SCOTCH OAKBURN COLLEGE

2026 SUBJECT SELECTION GUIDE YEAR 9 & 10

INTRODUCTION

At Scotch Oakburn College the following Principles guide the experience for Year 9 and 10 students:

- the Australian Curriculum (ACARA) provides our curriculum framework;
- Our ten Learner Attributes are an important part of how we recognise student success. All students will receive feedback on at least one Learner Attribute as part of the assessment in each subject or program.
- a variety of programs and support structures differentiate and personalise learning, so our students achieve to their potential;
- learning occurs in a range of contexts beyond the classroom, including virtual and real-world contexts;
- students participate in service opportunities, collaborating to make a positive impact on communities;
- participating in engaging, challenging and varied co-curricular opportunities is encouraged.

HOME LEARNING

The College encourages students to take responsibility for their learning and to see their learning as continuous, not ending at the conclusion of each lesson or each day. We also recognise that the work habits, lifestyles, co-curricular and extra-curricular activities of each student play an enormous factor in determining when they may have time for learning at home and so, with the support of families and key teachers, students should plan to ensure that they have time for ongoing learning across all of their subjects each week, whilst also considering these activities.

All leaners have different capacities and needs and at different stages they will require more or less direction regarding what ongoing learning may be appropriate for them. In recognition of this the College supports a general guideline, suiting most learners in Years 9 and 10, as up to 90min per day.

CORE SUBJECTS (FULL YEAR)

YEAR 9

English

Health & Physical Education

Humanities and Social Sciences:
History

Mathematics, Mathematics Plus or Mathematics-Advanced

Science

YEAR 10

English

Health & Physical Education

Humanities and Social Sciences:
Students choose to study History Geography OR Civics and Citizenship to study for the full year

Mathematics, Mathematics Plus or Mathematics-Advanced

Science

THE ELECTIVE PROGRAM – OUR PHILOSOPHY

- Electives are an important aspect of the learning program for Year 9 and Year 10 students. They are designed to assist students in building a broad array of skills and understandings that are beneficial to our mission of holistic education. In recognition of this students study 3 electives per Semester.
- Electives are the perfect opportunity for students to build proficiency in a range of Learner Attributes and all electives are designed to help recognise at least one. Relevant Learner Attribute/s are clearly identified in the descriptions for each elective.
- No Year 9 or Year 10 elective is a pre-requisite for any TCE course except for Languages.
- Students should choose electives that they are interested in and are encouraged to consider an elective which is new to them or outside their comfort zone so they are better informed in making TCE choices
- The vast majority of electives run as semester subjects, however there are several that are year-long. This is clearly indicated in the elective descriptions.
- Languages (French, Japanese and Chinese) are always year-long.
- Learning Support can be semester only or year-long. Students who are recommended for Learning Support will be automatically placed in this class for the year. Students may be able to opt out following parent consultation. Please seek advice from the Head of Inclusive Learning, Mrs Yvette Cassidy (Yvette.Cassidy@soc.tas.edu.au) should you have any questions about Learning Support.
- Electives which utilise a specialist space – such as workshop or kitchen spaces, have a capacity of 20 students for safety reasons. Because of this, students may not be able to undertake an elective in this space in both Year 9 and Year 10 as we seek to have as many students as possible undertake these electives over these two years of study.
- Electives will only run if numbers and staffing allow. This may vary year to year depending upon resources available

SELECTING YOUR SUBJECTS FOR 2026 - IMPORTANT

There are 3 elective lines – Line A, Line B and Line C

Students will choose 1 elective on each Line – Line A, Line B and Line C – for each semester (so a total of 6)

Due to timetable complexities and in an effort to ensure predictability regarding staffing and learning environments, please note that from 2026 there is no longer a 2-week window for students to be able to change their minds at the beginning of each semester

It is the responsibility of students to make informed choices when selecting. Before choosing, students should:

- **Read** the handbook carefully to understand what is involved in each elective
- **Seek** out teachers who are currently teaching or have previously taught these electives
- **Talk** to peers who have experienced this kind of learning
- **Ask** questions at the **Year 9 and 10 Information Evening (Thursday 21 August)** where the heads of each department and subject-matter experts will be available
- Students can also speak with the staff at the Futures Centre, Mrs Gregg or with Ms Lillywhite.

Students will be asked to choose Preference 1, 2 and 3 for each line. It is usual for students to expect some preference 2 and 3 choices as part of their final allocations, as we look to allocate first preferences holistically across the year level.

Students will select elective subjects online. All information about all subjects will be available via the online subject selection process.

All students will receive login information to select their subjects online. We encourage parents to assist their child with this process, ensuring that they enrol in the subjects that will engage them and further their learning.

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Careers Advisor (Futures)
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YEAR 9 CORE SUBJECTS (FULL YEAR)

ENGLISH

Students analyse the ways that text structures, language features and images can be manipulated for effect. They evaluate and integrate ideas and information from increasingly complex texts to form their own effectively substantiated interpretations. In creating texts, students demonstrate how manipulating language features and images can create innovative texts for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, comparing and evaluating different responses to ideas and issues. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation. Students are exposed to a wide range of literature from different places, periods and genres and have the opportunity to respond reflectively, analytically and creatively.

HEALTH AND PHYSICAL EDUCATION

The Health and Physical Education course allows students to participate in both Health and movement-based electives.

The movement electives of Sport Performance and Leadership and Fitness training and Performance allow for a variety of sporting and recreational activities, all of which are aimed at developing motor skills, coordination and fitness. Students have opportunities to display leadership, critical and creative thinking skills and the ability to work cooperatively as a member of a team through small and large group activities. The health electives of the Performance Kitchen and Wellness and Recreation allows students to explore a variety of issues relating to their own health and wellbeing. They look at real life issues that confront teenagers throughout their adolescent years, including Food and Nutrition, Anatomy, Personal Health, Outdoor recreation and building a positive mindset.

HUMANITIES AND SOCIAL SCIENCES

In Year 9, students will study History through two units: Making and Transforming the Australian nation (1750-1914) and the Making of the Modern World: Word War 1 and World War II (1914-1945). Students will experience Geography and Civics and Citizenship inquiries through the Southern Tasmania Experience.

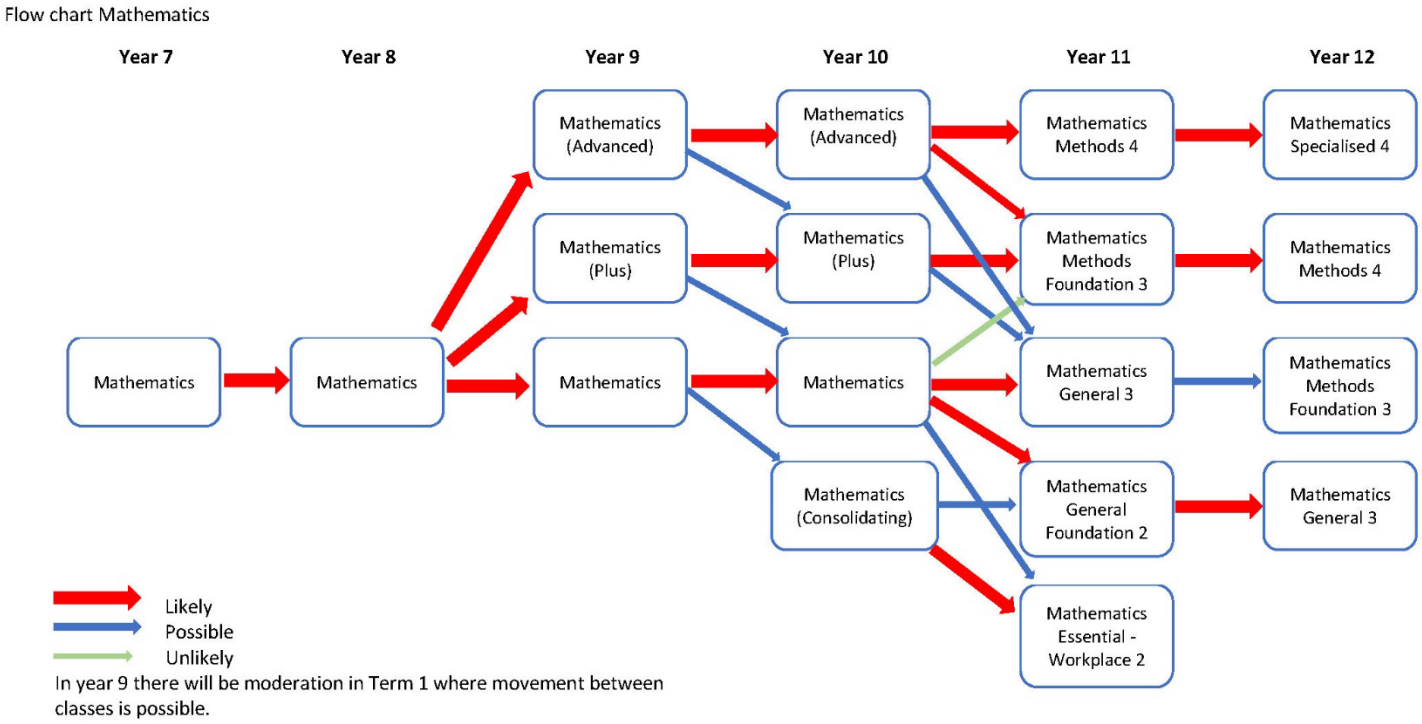
Through Making and Transforming the Australian Nation, students will build on their understanding of the past by investigating the key social, cultural, economic and political changes and their significance in the development of Australian society during the period, including the impacts of European settlement on Australia's Indigenous peoples. Through their participation in the Southern Tasmania Experience, students carry out an inquiry into Tasmania's Convict Past and explore the experiences of individuals during the period. The Southern Tasmania Experience will also involve students in immersive Geography and Civics and Citizenship inquiries.

