



# Huonville High School

## Course Handbook - 2025

### Grade 9-10



## Contents

|   |    |
|---|----|
| English .....   | 4  |
| English Year 9 .....  | 4  |
| English Year 10 .....   | 5  |
| Extension English Workshop .....                                | 5  |
| Mathematics .....   | 6  |
| Mathematics Year 9 .....  | 6  |
| Mathematics Year 10 .....                                       | 7  |
| Health and Physical Education .....                             | 8  |
| Health and Physical Education Year 9 .....                      | 8  |
| Health and Physical Education Year 10 .....                     | 9  |
| Athlete Development Program (ADP) – Year 9/10 .....             | 10 |
| Sports Studies – Year 9/10 .....                                | 11 |
| Outdoor Education .....   | 12 |
| Life Skills .....   | 13 |
| Science .....   | 13 |
| Year 9 Science .....  | 14 |
| Year 10 Science .....   | 15 |
| Science, Technology, Engineering, Mathematics - STEM .....      | 16 |
| Psychology .....  | 16 |
| Humanities .....  | 17 |
| The Making of the Modern World (1750 – 1918) – Year 9 .....     | 17 |
| The Modern World and Australia (1918 – present) - Year 10 ..... | 17 |
| Economics and Business .....                                    | 18 |
| Geography and Humanities for Sustainability .....               | 19 |
| The Arts .....  | 20 |
| Visual Art – Year 9/10 .....                                    | 20 |
| Rock Music – Year 9/10 .....                                    | 21 |
| Instrumental Studies .....                                      | 22 |
| Drama - Year 9/10 .....   | 23 |
| Textiles .....  | 24 |
| Technologies and Vocational Learning .....                      | 25 |
| Digital Technologies - Year 9/10 .....                          | 25 |
| Media Studies .....   | 26 |
| Design and Technology - Metal - Year 9/10 .....                 | 27 |
| Design and Technology - Wood - Year 9/10 .....                  | 28 |
| Firefighting Operations Program .....                           | 29 |
| Hospitality - Year 9/10 .....                                   | 30 |
| Food Technologies – Year 9/10 .....                             | 31 |
| Certificate I in Aquaculture SFI10119 - Year 9/10 .....         | 32 |
| List of full year or semester-only option subjects .....        | 33 |
| Timetable structure for 2025 .....                              | 33 |
| Year 9/10 subject selection for 2025 .....                      | 34 |



## Year 9 and 10 Curriculum Handbook 2025

The transition from the junior school to the senior school is a significant milestone in your child's education. Whether moving to Year 9 or Year 10, it is important that subjects and courses are selected wisely.

The curriculum offerings at Huonville High School are directly aligned to the *Australian Curriculum*. Underpinning this is the emphasis on the importance of knowledge, understanding and skills of learning areas, general capabilities and cross-curricular priorities as the basis for a curriculum designed to support 21st century learning.



Our goal is to provide students with a foundation for successful, lifelong learning and participation in society. We acknowledge that the needs and interests of students will vary, so we must provide a curriculum in ways that will support them. Courses and programs are tailored so that learning is personalised.

Questions you should ask before making a choice:

- Which subjects do I like?
- What will I learn in this subject?
- Which subjects am I interested in (keep in mind things you have not done before as well)?
- Which subjects am I likely to do well in?
- Which subjects may help my career choice?
- What methods of study does each subject use?
- What special skills might I need for success in the subject?

Students should now be thinking of a four-year program of senior secondary study (Years 9-12). As Huonville High School is a Year 7-12 school students can move into Year 11/12 and undertake a range of TASC (Tasmanian Assessment Standards and Certification) subjects (including pre-tertiary subjects), together with Vocational Education and Training (VET) programs at the Huon Valley Trade Training Centre (HVTTC).

Students have a range of options for years 11 and 12. They may choose to enrol:

- at Huonville High School, delivered at the Advanced Learning Centre or Trade Training Centre
- at another 7-12 school
- as a shared enrolment between Huonville High and another 7-12 school

## Curriculum Construction: Year 9 and 10

At Huonville High School we provide students with opportunities to learn and achieve the highest possible outcomes in personalised learning programs drawn from the curriculum areas of the Australian Curriculum.

All curriculum areas are valued. The rules for constructing a learning program for each student in Year 9 and 10 are detailed below. The rules are consistent with national and state directions.

- All students must study the year-long subjects English and Mathematics. These courses are studied for five periods per week.
- Health and Physical Education, Science and HASS (Humanities and Social Sciences) must also be studied for the full year, for 3 periods per week.
- Subjects from The Arts and Technologies curriculum areas must also be studied at least once over the education period of years 9-10.
- In addition, students will personalise their learning by choosing subjects available from all eight curriculum areas: English, Mathematics, Health and Physical Education, Science, Humanities and Social Sciences, The Arts, Technologies and Vocational Learning. The amount of time students have in personalised learning subjects will vary from student to student, depending on other curriculum choices.

Parents and carers are invited and encouraged to make contact with the school at any time throughout the year to meet with teachers, to discuss their child's progress. Grade coordinators can also collate a summary of your child's progress at any time.

All optional subjects are subject to sufficient student numbers and the staffing capacity of the school. Senior staff will discuss learning programs with students in the event that a subject option does not run.

