



Immanuel
Lutheran
College

Year 7-12 Curriculum Handbook 2027



Table of Contents

Teaching and Learning at Immanuel.....	4	Curriculum Structure - Year 7 - 8	12
Phases of Learning.....	6	Christian Studies	14
Academic and Wellbeing Support.....	8	Design Innovation and Business.....	15
Partnership Between Home and School.....	9	English	16
Building Healthy Habits.....	9	German	17
Differentiated Learning.....	9	Health and Physical Education	18
Homework.....	9	Humanities.....	19
Choosing Subjects.....	10	Mathematics.....	20
		Science.....	21
		The Arts.....	22
		Curriculum Structure - Year 9	24
		Business and Technology Solutions.....	26
		Christian Studies	27
		Culinary and Textile Innovation	28
		Dance.....	29
		Design Innovation and Engineering	30
		Drama.....	31
		English	32
		Future Solutions:	33
		German	34
		Health and Physical Education	35
		Humanities.....	36
		Mathematics.....	37
		Media Arts.....	38
		Music.....	39
		Science.....	40
		Visual Art	41

Curriculum Structure - Year 10	42	Curriculum Structure Year 11-12	70
Business and Marketing	44	Post School Pathways.....	71
Christian Studies	45	Selecting and Understanding Senior Subjects.....	72
Culinary Design.....	46	Biology.....	74
Dance.....	47	Business.....	75
Design Innovation.....	48	Chemistry.....	76
Drama.....	49	Dance.....	77
Economics and Finance	50	Design	78
Emerging Technologies.....	51	Drama.....	79
English	52	Economics	80
Geography.....	53	English.....	81
German	54	Essential English.....	82
Health	55	Essential Mathematics.....	83
Industrial Engineering	56	Film, Television & New Media	84
Legal Studies	57	General Mathematics	85
Mathematics - General Maths Prep	58	Geography.....	86
Mathematics - Further Maths	59	German	87
Mathematics - Math Methods Prep.....	60	Health	88
Media Arts.....	61	Hospitality Practices.....	89
Modern History.....	62	Industrial Technology Skills.....	90
Music	63	Information & Communication Technology.....	91
Physical Education.....	64	Legal Studies.....	92
Science: Forensics (Physics/Chemistry B).....	65	Literature.....	93
Science: Oceans (Biology/Chemistry A).....	66	Mathematical Methods.....	94
Science: Materials	67	Modern History.....	95
Sport and Recreation	68	Music.....	96
Visual Art	69	Music Extension.....	97
		Physical Education	98
		Physics.....	99
		Specialist Mathematics.....	100
		Sport and Recreation	101
		Visual Art	102
		University Courses:	104
		Vocational Education and Training.....	105



Teaching and Learning at Immanuel

At Immanuel, we know that no two learners are the same - and we see that as a strength. Learning takes off when students feel seen, supported and inspired. That's why relationships matter here. We prioritise strong connections between students, teachers and families because we know that a sense of belonging fuels confidence, curiosity and growth.

Learning here isn't just about ticking off subjects. It's about diving into meaningful experiences that spark curiosity, encourage independence and help students find their

purpose. Guided by our Christian values, we create a learning environment where students are challenged to grow, supported with kindness and encouraged to become thoughtful, compassionate young people.

Our Secondary School classrooms are flexible and modern, with built-in technology to support creativity, collaboration and hands-on learning. Whether it's brainstorming as a group, tackling real-world problems or producing digital content, students develop the kinds of skills that will set them up for success well beyond school.

Technology is one of the tools they'll use - not just for information, but for creation, connection and communication. Every Secondary student has access to both a MacBook and an iPad, with an Apple Pencil. This one-student, two-device program allows them to sketch, research, write, edit, collaborate and create, all in one place.

Of course, technology comes with responsibility. We work alongside families to help students build balanced digital habits. That means choosing creativity over comparison, staying safe online and knowing when to take a break. We have open

conversations about screen time, boundaries and self-regulation - and we always come back to the importance of real, face-to-face connection.

Because at Immanuel, it's relationships that make the biggest difference - with teachers, with peers, with family and with the wider world.

The College App, SEQTA Learn and SEQTA Engage help us stay connected between home and school. For more information on daily routines and student support, please refer to the Parent Information Handbook.





Phases of Learning

Secondary School at Immanuel isn't a one-size-fits-all experience. It's a thoughtfully designed journey that grows with our students. As they move through each year, they build on their strengths, discover what motivates them and gain the skills they'll need for life beyond school.

In Queensland, what students learn in Secondary School is guided by both national and state curriculum authorities. The Australian Curriculum, developed by ACARA, outlines what all young Australians should be taught from Prep to Year 10. It covers key learning areas such as English, Mathematics, Science, Humanities, The Arts, Technologies, Health and Physical Education and Languages.

From Year 11 onwards, the Queensland Curriculum and Assessment Authority (QCAA) sets the senior secondary curriculum. Parents

can explore the QCAA Senior Secondary site to learn more about General and Applied subjects, the Queensland Certificate of Education (QCE) and the types of assessment used. These curriculum guidelines ensure that all Queensland students receive a consistent and high-quality education that supports further study, training or employment.

At Immanuel, this is designed and structured into three key phases: Years 7–8, Years 9–10 and Years 11–12. Each phase is designed to support student growth and progression through increasingly personalised learning pathways.



PHASE OF SECONDARY SCHOOLING	KEY FOCUS AREAS
YEARS 7-8 – BREADTH PHASE A time of exploration. Students settle into Secondary School life and build foundational knowledge across a wide range of subjects, setting the stage for later personalisation.	• A sampling of subjects across the breadth of the Australian Curriculum across all key learning areas. • Exposure to a wide range of subjects before choice and specialisation commences. • Focus on building skills in literacy, numeracy and general capabilities. • Structured support for transition into Secondary School structures and expectations.
YEAR 9 – PROGRAMS PHASE Students start shaping their path. Through core subjects and electives, they explore new areas of interest, build independence and begin discovering what lights them up.	• Continuation of core curriculum with increasing opportunities for elective choices. • Development of academic skills and independence in learning. • Encouragement to explore interests and passions through elective subjects. • Building metacognitive skills, resilience and self-management. • Support in understanding how learning connects to future goals and pathways.
YEAR 10 – PATHWAYS PHASE Students begin preparing for the senior years - building skills, identifying strengths and mapping out potential future directions through SET Planning and tailored electives.	• Core curriculum continues with options for electives tailored to interests and strengths. • Focus on career awareness and preparation for senior subject selection. • SET Planning process to map individual learning and career pathways. • Increasing subject depth, assessment rigour and personal responsibility. • Development of skills for successful transition to Year 11 and 12.
YEARS 11-12 – SENIOR PHASE Students commit to a specialised study pathway - academic, vocational or a combination of both, working toward their QCE and (if chosen) an ATAR for University.	• Study of QCAA General, Applied and/or VET subjects. • Completion of QCE. • ATAR pathway for tertiary entrance. • Strong focus on real-world readiness and post-school transition.



Academic and Wellbeing Support

At Immanuel, learning and wellbeing go hand in hand. We want every student to feel confident, supported and connected - not just in their studies, but in who they are and how they show up in the world.

From Home Groups to Life Skills lessons, from Worship to Cocurricular Sport, support at Immanuel is woven into daily school life. It's not something extra - it's part of how we do things.

Here's how we support students through Secondary School:

- **Vertical Home Group (Years 7-9 and 10-12):** Every student belongs to a Home Group - a small, caring community led by a dedicated teacher. It's where the day begins, where friendships grow and where students are known. Home Group teachers check in regularly on academic progress, personal growth and wellbeing. They also work closely with the College's Wellbeing Team and can refer students for specialised support when needed.

- **Life Skills:** Once a week, students take part in a Life Skills lesson that focuses on resilience, mindfulness, emotional awareness and practical strategies for managing life's ups and downs. These sessions are designed to meet the real-world needs of today's teenagers and help them grow into self-aware, capable young people.
- **Assemblies and Worship:** Fortnightly assemblies celebrate achievements and strengthen our sense of community. Weekly Worship is also a regular part of College life - an inclusive, welcoming time for students to reflect on values, explore faith and consider their place in the world.
- **Sport and Activities:** Our weekly Sport and Activities program offers a wide range of options, with something for every interest and ability. Whether students are drawn to netball, robotics, mountain biking or music, they're encouraged to get involved, build their skills and enjoy being part of a team.

Partnership Between Home and School

We believe students do best when families and school work together. Our Parent/Teacher/Student interviews are held twice a year and are designed as three-way conversations, where students take the lead in reflecting on their progress, setting goals and celebrating growth. Outside of these formal times, our staff are always available. Families are encouraged to reach out whenever support is needed.

Building Healthy Habits

We support students to develop routines that balance schoolwork, home life, cocurricular activities and rest. In the early years of Secondary School, we help students build strong study habits, manage their time and take increasing responsibility for their learning.

Through the Immanuel Way, students are guided to make thoughtful choices - setting boundaries around screen use, making space for downtime, exercise and building habits that support long-term wellbeing.

At Immanuel, we believe learning is important but so is looking after yourself.