In Making of the Modern World- Word War 1 and World War II (1914-1945), Students explore continuities and changes and their effects on ways of life and living conditions, political and legal institutions, and cultural expression around the turn of the 20th century in Australian society. Students explore the causes, course and consequences of World War One and its impact on Australian society, such as the role of women, political debates about conscription and relationships with the British Empire. Students explore the inter-war period and explain the causes and effects of events, development, turning points and movements in 20th century Australia and globally, leading up to and throughout the Second World War. They study the causes, outbreak and course of the Second World War, exploring significant events including

the Holocaust and the use of the Atomic Bomb. Students explore the effects of the Second World War, with particular emphasis on the continuities and changes on the Australian home front.

MATHEMATICS

In Year 9 Mathematics, students undertake one of the three subjects outlined below. Their placement in a strand of Mathematics is determined by the College, as per the Mathematics Pathways chart on the following page.



ADVANCED MATHEMATICS

This Mathematics course is a very accelerated maths program where students will need to move quickly through challenging content. Students will need a high degree of self-direction, motivation, and top-level maths skills to undertake this subject. The course is fast paced with minimal time for catching up if concepts are missed. It is designed to continue, and then to extend, the development of student understanding in the areas of number, algebra, measurement, geometry, statistics and probability and to varying degree well beyond Year 9 Mathematics. This course has a strong focus on number, algebra, functions and geometry so that students are prepared for Advanced Mathematics 10 content the following year. Students are encouraged to develop knowledge and skills in the different areas as well as a deep problem solving and reasoning skills. Throughout the course, emphasis is placed on the effective communication of ideas using appropriate mathematical symbolism and conventions. This course requires students to have a strong aptitude for Mathematics and a willingness to stretch their understanding further.

The Year 9 Advanced Maths course requires students to study an additional lesson which is scheduled either before or after school (depending upon the best fit for students in this group holistically). Details of these lessons are clear on the Dash for students – making it easier if students have some College co-curricular commitments during this time. Students studying Advanced Maths can expect to spend more time on Home Learning than for other Maths classes

at Year 9 level. If students have many commitments outside of school they should seek advice from the Head of Mathematics (Dr Anna Reimer Waites – anna.waites@soc.tas.edu.au) as to whether Year 9 Mathematics Plus might be a better fit for them.

MATHEMATICS PLUS

This is an accelerated Mathematics course, designed to continue and then to extend the development of student understanding in the areas of number, algebra, measurement, geometry, statistics and probability and to varying degree beyond core Year 9 Mathematics. Students are encouraged to develop knowledge and skills in these areas as well as proficiencies in understanding, fluency, problem solving and reasoning. This course will deepen student's skills and prepare them for Mathematics Plus in Year 10. Throughout the course, emphasis is placed on the effective communication of ideas using appropriate mathematical symbolism and conventions. This course requires students to have an aptitude for Mathematics and a willingness to stretch their understanding further.

MATHEMATICS

This Mathematics course is designed to continue the development of student understanding in the areas of number, algebra, measurement, geometry, statistics and probability. Students are encouraged to develop knowledge and skills in these areas as well as proficiencies in understanding, fluency, problem solving and reasoning. Throughout the course, emphasis is placed on the effective communication of ideas using appropriate mathematical symbolism and conventions.

SCIENCE

This course is designed to help students to develop a better appreciation of themselves, the world around them and the various disciplines of science. In chemical sciences, concepts of atomic structure and properties of matter are reviewed and developed in chemical reactions as well as radioactivity. In biological sciences, students investigate reproduction and the co-ordination of body systems. In physical sciences, the properties and behaviour of waves are introduced alongside calculations of energy transfer and energy efficiency. In Earth and space sciences, the Earth's spheres and the cycling of matter within them are investigated. Through various inquiry-based investigations students are encouraged to develop skills in the scientific method, research and the use of standard physical formulae and calculations. The year course concludes with students designing, conducting and presenting their own scientific investigation.

YEAR 10 CORE SUBJECTS (FULL YEAR)

ENGLISH

Students evaluate how text structures and language features can be used in innovative ways. They develop and justify their own interpretations of texts and they evaluate other interpretations, analysing the evidence used to support them. Through the creation of a wide range of text types, students show how the selection of language features can achieve precision and stylistic effect. They make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts. Students are exposed to a wide range of literature from different places, periods and genres and have the opportunity to respond reflectively, analytically and creatively.

HEALTH AND PHYSICAL EDUCATION

The Health and Physical Education course allows students to participate in both Health and movement-based electives.

The movement electives of Sport Performance and Leadership and Fitness training and Performance allow for a variety of sporting and recreational activities, all of which are aimed at developing motor skills, coordination and fitness. Students have opportunities to display leadership, critical and creative thinking skills and the ability to work cooperatively as a member of a team through small and large group activities. The health electives of the Performance Kitchen and Wellness and Recreation allows students to explore a variety of issues relating to their own health and wellbeing. They look at real life issues that confront teenagers throughout their adolescent years, including Food and Nutrition, Anatomy, Personal Health, Outdoor recreation and building a positive mindset.

HUMANITIES AND SOCIAL SCIENCES

In Year 10, students will specialise in ONE of the three strands of Humanities to study for the year. Students may choose to study History OR Geography OR Civics and Citizenship.

<u>History</u>

Students will examine the impacts of World War Two, with a focus on global events, post-war challenges and Australia's immediate post war economic, political and social development. Students will focus on different historical interpretations and debates during the second half of the 20th century and develop their skills of historical analysis and analytical writing.

<u>Geography</u>

Big Questions to explore in Year 10 Geography include: Why are places and environments different, and how do they change? How can we manage the Earth's systems—both natural and human—for the future? How do different beliefs and values affect the way people respond to environmental and social challenges? Students will explore these questions through two topics:

1. Environmental Change and Management

   This topic looks at how the environment supports life and the challenges we face in keeping it healthy. You'll learn about different views on the environment and how they shape the way people respond to problems like pollution, deforestation or climate change. You'll also investigate a specific environment, looking at what's causing changes and how we can manage them better. Student study examples from Australia and other countries.

2. Geographies of Human Wellbeing

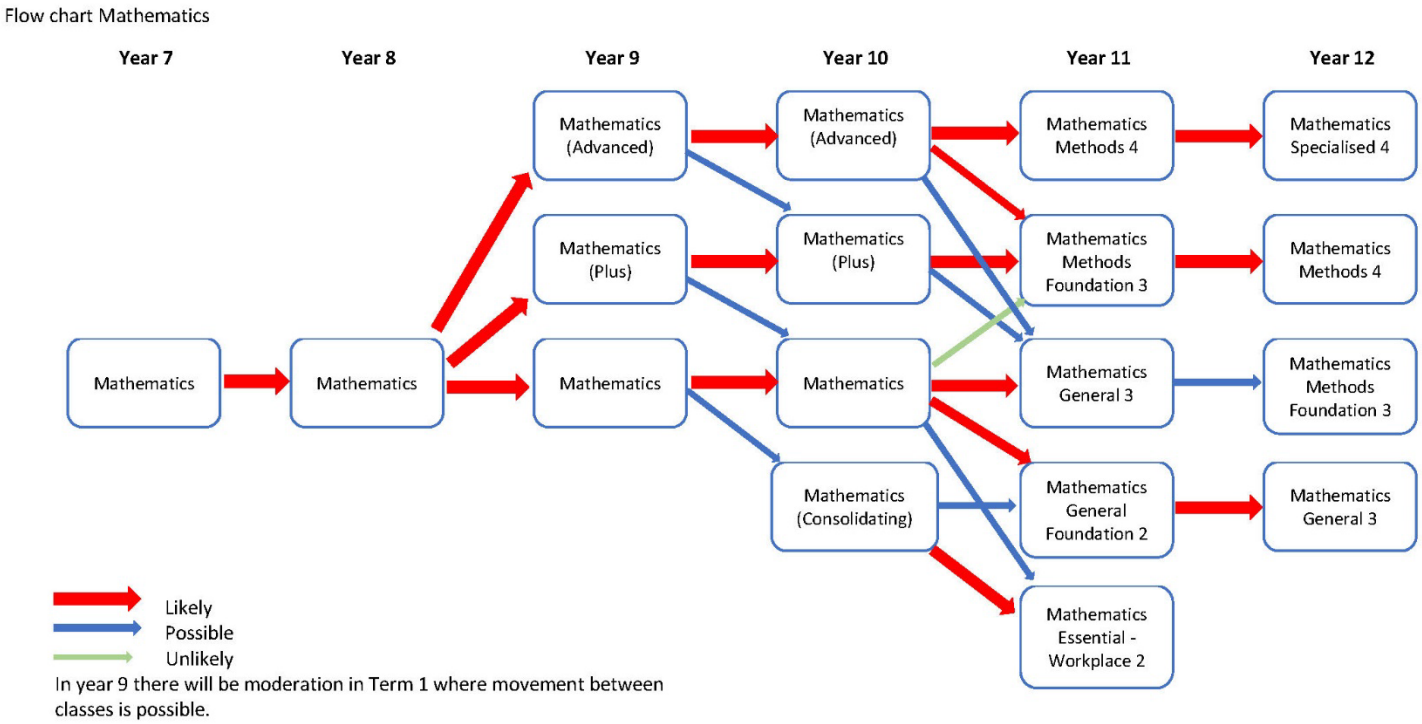
This topic focuses on how people's wellbeing—how happy, healthy and secure they are—varies around the world. You'll explore the reasons behind these differences, how we measure wellbeing, and how some countries are working to improve it. You'll also look at inequality between and within countries, including Australia, India, and another country in Asia or the Pacific.