Parents and carers can access curriculum information at: <http://www.australiancurriculum.edu.au/Home>



Learning areas



General capabilities



Cross-curriculum priorities



Parent information



Student diversity



Resources

# English

## English Year 9

Time allocated: Full year, 5 x 50-minute periods per week

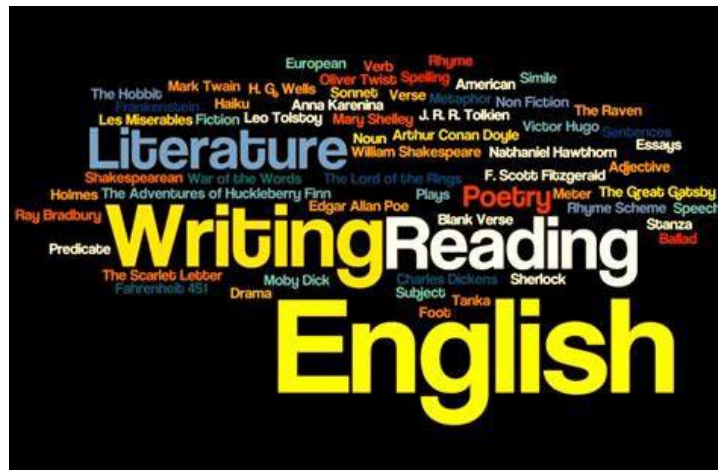
In Grade 9 English, you will explore a wide range of texts, including novels and media. You will learn to analyse how these texts explore big ideas like themes, different perspectives, and the impact of language. This will help you think more deeply about what you read and how it connects to the world.

You will also focus on improving your writing. You will practice writing essays, stories, and reports, paying attention to how you structure your ideas and how clear and engaging your writing is. Editing and revising your work will be important, and you will get plenty of opportunities to receive feedback on your work.

You will expand your vocabulary and grammar knowledge to make your writing and speaking more precise and effective. The aim is to get you ready for future studies and to improve your overall communication skills.

### Learning experiences will include:

- Reading comprehension
- Creating creative texts
- News Media
- A Novel Study
- A film study



## English Year 10

Time allocated: Full year, 5 x 50-minute periods per week

In Grade 10 English, you will dive deeper into literature and improve your writing and communication skills. You will read a variety of texts and explore how they reflect or challenge the world around us. Themes like identity and power will be central as you learn to think critically about what you read.

You will work on writing more sophisticated essays, stories, and reflections, focusing on how to make your voice clear and your arguments strong. There will be plenty of opportunities to revise and improve your work with help from peers and teachers. The goal is to help you develop the skills needed for senior studies and beyond, including a solid understanding of advanced grammar and vocabulary.

### Learning experiences will include:

- Persuasive Communication
- A Novel Study
- Dystopian Text
- A film study



## Extension English Workshop

Time allocated: Semester or Full year, 3 x 50-minute periods per week

English Workshop is an opportunity for students looking to extend literacy and critical thinking skills including reading, writing, speech, and research. There is a strong focus on the study of literature and building confidence interacting and communicating with peers and audiences, with the aim of preparing students who would like to enter pre-tertiary Level 3 English subjects in Year 11 and 12. Students will have the opportunity to explore challenging and stimulating texts including classic literature; discussing themes, representations, making connections and providing substantiation to support their ideas. They will experiment with text structures and will learn to manipulate and refine language features to create particular effects on audiences. Speak to an English teacher to find out more.

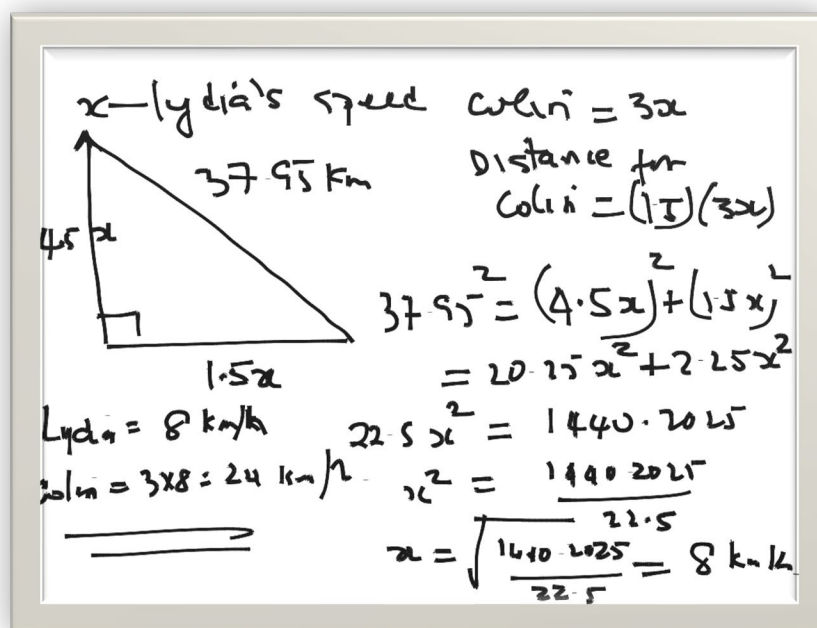
# Mathematics

## Mathematics Year 9

Time allocated: Full year, 5 x 50-minute periods per week

Mathematics supports students to become numerate, to build their mathematical vocabulary, skills, understanding and reasoning to interpret maths information and make connections.

The program endeavours to personalise the learning to make maths relevant to students' lives and to develop student independence.



The Year 9 course allows students to:

- apply index laws and scientific notation
- understand and solve simple interest problems
- expand/factorise and sketch equations
- determine gradient and distances
- calculate areas and volumes
- decipher and use timescales and tables
- interpret ratios and scale factor
- use Pythagoras and Trigonometry to find angles and side lengths
- visually represent, interpret and compare data
- understand and predict probability of outcomes
- access technology to build understanding

A strong emphasis is placed on developing the proficiencies of:

- understanding
- fluency
- reasoning and
- problem solving

# Mathematics Year 10

Time allocated: Full year, 5 x 50-minute periods per week

Mathematics supports students to become numerate, to build their mathematical vocabulary, skills, understanding and reasoning to interpret maths information and make connections.