Differentiated Learning

Every learner is different and so is their learning journey. Our Learning Enhancement Department (LED) provides tailored support to ensure each student is challenged at the right level, in the right way.

Support might include:

- In-class assistance
- Small group programs
- One-on-one instruction
- Flexible learning plans built around student strengths

Our goal is always to build confidence, remove barriers and help every student grow - academically and personally. Our Specialist Teachers and Teacher Aides are an active part of classroom life and work closely with families and staff to create consistent support across all subjects.



Homework

Homework at Immanuel is designed with purpose. It's not just about finishing tasks - it's about building responsibility, developing time management skills and extending learning beyond the classroom.

In most year levels, homework is set weekly. This gives students the flexibility to plan their commitments and learn how to manage their own schedule. Even when there's no set task, students are encouraged to use their time for

things like revision, independent reading or preparing for upcoming assessments.

We also use interactive digital tools that support practice at home:

- **Education Perfect** for English and German
- **MathSpace** for Mathematics
- **Atomi** for senior students

Below is a general guide to the time that students should allocate to homework, study and/or revision tasks:

	TIME PER NIGHT	TIME PER WEEK
Year 7	30 - 40 minutes	2 – 2.5 hours
Years 8-9	1 hour	5 hours
Year 10	1 – 1.5 hours	5 – 7.5 hours
Year 11	2 – 2.5 hours	10 – 12.5 hours
Year 12	2 – 3 hours	12.5 – 15 hours



Choosing subjects

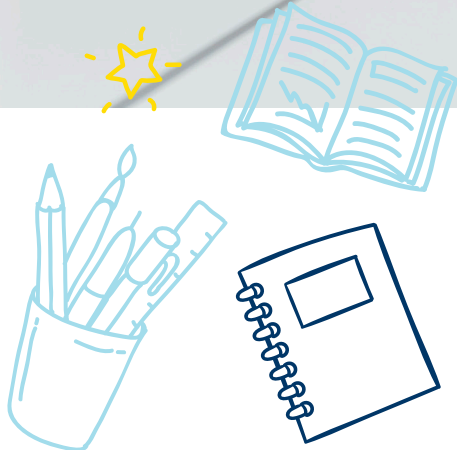
Subject selection is an exciting opportunity for students to explore their strengths and shape their next steps. At Immanuel, we encourage students to reflect on both who they are now and where they're heading. When making choices, it helps to consider four key areas:

1. **What am I good at?**
Look at your reported grades to see where you've shown strong understanding and talk to your teachers about your progress. These results help highlight where your natural strengths lie.
2. **What will I commit to?**
Your reported Learning Behaviours show how well you're engaging with your learning - things like effort, focus and independence. Think about the subjects where you've been consistently motivated and willing to give your best.
3. **What do I enjoy?**
When you're interested in what you're learning, it's easier to stay focused and put in the work. Enjoyment builds motivation, which plays a big role in long-term success.
4. **What will I need for the future?**
If you have a specific career or University course in mind, make sure you know the prerequisites. Planning ahead now can keep your options open later.





Curriculum Structure - Year 7 and 8 Breadth Phase



In Years 7 and 8, learning is all about exploring - discovering new interests, building confidence and forming the foundation for future growth. These years are designed to give students a strong academic start while helping them adjust to Secondary life in a setting that values empathy, creativity and courage.

Students move through a broad and balanced curriculum that covers all key learning areas. Along the way, they get to try new subjects, uncover their strengths and build practical skills that extend beyond the classroom. Whether they're collaborating on a project, learning through hands-on design, or reflecting on their own growth, they're developing the habits and mindset that will support them in the years ahead.

We focus deliberately on the kinds of skills that matter in a fast-changing world - things like creative thinking, problem-solving, collaboration and innovation. Students are not just preparing for exams; they're preparing to contribute meaningfully to their communities and workplaces in the future.

Our purpose-built Year 7 precinct helps ease the transition from Primary School. It gives students a space where they feel a strong sense of belonging while building the confidence to navigate new subjects, teachers and routines.

And when students face challenges - as all learners do - we use restorative practices that promote reflection, accountability and growth. Respect and empathy are modelled and expected. These aren't just social values; they're part of what makes learning deeper and more meaningful.



SUBJECT BREAKDOWN	
CORE SUBJECTS	ROTATION SUBJECTS
• Christian Studies • English • Health & Physical Education • Humanities • German • Life Skills • Mathematics • Science	• Design, Innovation and Business • Economics and Business • Digital Technologies • Design Technologies • Food Technologies • The Arts • Dance • Drama • Media Arts • Music • Visual Art



Christian Studies

Christian Studies is a core part of life at Immanuel. Based on the Christian Studies Curriculum Framework developed by Lutheran Education Australia, the subject gives students the chance to explore what faith means in today's world while developing empathy, values and critical thinking. In Years

7 and 8, students reflect on big questions, explore the Christian story and learn to engage respectfully with a range of religious and non-religious worldviews. It's a space for open dialogue and personal growth, where students learn how beliefs shape identity, community and action.

Learning Journey	
Key Objectives	- Actively engage in inquiry, discussion and reflection. - Become articulate, empathetic and discerning members of the community. - Listen to and identify the issues underlying discussion. - Enter open and respectful dialogue with people whose religious, philosophical and ethical views are different. - Present an informed and well-considered personal position.
Year 7	- Voices of Faith: Who is Jesus? - Voices of Faith: How does God Share His Story? - Deep Community, Deep Belonging: How do Australians show their spirituality? - Deep Community, Deep Belonging: How can I serve others in my community?
Year 8	- God Creates, We Care: Creation - God Creates, We Care: Stewardship - One Church, Many Denominations - Ethics and Decision Making
Assessment	There will be a variety of assessment techniques, including artwork, writing tasks, exams, group activities, research pieces, excursions, oral presentations and practical tasks. An individual's faith is never assessed.

Design Innovation and Business

This subject brings together creativity, entrepreneurship, digital technologies and practical design skills - all through real-world projects. Students learn how ideas move from concept to creation and how design thinking can be used to solve problems in innovative, sustainable ways.

In Year 7, students explore the world of hospitality and business innovation. They step into the shoes of a restaurateur, developing everything from a branding concept to a healthy meal, custom-designed products and a full magazine feature article.

In Year 8, the focus shifts to entrepreneurship,

sustainability and innovation. Students develop a future-focused Tiny Home, Food Truck or Fashion Label concept, designing interactive websites, 3D models, branding, sustainable products and digital business solutions. Each pathway includes industry partnerships, guest speakers and excursions connected to real-world business and creative industries.

Throughout both years, students develop a wide range of transferable skills - from teamwork and critical thinking to digital design, marketing and ethical business planning. It's a hands-on subject that connects creativity with real-world purpose.

Learning Journey	
Key Objectives	- Develop proficiency in the design thinking process to address real-world challenges innovatively and sustainably. - Apply knowledge of business and economics to create solutions that reflect market demands and ethical practices. - Integrate digital technologies effectively to enhance design and presentation outcomes. - Explore sustainable practices in product creation and business operations, considering environmental, social and economic factors. - Demonstrate critical and creative thinking through project-based learning, fostering collaboration and communication skills. - Reflect on the impact of technology on industry innovation, ethical considerations and consumer expectations.
Year 7	Profile a new restaurant concept through a magazine feature article including: - Branding concept - Tealight box made on the laser cutter - Magazine article spread - Healthy meal - Digital innovation project (drones) - Engineering project (table caddy)
Year 8	Projects may include: - Branding identity, logo design & visual communication concepts 2D and 3D product, spatial, hospitality or fashion designs using digital modelling and prototyping tools - Sustainable and ethical production practices, including environmentally responsible design solutions - Website, application, booking, ordering, eCommerce and database system concepts - Customer experience, menu development and low-waste food solutions (Food Truck pathway) - Ethical textiles, garment design and sustainable fashion branding (Fashion Label pathway) - Interior design, furniture concepts, eco-products and micro-living solutions (Tiny Home pathway) - Financial planning, customer personas, entrepreneurial planning and business pitch presentations - Industry mentoring, tertiary connections and excursions aligned to each project stream
Assessment	Each year will culminate with an integrated project comprising of smaller milestones completed throughout the project.

English

English is all about understanding and expressing ideas - clearly, creatively and with confidence. In Years 7 and 8, students explore a wide range of texts, from stories and novels to film, media and persuasive writing. Along the way, they learn how language works, how to build strong arguments and how to write and speak with purpose. Through reading, writing, performance and discussion, English helps students make sense of the world and communicate what matters to them.