Civics and Citizenship

Students will extend their knowledge of Australia's system of government and expand their skills in effective citizenship, including global citizenship. They continue to develop their understanding of Australian democracy by investigating the values and practices that enable a democratic society to be sustained and focus particularly on the role of the High Court. They learn more about Australia's governmental processes through comparison with another system of government in the Asian region and examine Australia's roles and responsibilities within the international arena. There is also a focus on international law and the structures and processes that exist in the world today.

MATHEMATICS

In Year 10 Mathematics, students undertake one of the two subjects outlined below. Their placement in a strand of Mathematics is determined by the College, as per the Mathematics Pathways chart.



ADVANCED MATHEMATICS

This Mathematics course is designed to introduce, continue and then extend the development of student understanding with the topics of linear, quadratic, cubic, exponential and logarithmic functions, trigonometry, calculus and probability. Students are encouraged to develop knowledge and skills in these areas as well as higher order thinking skills such as abstract thinking and deductive reasoning. Throughout the course, emphasis is placed on the effective

communication of ideas using appropriate mathematical symbolism and conventions. This course builds on Advanced Mathematics Year 9 and requires students to have a strong aptitude for Mathematics and a willingness to stretch their understanding further. Providing successful students with the possibility to select Mathematical Methods in Year 11.

The Year 10 Advanced Maths course does require students to study an additional lesson which is scheduled either before or after school (depending upon the best fit for students in this group holistically). Details of these lessons are clear on the Dash for students – making it easier if students have some College co-curricular commitments during this time. Students studying Advanced Maths can expect to spend more time on Home Learning than for other Maths classes at Year 10 level. If students have many commitments outside of school they should seek advice from the Head of Mathematics (Dr Anna Reimer Waites – anna.waites@soc.tas.edu.au) as to whether Year 10 Mathematics Plus might be a better fit for them.

MATHEMATICS PLUS

This Mathematics course is designed to introduce, continue and then extend the development of student understanding with the topics of linear, quadratic and cubic functions, trigonometry, measurement, statistics and probability. Students are encouraged to develop knowledge and skills in these areas as well as higher order thinking skills such as abstract thinking and deductive reasoning. Throughout the course, emphasis is placed on the effective communication of ideas using appropriate mathematical symbolism and conventions. This course builds on Mathematics Plus Year 9 and requires students to have an aptitude for Mathematics and a willingness to stretch their understanding further.

MATHEMATICS

This Mathematics course is designed to continue the development of student understanding in the areas of number, algebra, measurement, geometry, statistics and probability. Students are encouraged to develop knowledge and skills in these areas as well as proficiencies in understanding, fluency, problem solving and reasoning. Throughout the course, emphasis is placed on the effective communication of ideas using appropriate mathematical symbolism and conventions.

SCIENCE

This course is designed to expose students to the various disciplines of biology, chemistry, physics and Earth and space Science, extending their knowledge and skills in each science domain.

In chemical sciences students analyse how the periodic table organises elements and use it to make predictions about the properties of elements. They explain how chemical reactions are used to produce particular products and how different factors influence the rate of reactions. In physical sciences they apply relationships between force, mass and acceleration to predict changes in the motion of objects. In Earth science students investigate the causes and implications of climate change. In biological sciences students evaluate the evidence for scientific theories that explain the origin of the universe and the diversity of life on Earth. They explain the processes that underpin heredity and evolution. In space sciences students investigate how the evolution of the universe, including the formation of galaxies and stars, has continued since the Big Bang. Students analyse how the models and theories they use have developed over time and discuss the factors that prompted their review.

ELECTIVE SUBJECTS

CREATIVE DESIGN INDUSTRIES

Head of Department – Mr Stephen Dobson
stephen.dobson@soc.tas.edu.au or Ph: 6336 3348

YEAR 9

INTRODUCTION TO ARCHITECTURE

Introduction to Architecture has been created to give students interested in design an insight into the world of an Architect and Architecture. The focus will be on the built environment such as home design but also looking at the whole picture of Interior and Landscape Architecture. Building materials, presentation techniques and environmental considerations will underpin the design focus for this course. Students will use the Design Process to explore, sketch, draw, design and model making to build a good knowledge and understanding of what Architecture is today. This is a hands-on practical course that would suit any students with and interest in design, the environment, interior design, 'green' homes, problem solving and model making. Being Innovative will be the Learner Attribute focus in this course as students will use innovative thinking to develop unique concepts and experiment with new materials, techniques, and processes to express original ideas in creative ways.

YEAR 10

ARCHITECTURE BEYOND 2020

This course focuses on the exciting new developments in Architecture and Design. Students will explore the latest materials, design elements and building practices locally and abroad that continue to evolve Australian Architecture into world class designs. The first half of this course will be used to build the skills and understanding of all things Architecture for the students. They will then put this understanding into practice as they develop a design concept folio on an area of interest to them in Architecture, Interior Design or Landscape Design using design drawings and model making. While this is a stand-alone course, students considering studying design courses in TCE would benefit from this hands-on course, particularly if considering Housing and Design. Being Innovative will be the Learner Attribute focus in this course as students will use innovative thinking to develop unique concepts and experiment with new materials, techniques, and processes to express original ideas in creative ways.

INTRODUCTION TO COMPUTER AIDED DESIGN

This Year 10 Design course introduces students to Computer-Aided Design (CAD) software, focusing on 2D and 3D modelling, 3D printing, and architectural design. Students will learn to create precise digital drawings, 3D print prototypes, and design simple homes using industry-standard tools. Through hands-on projects, they'll explore design principles, spatial thinking, and the iterative process of prototyping. The course encourages creativity, problem-solving, and technical literacy, preparing students for future pathways in design, architecture, and engineering. No prior experience is needed just curiosity and a passion for bringing ideas to life through digital design. Being Innovative will be the Learner Attribute focus in this course as students will use innovative thinking to develop unique concepts and experiment with new materials, techniques, and processes to express original ideas in creative ways.

DIGITECH

YEAR 9

BYTE BY BYTE: SOFTWARE DEVELOPMENT ESSENTIALS

This is an engaging course designed to introduce students to the exciting world of coding and digital innovation. Throughout the course, students will explore the fundamentals of software development, learning how to design and create applications for both computers and mobile devices. With a strong focus on hands-on learning, students will build their understanding of programming basics using languages like Python. They'll also explore how networks operate and learn essential principles of cyber safety and security to protect digital information.

Students will develop their skills through interactive coding challenges and step-by-step mini-projects that encourage creativity and problem-solving. The course culminates in a personal project, where each student designs and builds their own software solution, putting all their new knowledge into practice. Whether it's developing a simple game, a helpful tool, or an original app, students will have the freedom to bring their ideas to life. By the end of the course, they'll have gained valuable skills relevant to future careers in technology, while also learning how to think like a developer—logical, curious, and inventive. Being Innovative will be the Learner Attribute focus in this course as students demonstrate innovative thinking by developing creative digital solutions, exploring new technologies, and applying original ideas to design and improve digital systems or applications.

YEAR 10

BOTLAB: ROBOTICS

This course invites students to build, program, and innovate using real-world technology in a hands-on, engaging environment. Expanding on coding and problem-solving skills from Year 9, this course introduces students to physical computing, automation, and robotics using the VEX V5 platform. Students will explore robotics engineering by designing and building robots to complete real-world challenges. They'll deepen their coding knowledge through object-oriented programming in Python and gain an understanding of how hardware and software interact in automated systems. Topics like cybersecurity, digital systems control, and basic data handling with databases are also covered, giving students a broad and practical foundation in modern technologies.

Throughout the course, students will take on exciting robotics missions that involve custom code, sensors, and motors, all while working collaboratively in teams. Agile project management techniques will be used to plan, build, and iterate on designs. The course culminates in a capstone project where teams design, program, and test their own robot solution to a challenge. By focusing on collaboration and adaptability, students will develop key learner attributes while building the technical skills needed for future careers in automation, engineering, or computer science. This is a chance to bring code to life—and be proud of what you build. Being Innovative will be the Learner Attribute focus in this course as students demonstrate innovative thinking by developing creative digital solutions, exploring new technologies, and applying original ideas to design and improve digital systems or applications.

FOOD TECHNOLOGY

YEAR 9

BAKE IT 'TIL YOU MAKE IT

Love food? Love baking? In this deliciously hands-on course, you'll explore the science and creativity behind baking through three tasty units: Bake Bread With Me, Let's Eat Cake, and Play with Pastry. You won't just follow recipes — you'll gain theoretical knowledge of key cooking techniques too. Learn how yeast works its magic in bread, discover different cake mixing methods (like creaming, all-in-one, and whisking), and explore the many types of pastry — from shortcrust to puff and choux. You'll get to taste-test real café pastries on an excursion, then bring those ideas back to the kitchen as you create your own baked masterpieces.