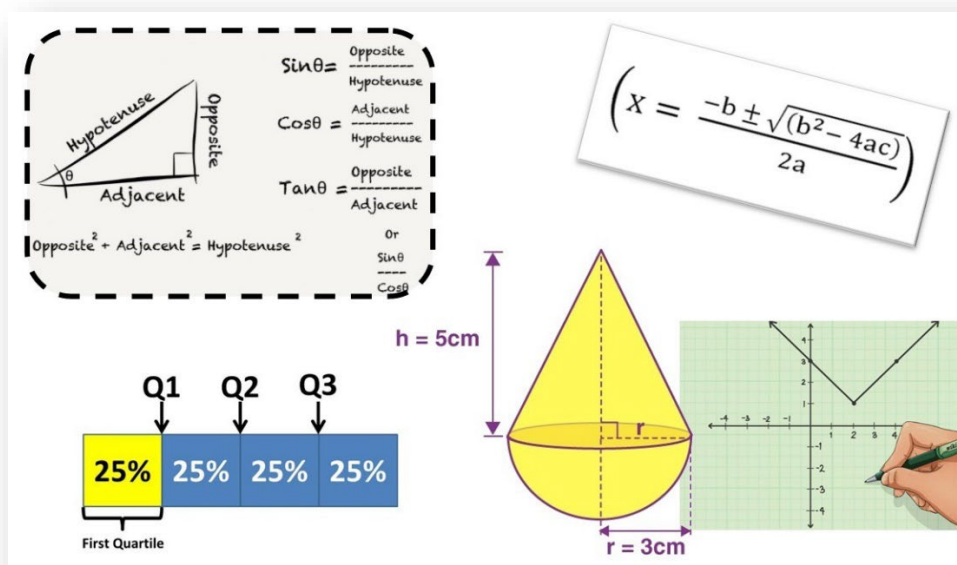
The program endeavours to personalise the learning to make maths relevant to students' lives and to develop student independence.

The Year 10 course allows students to:

- recognise connections between simple and compound interest problems
- simplify, expand, factorise and graph linear and quadratic equations
- substitute into formulas, solve pairs of simultaneous equations
- calculate total surface areas and volumes
- prove similarity and congruence, apply deductive reasoning
- use Trigonometry and Pythagoras to find unknown angles and side lengths
- visually represent, interpret, compare and evaluate data sets/media reports
- calculate quartiles and inter-quartiles
- assign probability and list outcomes for multi-step chance experiments
- access technology to build understanding

A strong emphasis is placed on developing the proficiencies of:

- understanding
- fluency
- reasoning and
- problem solving





# Health and Physical Education

The following subjects will be offered as part of the HPE program in 2025. It is compulsory for all students in years 9 and 10 to complete Health & Physical Education at this level.

1. Health and Physical Education Year 9
2. Health and Physical Education Year 10

## OPTIONAL SUBJECTS

- Athlete Development
- Sports Studies
- Outdoor Education

### Health and Physical Education Year 9

Time allocated: Full year, 3 x 50-minute periods per week

Students in this course will be required to understand, use and evaluate a range of strategies that enhance wellbeing. Students will investigate how gender equality and challenging assumptions about gender can prevent negative relationships. Students will plan, rehearse and evaluate strategies for managing situations where their own or others' health, safety or wellbeing may be at risk. They will critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours to evaluate their influence on individual attitudes and actions.

Student will begin undertaking learning around an overarching theme of Life-long Physical Activity (LLPA). Students will demonstrate responsibility for their own learning and will have the opportunity to negotiate aspects of this course. Students will engage in practical experiences that include *Ultimate Frisbee & Cultural Games*, with both emphasizing teamwork, communication & social-skill development. As part of LLPA, topics such as *Skill Acquisition* will introduce students to learning and persisting with tasks that are outside the 'dimensions' of physical activities such as organised sport.

This course involves 4 units:

- Term 1: Ultimate Frisbee
- Term 2: Racquet Sports
- Term 3: Investigating Roles through Cultural Games
- Term 4: Skill Acquisition & Motor Learning



Time allocated: Full year, 3 x 50-minute periods per week

Student will begin undertaking learning around an overarching theme of Life-long Physical Activity (LLPA). Students will demonstrate responsibility for their own learning and will have the opportunity to negotiate aspects of this course. Students will engage in practical experiences that include *Learning through movement*, *The Smarter Athlete*, & Soccer and Speedball with emphasizing teamwork, communication & social-skill development. Students will engage with their local community to explore ways to keep physically active life long. This will involve connecting with Run Move Connect in participating in a range of physical activity types and engaging primary school students with physical activities ran by Year 10 students.

- Term 1: Learning through movement
- Term 2: The Smarter Athlete
- Term 3: Active in the community
- Term 4: Transferrable skills through soccer and speedball



## Athlete Development Program (ADP) – Year 9/10

Time allocated: 2 Semester Courses, 3 x 50-minute periods per week

In this program, students undertake theoretical and practical content to help provide them an understanding of what it truly takes to be an 'Athlete'.

As well as building content-specific knowledge, there is also a large emphasis placed on being a 'professional' athlete, with students learning about respect, sportsmanship, humbleness, confidence, and discipline.

Below is how Athlete Development Program (ADP) is implemented:



### Practical:

In partnership with the PCYC, students will engage in Cardiovascular & Resistance training. Students learn how to use gym equipment and develop training regimes that are specific to their intended goals which they can individually complete in class and after school.

### Theoretical:

Our ADP program is built around four semesters of theoretical content which help Athletes understand how their body and mind work, so that they can work, fuel, and recover correctly. The semesters are:

- Semester A: Sport Psychology
- Semester B: Exercise Physiology
- Semester C: Food & Nutrition
- Semester D: Energy Systems

Students will engage in all four semesters if they opt in for two years of ADP, but there are no issues for students who wish to join in Grade 10. Though the units connect well to each other, students will not be behind if they join the topic later than Grade 9.

### Notes/Considerations:

- Due to limited positions in the class being available, poor attendance and/or participation in theoretical and practical lessons may result in a student's position in the class being revoked.
- Poor demonstration of subject values (sportsmanship, leadership, participation) may result in removal from the subject.