LEARNING JOURNEY

KEY OBJECTIVES	• Providing a progression of development from self-expression to discovery. • Working with language in a variety of everyday, literary and multimodal contexts. • Engaging with, discovering and appreciating literature, poetry, drama, film and the media. • Reading, writing and reviewing critically in a range of genres. • Speaking and performing in a variety of situations. • Practising and mastering textual features such as vocabulary, grammar, spelling, sentence structure and punctuation.
YEAR 7	Revealing Stories: • Revision of narrative structure, planning, drafting and editing short stories • NAPLAN preparation • Images and Persuasion • Film study, elements of visual literacy • Persuasive writing Stories of Choice and Consequence: • Novel study • Analytical language and structure Timeless Tales: • Exploration of cultural stories • Dramatic Performance
YEAR 8	Poetry of Passion and Protest: • Exploration of poetry and songs throughout history • Analytical writing, structure and language • Introduction to the Fantasy genre • Development of imaginative writing skills from stimulus • Analysis and reflection of a range of Fantasy texts Discovering Hope: • Novel study • Analytical language and structure to create an essay A Vision for Tomorrow: • Documentaries and informative texts • Persuasive speaking skills • Interacting and responding to opinions
ASSESSMENT	There will be a variety of assessment techniques, including: • Imaginative short story writing • Film review • Analytical short response • Analytical essay • Group script writing and performance • Persuasive speech

German

Learning German opens the door to another culture, another way of thinking and a broader view of the world. In Years 7 and 8, students begin building their confidence in speaking, listening, reading and writing in German and learning through comprehensible input activities and games. They explore topics such as school life, family, holidays and food, while also learning about everyday life and traditions in German-speaking countries. It's a subject that builds communication skills and cultural awareness - both valuable in our global world.

LEARNING JOURNEY

KEY OBJECTIVES	• To learn to interact with others, share information and collaborate in familiar contexts. • To develop understanding of spoken and written German, including recognising relationships between spoken and written forms. • To explore the relationship between language and culture, recognising how language choices reflect cultural identity, beliefs and values and how this influences communication and interactions. • To learn to use German to describe their personal world, interact with others and participate in classroom routines and activities. • To learn to locate and respond to information in texts, using non-verbal, visual and contextual cues to aid understanding. • To begin to learn basic German grammar and vocabulary. • To develop an understanding of the pronunciation and spelling differences between German and English.
YEAR 7	New Friends, Me and My Home My School, My Calendar
YEAR 8	Holidays, Getting Around Town and Tourist Attractions Celebrations and School Exchanges
ASSESSMENT	Assessment is based on students' level of competence in the communicating meaning in German and understanding language and culture. These skills are assessed once a term in a range of comprehension and communication tasks/or a combination of comprehension and communication tasks.



Health and Physical Education

HPE is about much more than sport. It helps students understand how to stay healthy, active and confident - both physically and mentally. In Years 7 and 8, students explore fitness, movement and team games alongside topics like safety, nutrition and respectful relationships. Through both theory and practical lessons, they learn how to make informed choices that support their own wellbeing and contribute positively to the health of their communities. In HPE, students learn through two key areas that are often woven together in each unit: one focuses on health, relationships and wellbeing, while the other is all about movement, fitness and physical activity. Together, they help students understand how to take care of themselves and stay active for life.



LEARNING JOURNEY

KEY OBJECTIVES	- Access, evaluate and synthesise information to make informed choices and act to enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation. - Develop and use personal, social and cognitive skills and strategies to promote self-identity and wellbeing and to build and manage respectful relationships. - Acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in various physical activity settings. - Engage in and create opportunities for regular physical activity participation as individuals and for the communities to which they belong. - Analyse how varied and changing personal and contextual factors shape opportunities for health and physical activity.	
YEAR 7	- Beach and Pool Safety - Indigenous Games - Movement and Performance 1	- Food and Fitness - Aerobic Fitness - Movement and Performance 2
YEAR 8	- Sports Specific Fitness - Movement and Performance 1	- Biomechanics and Motor Learning - Movement and Performance 2
ASSESSMENT	Students will be involved in group, team and individual performances that will be observed, captured and assessed over the course of the year. Written examinations, PowerPoint presentations, investigation reports and video analysis will be used to gauge students' understandings of the Health and Physical Education concepts studied in class.	

Humanities

Humanities brings together History, Geography and Civics to help students understand the world they live in - where we've come from, how societies work and how people shape the places around them. In Years 7 and 8, students explore fascinating topics like Ancient Rome, medieval Europe, landforms and liveability and the foundations of Australian democracy. They build skills in research, critical thinking and communication as they investigate big questions, ask "why" and "how," and develop a sense of their role in the wider world.



LEARNING JOURNEY

KEY OBJECTIVES	Develop knowledge and understanding: - Of societies, events, movements and developments that have shaped humanity from earliest times. - About how the world and its people have changed, as well as the significant continuities that exist to the present day. - About why the world is the way it is, reflect on their relationships with and responsibilities for that world and propose actions designed to shape a socially just and sustainable future. Develop skills to: - Ask relevant questions - Critically analyse, interpret, evaluate and synthesise information - Communicate effectively		
	HISTORY	GEOGRAPHY	CIVICS & CITIZENSHIP
YEAR 7	- Deep time history of Australia - The ancient world – Ancient Rome	- Water in the World - Place and Liveability	- Key features of democracy and Australia's federal system of government - Key features and principles of Australia's legal system - Rights of individuals
YEAR 8	- Medieval Europe and the early Modern World - Empires and Expansions	- Landforms and Landscapes - Changing Nations	- Government and Democracy - How Laws are Made and the Types of Law in Australia
ASSESSMENT	Students will present information in a variety of formal and informal contexts. Assessment working under exam conditions, as well as investigations based on research and field trips, allows students the opportunity to demonstrate knowledge and understanding of concepts and processing skills within this diverse area of study. Students will use a variety of information literacies to complement their knowledge and investigative skills.		

Mathematics

Mathematics helps students make sense of the world - from solving everyday problems to spotting patterns and thinking logically. In Years 7 and 8, students build a strong foundation in number, algebra, geometry, probability and statistics. They learn how to apply mathematical thinking in real-life situations, work through challenges step by step and develop confidence as independent problem-solvers. Whether it's budgeting, designing, coding or analysing data, Maths builds skills students will use in almost every career and stage of life.

LEARNING JOURNEY		
KEY OBJECTIVES	• Develop a working knowledge and understanding of mathematical facts and operations. • Students will be taught the relevance and meaning of mathematical concept. • Concepts and operations will be applied to real life situations. • Students will gain skills and strategies in problem-solving. • Independent thinking and investigation is encouraged. • Students will gain the appropriate knowledge, skills and concepts to be successful in further mathematical studies.	
YEAR 7	• Integers • Number properties • Powers and roots • Measurement • Transformations • Fractions • Statistics and probability • Decimals, percent and ratio • Patterns and algebra • PSMT • Linear equations • Angles and shapes	
YEAR 8	• Integers • Powers • Algebraic expressions • Linear relationships • Measurement • PSMT • Transformations • Similarity and congruency • Fractions, decimals and percentages • Ratio and rates • Statistics and probability	
ASSESSMENT	Students will do a range of assessments over the course of the year comprising of short response examinations, assignments and engagement tasks. All examinations comprise of 80% simple familiar, 10% complex familiar and 10% complex unfamiliar questions.	



Science

Science is about curiosity - asking questions, exploring how things work and making sense of the world around us. Across Years 7 and 8, students develop their investigation and problem-solving skills by observing, experimenting, analysing data and drawing conclusions. They learn to organise information, think critically and explore how scientific ideas connect to real life. Learning is hands-on, collaborative and student-centred. There are opportunities for practical laboratory work and independent investigations. Science helps students build a deeper understanding of the natural world, cultures around us and the technology of now and the future.



LEARNING JOURNEY	
KEY OBJECTIVES	• Science is learner-centred and aims to develop investigative, observational and analytical skills. • Students will be involved in constructing meaning to develop their understanding of scientific concepts. • Students will be using a range of learning strategies and have opportunities for independent investigations. • Students will be collecting, organising, analysing, interpreting and evaluating data from laboratory investigations and research.
YEARS 7 & 8	Unit 1 - Biology • Exploring living systems from a small (cellular) to a large (ecosystem) scale. • Organising and classifying living organisms then investigating relationships. • Developing measurement and observational skills while working safely in a laboratory or the field. Unit 2 – Earth and Space Science • Modelling cycles that occur on earth, including the rock cycles. • Using models to explain patterns of change. Unit 3 - Physics • Classifying energy types and investigating energy transfers and transformations in simple systems. • Considering the effects of multiple forces on the motion of an object in a system. • Simple systems include electrical circuits, toys and paper planes. Unit 4 – Chemistry • Using particle theory to classify matter as elements, compounds or mixtures. • Developing processes to separate components of mixtures. • Investigating properties of matter to distinguish between physical and chemical changes.
ASSESSMENT	The assessment reflects the attributes of a life-long learning and working scientifically. The tasks introduce students to the skills required for scientific reports, based on primary and secondary data and completing timed examinations. Each year, students complete one formative Skills Check and three summative tasks: a Student Experiment SE (25%), a Research Investigation RI (25%) and an Examination EA (50%).



The Arts

In Years 7 and 8, students take part in a rotation through five Arts subjects: Dance, Drama, Media Arts, Music and Visual Art. Each term, they focus on one area, guided by specialist teachers who bring real-world experience and expertise to the classroom.

This structure gives students a strong foundation across the Arts while allowing time for practical, hands-on learning. They build skills in creativity, performance, communication and critical thinking and explore different ways to express ideas, stories and emotions.

By the end of Year 8, students will have experienced the unique processes and possibilities of each art form - helping them make confident choices for future study and discover what inspires them most.

