNING - YEAR 8

Use the tables to plan your courses. However, remember some courses may not operate each year due to numbers required and new courses may be added. Therefore, the plan is only a guide to your future learning pathway.

In Year 8, you cannot study a course as an optional course and as a Taster.

YEAR 8

	COURSE	RESERVE
Options Course		
Options Course		
Options Course		
Taster		
Taster		

COURSE PLANNING - YEARS 9 AND 10

YEAR 9

	COURSE	RESERVE
English	English 9	
Mathematics	Mathematics 9 or 9/10 Accelerated Mathematics	
Science	Science 9	
HASS/HPE (swap mid-year)	History/HPE	
Option 1		
Option 2		
Option 3		
Option 4		

YEAR 10

	COURSE	RESERVE
English	English 10	
Mathematics	Mathematics 10, Advanced Mathematics 10, Workplace Mathematics Foundations or Mathematics Methods Foundations	
Science	Science 10	
HASS/HPE (swap mid-year)	History/HPE	
Option 1		
Option 2		
Option 3		
Option 5		

COURSE PLANNING - YEARS 11 AND 12

YEAR 11

COURSE	TCE CREDIT POINTS	NUMERACY/ICT/ LITERACY TICK

YEAR 12

COURSE	TCE CREDIT POINTS	NUMERACY/ICT/ LITERACY TICK

TERM DATES 2026

Term 1 begins	February 5	Term 1 ends	April 17
Term 2 begins	May 4	Term 2 ends	July 10
Term 3 begins	July 27	Term 3 ends	October 2
Term 4 begins	October 19	Term 4 ends (years 11/12) Term 4 ends (years 7-10)	TBC - Exam dependent December 18

These dates are correct at time of printing.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HONESTY & INTEGRITY
GROWTH
SENSE OF BELONGING
ENGAGEMENT IN LEARNING
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