## Sports Studies – Year 9/10

Time allocated: Full year, 3 x 50-minute periods per week

Sport Studies is a program aimed at students who enjoy being physically active in sporting contexts and would like to understand how to be tactically & technically proficient. In this course, students will study individual & team tactics, and practice by applying them in various games.

Students will actively participate in the SEPEP unit, a program that mimics real sports environments by allowing them to take on various roles such as players, coaches, and administrators. This unit promotes teamwork, leadership, and a deeper understanding of the sports industry. Through this hands-on approach, students will enhance their physical skills and gain valuable experience in managing sports events.

Students will have the opportunity to participate in a range of activities that will cater for their individual needs and interests. Students will develop a range of other interpersonal skills such as communication, negotiation, and an appreciation of diverse perspectives.

### Notes/Considerations:

- Due to limited positions in the class being available, poor attendance and/or participation in theoretical and practical lessons may result in a student's position in the class being revoked.
- Poor demonstration of subject values (sportsmanship, leadership, participation) may result in removal from the subject.





## Outdoor Education

Time allocated: Semester or full year, 3 x 50-minute periods per week

This program acts as a direct pathway to Level 2 and Level 3 TASC subjects Outdoor Education and Outdoor Leadership. It also connects to the ACF F-10 curriculum connections for outdoor learning.

1. Skills and knowledge
2. Human–nature relationships
3. Conservation and sustainability
4. Health and wellbeing

Outdoor Education - Students will undertake a range of lifelong physical activities in small units such as bushwalking, orienteering, surfing and mountain biking within the Huon Valley region and surrounding areas with other activities such as rock climbing and surfing possible future activities (dependent on resource availability and qualifications).

This elective provides senior students a more hands on approach to the personal and social capabilities curriculum and allows them to get used to the being out of their comfort zone prior to leaving high school. It is expected students who select this class can work in a group environment and take on leadership roles through team building activities.

**It is important to note that a base level of swimming ability is required for several off-site activities. It is particularly suited to students who intend on enrolling in Outdoor Education topics in Year 11 or 12, so Year 10 students will be given preference.**



## Life Skills

Time allocated: Semester or full year, 3 x 50-minute periods per week

The Life Skills course explores ready for work skills and skills to help students when they are preparing for life outside of school. The subject offers the following skills:

- Resume writing
- Cover letters
- Job interviews and how to approach businesses.
- How to get a tax file number and how tax works
- How to get a bank account
- Conduct in the workplace
- Visits from local businesses
- How to rent or buy a house
- Budgeting and shopping lists
- Information about university courses and career paths
- How to get a license
- Possible work placement
- Workers' rights and responsibilities
- How to get identification documents



The course will work on these skills with the overall aim to help gain the understanding required to obtain a position in the workforce, understanding of how to get documentation and the processes they require to move forward.

Link to Australian Curriculum: *Students will evaluate work-related communication tools and analyse the skills and capacities needed for 21st century work including appropriate communication skills, collaboration and teamwork. Students explain the importance of developing entrepreneurial skills and a distinct profile to access and manage 21st century work opportunities and challenges. Students understand the importance of growing self-awareness in improving learning, accessing work opportunities and developing appropriate skills and making more-informed subject and career choices.*

## Science

All full year science courses will cover the curriculum as described by the Australian National Curriculum documents. This includes learning opportunities in the following branches of science:

- Biological Sciences
- Chemical Sciences
- Physical Sciences
- Earth and Space Sciences

Part of the curriculum also focuses on science as a human endeavour where students explore scientific inquiry processes, evaluate scientific breakthroughs, and recognise how technologies can affect people's lives.



Other science courses will be offered to students in specialist science areas such as: Sports Science, Psychology, and STEM classes.

These classes will only run if there is enough student interest. They are available for students in both Year 9 and 10. They will supplement learning from the core science program.

## Year 9 Science

Time allocated: Full year, 3 x 50-minute periods per week

Science systematically questions, investigates, predicts and explains events in the universe. It uses logical processes, based on observation, experimentation and modelling, to gather evidence and develop explanations. These explanations are rigorously peer-reviewed, resulting in scientific knowledge—an accepted, robust and soundly established body of processes, principles and facts.

Year 9 students at Huonville High School are guided through the application of science inquiry. They participate in investigations that include fair testing, controlled experiments, fieldwork, models and simulations, and examine existing data and information. They learn to incorporate creativity, insight, imagination and hunches into their work in a balanced way.

Some aspects of the science curriculum may be delivered by Science by Doing which is a comprehensive science program for Years 7 to 10.

In Year 9 students study:

Biology: Human Body, Ecosystems and Change

Chemistry: Chemical Reactions

Earth Science: Big Systems

Physics: Light, Sound, Action

Areas studied in Science are drawn from the following key areas:

- science inquiry skills
- science as a human endeavour
- science understanding



## Year 10 Science

Time allocated: Full year, 3 x 50-minute periods per week

Science systematically questions, investigates, predicts and explains events in the universe. It uses logical processes, based on observation, experimentation and modelling, to gather evidence and develop explanations. These explanations are rigorously peer-reviewed, resulting in scientific knowledge—an accepted, robust, and soundly established body of processes, principles and facts.

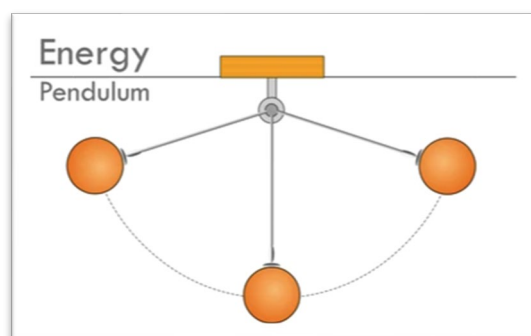
Year 10 students at Huonville High School are guided through the application of science enquiry. They participate in investigations that include fair testing, controlled experiments, fieldwork, models and simulations, and examine existing data and information. They learn to incorporate creativity, insight, imagination, and hunches into their work in a balanced way.