To wrap it up, you'll plan and host a special Gratitude Morning Tea for staff, putting your skills to the test and using food to say thanks in a meaningful way. By the end of the course, you'll be confident in both the practical and theoretical sides of baking — ready to create impressive treats and understand the "why" behind what makes them work. Perfect for aspiring bakers, creative minds, and anyone who loves a good slice of cake (or three). Being Innovative will be the Learner Attribute focus in this course as students will use innovative thinking to develop unique concepts and experiment with new materials, techniques, and processes to express original ideas in creative ways.

YEAR 10

FLAVOUR, FLAIR & FUTURE FOODIES

Ready to level up your kitchen skills and become a food legend? In this hands-on, tastebud-tingling course, you'll explore the five basic flavours — sweet, sour, salty, bitter and umami — and learn how to balance them like a pro. We'll dive into awesome cooking techniques like making perfect rice, silky custards, epic sauces, fresh cheese, and even try our hand at the fancy Cordon Bleu method. Ever wondered how sugar works in cooking? You'll find out — and probably get to eat some sweet results.

You'll also become a food artist, learning how to plate up like a MasterChef using garnishes and cool presentation tricks. Got an eye on the future? You'll tackle a meal planning challenge that focuses on reducing food waste and thinking sustainably. And yes — you'll even get to work with a real coffee machine and learn how to make café-style drinks. Whether you're dreaming of becoming a chef or just want to impress your mates and family, this course is packed with flavour, fun, and future-ready food skills. Being Innovative will be the Learner Attribute focus in this course as students will use innovative thinking to develop unique concepts and experiment with new materials, techniques, and processes to express original ideas in creative ways.

TEXTILES

YEAR 9

SEW WHAT?

Love designing, making, or being creative? This course is your chance to explore the world of textile design through fun, hands-on projects. Students will develop skills in designing and producing textile items, safely use tools and equipment, and bring their ideas to life through

both individual and group tasks. Projects include creating a functional tote bag or transforming preloved clothing into something new. Students will also take part in a collaborative design challenge using fabric scraps to explore sustainability in the textiles industry. Throughout the semester, students will create a design folio to document their creative thinking, inspiration, processes, and technical development. This course is open to all students, bring your ideas and a readiness to learn new skills. Being Innovative will be the Learner Attribute focus in this course as students will experiment with new materials, techniques, and processes to express original ideas in creative ways.

YEAR 10

DESIGN, MAKE, WEAR

Are you creative, curious, or interested in fashion and design? This course is your chance to explore the exciting world of fashion design and garment construction through hands-on projects and design thinking. Students will experiment with a range of textile materials, learn how to develop and communicate design ideas, and build practical skills in sewing, pattern making, fashion illustration, draping, and garment fitting. This course also explores how fashion is influenced by culture, history, and sustainability. Using a design journal, students will document their creative process, inspirations, technical experiments and progress. Students will have the opportunity to create original garments, build a design folio, and maybe even take part in a mini fashion show. All students are welcome, just bring your imagination and an open mind. Being Innovative will be the Learner Attribute focus in this course as students experiment, take creative risks, and bring their ideas to life!

VISUAL ART

YEAR 9

ART ATTACK

In this course, students will initially explore inquiry-based projects that encourage them to develop strategies to extend their creative thinking, decision-making and problem-solving skills, through research and experimentation. Students are encouraged to develop a personal response to project briefs. Students are guided through the production of artworks accompanied by a journal, which reflects the student's thinking processes, influences and technical experiments. Previous projects have included Thrift Shop Art, Hand Drawn to Digital artworks and Altered Book Pages. Students will then develop a proposal for an individual project, investigating an idea and medium of their choice. Being Courageous and Agile will be the Learner Attribute focus in this course as students demonstrate Courage and Agility by experimenting with unfamiliar materials and techniques, taking creative risks, and showing perseverance when faced with artistic challenges, learning and growing from each experience.

INTRODUCTION TO PHOTOMEDIA

This course provides students with the opportunity to develop skills in both black and white and digital photography. Students are encouraged to explore a range of approaches in capturing their imagery and they develop an understanding of how to effectively enhance their photographs in the darkroom and using Adobe Programs. Students are encouraged to think creatively when devising their own responses to project briefs and will have the opportunity to view the work of a range of contemporary photographers, to support the development of their ideas and analytical skills. Being Courageous and Agile will be the Learner Attribute focus in this course as students demonstrate these by experimenting with unfamiliar materials and

techniques, taking creative risks, and showing perseverance when faced with artistic challenges, learning and growing from each experience.

DRAWING INTO PAINTING

In this course, students are introduced to working with a range of media and combinations of materials to design and create major practical pieces. Students are encouraged to think creatively when devising their own responses to project briefs and will have the opportunity to investigate a variety of approaches to drawing and painting. Students develop skills in technical experimentation, creative thinking and design with the space to incorporate their own interests. Students will view the work of a range of contemporary artists to support the development of their ideas and analytical skills. Previous projects have included exploration of art movements through the creation of portraits, zine creation and mixed media collage. Being Courageous and Agile will be the Learner Attribute focus in this course as students demonstrate these by experimenting with unfamiliar materials and techniques, taking creative risks, and showing perseverance when faced with artistic challenges, learning and growing from each experience.

SKETCH, SPRAY & PAINT

In this course, students will explore traditional and contemporary ways of working with a focus on Street Art. The emphasis is on skill and technical development, as well as experimentation with materials. Students will develop and design artworks based on their interests and key themes and ideas. This course allows students to utilise problem solving skills whilst also focusing on research and reflection. Students are required to keep a record of their learning through a visual art journal. Students will have the opportunity to create work on our 'Graffiti Wall'. Being Courageous and Agile will be the Learner Attribute focus in this course as students demonstrate these by experimenting with unfamiliar materials and techniques, taking creative risks, and showing perseverance when faced with artistic challenges, learning and growing from each experience.

YEAR 10

DRAW, PAINT, SCULPT

In this explorative Visual Arts course student will engage in projects across a range of mediums. Students develop skills in experimentation, creative thinking and design. Students will view the work of a range of contemporary artists to support the development of their ideas and analytical skills. Projects will be inquiry-based allowing for a variety of choice and exploration points. Projects may include painting, drawing, sculpture, ceramics, printmaking, mixed media or digital art. Students are guided through the production of artworks accompanied by a journal, which reflects the student's thinking processes, influences and technical experiments. Being Courageous and Agile will be the Learner Attribute focus in this course as students demonstrate these by experimenting with unfamiliar materials and techniques, taking creative risks, and showing perseverance when faced with artistic challenges, learning and growing from each experience.

ARTSCOPE

This course extends students idea generation and technical skills and encourages students to pursue studio areas of personal interest. Students are given the opportunity to negotiate a proposal for a project related to their selected medium, such as drawing, painting, sculpture,

printmaking, photo media, digital art or graphic design. Students are guided through the production of artworks accompanied by a journal, which reflects the student's thinking processes, influences and technical experiments. Students will investigate the work of relevant artists to assist with the development of their ideas. For the highly motivated student there may be opportunity to repeat this course, dependent on class numbers. Being Courageous and Agile will be the Learner Attribute focus in this course as students demonstrate these by experimenting with unfamiliar materials and techniques, taking creative risks, and showing perseverance when faced with artistic challenges, learning and growing from each experience.

PHOTOMEDIA

This course provides students with the opportunity to develop skills in both black and white and digital photography. Students are encouraged to explore a range of approaches in capturing their imagery, and they develop an understanding of how to effectively enhance their photographs in the darkroom and in Adobe Programs. Students will have the opportunity to view the work of a range of contemporary photographers, with a view to exploring personal interests and developing their own style. Being Courageous and Agile will be the Learner Attribute focus in this course as students demonstrate these by experimenting with unfamiliar materials and techniques, taking creative risks, and showing perseverance when faced with artistic challenges, learning and growing from each experience.

WORKSHOP

YEAR 9

DESIGN AND TECHNOLOGY – METAL AND WOOD

This is an exciting practical course with a focus on applying new techniques and technologies to ancient crafting materials such as steel and timber. Students will have the opportunity to develop their ideas through the design process but then also given the skills, materials, and tools to see their concepts come to life in the workshop. Sketching ideas, card modelling will start the process, and students can move onto a verity of modern and traditional tools in our amazing senior workshop. Tools will include welders, Robosaw, CNC plasma cutter (Computer controlled), Laser Cutters and various other technologies to create their final concepts. This is a very popular course that not only enhances a new skill set but gives students confidence to try new challenges well beyond the classroom. Being Innovative will be the Learner Attribute focus in this course, as students will demonstrate innovation by generating original design ideas, exploring creative solutions, and seeking new ways to improve or reimagine how things are made or used.

YEAR 10

LASER, PRINTER, MAKER

Ever wondered if you could Laser Cut a biscuit, could you 3D print your own ear? Well, both are possible, and this course explores the fantastic potential of computers in design. Laser, Printer, Maker will introduce students to the concepts involved in Computer Aided Design (CAD) and Computer Aided Manufacture (CAM). Students will be exposed to applications of CAD/CAM and will have the opportunity to make projects and prototypes using this amazing technology. Students will follow the Design Process through problem solving, research, sketching ideas and then using 3D printers, Laser Cutters, CNC routers and Graphics Vinyl Cutters, create their designs. This course is created to offer a real-world experience for the budding designer who

may have some or no prior knowledge of Computer Aided Design but has a creative mindset. Being Innovative will be the Learner Attribute focus in this course, as students will demonstrate innovation by generating original design ideas, exploring creative solutions, and seeking new ways to improve or reimagine how things are made or used.