LEARNING JOURNEY					
KEY OBJECTIVES	• To foster creativity, critical thinking and aesthetic understanding. • Develop skills in imagining, expressing, responding to and communicating ideas through various arts practices. • Engage in creative processes, generate new ideas and evaluate their own work and the work of others. • Develop practical skills in areas like visual art, dance, drama, media arts and music. • Understanding how these practices are used to communicate ideas and perspectives. • Emphasise the use of available resources, including digital tools and encourage experimentation with different materials and techniques. • Develop skills in communicating ideas, perspectives and meaning through various arts forms and in responding to and engaging with the art of others.				
	DANCE	DRAMA	MEDIA ARTS	MUSIC	VISUAL ARTS
YEAR 7 One-Term course within the Arts rotation.	Group Project - Choreography, performance	Drama Project - Devise Drama, performance	Media Project - Produce media	Music Study - Performance, short response	Sculptural Study Project, short response
YEAR 8 One-Term course within the Arts rotation.	First Nations Inspired Project - Choreography, performance	Project - Devise Drama, performance	Short Film - Short Response, pre-production	Hit It – Performance, composition	Printmaking Study - Project, short response
ASSESSMENT	Students will demonstrate their understanding through a variety of individual and group works, experiencing, composing, making, performing and written responses.				



Curriculum Structure - Year 9 Programs Phase



In Year 9, students begin shaping a learning pathway that reflects who they are and where they're heading. Alongside core subjects, they choose from a wide range of electives - a chance to explore new areas, uncover talents and grow in confidence.

All courses are based on the Australian Curriculum, providing a strong academic foundation for senior studies. We encourage students to step outside their comfort zone, embrace challenge and make the most of the opportunities Year 9 brings.

Of course, learning doesn't always go perfectly - and that's okay. We place strong emphasis on resilience and reflection. Through College programs, students learn to manage setbacks, seek help when needed and build healthy habits that support balance and wellbeing.

This year is also a time to strengthen independence. With a focus on time management, personal responsibility and goal-setting, students begin developing the skills of a self-directed learner - preparing them for both senior years and life beyond school.



SUBJECT BREAKDOWN	
CORE SUBJECTS	ELECTIVE SUBJECTS
All students study these subjects all year	Students select 4 elective subjects (2 studied per semester)
• Christian Studies: The Rite Journey • English • Health & Physical Education • Humanities • Mathematics • Science	Design, Innovation and Business • Business and Technology Solutions • Culinary and Textile Innovation • Design Innovation and Engineering • Future Solutions The Arts • Dance • Drama • Media Arts • Music • Visual Art Language • German (must be studied in Semester 1 and 2)



Business and Technology Solutions

This subject develops real-world business and technology skills for a changing world. Students explore how business, entrepreneurship and digital technologies work together in today's economy. Through practical projects, students investigate financial literacy, digital systems, coding and emerging technologies while developing creative thinking, problem-solving and collaboration skills. Students learn how technology can be used to solve authentic problems and create innovative business solutions for the future.

Learning Journey		
Key Objectives	- Develop understanding of business, entrepreneurship and the economy. - Build enterprising behaviours and transferable workplace skills. - Explore ethical and informed participation in local and global economies. - Develop computational thinking, innovation and problem-solving skills. - Build understanding of coding, digital systems and data management. - Develop digital literacy and responsible use of technology. - Design digital solutions for authentic business challenges. - Foster collaboration, creativity and critical thinking. - Create digital content using appropriate software and technologies.	
Units	Business Fundamentals - Earning income & employment - Financial literacy & budgeting - Spending, saving & managing money - Economic decision-making - Consumer risks & rewards - Financial risks & rewards - Australia's financial sector & trade	Business Creation - Entrepreneurial case studies - Digital technologies in everyday life - Coding & digital systems - Developing innovative business ideas - Designing digital solutions & prototypes - Marketing, enterprise & emerging technologies
Assessment	There will be a variety of assessment techniques including a practical project, feasibility report and an examination.	
Potential Pathways	This subject supports pathways into Business, Economics, Digital Technologies, Design, Engineering and Information and Communication Technologies.	

Christian Studies

Christian Studies is an integral part of life at Immanuel and is based on the Christian Studies Curriculum Framework developed by Lutheran Education Australia. In Year 9, students take part in The Rite Journey - a personal development program led by specially trained staff in gender-based classes. It's a modern rite of passage that helps students grow in resilience, respect and responsibility as they move toward adulthood. Through shared challenges, reflection, celebrations and parent involvement,

students explore relationships, values, purpose and identity. The program also includes time to explore careers and prepare for future subject choices.



Learning Journey		
Key Objectives	- Become empathetic, responsible and discerning members of society. - Build relationships based on the inherent worth of individuals. - Enter into open, respectful dialogue with people whose religious, philosophical and ethical views are different. - Present an informed and well-considered personal position. - Identify personal values and beliefs that underpin behaviour, attitudes and choices.	
Units	Who Am I Really? - Personal identity - Calling/Departure ceremonies - Personal challenges - Transition from childhood to adulthood - Healthy adult psychology How do I get along with others? - Listening - Dealing with emotions - Communication - Friendship - Forgiveness and empathy What is my purpose and what do I have to give? - Careers and subject selection - Values, beliefs, skills and talents - Healthy risks - Real life skills	How do I show respect for myself and others? - Sex and relationships - Consent - Respectful relationships Is there something more? - Facing fears - Spirituality and Christianity - Death and grief - Dealing with change - Abyss, Return and Homecoming Ceremonies
Assessment	There will be a variety of assessment techniques, including presentations, challenges and written and oral projects. An individual's faith is never assessed.	
Potential Pathways		



Culinary and Textile Innovation: Food and Fibre in Australia

This subject brings together creativity, problem-solving and practical life skills. Students explore the world of food and fibre - learning about nutrition, healthy eating, food safety, sustainability and textile design. Through hands-on experiences, they build skills in the kitchen and with materials, creating meals and textile projects that are functional, thoughtful and reflective of real-world needs. It's a great choice for students who enjoy working with their hands, designing solutions and learning how to support personal and family wellbeing.

LEARNING JOURNEY		
KEY OBJECTIVES	• Promote critical thinking and creative design to solve practical textile challenges. • Develop collaborative and cooperative work habits among students.	
UNITS	Food and Nutrition in Australia • The Australian Guide to Healthy Eating • Food groups • Food safety and hygiene • Food related conditions-lifestyle diseases • Understanding recipes including reading, modifying, planning, portion sizing, budgeting and nutritional balance	Fibre Production • Design process • Manufacturing • Recycled fibres and fabrics
ASSESSMENT	Students will complete practical, workbook tasks and assignments to demonstrate their understanding of the course. Practical skills related to culinary and textile usage will be demonstrated by students during practical lesson times.	
POTENTIAL PATHWAYS	Hospitality and Design	



Dance

Dance in Year 9 gives students the chance to express ideas through movement, develop technique and build confidence on stage. They learn how choreography, performance and production elements come together to communicate meaning, while exploring a range of styles and cultural influences. Whether responding to existing works or creating their own, students grow as performers and creative thinkers. Dance also builds valuable skills in collaboration, self-discipline and storytelling - both with and without words.



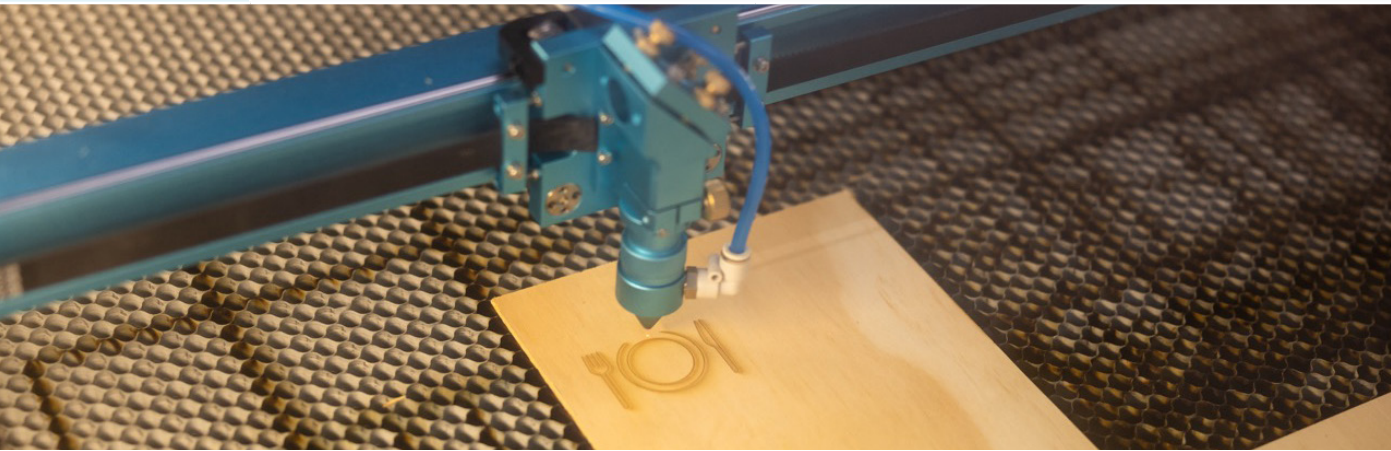
LEARNING JOURNEY	
KEY OBJECTIVES	• Critically examine dance elements and concepts as they learn to appreciate dance works. • Learning to perform with confidence. • Develop creative abilities as they choreograph dance sequences. • Encouragement to be involved with ongoing activities within the Arts.
UNITS	The World of Creative Dance Students will develop their performance and choreography skills. Students will rehearse a teacher-devised task to enhance their technical and expressive skills in Dance. They will grow their knowledge and understanding of the elements of dance along with heightening their responding skills when it comes to watching dances from around the world.
ASSESSMENT	• Students will learn a devised routine to develop and demonstrate performance skills. • Students will view, discuss, analyse and evaluate dance sections and works by professional choreographers to assist them in creating their own dance routines. • Students will create their own dance piece demonstrating their knowledge of elements of dance and choreographic devices.
POTENTIAL PATHWAYS	Professional Dancer: Perform in theaters, concerts, or for various organisations. Choreographer: Create new dances and stage productions. Dance Teacher: Instruct students in various dance styles and techniques. Dance Therapist: Use dance as a therapeutic tool to help individuals with emotional and physical challenges. Production Designer: Work on the visual aspects of dance productions, including set design, lighting and costumes.