In Year 10 student's study:

Chemistry: Chemical Patterns  
Physics: Motion and Energy Transfer  
Geology: Systems on the Big Scale  
Biology: Evolution and Heredity

Areas studied in science are drawn from the following key areas:

- science inquiry skills
- science as a human endeavour
- science understanding



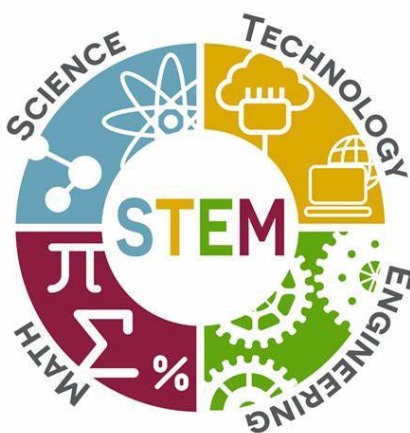


## Science. Technology. Engineering. Mathematics - STEM

Time allocated: Full year or semester, 3 x 50-minute periods per week

STEM is a hands-on learning experience that allows students to utilise a diversity of subject knowledge and apply it to real world problems. Students will be able to develop their practical skills by tackling a problem and finding innovative solutions, for example, investigating challenges around sustainable energy sources and vehicle propulsion. Students can also, if they choose, be involved in an enterprise of their choice, which could range from developing beeswax lip balm to the science and sale of kombucha. Short term challenges will also be set throughout the subject, such as 3D rocket building and sustainable chair design. These challenges allow students to develop a range of practical skills, including teamwork, communication and leadership.

During this subject, students are encouraged to engage with a passion project where they explore their own interest in a particular area or problem. Through these passion projects, students will be inspired to participate in competitions such as the Tasmanian Science Talent Search, which can lead to the national BHP awards, which has an international component for successful projects. It is also great preparation for the engineering challenge.



## Psychology

Time allocated: Semester or full year, 3 x 50-minute periods per week

This course focuses on the field of psychology and utilises the scientific method as a mechanism for exploration of this area. A focus is dedicated to good experimental design, along with data interpretation and analysis.

Topics covered may include: the central nervous system and brain, memory, forgetting, visual perception, body language, intelligence testing and models, learning, sleep, effect of age on perception, mental illness and the work of famous psychologists.

The second semester, if chosen, focusses on ethics, behaviours and deviance.



## Humanities

History is a compulsory subject studied in both Years 9 and 10 for 3 periods per week for the full year. These two courses are:

1. The Making of the Modern World – Year 9 only
2. The Modern World and Australia – Year 10 only

The opportunity exists for students to specialise in History and other humanities classes by opting into specialist courses.

Students also have the opportunity to study Geography, Economics and Business as optional subjects in both Year 9 and 10.

### The Making of the Modern World (1750 – 1918) – Year 9

Time allocated: Full Year, 3 x 50-minute periods per week

This history course provides an in-depth and focused study of the history of the making of the modern world. It was a period of industrialisation and rapid change in the ways people lived, worked, thought and communicated. It was an era of nationalism, war, and empires, which also led to the colonisation of Australia as part of the expansion of European power. The period culminated in World War I 1914–1918, the 'war to end all wars'. This narrative outline will be explored through the following depth studies:

- Overview: Movement of peoples
- American Revolution
- French Revolution
- The Industrial Revolution
- World War I

### The Modern World and Australia (1918 – present) - Year 10

Time allocated: Full Year, 3 x 50-minute periods per week

This history course provides a study of the history of the modern world and Australia, with an emphasis on Australia and its place in the world. The 20th century became a critical period in Australia's social, cultural, economic and political development. The modern world during this time was one of political turmoil, global superpowers at war and an eventual journey towards international cooperation. This narrative outline will be explored through the following depth studies:

- Overview: Global Conflict in the 20<sup>th</sup> Century
- The Treaty of Versailles
- The Rise of Communism and Fascism
- World War II
- The Cold War



## Economics and Business

Time allocated: Semester or Full Year, 3 x 50-minute periods per week

The Australian Curriculum: Economics and Business empowers students to shape their social and economic futures and to contribute to the development of prosperous, sustainable, and equitable Australian and global economies.

The study of economics and business develops the knowledge, understanding and skills that will equip students to secure their financial futures, to participate in and contribute to the wellbeing and sustainability of the economy, the environment and society.

Through studying economics and business, students learn to make informed decisions and to appreciate the interdependence of decisions made within economic systems, including the effects of these decisions on consumers, businesses, governments and other economies, and on environmental and social systems.



Economics and Business provides students with opportunities to develop enterprising behaviours and capabilities that will equip them to face challenges in their lifetime.

Through authentic learning opportunities, the economics and business curriculum fosters enterprising individuals who are able to effectively embrace change; seek innovation; work with others; show initiative, flexibility and leadership; use new technologies; plan, organise and manage risk; and use resources efficiently.

Economics and Business will better place students, now and in their adult lives, to actively and effectively participate in economic and business activities, while reflecting on the effects of their decisions on themselves, other people and places, now and in the future.

## Geography and Humanities for Sustainability

Time allocated: Semester, 3 x 50-minute periods per week

Students with an interest in the big picture of environmental issues have the opportunity to develop the knowledge, skills and values necessary for solving them. This subject draws on aspects of geography, economics, politics, history and psychology to study sustainability: the ongoing capacity of Earth to maintain all life without compromising the needs of future generations.

The disciplines of geography and humanities are uniquely suited to addressing contemporary sustainability issues because they offer the tools for seeing interconnections between people, places and environments. The humanities nurtures students' ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change.