DESIGN AND TECHNOLOGY

Year 10 Design and Technology, aims to give our students the skills and confidence to answer that question for themselves for now and beyond college. This is a very practical course that fuses traditional hand skills with more modern techniques and tools to create student projects. Creativity, practical skills development and building confidence are the driving focus of this course as we not only want our student to leave with a beautiful project and the self-belief that this brings but the broad range of skills and techniques need to achieve this. If you love design and working with your hands, weather using the Design Process to create something from scratch this is a great course for you. Being Innovative will be the Learner Attribute focus in this course, as students will demonstrate innovation by generating original design ideas, exploring creative solutions, and seeking new ways to improve or reimagine how things are made or used.

DESIGN FOR AN ACTIVE LIFESTYLE

This is a long-established course at the College and the only one in the State to offer the opportunity to ride and race our recumbent bikes. With a focus on health and fitness, students will work through a number of challenges revolving around design, teamwork, graphics and hands-on mechanical skills with these exciting machines. Our bikes have been recently upgraded to a sophisticated electric peddle assist system, so a consideration of the environmental impact as well as the personal fitness and wellbeing is a focus for students. To complete the course students have the opportunity to design and make the extremely popular sand, snow or skateboard project as a take home piece for them. This is a very hands-on practical course for the self-motivated student Being Innovative will be the Learner Attribute focus in this course, as students will demonstrate innovation by generating original design ideas, exploring creative solutions, and seeking new ways to improve or reimagine how things are made or used.

HEALTH AND PHYSICAL EDUCATION

Head of Department – Mr Paul McKendrick
paul.mckendrick@soc.tas.edu.au or Ph: 6336 3350

HEALTH

YEAR 9

WELLNESS AND RECREATION

This Year 9 elective introduces students to the knowledge and skills required to understand more around their personal health, maintaining physical activity levels, challenging themselves in the outdoor environment and developing a growth mindset. Key topics include Personal Health (nutrition, recovery, stress management and personal hygiene), Lifelong Movement (movement for life, physical activity planning and community –based activities), Outdoor Recreation (outdoor play, adventure-based learning and environmental responsibility) and Positive Mindset (mindset, emotional literacy, building resilience, goal setting and mental

fitness). Students will be recognised for the Learner Attribute of Innovative as they are asked to show creativity within their thinking to explore new ways of doing things.

YEAR 10

THE PERFORMANCE KITCHEN

This Year 10 elective is perfect for students interested in health, food and nutrition, or sports science, and is a great pathway into future studies and careers in these growing fields. Whether you're an athlete, a foodie, or just want to feel your best, *The Performance Kitchen* will give you the knowledge and skills to thrive.

Students will cover three units over the period of the elective. The body systems unit explores the major functions of the body, the anatomical terms and analysis of human movement. The sports nutrition unit refers to the practical aspects of the kitchen and how students can fuel for performance and plan to meet their busy schedules. Students will complete work on sports performance which allows for them to complete an independent study and looking clearly at factors that can influence performance. Students will be accountable to the Learner Attribute of Curiosity as they are challenged to take a curious mindset, being inquisitive and asking questions to seek and clarify their understanding.

SPORT SCIENCE

YEAR 9

SPORTS PERFORMANCE AND LEADERSHIP

This Year 9 elective introduces students to the complexity of game play. Through the 'Teaching Games for Understanding' or 'Game sense' model students can discover why they move where they move and how best to make key offensive and defensive moves. They will familiarise themselves with territorial, net and wall, strike and field and target-based games trying to draw similarities between the different types of sports. These connections are vital for those wanting to take their game to the next level.

The other key part of the elective is to develop understandings around teaching and coaching of young children and athletes. These allow students to learn how to effectively plan and implement sessions with fun and purpose. Students will showcase the Learner Attribute of Communication, by sharing ideas, leading small groups and working within a team environment.

YEAR 10

FITNESS, TRAINING AND PERFORMANCE

This Year 10 elective introduces students to the knowledge and skills required for personal training and maintaining their own health and fitness. Students will participate in practical classes focusing on a variety of different training methods such as circuits, strength, and interval training. Sessions are designed so they look at innovative (both dynamic and functional) training programs.

Students complete four units of work throughout the elective. Initially they will complete screening tasks to see areas of focus around many of the key fitness components like balance and speed. Next, they investigate training principles and training program development like the attributes of a personal trainer. Students will use IT to analyse movement and finally investigate recovery and injury prevention. Students will demonstrate the Learner Attribute of Courage to take responsible risks to extend their skills, knowledge and understanding.

HUMANITIES AND SOCIAL SCIENCES (HASS)

Head of Department - Mrs Katy McGuinness
katy.mcguinness@soc.tas.edu.au or Ph: 6336 3402

BUSINESS / ENTERPRISE

YEAR 9

MONEY MATTERS: EMPOWERING YOUNG AUSTRALIANS WITH FINANCIAL CONFIDENCE

Money Matters is a dynamic and engaging Semester based elective designed to equip Year 9 students with essential financial literacy and enterprise skills. Delivered by experienced and passionate educators, this course blends real-world learning with interactive tools such as Banqer, the ASX Sharemarket Game, and episodes from Teenage Boss to bring money management to life. Students will explore budgeting, saving, smart spending, and scam awareness, while also developing their own business ideas and presenting them in a supportive "Shark Tank Jr." format.

The course aligns with the ACARA Economics and Business curriculum, ensuring students gain valuable insights into consumer behaviour, financial decision-making, and entrepreneurial thinking. There will be a focus on the Learner Attribute of Innovative, as students introduce new ideas or ways of doing things through their business proposals.

Whether you are curious about how money works or keen to launch your own enterprise, *Money Matters* offers a practical, future-focused foundation for financial wellbeing. It's more than just a class—it's foundation for confident, informed choices in life and work.

YEAR 10

BUSINESS MATTERS: THE WEALTH LAB

Business Matters is a future-focused elective designed to empower Year 10 students with the knowledge and confidence to make smart financial and career decisions. Across ten engaging units, students explore real-world topics including financial planning, investment strategies, superannuation, tax, business development, and major life purchases such as housing, transport, and travel. Students are challenged to demonstrate the Learner Attribute of Agile as they apply their knowledge to various problem-solving scenarios.

Delivered by experienced and passionate educators, this course blends practical learning with critical thinking, encouraging students to build a balanced investment portfolio, create a business plan, and map out career pathways with a clear understanding of student debt and tax

responsibilities. Aligned with the ACARA Economics and Business curriculum, *The Wealth Lab* ensures students gain essential skills for life beyond school.

Whether you are planning your future career, dreaming of starting a business, or simply want to understand how money works, this course offers a supportive and inspiring environment to explore it all. *Business Matters* is more than just a subject—it's a launchpad for confident, informed decision-making in life and work.

LANGUAGES

Head of Department – Mrs Hayley McLeod
Hayley.mcleod@soc.tas.edu.au or Ph 6336 3372

Language electives offer a dynamic space for students to grow as independent, thoughtful learners who can connect with the world around them. They empower students to showcase learner attributes in meaningful ways, beyond prescribed curriculum outcomes. Each year there are opportunities to enter language specific speaking and other cultural competitions. **Opportunity to participate in international Language and Cultural Trips to Japan, France or China are also offered and preference is given to students studying the language.**

As language learning is sequential it is important to note that these are run as yearlong courses and need to be selected in both semester 1 and 2. Completing a language in Years 9 and 10 will be advantageous to TCE language study in the future.

The Learner Attributes recognised across the Languages are: Effective Communicators and Curious.

CHINESE

YEAR 9

In Year 9 Chinese, students build on their foundation to explore real-world topics such as language use in daily life, future careers, and transport, all while deepening their understanding of Chinese culture. They engage with authentic materials and multimedia to build vocabulary and sentence structures, while gaining insight into Chinese customs and values. Students develop key skills in listening, speaking, reading, and writing, with a focus on pronunciation, character recognition, and sentence construction. They learn to communicate in familiar contexts and begin to express opinions and preferences, fostering confidence and intercultural understanding. Students demonstrate this by engaging in spoken and written exchanges, presenting ideas clearly, and responding appropriately in Mandarin. The elective offers a supportive and engaging environment where students refine their communication skills while gaining insights into the language and culture of one of the world's most influential nations.
The Learner Attribute recognised is Effective Communicators.

YEAR 10

Year 10 Chinese extends students' language skills by introducing more complex structures and themes such as clothing, weather, hobbies, media, and culture. Students engage with real-world texts and scenarios to deepen their understanding of Mandarin and Chinese society. They refine their skills in interpreting and producing texts, sustaining conversations, and expressing

detailed opinions. Emphasis is placed on character writing, grammar, and intercultural competence, helping students become more confident and reflective communicators. Students demonstrate this by exploring cultural perspectives, asking thoughtful questions, and seeking deeper understanding of language and identity. The elective encourages inquiry and personal engagement, allowing students to connect meaningfully with the world around them. The Learner Attributes recognised are: Effective Communicators and Curious.