Design Innovation and Engineering: Creating Sustainable Solutions

Sustainable design concepts create new designs that can be supported indefinitely in terms of their economic, social and ecological impact. Design Innovation and Engineering enables students to utilise these concepts to develop and create new and sustainable solutions for identified needs or wants. Students use creativity and innovation skills with increasing independence and collaboration to transfer theoretical knowledge to practical projects.

Students expand knowledge, understanding and skills related to exploring, designing and producing. This subject is both an applied and hands-on technology course that requires students to research, design and manufacture proposed solutions.

LEARNING JOURNEY		
KEY OBJECTIVES	• Develop an understanding of design decisions when producing products, services and environments. • Develop an understanding of sustainable design thinking. • Develop an understanding of the sustainable use of materials, tools and techniques. • Develop innovation, creative and critical thinking skills. • Develop and create new and sustainable solutions to problems. • Develop an understanding of safe work practices using the workshop and technology spaces. • Create designed solutions based on critical evaluation of needs or opportunities.	
UNITS	Sustainable Engineering • Design skills • Design process • 2D and 3D Relationships • Prototyping • Manufacturing	Sustainable Design • Green design • Repurposing • Sustainability in Design • Manufacturing
ASSESSMENT	There will be a variety of assessment techniques including design folios and practical experiences.	
POTENTIAL PATHWAYS	Industrial Technology Skills, Design	



Drama

Drama gives students the chance to create, collaborate and grow in confidence. It's a subject that develops highly transferable skills - from public speaking and creative thinking to problem-solving and leadership. In Year 9, students explore performance techniques, while also gaining experience in scriptwriting, production and design. Through the creative process, students develop a strong sense of ownership and achievement.

LEARNING JOURNEY	
KEY OBJECTIVES	• Confidence-building • Fostering individual and collaborative artistic talents • Communication through body and voice • Knowledge of different theatrical styles and methods
UNITS	Children's Theatre (analysing, script writing, designing and performing whole class production).
ASSESSMENT	Students will demonstrate their understanding of Drama through a variety of workshops resulting in a group performance and written responses.
POTENTIAL PATHWAYS	This subject could lead to further studies in: • Creative Industries (performance) • Journalism (writing) • Law (public speaking, argumentation) • Marketing/Advertising (creativity, storytelling) • Education and Training (presentation, engagement) • Corporate Training (communications)

English



English in Year 9 continues to build students' ability to think critically, write clearly and communicate ideas with purpose. They engage with a wide range of texts including novels, plays, poetry, film and media and explore how language shapes the way we see ourselves and the world. Students learn to write for different audiences, respond analytically to texts and express their own ideas creatively and persuasively. English gives students the tools to speak up, think deeply, connect with others and communicate clearly and confidently in the wider world.



LEARNING JOURNEY		
KEY OBJECTIVES	• Develop their language for interacting with others through class discussion, formative scenarios and assessment to present a supported opinion. • Build their knowledge and use of text structures and organisation. • Expand their language for expression and developing idea. • Analyse, interpret and evaluate a range of contemporary and historical texts. • Create their own literary texts.	
UNITS	Unit 1: What if? Reading and writing Sci-Fi • Exploration of Sci-Fi genre • Reading and writing a range of short stories • NAPLAN preparation	Unit 2: Shaping identity • Exploration of film and poetry • Development of analytical writing skills for a public audience
	Unit 3: Considering perspectives • Novel study, Tomorrow, When the War Began by John Marsden • Development of analytical writing skills for an expert audience	Unit 4: In the shoes of ... • Play study, The Curious Incident of the Dog in the Night-Time adapted by Simon Stephens • Development of interaction and imaginative writing skills
ASSESSMENT	Unit 1: Sci-Fi short story Unit 2: Feature article Unit 3: Analytical essay Unit 4: Dramatic monologue/duologue	
POTENTIAL PATHWAYS	Year 10 English or Pre-Literature Year 11	

Future Solutions: Think Like an Inventor



This subject is for students who like to think big, solve problems and design for the future. Future Solutions blends design, digital technologies and entrepreneurship through hands-on projects that tackle real-world challenges. Students explore sustainable design, coding,

3D printing, robotics and branding as they work in teams to create and pitch new ideas. Along the way, they develop skills in innovation, collaboration and digital fluency - preparing them to be confident creators, not just consumers, in the world of tomorrow.

LEARNING JOURNEY	
KEY OBJECTIVES	• Develop problem-solving skills using design thinking and innovative approaches. • Build programming and digital technology skills, including coding with Python and robotics. • Understand how to create and market ideas through entrepreneurship and branding. • Explore sustainable and ethical practices in design and business. • Collaborate effectively in teams to design, prototype and pitch ideas. • Communicate ideas clearly using digital tools and multimodal presentations.
UNITS	Sustainability and Innovation Introduces sustainability and innovation through real-world problem-solving aligned with United Nations Development Goals (SDGs). • Explore emerging technologies and sustainable practices to address global challenges. • Apply critical and creative thinking through hands-on design tasks. • Develop coding, design thinking and collaboration skills. • Connect learning to real world and global contexts. Innovation and Entrepreneurship Develops entrepreneurial thinking through the design of innovative solutions to real-world problems. • Explore how value is created through sustainable and ethical design. • Build skills in ideation, prototyping and communication. • Use emerging technologies to develop a working prototype. • Create and deliver an entrepreneurial pitch.
ASSESSMENT	There will be a variety of assessment techniques including a design challenge, practical tasks and an entrepreneurial pitch.
POTENTIAL PATHWAYS	• Product Design and Engineering • Entrepreneurship and Startups • Software Development and Programming • Marketing and Branding • Sustainability and Environmental Innovation



German

German helps students connect with another culture and develop skills that are valuable in our global world. In Year 9, students build on their earlier language learning by exploring everyday topics like youth culture, travel and communication. They practise speaking, listening, reading and writing, while also learning more about German traditions and daily life.

Language learning in German is hands-on and varied - students learn through textbooks, digital tools, role-plays, pair work, videos, songs and more. Because language builds over time, students must complete German in Years 9 and 10 to be eligible to study it in Years 11 and 12.

LEARNING JOURNEY	
KEY OBJECTIVES	- To interact in German. - To mediate meaning in and between languages. - To create text in German. - To understand systems of language. - To understand the interrelationship of language and culture.
UNITS	- The Generation Gap, Eating Out, Sport, Health and Daily Routines - Holiday Trips, Exchange Programs, New Friendships and Berlin Highlights
ASSESSMENT	Assessment is based on the students' level of competence in the skills of listening and reading (comprehension tasks) and speaking and writing (communication tasks). These skills are assessed twice a term in one comprehension task and one communication task.
POTENTIAL PATHWAYS	German language skills are an asset in many careers, including international relations, international business, tourism, interpreting/translation, teaching, research, the arts and the sciences.

Health and Physical Education

HPE empowers students to take charge of their physical and mental wellbeing. In Year 9, students explore topics such as personal fitness, relationships, digital safety and respectful behaviour, alongside active participation in a range of sports and movement-based units. The course combines practical skill-building with important conversations about health and lifestyle choices.

Learning is built around two key strands:

- Health and wellbeing – including safety, relationships and making positive choices.
- Movement and physical activity – building skills, fitness and confidence through sport and games.

Students learn how to make informed decisions, support their own health and contribute to the wellbeing of their communities.