Finding realistic solutions to complex environmental issues requires an understanding of the key geographical, historical, political, economic and societal factors involved, and how these different factors interrelate. This subject enables students to integrate their study of geographic processes with investigations of the psychological, social, economic and political influences on the ways humans use and manage their environment.

The geography and humanities curriculum supports the development of students' world views through evaluating how social and economic systems enable access to Earth's resources. This course prepares students to be informed consumers and proactive voting citizens as well as to act in enterprising and innovative ways in an increasingly dynamic world.





# The Arts

## Visual Art – Year 9/10

Time allocated: Full year, 3 x 50-minute periods per week

Course outline aligned to the Australian National Curriculum

9/10 Art Production is a creative and practical course that enables students to apply their understanding of elements and principles of art and design in independent projects. They build their creative thinking by digging deeper into art styles, movements and artists to respond and experiment with diverse art practices and processes. Students who undertake this course experience how their art expresses and communicates ideas, emotions, themes and concepts. Set tasks frame the development of fundamental productions skills. Students work toward completing a range of works during the year while developing a focus for a body of work associated with their interests.

Students will:

- develop their skills with painting, drawing, sculpture, mixed-media, digital media and printmaking;
- Access a range of media production tools within the digital space including Adobe Creative Suite and digital photography
- refine their creative thinking by writing about art styles and experimenting and honing their skills with various mediums to create artworks;
- further develop their understanding of how the elements and principles of artwork together to create visual impact;
- apply their learning by developing a visual journal where they experiment, plan, develop ideas and practice key skills;
- learn how to develop themes and individual style through 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;
- learn how to exhibit their artworks within the school and the wider community.



## Rock Music – Year 9/10

Length of course: Full year, 3 x 50 min periods per week

The Rock Music course aims at providing opportunities for students to gain knowledge and skills of music in practical and theoretical activities. The emphasis is on practical activities through which students listen, create and perform classic rock songs, and write original works which are recorded at our own professional recording studio. We encourage students to enter into Triple J Unearthed High competition, where we have been successful in the past.

Students perform live in class, at school events, in assemblies and in our local community.

The course will involve integrated activities from listening, creating, and performing aligned to the Australian Curriculum, including:

- imagining and creating new works
- using skills, techniques and standard musical processes
- using codes and conventions (notation)
- interpreting and appraising the work of others
- making aesthetic choices
- reflecting cultural, social and historical contexts
- presenting with purpose
- expressing personal voice
- Theoretical and compositional analysis



## Instrumental Studies

Length of course: Full year, 3 x 50 min periods per week

The Instrumental Music course is designed for students who wish to extend their instrumental skills focusing on predominately brass and woodwind instruments. Students will learn to perform a range of pieces including solo and group. Students will perform at school events and concerts.

The course will involve integrated activities from listening, creating, and performing aligned to the Australian Curriculum, including:

- Imagining and creating new works
- Using skills, techniques and standard musical processes
- Using codes and conventions (notation)
- Interpreting and appraising the work of others
- Making aesthetic choices
- Reflecting cultural, social and historical contexts
- Presenting with purpose
- Expressing personal voice
- Theoretical and compositional analysis



## Drama - Year 9/10

Length of course: Full year, 3 x 50 min periods per week

In Grade 9/10 Drama, students will dive deeper into the world of acting, exploring how to express ideas and emotions through performance. They'll learn about different styles of drama, like realism and physical theatre, and work on creating their own characters and stories. Through group activities, students will develop teamwork and communication skills, as well as the ability to think creatively and critically. Students will also get the chance to perform in front of an audience, where they can show off their skills and gain confidence. By the end of the course, students will have a solid understanding of drama techniques, stagecraft, and how to use drama to tell compelling stories that connect with people.





## Textiles

Length of course: Semester – three 50-minute lessons per week

Students who are interested in craft of all kinds and making things for themselves and others will be drawn to this program. This elective could be a good starting point for students who want to explore their creative skills or possibly follow a path into the world of art, design or fashion.

This program offers students the opportunity to study fabrics and their characteristics leading into creating craft items such as bags and cushions or embarking on pattern work and construction of garments.

No previous skills are necessary. The course will involve learning how to use a sewing machine if you don't already know.

During the course students will be challenged by design briefs allowing them to use problem solving skills and creativity to produce original pieces of work.

Having a hobby like crafting is great for your wellbeing and a useful skill to see you through life's ups and downs. Give it a go!



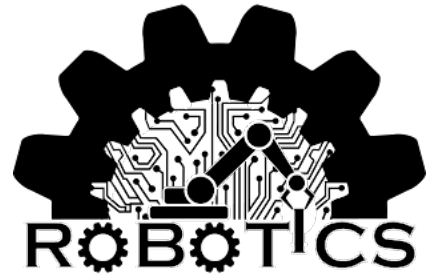
# Technologies and Vocational Learning

## Digital Technologies - Year 9/10

Length of course: Full year or half year, 3 x 50 min periods per week

In this course students may negotiate access to any or all of the following:

- robotics
- 3D printing
- image manipulation
- computational and systems thinking
- claymation and related techniques
- coding from beginner and beyond
- a project based on personal interest



Students may negotiate personal pathways and units of work using digital technologies.

Students will also have the opportunity to participate in national and global challenges and competitions such as the Bebras Challenge, the STEM Video Game Challenge and the NCSS Challenge.

Students will be challenged to think about developments in Digital Technologies and how they may change our world, to consider their own values, and to form their own opinion in relation to past and future developments.