FRENCH

YEAR 9

In Year 9 French, students explore everyday topics such as family, school, leisure activities, and food, using both spoken and written French. They engage with authentic texts and media to build vocabulary, grammar, and deepen their cultural awareness. Students develop key skills in listening, speaking, reading, and writing, learning to describe experiences, express preferences, and interact in familiar situations. They also begin to compare cultural practices and reflect on their own perspectives. Students demonstrate this by engaging in meaningful exchanges, presenting ideas clearly, and adapting language for different audiences. The elective provides a platform for students to practise and reflect on their communication skills in both linguistic and cultural contexts. The Learner Attribute recognised is Effective Communicators.

YEAR 10

Year 10 French extends students' language skills through themes such as travel, technology, youth culture, and future aspirations. Students engage with authentic materials and real-life scenarios to deepen their understanding of French language and Francophone cultures. They refine their ability to interpret and create texts, sustain conversations, and express complex ideas. Emphasis is placed on grammar, pronunciation, and intercultural competence, helping students become thoughtful and confident communicators. This elective highlights many learner attributes and continues to build effective communication. There is also a special focus on curious. Students demonstrate this by investigating cultural differences, asking insightful questions, and exploring how language shapes identity and worldview. The elective encourages exploration and personal growth through meaningful engagement with global cultures.
The Learner Attributes recognised are: Effective communicators and Curious.

JAPANESE

YEAR 9

In Year 9 Japanese, students deepen their understanding of the Japanese language and culture through the topics of travel, daily life, and festivals and how these connect to the different seasons. They explore authentic texts and multimedia resources to build vocabulary and grammatical structures. Students develop key skills in listening, speaking, reading, and writing in Japanese, with a strong emphasis on intercultural understanding and communication. They will also strengthen their knowledge of kanji. They learn to express opinions, describe experiences, and interact in familiar contexts, fostering confidence and fluency. Through collaborative tasks and creative projects, students also gain insights into Japanese customs and

values, enhancing their global perspective. Students demonstrate this attribute by engaging in spoken and written exchanges, presenting ideas clearly, and responding appropriately in Japanese. The elective provides a rich environment for students to practise and reflect on their communication skills in both linguistic and cultural contexts, making their learning visible and meaningful. The Learner Attribute recognised is Effective Communicators.

YEAR 10

This elective extends students' language skills by building proficiency in Japanese. There is a focus on more complex language structures and culturally rich contexts such as youth culture and fashion, society the world around them with school rules and homestay etiquette. Students engage with a variety of authentic texts and media to explore how language reflects and shapes identity and values. Key skills developed include interpreting and creating texts for different purposes, sustaining conversations, and expressing nuanced opinions. Students refine their understanding of grammar and sentence patterns while deepening their intercultural competence. They are encouraged to think critically about cultural perspectives and to compare these with their own experiences. Students demonstrate this attribute by analysing cultural differences, evaluating their language use, and reflecting on their learning journey. Through inquiry-based tasks and personal responses, they gain insight into how language learning fosters empathy and global awareness. Learner Attributes recognised are: Effective Communicators and Curious.

YEAR 9 AND YEAR 10

SECOND LANGUAGE OPTION (SAME LINE AS PASSION PROJECT)

Second Language Option (Year 9 & 10 – Japanese, French or Chinese)
This elective offers students the opportunity to begin or continue their study of a second language, choosing from Japanese, French, or Chinese. Whether students are building on prior knowledge or starting fresh, the course is designed to support language acquisition through engaging themes such as personal identity, travel, food, daily life and culture.

Students develop foundational and progressive skills in listening, speaking, reading, and writing, while exploring the cultural contexts in which the language is used. They engage with authentic materials, participate in interactive tasks, and reflect on how language shapes communication and worldview.

Regardless of the second language studied, this elective supports the Learner Attribute: Effective Communicator: Students practise expressing themselves clearly and respectfully in another language, developing confidence in both verbal and written exchanges. It also fosters the Learner Attribute: Curious. Students demonstrate curiosity by exploring cultural differences, asking thoughtful questions, and seeking deeper understanding of how language connects people across the globe.

This elective encourages students to become globally aware, culturally sensitive, and linguistically capable. These are skills that are increasingly valuable in our interconnected world.

If you wish to choose this elective option, select 'Passion Project/Second Language' in the web preference system for both semester 1 and 2. Students who choose this passion pathway will have support from a language specialist teacher throughout the whole year which is advantageous for TCE language study in the future.

PERFORMING ARTS

Head of Department – Mr Andy Prideaux
andy.prideaux@soc.tas.edu.au or Ph: 6336 3316

YEAR 9

DANCE

Dance is an energetic and expressive course designed for both beginners and experienced dancers to further develop and refine their compositional and performance skills. Students will explore and expand their understanding of dance terminology, techniques, and global dance styles, examining their cultural significance and role in society.

Throughout the course, students will rehearse and perform choreographed works for a small audience and participate in the Launceston Competitions, gaining valuable experience in public performance. They will also engage in reflective practice, evaluating their own work and that of others, and will have the opportunity to attend a live dance performance to deepen their understanding of the art form.

This course serves as a strong foundation for TCE Dance – Choreography and Performance, and supports the development of key Learner Attributes of Curious and Innovative.

DRAMA

Year 9 Drama is a dynamic, practical course that invites students to step into the world of script interpretation and live performance. Through hands-on experience, students will rehearse, costume, and perform scripted scenes for an audience, developing skills in collaboration, characterisation, and stagecraft.

The course introduces students to key acting theorists, theatrical styles, and influential playwrights, offering a broad and engaging foundation in the dramatic arts. Scripted material will be tailored to suit the size and composition of the class, ensuring a supportive and inclusive creative environment.

This course is an excellent stepping stone for those considering TCE Drama or Theatre Performance and is strongly recommended for students with a passion for performance and storytelling. This course supports the development of the Learner Attributes of Collaborative and Courageous.

YEAR 10

MUSICAL THEATRE

Musical Theatre is a dynamic, performance-based course that combines acting, singing, and movement to bring musical storytelling to life. This course is ideal for students who love the stage and want to refine their performance skills across multiple disciplines.

Throughout the semester, students will explore and rehearse scenes and musical numbers from well-known stage productions. There is a strong focus on ensemble work, vocal technique, character development, choreography, and performance confidence. Students will also gain experience in audition technique, stage presence, and the collaborative process of staging musical theatre.

Performance is a key component of the course, with opportunities to present polished musical scenes to an audience. Students will also develop skills in reflective practice, learning to evaluate their own work and that of their peers constructively. This course will focus on the Learner Attributes of Courageous, Inclusive and Self-regulation.

This course is highly recommended for students who are passionate about theatre, love to perform, and are eager to grow as all-round performers. It follows a pathway to TCE Musical Theatre (Level 2).

MEDIA STUDIES

Media Studies is a creative and hands-on course where students explore a wide range of media production, including documentary filmmaking, radio, advertising, photography, and music technology. Students will develop practical skills by creating and editing their own media products — including video, still images, and audio — using industry-standard software and tools.

Through the analysis of film and production techniques, students will refine their understanding of media language, storytelling, and audience impact, while building confidence in their own creative process.

This course provides a strong foundation for TCE Media Production and is ideal for students who are curious, self-directed and creatively driven. It supports the development of the Learner Attributes of Agile and Effective Communicator.

YEAR 9 AND YEAR 10

MUSIC

This Music course is designed for students who are ready to develop their musical skills further in a collaborative and creative environment. Students will rehearse and perform in their preferred musical styles, building concert repertoire and refining technique through regular in-class performances.

Following on from this Year 9 course, Year 10 Music builds upon these skills and experiences, offering deeper engagement with performance, composition, and music production. Students will continue to explore both traditional and technology-based approaches to music-making, including opportunities to compose, record, and produce their own works. Solo and group performances are a key focus, alongside developing musical understanding and creativity.

Whether you're a vocalist, instrumentalist, or aspiring music producer, this course helps you get more from your music— sharpening your skills and preparing you for future success. This course will focus on the Learner Attributes of Collaboration and Curious.

Students interested in continuing to TCE Music Level 3 are strongly encouraged to take this course in both Year 9 and Year 10. Completing one year (either Year 9 or Year 10) provides a strong pathway into TCE Music Level 2.

CROSS-CURRICULAR ELECTIVES

Ms Sarah Lillywhite
sarah.lillywhite@soc.tas.edu.au or Ph: 6336 3307

YEAR 9

ARCHAEOLOGY

Year 9 Archaeology is an elective that provides students with an opportunity to explore the fascinating world of our past. Over the semester students will study significant archaeological sites from around the world and investigate the changing nature of the techniques and purpose of archaeology over time. They will also study the importance of cultural heritage, including the management of sites and debates surrounding the 'ownership' of artefacts. Students will be able to use their skills and understandings of the discipline of archaeology and apply these to a simulated archaeological dig, in doing so requiring students to use specific evidence to support an historical interpretation. This course also aims to support and recognise the Learner Attributes of Curious, Collaborative and Self-Regulating.

YEAR 10

BIG HISTORY AND PHILOSOPHY

Asking the big questions about our universe, our planet and our humanity**.**

What can the birth of a star tell us about the ways early humans lived? Why do humans look, think, and behave the way we do? What does the future hold for our species, our planet and the cosmos?

Students studying *Big History and Philosophy* try to answer these questions and pose more by exploring the entire history of the universe in one semester. Through combining the studies of the Sciences, History, Geography, Psychology and Philosophy to name a few, students are encouraged to cultivate the Learner Attribute of Curious as they actively interrogate their thinking to explore the big questions of our existence.

With its emphasis on inquiry, analysis and argument, *Big History and Philosophy* will develop students' critical thinking, critical literacy and problem-solving skills, preparing them well for future studies and more importantly, encouraging them to be more engaged, thinking, and questioning individuals.