LEARNING JOURNEY	
KEY OBJECTIVES	- Access, evaluate and synthesise information to make informed choices and act to enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation. - Develop and use personal, social and cognitive skills and strategies to promote self-identity and wellbeing and to build and manage respectful relationships. - Acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in various physical activity settings. - Engage in and create opportunities for regular physical activity participation as individuals and for the communities to which they belong.
UNITS	Focus Areas: Health Benefits of Physical Activity - Personal Fitness Alcohol and Drugs / Safety - Smashed – Safe party Practices Relationships - Ethics and Sport Mental Health and Wellbeing / Safety - Digital Safety Integrated Performance Units: Lifelong Physical Activities: - Includes activities that can enhance health-related fitness and wellbeing across the lifespan. These may include: - Individual and group activities health and fitness activities (Pilates, Yoga) - Active recreation activities, which could include but are not limited to: - Orienteering - Triathlon - Gym Games and Sports: - Includes activities that develop movement skills, concepts and strategies through a variety of games and sports. These could include but are not limited to: - Modified games - Traditional games or sports - Culturally significant games and sports (such as traditional games of First Nations Australians and games of significance from the Asia region) - Non-traditional games and sports (including student-designed games and player-officiated games such as Ultimate Frisbee)
ASSESSMENT	Students will be involved in group, team and individual performances that will be observed, captured and assessed over the course of the year. Planning and creating websites, infographics, multimodal presentations as well as investigation reports and video analysis will gauge student's understandings of the Health and Physical Education concepts studied in class.
POTENTIAL PATHWAYS	Physical Education, Sport and Recreation, Health Education

Humanities

Humanities invites students to explore how people, places and systems shape the world around them. In Year 9, students engage with History, Geography and Civics, investigating topics like World War I, food security, global interconnections and how laws and governments function. They learn through an inquiry-based approach, asking

big questions and exploring real-world issues through research, discussion and critical thinking. Students also use a range of digital tools in the classroom to gather information, present ideas and collaborate effectively. Humanities helps students develop a deeper understanding of the past and present - and their role in shaping the future.



LEARNING JOURNEY

KEY OBJECTIVES	Develop knowledge and understanding: - Of societies, events, movements and developments that have shaped humanity from earliest times. - About how the world and its people have changed, as well as the significant continuities that exist to the present day. - About why the world is the way it is, reflect on their relationships with and responsibilities for that world and propose actions designed to shape a socially just and sustainable future. Develop skills to: - Ask relevant questions - Critically analyse, interpret, evaluate and synthesise information - Communicate effectively		
	HISTORY	GEOGRAPHY	CIVICS & CITIZENSHIP
UNITS	Making and Transforming the Australian Nation (1750–1914) - Significant events, ideas, people, groups and movements in the development of Australian society and their causes and effects. First World War (1914–1918). - Causes, effects and significance of WWI and Australia's involvement, focusing on significant ideas, places, events, individuals and groups.	Biomes and Food Security – Feeding the World's People - Biomes of the world as a source of food, environmental challenges and constraints on expanding food production in the future. Geographies of Interconnections - How people, through their choices and actions, are connected to places throughout the world and how these connections help to make and change places and their environments.	Government and Democracy - Role of the Australian Constitution, the federal system of government and the process and reasons for constitutional change. - Policy development and legislative processes in Australia. Laws and Citizens - Key features and jurisdictions of Australia's court. - The role and processes of courts and tribunals.
ASSESSMENT	Students will present information in a variety of formal and informal contexts. Assessment working under exam conditions, as well as investigations based on research, allows students the opportunity to demonstrate knowledge and understanding of concepts and processing skills within this diverse area of study. Students will use a variety of information literacies to complement their knowledge and investigative skills.		
POTENTIAL PATHWAYS	Geography, Legal Studies, Modern History		

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Mathematics

Mathematics in Year 9 develops students' skills in number, algebra, geometry, probability and statistics, with a focus on real-world application and logical problem-solving. Students are placed into either Core or Extension Mathematics. Core helps strengthen foundational skills and build fluency, while Extension provides further challenge through more advanced content and deeper thinking tasks.

Students learn how to approach problems logically, use reasoning strategies and apply concepts to everyday situations. Whether they're analysing data, exploring patterns or solving equations, they're encouraged to think independently and persist through challenges. These skills set students up for success in future Maths pathways and build confidence in a world that increasingly values analytical thinking.



LEARNING JOURNEY

KEY OBJECTIVES	- Mathematics is about developing a working knowledge and understanding of mathematical facts and operations. - Students will be taught the relevance and meaning of mathematical concept. - Concepts and operations will be applied to real life situations. - Students will gain skills and strategies in problem-solving. - Independent thinking and investigation is encouraged. - Students will gain the appropriate knowledge, skills and concepts to be successful in further mathematical studies.	
UNITS	- Financial mathematics - Pythagoras' theorem - Linear relationships - Inequalities - PSMT - Measurement - Index laws	- Algebraic expressions - Statistics - Probability - Trigonometry - Geometric reasoning - Non-linear functions
ASSESSMENT	- Students will do a range of assessments over the course of the year comprising of short response examinations, assignments and engagement tasks. - All examinations comprise of 80% simple familiar, 10% complex familiar and 10% complex unfamiliar questions.	
POTENTIAL PATHWAYS	Specialist Mathematics, Mathematical Methods, General Mathematics and Essential Mathematics.	



Media Arts

Media Arts gives students the tools to understand and shape the media that surrounds them. In Year 9, students learn how meaning is created through film and digital content and how stories can be used to influence, entertain or challenge ideas. They analyse genre conventions, manipulate symbolic and technical codes and use responsible production practices to create their own short films. Through both critical thinking and creative production, Media Arts helps students become thoughtful creators and consumers of media in a digital world.

LEARNING JOURNEY	
KEY OBJECTIVES	- Media Arts is about discovering and using creative talent. - Students will analyse the background that has led to today's media forms. - Self-esteem is fostered through the production of individual texts. - Students will learn to work as a team and will develop an understanding and an appreciation of the role of media in society.
UNITS	One semester course: Chills & Thrills: Thriller and Suspense Filmmaking Students in this unit learn how to be critical and creative thinkers as they investigate and experiment with the genre conventions for thriller and suspense films. Students in the first half of the unit will understand the foundations of genre filmmaking by analysing and evaluating symbolic and technical codes as part of their critique assessment. In the second half, students collaboratively use responsible media practices and production processes to create suspenseful short films. For their assessment, students design and produce their own genre short film and plan where and how they could distribute it.
ASSESSMENT	Media Arts is outcome focused and learner-centred. The assessment of outcomes is linked to criteria, which reflect the attributes of lifelong learning and working in a media context. Students demonstrate competence during class activities while designing and presenting.
POTENTIAL PATHWAYS	Film TV and New Media

Music

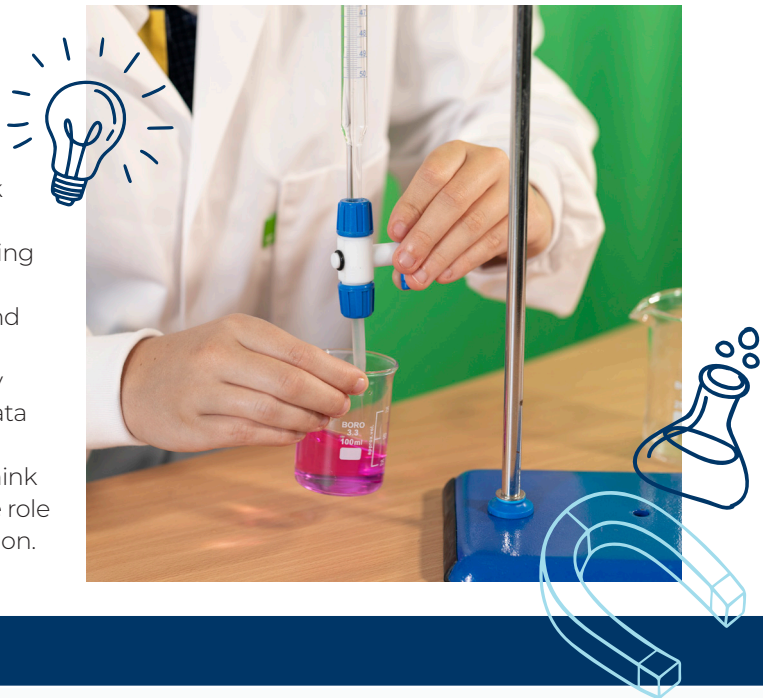
Music in Year 9 allows students the opportunity to create, perform and respond to music across a range of styles and contexts. They explore how music is used in film, television, games and advertising, while also developing their own skills in composition and performance. Students work with digital tools and instruments to bring their ideas to life and are encouraged to think broadly, listen critically and express themselves creatively. Whether working solo or in a group context, this subject builds confidence, self-discipline and a lifelong appreciation for the art of music.



LEARNING JOURNEY	
KEY OBJECTIVES	- Students will analyse, compose and perform music across styles and genres. - Students will develop the ability to critically evaluate and listen with discrimination to a wide range of musical styles. - Students will develop musical literacy and the ability to communicate effectively through musical creativity, expression and self-discipline. - Cognitive, physical and affective skills will be developed through performance, evaluation and composition. - The development of social and personal skills will promote group cooperation, responsibility, confidence and improved self-esteem.
UNITS	One Semester Course Music that Moves (Music used in Film, TV, Computer Games and Advertising)
ASSESSMENT	Students will demonstrate their understanding of the subject in a variety of small and large group performances, compositions and workbook activities, vocal and/or instrumental performances, multimedia assignments and through using appropriate student selected technology such as Musescore, Hookpad and Garageband.
POTENTIAL PATHWAYS	Year 10 Music; Senior Music and Music Extension 21st Century Skills: Professional Sound Engineer, Live Sound Technician, Recording/Mixing Engineer, Electronic Music Artist / DJ, Film/Game/TV Sound Designer, Musician, Composer or Songwriter, Conductor, Music Director, Accompanist, Music Producer.