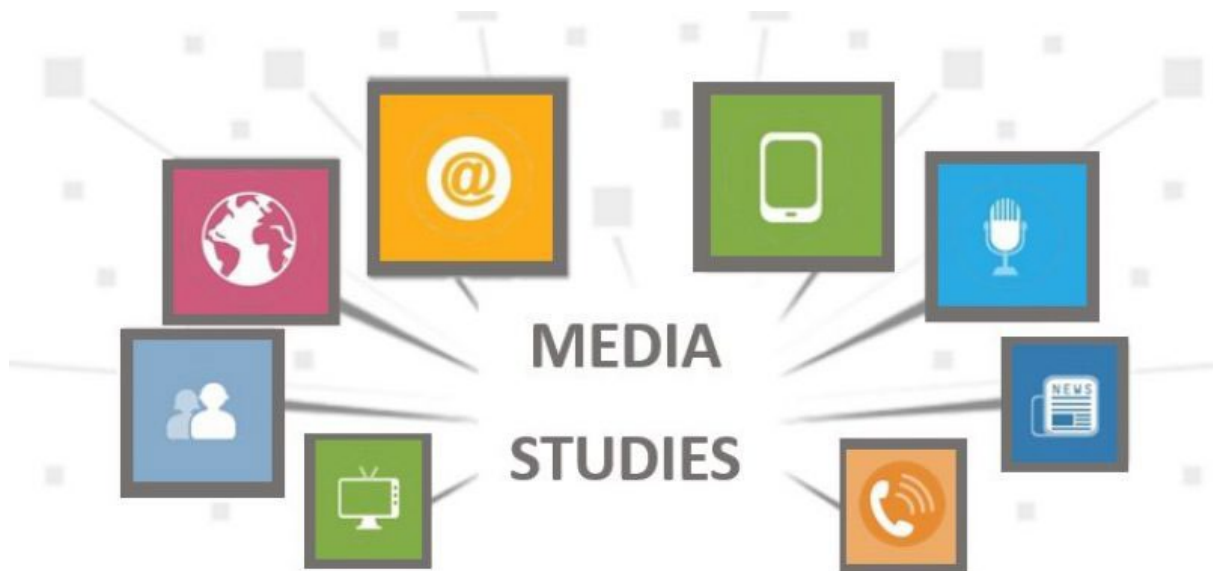
N.B. Topics may change if a newsworthy event related to Digital Technologies occurs.



## Media Studies

Length of course: Full year or Semester – 3 x 50-minute lessons per week

In Grade 9/10 Media Studies, students will explore the world of media, learning how films, TV shows, social media, and other forms of communication shape our views and culture. They will learn how to analyse media, looking at how images, sounds, and words work together to create messages. Students will also get hands-on experience creating their own media projects, like videos, podcasts, or digital content, using industry-standard tools and techniques. This course will help students develop their creativity, critical thinking, and technical skills, while also giving them insight into how media influences our everyday lives. By the end, students will be able to produce their own media content and understand the impact media has on society.



## Design and Technology - Metal - Year 9/10

Length of course: Full year or semester, 3 x 50 min periods per week

Students are given the opportunity to experience and produce projects in metal.

Students are shown various techniques in cutting, joining and shaping metal (fabricating).

Students are introduced and instructed on correct use of:

- Drill presses
- Lathes
- MIG welders
- ARC welding
- TIG welding
- Oxy-acetylene station
- Sheet metal work
- Forges
- Handheld power tools such as grinders

An opportunity will exist to incorporate state of the art technology as part of the design and construction process. The school has access to a CNC router that can be directly applied to metal projects as well as design software such as Fusion 360.

Throughout the course students will undertake O.H.S training with various tools, machinery and personal clothing requirements.

*Though students are given an opportunity to produce projects, they will need to cover small set exercises to gain experience with various metal applications.*





## Design and Technology - Wood - Year 9/10

Length of course: Full year or semester, 3 x 50 min periods per week

In this subject, students will be given the opportunity to develop an understanding of the properties and uses of a range of natural and manufactured materials and products. Emphasis will be directed towards familiarity with basic tools, machines, processes and systems by which energy and materials are used to create required solutions. An opportunity will exist to incorporate state of the art technology as part of the design and construction process. The school has access to a CNC router that can be directly applied to wood projects. This will be offered on a limited basis using the laser only.



Students will develop skills in design, problem solving, decision making, researching and the application of information in order to undertake practical tasks. They will develop personal confidence, self-reliance and the satisfaction of solving practical problems, working co-operatively with peers and the production of well-designed and useful articles.

Students will evaluate the functionality and aesthetics of their projects. Where students choose both Wood and Metal Design and Technologies there will be a combined assessment, from both courses.



## Firefighting Operations Program

Length of course: Full Year, 2 x 50 minute periods per week

### Personal and Social Capability

In the Australian Curriculum, students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. Personal and social capability involves students in a range of practices including recognising and regulating emotions, developing empathy for others, and understanding relationships, establishing, and building positive relationships, making responsible decisions, working effectively in teams, handling challenging situations constructively and developing leadership skills.

The *Fire Fighting Operations* program is a challenging, meaningful, and purposeful program with a high level of responsibility, which requires the student to participate, train and retain a highly skilled and professional level within the class. The team of class members are expected to be diligent, respectful, engaging, and honest as this program will be within the local community, businesses, and will require students to engage with local and career firefighters.

The program provides an ideal opportunity to cement a robust partnership between the student, school, and their local community.

There are several significant benefits that arise from the program including:

- Providing an opportunity to educate young people about fire risk and its management.
- A recruiting pathway of skilled individuals into a brigade's adult firefighter ranks.
- Fostering the development of young people and focusing their energies into positive community activities.
- Developing the confidence of young people and teaching them life skills that they will carry with them throughout their adult life.



The principal goal of this program is to deliver a quality training program that is fun, interactive and skills based. Huonville High School recognises the importance of developing the next generation of volunteers for our broader community. The program is an options subject that no other school has ever run. To join, anyone from Grades 8, 9 and 10 can apply to come along to student-only training sessions to learn basic firefighting skills, have fun and benefit from the development opportunities that participation in such a program provides.