YEAR 9

FLAME AND GRILL

This interdisciplinary course invites students to explore the intersection of the designer maker, and culinary traditions and food preparation. Students will collaboratively design and build cooking utensils such as BBQ tools, and serving boards using timber, steel with modern and traditional skills. These projects can be used to prepare, cook and present a variety of foods including BBQ ribs, pizza, seafood, and wings that the students will prepare. The course incorporates elements of Design Technologies and Food Technology, encouraging creativity, teamwork, and practical problem-solving. Students will also investigate traditional cooking methods from diverse cultures such as, smoking, and flame grilling while considering sustainable food practices and hunter-gatherer cooking techniques. This course is ideal for

students with a passion for hands-on learning and global food culture. Being Courageous will be the Learner Attribute focus in this course as students demonstrate Courage by trying new workshop techniques and cooking recipes, showing persistence when challenges arise in both the kitchen and design space, and learning from mistakes to improve their skills and creativity.

YEAR 9 AND YEAR 10

FORENSIC SCIENCE

This course covers foundational understanding and skills of crime scene investigations such as analysing blood spatter, glass, forgeries and tyre prints, while exploring historical cases and forensic psychology. The course culminates in one to several mock crime scene(s) where students collect evidence and interview suspects. They then use their forensic science techniques in combination with problem-solving skills to solve the crime and to assemble sufficient proof to gain a conviction in a mock court. This course will build on students' science skills, problem solving abilities and collaborative skills as well as their persuasive arguments, allowing students to be assessed on the Learner Attributes of Curious and Collaborative. The work will be in teams, but the final assessment is based on individual contribution. This course enriches and skills from the Year 8 elective but can be taken without any prior knowledge.

YEAR 9 AND YEAR 10

PASSION PROJECT (RESEARCH FOCUS)

Passion project allows students to conduct research in an area of personal interest. Students engage with the 4 'p's: proposal, process, product and presentation. Initially students identify a key question or statement which allows for deep research across more than one subject area (so trans-disciplinary in nature). Although there is some written assessment – which is evidence of the process of understanding, thinking and learning – the main assessment is that of a presentation. The research should be purposeful to more than the individual – but also have broader merit and interest. Students choosing this subject should be organised and have the capacity to be self-motivated. Although students meet as a class, each inquiry is highly personalised. All students work within the structure of action research. The learner attributes assessed are: Curious and Self-regulating.

YEAR 10

PATTERNS, PROBLEMS AND POSSIBILITIES: QUANTITATIVE INQUIRY

In this elective, students explore how patterns, models, and functional relationships can be used to solve complex problems across a range of disciplines, including science, humanities, medicine, and engineering. Students will develop key skills in identifying relationships, constructing models, and interpreting data, using logical reasoning and critical inquiry. Topics include linear, polynomial, exponential, and trigonometric functions, calculus, matrices, and statistics. Students apply these to real situations—such as climate trends, historical data, economics, and health or engineering challenges—highlighting how maths supports analysis, design, and innovation across many fields.

Each semester offers different contexts, challenges and investigations, allowing students to choose the elective both semesters (pending demand and availability). This elective will suit students with an *interest in mathematical problem solving that has successfully completed advanced or plus mathematics classes in Year 9*. It fosters the Curious and Courageous Learner

Attributes, encouraging students to persevere with challenging problems and learning from mistakes while asking questions to clarify reasoning and look for solutions.

YEAR 9

WORDS THAT WORK: WRITING WITH PURPOSE

Discover the power of writing beyond the classroom, in this dynamic Year 9 course. This elective provides students with insight into the real world of writing across a range of disciplines and industries. In any field, the communication of important ideas and the effectiveness of key messages rely on the precision and craft of the writer. Students will explore how writing shapes the real world—through scientific reporting and script writing to food blogs and protest poetry. In this workshop style course, students will create pieces for real-world audiences that seek to inform, motivate, persuade and inspire.

Students will learn how professional writers plan, pitch, and polish their work for publication, and gain an understanding of how the publishing industry works— from editors and style guides to deadlines and distribution. Whether you're dreaming of a writing career or just want to sharpen your communication skills for the future, this course will show you the power of 'words that work.' This elective will centre on the Learner Attribute of being an Effective Communicator and being Courageous as students develop their ideas, seek feedback and develop their portfolio across the semester.

LEARNING DEVELOPMENT

Head of Inclusive Education - Penquite – Mrs Yvette Cassidy

yvette.cassidy@soc.tas.edu.au or Ph: 6336 3438

YEAR 9 AND YEAR 10

LEARNING DEVELOPMENT

This subject provides targeted literacy support for students in Years 9 and 10 through a combination of small group and one-on-one instruction. Designed to build confidence and capability in reading, writing, and comprehension, the program offers a supportive and inclusive environment tailored to individual learning needs. Students engage in structured tasks that promote skill development and apply literacy strategies across various curriculum areas.

The class encourages the development of key Learner Attributes, including *Curiosity* through active engagement in learning, *Courage* as students take risks and stretch their capabilities, *Inclusivity* through collaborative work, and *Self-regulation* by setting personal goals and tracking progress.

Entry into this subject is based on academic data and staff recommendations. It is intended for students who would benefit from extra support in literacy. All nominated students are automatically enrolled; families must notify the school if they choose to opt out of the program.

SPECIAL PROGRAMS

Mrs Jane Gregg – Deputy Head of Senior School

jane.gregg@soc.tas.edu.au

YEAR 9

9ALIVE PROGRAM

The philosophy of '9ALIVE' is to build upon the Middle Years' experience, further developing students' natural curiosity and their love of inquiring, exploring and being actively engaged in practical and relevant learning activities. By engaging with the local Tasmanian community and exploring different environments, the '9ALIVE' program works to fulfil the College's commitment to developing self-directed, well-balanced and ethical people who are also responsible citizens able to contribute in constructive ways to the world.

The program comprises of four experiences over the course of the year:

- Service Learning
- Southern Tasmanian Program
- Education Outdoors 'Aurora' Program
- 'Our Land, Our Future' Program

Learner Attribute/s recognised through 9ALIVE are:

Ethical – Acquiring and building moral judgement in order to think responsibly, independently and make informed decisions.

Curious - Inquisitive, asking questions to clarify their thinking, wondering about the world and looking for solutions.

Collaborative - Valuing teamwork and the input of others, seeking opportunities for shared effort through well-developed communication skills.

Innovative - Inventive, valuing originality and creativity in their thinking and seeking new opportunities to introduce ideas or ways of doing things.

YEAR 10

STEAM+ CHALLENGE

The STEAM Challenge is a one-week intensive program that combines knowledge and practice of STEAM principles alongside entrepreneurial capacity to create a unique experience for students to develop their creative and innovative potential. Students will respond to current issues in our contemporary world, through developing a scientific or engineering solution to a real-world problem.

Students will provide the application of their idea through creative thinking exercises, undertaking market research,

creating budgets, presenting across the challenge and writing proposals and reflective reports, among other tasks. There will also be numerous opportunities to develop core general capabilities including communication, collaboration, digital literacy, critical thinking, problem solving amongst many others.

The students will be supported by experts in their fields from around the region to learn about these important subjects as well as skills, with a focus on students being able to implement and drive change in our modern world. These experts will also serve as the judging and evaluation panel for the process, showcasing how students from Scotch Oakburn College are prepared for the world and looking to positively influence it.

Learner Attribute/s recognised are:
Innovative - Inventive, valuing originality and creativity in their thinking and seeking new opportunities to introduce ideas or ways of doing things.

Collaborative - Valuing teamwork and the input of others, seeking opportunities for shared effort through well-developed communication skills.

Agile - Adaptable, contributing to, and offering leadership in, a rapidly changing global world by solving problems using existing knowledge and skills in unfamiliar situations.

YEAR 9 EXPERIENTAL LEARNING

DUKE OF EDINBURGH INTERNATIONAL AWARD

The Duke of Edinburgh's International Award is a globally recognised framework that empowers young people to grow through physical activity, skill development, service, and adventure. At Scotch Oakburn College, students begin their journey in Year 9 with the Bronze Award, progressing to Silver and Gold levels. Each section of the Award —Physical Recreation, Skills, Service, and Adventurous Journey—can be completed through College co-curricular programs and opportunities.

Participation in the Award fosters the College's Learner Attributes: students become Agile in new environments, Collaborative in teams, Compassionate in service, Courageous in challenges, and Curious in skill-building. They also develop as Effective Communicators, a key focus for Bronze participants, while growing in Ethical, Inclusive, Innovative, and Self-Regulating ways.

Successful completion earns TCE Level 1 points (Bronze: 12, Silver: up to 15, Gold: up to 38) and enhances opportunities for employment and university scholarships.

Enquiries to Mr Jamie Breden, Community Service and Duke of Edinburgh
jamie.breden@soc.tas.edu.au Ph: 6336 3300

STUDENTS AT SERVICE

Enquiries to Mr Jamie Breden, Community Service and Duke of Edinburgh
jamie.breden@soc.tas.edu.au Ph: 6336 3300

YEAR 9 COMMUNITY SERVICE PROGRAM

Scotch Oakburn College's Year 9 Community Service Program empowers students to connect meaningfully with the world around them. Through volunteering and engagement with local organisations, students learn what it means to be of service—developing empathy, leadership, and a sense of responsibility.