Science

Science in Year 9 encourages students to ask questions, test ideas and make sense of the world through hands-on investigation. Building on skills developed in earlier years, students explore concepts from Chemistry, Biology and Physics in more depth - including genetics, motion, energy and chemical reactions. They carry out experiments, collect and analyse data and use scientific reasoning to explain their findings. Science teaches students how to think critically, solve problems and understand the role of science in everyday life and future innovation.



LEARNING JOURNEY

KEY OBJECTIVES	• Science is learner-centred and aims to develop investigative, observational and analytical skills. • Students will be involved in constructing meaning to develop their understanding of scientific concepts. • Students will be using a range of learning strategies and have opportunities for independent investigations. • Students will be collecting, organising, analysing, interpreting and evaluating data from laboratory investigations and research.
UNITS	• Unit 1: Chemistry Explaining observable chemical processes, such as the reactions of acids, in terms of changes in atomic structure, atomic rearrangement and mass. Developing a greater variety of laboratory skills, focusing on gathering reliable and valid data. • Unit 2: Biology Explaining how body systems provide a coordinated response to stimuli. Comparing asexual and sexual reproduction. Using genetic diagrams to predict and explain genotypic and phenotypic inheritance outcomes in animal and plant examples. • Unit 3: Physics Describing energy transfers using wave and particle models. Applying Newton's law to describe and predict motion of objects, including solar cars, paper roller coasters and falling objects.
ASSESSMENT	The assessment reflects the attributes of a life-long learning and working scientifically. The tasks further develop the skills required for scientific reports, based on primary and secondary data and completing timed examinations. Students complete one formative Skills Check and three summative tasks: • Student Experiment SE (25%) - Chemistry • Research Investigation RI (25%) - Biology • Examination EA (50%) - Physics. This exam will also include one Biology and one Chemistry question.
POTENTIAL PATHWAYS	Forensics, Oceans, Materials

Visual Art

Visual Art gives students a space to explore, experiment and express their ideas through creative processes. In Year 9, students engage with both traditional and digital media, learning about composition, technique and the stories artworks can tell. They investigate the work of contemporary artists and explore how art can reflect identity, culture and social themes. Students develop technical skills alongside conceptual thinking and create personal artworks that showcase their voice, ideas and style. They also curate and present exhibitions of their own and others' work - learning how to engage and communicate with an audience through visual storytelling.

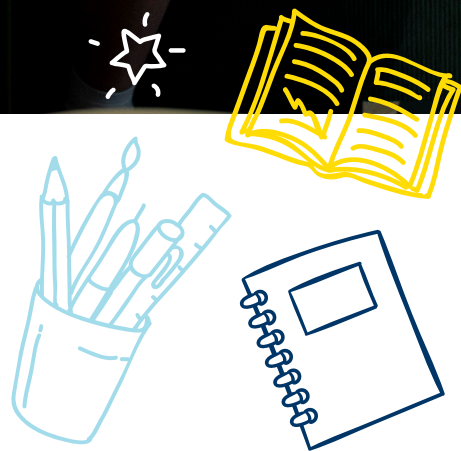


LEARNING JOURNEY

KEY OBJECTIVES	• Students will design, make and experience art. • Students employ a variety of art-related technologies including computer software. • Self-discipline, self-motivation, persistence and problem-solving ability are developed within the student. • Students develop ability in visual communication and understanding. • Students develop a critical awareness of the visual world and the artist's role within it. • Students are encouraged to develop technical skills in a variety of media areas. • Students are provided with an opportunity to explore and address competencies appropriate to a wide range of career and life paths.
UNITS	One Semester Elective Course • Painting Study - Project Students will be using technology as a base to develop their own artwork. As part of experiencing art as communication, they will design artwork from experiences in their life. The students will be exposed to painting and Photoshop techniques. • Art as Cultural Context - Project Students will explore how art can become and exist within a commercial space. They will investigate successful commercial skateboarding culture. Using this as a foundation, they develop their own work that recognises commercial trends inspired by our local area. • Art as Cultural Context - Extended Response Students will explore the influence of contemporary artists' work on their practice.
ASSESSMENT	Students will demonstrate their understanding of the subject through individual artworks. They will also maintain a digital diary that includes research, sketches and idea development, along with appraising tasks presented as written reflections.
POTENTIAL PATHWAYS	Year 10 Visual Art, Senior Visual Art. Career pathways for students studying Visual Art: Fine Artist, Illustrator, Graphic Designer, Animator, Photographer, Art Teacher, Art Therapist, Curator or Gallery Manager, Architect, Industrial/Product Designer, Interior Designer, Fashion Designer and Set or Exhibition Designer.



Curriculum Structure - Year 10 Pathways Phase



Year 10 is all about direction. It's a time for students to build on their strengths, explore their interests and start shaping a meaningful pathway beyond school. At Immanuel, we support students as they reflect on who they are, what excites them and where they want to go - helping them make confident, informed decisions about their future.

A key part of the year is the development of each student's Senior Education and Training (SET) Plan. This is more than just selecting subjects for Years 11 and 12 - it's about setting goals, recognising opportunities and taking ownership of the learning journey ahead. Students are encouraged to explore a wide range of subjects across different learning areas in Year 10 to help clarify their choices when it's time to plan.

With the support of teachers, families and our dedicated Pathways Leader, students explore their next steps - whether that's preparing for University, pursuing vocational education and training, or moving toward the workforce. The goal is to make sure every student finishes Year 10 with a strong sense of direction and a personalised plan to guide their senior years.



SUBJECT BREAKDOWN

CORE SUBJECTS

All students study these subjects all year

RAVE (Religion and Values Education) English (Students must select one English)

- General English Preparation
- Literature Preparation

Mathematics (Students must select one mathematics)

- General Mathematics Preparation
- Mathematics Methods Preparation

Science (Students must select one or more science)

- Oceans (Biology/ Chemistry A)
- Forensic Applications (Physics/ Chemistry B)
- Materials (Biology/Science in Practice)

ELECTIVE SUBJECTS

Students select 4 elective subjects
Additional Science subjects selected take the place of an elective line.

The Arts

- Dance
- Drama
- Media Arts
- Music
- Visual Art

Design, Innovation and Business

- Business and Marketing
- Culinary Design
- Design Innovation
- Economics and Finance
- Emerging Technologies
- Industrial Engineering

Health and Physical Education

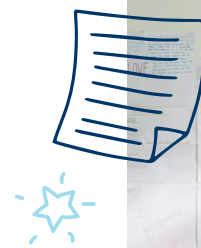
- Health
- Physical Education
- Sport and Recreation

Humanities

- Geography
- Legal Studies
- Modern History

Languages

- German



Business and Marketing

This subject gives students a deeper understanding of how businesses operate and how ideas become successful products or services. Students explore marketing, product design, branding, financial decision-making and the growing impact of digital business. They also investigate the responsibilities of ethical consumers and business owners. Through case studies and hands-on projects, students develop communication, problem-solving and entrepreneurial skills they can use in any future career.



LEARNING JOURNEY	
KEY OBJECTIVES	• Develop an understanding of the contemporary nature of business. • Develop enterprising behaviours and capabilities that can be transferred into life, work and business. • Develop innovative and entrepreneurial thinking skills.
UNITS	This subject is structured across four units of study, each building on key business concepts and skills. • Unit 1: Business Innovation and Entrepreneurship • Unit 2: Large Business Enterprise and Global Environments • Unit 3: Sole Trader Startup • Unit 4: The Business Functions and Market Day
ASSESSMENT	Students complete one formative assessment and three summative assessments. Unit 1 uses formative assessment to support learning and does not contribute to a student's final grade. The summative tasks contribute to a student's final grade as follows: • Marketing Portfolio (Unit 2) - 30% • Food Truck Pitch (Unit 3) - 35% • Short Response Examination (Unit 4) - 35%
POTENTIAL PATHWAYS	Accounting, Business



Christian Studies

Christian Studies in Year 10 continues to follow the Christian Studies Curriculum Framework developed by Lutheran Education Australia. The focus is on understanding faith in everyday life and exploring how values, identity and belief systems shape the world around us. Students reflect on

their own experiences and viewpoints while engaging with different religious and ethical perspectives. Through open discussion, guided inquiry and personal reflection, students are encouraged to think deeply about meaning, purpose and how they might live with integrity and compassion.