Within the class training there are several skill areas that will be covered - the list below identifies these:

|   |  |
|---|--|
| Basic skills induction                        | Introduction to Hazmat                               |
| Injury prevention                             | Response to wildfire                                 |
| Prepare, maintain and test response equipment | Respond to urban fire/remote isolated structure fire |
| Operate communications systems and equipment  | Provide emergency care                               |
| Navigate in urban and rural environments      | Operate pumps  |

## Hospitality - Year 9/10

Time allocated: Full year, 3 x 50 min periods per week

A great starter to begin the journey in the hospitality industry leading to Hospitality Certificate II and III in Year 11 & 12. It is also a way to get some certifications for the resume, helping you to gain part-time employment while studying.

In this course you will:

- develop knowledge and skills in food safety and hygiene
- prepare and serve café style food with an emphasis on local produce
- learn to produce and serve espresso coffee and other hot and cold beverages
- plan and organise menus and catering hospitality events
- expand existing cooking skills and techniques in a commercial environment
- develop time management and planning skills in a practical context



Students will all be expected to complete an online food handlers' course in preparation for preparing food for others. Ideally, we are preparing students with real world experiences, including catering for others. Students will develop their skills for service, allowing them to test and trial foods. When the food is perfect, it will be presented for catering purposes, meaning not all food they prepare will be for themselves!



## Food Technologies – Year 9/10

Time allocated: Semester, 3 x 50 min periods per week

This course is designed for students who have an interest in food design. The course focuses on improving ethical and sustainable strategies, developing practical skills such as baking, decorating and plating food, and understanding the nutritional needs of the individual and wider community.

The core units are:

- Food and Kitchen Safety: Safe Operating Procedures
- Collaborative Food Product Design
- Cultural influences on Australian food and hospitality industry
- Cooking healthy meals with local and seasonal produce

Students will develop knowledge and understanding in the following areas:

- Build upon basic cooking skills and techniques
- Utilise different ways to use local produce in season
- Learn how to make healthy food choices
- Participate in inquiry-based research and design tasks
- Develop food specific vocabulary
- Utilise measurement skills in a practical context
- Recognise the need for sustainability





## Certificate I in Aquaculture SFI10119 - Year 9/10

Time allocated: Full year, 3 x 50-minute periods per week

This is a nationally-recognised vocational education and training course from the Seafood Industry Training Package delivered by Huonville High School under a partnering agreement with Seafood and Maritime Training.

Did you know that the Aquaculture Industry employs over 1000 people in the Huon Valley? Did you know that more marine scientists work in Southern Tasmania than anywhere else in Australia?

This is a subject for those interested in careers in marine industry and science. It is suitable for those intending to pursue a vocational pathway in aquaculture at the Huon Valley Trade Training Centre as well as for those intending to focus on an academic scientific pathway in marine and aquatic science in Year 11/12 and university.



## List of full year or semester-only option subjects

|  |   |  |
|--|---|--|
| <b>English</b><br>Extension English Workshop (3 or 6)<br><br><b>Health and Wellbeing</b><br>Athlete Development (6)<br>Sports Studies (6)<br>Outdoor Education (3 or 6)<br>Life Skills (3 or 6)<br><br><b>Science</b><br>Sports Science (3)<br>STEM (3 or 6)<br>Psychology (3) | <b>Humanities</b><br>Economics & Business (3 or 6)<br>Geography & Humanities for Sustainability (3 or 6)<br><br><b>Arts</b><br>Visual Arts (6)<br>Rock Music (6)<br>Instrumental Studies (6)<br>Drama (6)<br>Textiles (3) | <b>Technologies</b><br>Digital Technologies (3 or 6)<br>Media Studies (3 or 6)<br>Design and Technology - Metal (6)<br>Design and Technology – Wood (6)<br><br><b>Vocational Learning</b><br>Firefighting Operations (6)<br>Hospitality (6) Food Technologies (3 or 6)<br>Certificate I in Aquaculture (6) |
|--|---|--|

Loading of each subject is in brackets: 3 = Semester course only (half year); 6 = Full year course



## Timetable structure for 2025

- All students study Maths and English - minimum 5 x 50min per week.
  - All students study Health and Physical Education, Science and Humanities for 3 x 50min lessons/week.
  - All students will study three option subjects which may vary in half or full year course lengths.
- Semester 1 will take place over terms 1-2.
- Semester 2 will take place over terms 3-4.

All students should complete at least one course from the Arts & Technologies learning areas across Year 9/10.

*See next page for subject selection table.*

## Year 9/10 subject selection for 2025

Use the table below to draft your subject selections.

Please rank your subjects in order of preference and indicate if a half (3) or full year (6) course length is preferred.

Name: \_\_\_\_\_ Year: \_\_\_\_\_ Home Group: \_\_\_\_\_

| Core Study   | Choice Priority | Choices   | Half or Full |
|--|-----------------|---|--------------|
| English  | Auto            | English (automatically placed in year level)  |              |
| Maths  | Auto            | Maths (automatically placed in year level)  |              |
| Science  | Auto            | Science (automatically placed in year level)  |              |
| HASS   | Auto            | <ul style="list-style-type: none"> <li>The Making of the Modern World (Year 9)</li> <li>The Modern World and Australia (Year 10)</li> </ul> |              |
| Health & Physical Education  | Auto            | Health and Physical Education (automatically placed in year level)  |              |
| <b>Personal Learning Selections</b><br><br>Semester/Full year course selection<br><br>Must include an Arts or Technologies Option<br><br><b>Note: You will be allocated a maximum three full time equivalent subjects over 2025.</b> | 1               |   |              |
|  | 2               |   |              |
|  | 3               |   |              |
|  | 4               |   |              |
|  | 5               |   |              |
|  | 6               |   |              |
|  | 7               |   |              |
|  | 8               |   |              |
|  | 9               |   |              |
|  | 10              |   |              |
|  | 11              |   |              |
|  | 12              |   |              |