In 2026, students will participate in hands-on service projects, workshops, and educational experiences focused on community issues such as poverty, displacement, and wellbeing. They will collaborate with agencies like JCP Youth, The Salvation Army, City Mission, Vinnies, Northern Suburbs Community Centres, Strike It Out Inc., and Welcome Cultural Services, gaining insight into real-world challenges and how they can help.

This program fosters the College's Learner Attributes. Students grow as Compassionate individuals by understanding and supporting others, and as Courageous learners by stepping outside their comfort zones to make a difference. Opportunities for reflection and personalised learning help students appreciate their circumstances and develop character traits such as communication, empathy, and action-taking.

By engaging in service, students become active contributors to their community—learning not only about others, but also about themselves.

STUDENTS AT WORK

Co-ordinator – Ms Judy Poynter
judy.poynter@soc.tas.edu.au or Ph: 6336 3376

YEAR 10 STUDENTS @ WORK

At Scotch Oakburn, we place significant emphasis on assisting students to plan for their future career pathways. In Year 10, this support includes:

- One-on-one meetings, which result in a documented Pathway Plan for each student
- The 'Students@Work' work experience program, and
- Preparing for beyond Year 10, including TCE subject selection, Vocational Education and Training (VET) programs, and School-Based Apprenticeships.

The Futures Centre staff meet with each of the Year 10 students during the year to assist them in developing their Personal Pathway Plan.

The 'Students@Work' program provides students with the valuable opportunity of spending a week doing work experience out in the real world of work. In line with their own individual career aspirations, students plan their own week, making contact with employers/businesses to set up their work placements (which can be for the whole week at one workplace, or two separate workplaces for 2/3 days). Students are covered by a work experience insurance policy held by Scotch Oakburn College for the entire work experience period.

The goals of the work experience program are:

- To enable students to clarify their employment and vocational goals, and
- To give students first-hand information about what it means to work, through real experience in one or more work environments.

The Learner Attribute/s recognised are: Curious, Effective Communicators, and Courageous.

YEAR 9 FUTURES WEEK

During the Year 9 Career Education Program in Term Four, all students spend a day with Futures Centre staff, where they undertake personality assessments, engage in career research, and prepare their résumés. This program aims to inform and assist in students' selection of occupations that they might investigate and explore during the "Students@Work" work experience program in Year 10.

EDUCATION OUTDOORS

Co-ordinator – Mr Jono Sullivan
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YEAR 9

'AURORA' PROGRAM

The Year 9 Education Outdoors 'Aurora – Journey Based Program' offers students a chance to grow in their independent expedition planning and preparation skills. The students will lead decision-making processes, manage their food for the week and take on leadership roles in the bushwalking group. These bushwalking trips will take place in a variety of locations, depending on weather and campsite availability.

Students will have an opportunity to nominate the difficulty level of the bushwalking challenge that they undertake.

Program Dates
Semester 1: March 2026
Semester 2: November 2026

Learner Attribute/s recognised are:

Effective communicators - Listening and responding respectfully; processing, organising and coherently expressing ideas.

Collaborative - Valuing teamwork and the input of others, seeking opportunities for shared effort through well-developed communication skills.

Inclusive - Celebrating the diversity within, and including all members of our community.

9ALIVE 'OUR LAND, OUR FUTURE' PROGRAM

In term 3, all Year 9 Students will be undertaking a week of practical experiential learning with the focus being sustainability. Previous 9 Alive programs have provided students with the opportunity to learn about sustainable agricultural practices, utilising the property linked to the Valley Campus with professional input from a contract shearer and veterinarian. We have also conducted two separate day trips. One with a focus on recycling systems in our community/marine debris and coastal exploration. The other being a day of cave system exploration at Mole Creek (with a focus on restoration, track maintenance and planting). The 9 Alive program has a community-service focus that underpins all aspects of the planned activities.

Round Square IDEALS foci:
Environmentalism - Students learn about the fine balance needed in order to maintain a healthy interdependent relationship between human beings and the planet.
Leadership - Students learn that true leadership is about serving others and is based on personal integrity, responsibility, and positively contributing to the world around them.
Adventure – students engage in activities that foster a spirit of adventure and allow them to discover that they are capable of more than they might have imagined.

YEAR 10

'PINNACLE' PROGRAM

The Year 10 'Pinnacle' 5-day experience allows all Year 10 students the opportunity to select and be actively involved in all aspects of their expedition. The compulsory 'Pinnacle' program offers students a chance to grow in their independent expedition planning and preparation skills. The students will lead decision-making processes, manage their own catering, and take on leadership roles in their activity group. These activities will prepare students well for facilitating their own independent expeditions, similar in nature to those required for the Duke of Edinburgh's Adventurous-Journey award.

Program Dates
Semester 1: June 2026
Semester 2: November 2026

Students need to consider potential commitments when choosing which semester suits best (eg sport, exchange, work experience, productions).

Activity Options
The following programs have run in previous years, and a range of programs will be offered in 2026. Detailed information and student selections will be made in Term 3, 2025. The specific programs on offer in 2026 will be communicated in Term 3, 2025 and students will be asked to select the program.

- Sea Kayaking
- Mountain Bike (*this program will be designed for students wanting to Learn and develop their foundation skills to Mountain Biking)
- Remote River Journey – Mersey River/Huon River/Arthur River, are examples of some of the rivers we can explore. River levels and program design will determine which river/s we paddle.
- Rock Climbing – Whitewater Wall, Freycinet National Park
- Bushcraft Survival Camp – St Marys
- Nature Photography – Locations TBA
- Caving – Mole Creek
- Winter Overland Track – Cradle Mountain/Lake St Clair National Park (6-days - Semester 1 only)
- Remote Area First Aid Program (Semester 1 only)
- 7250 Program: this program will be based around Launceston. (*an individual's work or personal sporting commitments will not determine engagement and selection for this program)

Learner Attribute/s recognised are:
Effective Communicators - Listening and responding respectfully; processing, organising and coherently expressing ideas.

Collaborative - Valuing teamwork and the input of others, seeking opportunities for shared effort through well-developed communication skills.

Ethical - Acquiring and building moral judgement in order to think responsibly, independently and make informed decisions.

LEADERS PROGRAM

Year 10 students will undertake a leadership and peer-support training program and will be assistant group leaders on a variety of Education-Outdoors programs. This will be an opportunity for Year 10 students to further develop leadership skills, refine other areas of personal growth, and embed their own personal outdoor skills and knowledge. This program is an excellent opportunity for those students who are interested in future leadership roles in the community and gives them an opportunity to pay forward the goodwill they were shown by Year 10 leaders who worked with them on previous programs.

Learner Attribute/s recognised are:
Collaborative - Valuing teamwork and the input of others, seeking opportunities for shared effort through well-developed communication skills.

Inclusive - Celebrating the diversity within, and including, all members of our community.

Agile - Adaptable, contributing to, and offering leadership in, a rapidly changing global world by solving problems using existing knowledge and skills in unfamiliar situations.

If you would like to volunteer to be a Year 10 Leader in 2026, please indicate this on the subject-selection survey. Additional information will be forwarded to those who have expressed interest in this program.

SEMESTER ONE – YEAR 9 LINE OPTIONS		
LINE A	**LINE B**	**LINE C**
Digitech: Byte by Byte	Bake it Til you Make It	Archaeology
Forensics	Dance	Art Attack
Language: Chinese, French or Japanese *(choose both semesters)*	Introduction to Architecture	Drawing into Painting
Learning Development	Music	Flame and Grill
Money Matters	Sports Performance and Leadership	Passion Project *(or Second Language option)*
Wellness and Recreation	Workshop: Metal and Wood	Textiles: Sew What

SEMESTER TWO – YEAR 9 LINE OPTIONS		
LINE A	**LINE B**	**LINE C**
Digitech: Byte by Byte	Bake it Til you Make It	Drawing Into Painting
Forensics	Drama	Flame and Grill
Language: Chinese, French or Japanese *(choose both semesters)*	Introduction to Architecture	Passion Project *(or Second Language option)*
Learning Development	Introduction to Photomedia	Sketch Spray Paint
Money Matters	Sports Performance and Leadership	Textiles: Sew What
Wellness and Recreation	Workshop: Metal and Wood	Words that Work

SEMESTER ONE – YEAR 10 LINE OPTIONS		
LINE A	**LINE B**	**LINE C**
Business Matters	Architecture Beyond 2020	Artscope
Digitech: Bot Lab	Fitness, Training and Performance	Big History and Philosophy
Forensics	Flavour, Flair & Future Foodies	Design for an Active Lifestyle
Language: Chinese, French or Japanese *(choose both semesters)*	Laser Printer Maker	Design Make Wear
Learning Development	Musical Theatre	Passion Project (Second Language option)
The Performance Kitchen	Photomedia	Patterns, Problems & Possibilities

SEMESTER TWO – YEAR 10 LINE OPTIONS		
LINE A	**LINE B**	**LINE C**
Business Matters	Design and Technology	Big History and Philosophy
Digitech: Bot Lab	Fitness, Training and Performance	Design for an Active Lifestyle
Forensics	Flavour, Flair & Future Foodies	Design Make Wear
Language: Chinese, French or Japanese *(choose both semesters)*	Introduction to Computer Aided Design	Draw Paint Sculpt
Learning Development	Media Studies	Passion Project *(Second Language option)*
The Performance Kitchen	Music	Patterns, Problems & Possibilities

HEADS OF DEPARTMENT CONTACT DETAILS

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