LEARNING JOURNEY		
KEY OBJECTIVES	• Become articulate, empathetic and discerning members of the community. • Listen to and identify the issues underlying discussion. • Enter into open, respectful dialogue with people whose religious, philosophical and ethical views are different. • Present an informed and well-considered personal position.	
UNITS	Jesus the Game Changer • How is the influence of Jesus still seen in the modern world? Rites, Rituals and Traditions • How do Australians fulfil the need for spirituality?	Social Justice • How can we help to create a more just world? Morality and Ethics • How do we make ethical decisions?
ASSESSMENT	There will be a variety of assessment techniques, including research assignments, exams, group activities, excursions, oral presentations and practical tasks. An individual's faith is never assessed.	
POTENTIAL PATHWAYS		



Culinary Design

Culinary Design is a hands-on subject that blends food skills, nutrition knowledge and creative problem-solving. Students explore the fundamentals of kitchen safety, food preparation, budgeting and recipe modification, with a strong focus on health and wellbeing. They take on practical challenges such as designing balanced meals, creating their own cookbook and preparing international dishes that reflect cultural traditions. Outdoor cooking techniques such as wood-fired, charcoal and hibachi methods also form part of the learning, giving students real-world culinary experience. Whether working individually or in teams, students develop cooperation, confidence and the ability to think critically in a kitchen environment.

Learning Journey	
Key Objectives	- Promote critical thinking and creative design to solve practical textile challenges. - Develop collaborative and cooperative work habits among students.
Units	Culinary Design is structured across four units of study, each exploring different aspects of food preparation, presentation and design. Unit 1: Precision Cuts and Healthy Food Choices Unit 2: International Cookery Unit 3: Family Style Cookbook Unit 4: Outdoor Cooking
Assessment	Each unit carries equal weighting with all four tasks contributing 25% each to a student's final result. - Stir-fry (Unit 1) - 25% - International Banquet (Unit 2) - 25% - Cookbook (Unit 3) - 25% - BBQ Cookery Infographic (Unit 4) - 25%
Potential Pathways	Hospitality

Dance

In Year 10 Dance, students develop as performers, choreographers and critical thinkers. They explore a range of genres and dance styles, while learning to perform with confidence and creativity. Through projects like narrative choreography, dance history and ballet appreciation, students analyse professional works and use their insights to shape their own routines - including performances for live audiences. Technology is also integrated into the course, with students using tools like projection, lighting and even drones to enhance their creative pieces. Dance gives students a physical, expressive outlet while building confidence, teamwork and a strong understanding of how movement communicates ideas.



Learning Journey		
Key Objectives	- Students will critically examine their understanding of dance structure and genres as they learn to appreciate dance works. - Students will learn to perform with confidence. - Students develop creative abilities as they choreograph dance sequences. - Students are encouraged to be involved with ongoing activities within the Arts. - A physical experience is provided for performance.	
Units	Responding in Dance Students will explore the impacts of Ballet in Dance. They will demonstrate their responding skills through their interpretation and evaluation of a selected question on a famous Ballet routine. Narrative Project Students will extend their responding skills in creating their own narrative dance focusing on a fairytale or fable that will be performed for a Primary School audience.	History of Dance Students will look at the development of dance through the decades. They will learn a teacher-devised task on a selected era for a live audience. Dance and Technology Students will create a contemporary dance with the addition of technology i.e. projector, library light-up floor, drones, etc.
Assessment	- Students will complete workshops and learn devised routines to develop and demonstrate performance skills. - Students will view, discuss, analyse, interpret and evaluate dance sections and works by professional choreographers to assist them in creating their own dance routines.	
Potential Pathways	Professional Dancer: Perform in theaters, concerts, or for various organisations. Choreographer: Create new dances and stage productions. Dance Teacher: Instruct students in various dance styles and techniques. Production Designer: Work on the visual aspects of dance productions, including set design, lighting and costumes.	

Design Innovation

Design Innovation is all about solving real problems for real people. In Year 10, students explore how good design can improve lives - whether that means rethinking everyday products or creating smarter, more sustainable solutions for the future.

They learn how to design with empathy by stepping into the shoes of others and understanding what people actually need. Using tools like empathy maps, stakeholder feedback and the Four Pleasures Framework,

students create low-fidelity prototypes and sketch out big ideas that challenge planned obsolescence and waste.

Along the way, they'll explore the full design process, dive into circular design thinking and learn how to communicate their ideas clearly for different audiences. It's creative, practical and purpose-driven - a great fit for students who like thinking outside the box and want to shape a better world through design.

LEARNING JOURNEY		
KEY OBJECTIVES	- Learn about and experience design through exploring needs, wants and opportunities. - Develop divergent thinking skills to generate ideas and design concepts in response to design briefs. - Use drawing and low-fidelity prototyping skills. - Evaluate ideas and design concepts. - Communicate proposals to suit different stakeholders.	
UNITS	Design Innovation is structured across three units of study, each focusing on a distinct design principle. Students undertake two project-based design assessments and one examination that develop design processes and production skills in line with the Senior Design Syllabus Objectives. Unit 1: Environmental Design with Sustainability Unit 2: Designing Products (Leather) Unit 3: Human- Centred Design	
ASSESSMENT	Students complete three summative assessment tasks that contribute to their final results as follows: - Eco Lodge Project (Unit 1) - 50% - Leather - Project Design (Unit 2) - 25% - Examination - HCD Challenge (Unit 3) - 25%	
POTENTIAL PATHWAYS	Industrial Technology Skills, Design	



Drama

Drama in Year 10 is bold, creative and collaborative. Students explore performance, direction and scriptwriting while learning how theatre can reflect and challenge the world around them. They experiment with voice, movement and character across styles like realism, physical theatre and political theatre. Through practical workshops and performances, students bring ideas to life on stage and develop skills in analysis, collaboration and creative expression. It's a subject that builds confidence and communication - useful in any future pathway where clear thinking and strong storytelling matter.



LEARNING JOURNEY		
KEY OBJECTIVES	- Confidence-building - Fostering individual and collaborative artistic talents - Studying poignant dramatic works within their historical, social and political contexts - Communication through body and voice - Knowledge of different theatrical styles and methods - Engaging in social issues - Analysis of artistic representations of the world and humanity	
UNITS	An Actor Prepares - Realism performance (monologues) - Foundations of acting techniques (voice and movement) 600 Ways to Filter a Sunset - Play intensive - Scriptwriting - Dramatic concept pitch	Australian Gothic Theatre - Shadow Theatre - Physical Theatre - Directorial vision Preparation for Senior Drama: - Political Theatre - Further development of ensemble skills - Group performance
ASSESSMENT	Students will demonstrate their understanding of Drama through a variety of workshops resulting in individual and group performances, projects and written responses.	
POTENTIAL PATHWAYS	This subject could lead to further studies in: - Creative Industries (performance) - Journalism (writing) - Law (public speaking, argumentation) - Marketing/Advertising (creativity, storytelling) - Education and Training (presentation, engagement) - Corporate Training (communications)	



Economics and Finance

This subject gives students the tools to understand how money, business and the economy work - both in their own lives and in the wider world. In Year 10, students explore everything from consumer choices and ethical business practices to personal finance, investment and wealth creation.

They investigate business models, market trends and the growing impact of circular economies, while also building practical skills in budgeting, tax, superannuation and investing. Using real-world tools like the ASX Schools Sharemarket Game and ESSI Money, students learn how to make informed decisions and think like entrepreneurs, investors and responsible global citizens.

Learning Journey	
Key Objectives	- Develop an understanding of the contemporary nature of business. - Develop enterprising behaviours and capabilities that can be transferred into life, work and business. - Develop understandings to enable active and ethical participation in the local, national, regional and global economy as economically, financially and business-literate citizens.
Units	Economics is structured across four units of study, each exploring different aspects of economic theory and real-world application. Unit 1: Microeconomics Unit 2: The Island Economy Unit 3: Personal Finance Unit 4: The Economics of Tourism
Assessment	Students complete four summative assessments that contribute to a student's final grade as follows: - Combination Examination (Unit 1) - 15% - Analysis Report (Unit 2) - 30% - Finance Portfolio (Unit 3) - 30% - Combination Examination (Unit 4) - 25%
Potential Pathways	Business, Economics

Emerging Technologies

Emerging Technologies is all about building the skills needed for the future - from coding and app development to digital design and understanding how new technologies are changing the world. In Year 10, students dive into topics like artificial intelligence, smart cities, cyber security and the Internet of Things, while also learning practical skills in Python programming, photo editing and video production.

Along the way, they develop their problem-solving, collaboration and design thinking skills - all while creating their own digital solutions. Whether students are interested in tech, design or business, this subject builds digital confidence and curiosity in a world that's constantly evolving.



Learning Journey	
Key Objectives	- Develop their computational thinking and learn to specify and document their design process. - Develop a deeper understanding of the interactions between digital systems, data, people and processes. - Design, develop, manage and evaluate digital solutions. - Apply information systems and specific ways of thinking about problem-solving. - Develop skills in the use of a variety of applications to enable the production of digital content. - Use the right software tools for the right purpose. - Foster curiosity, collaboration, persistence, innovation and creativity.
Units	Emerging Technologies is structured across four units of study, each exploring key areas of digital technology, programming and innovation. Unit 1: Introduction to Programming Unit 2: Apps and Database Systems Unit 3: Networks and Cybersecurity Unit 4: The Future of Farming and Industry 4.0
Assessment	Students complete four summative assessments that contribute to a student's final grade as follows: - Coding Folio (Unit 1) - 10% - Project (Unit 2) - 30% - Combination Examination (Unit 3) - 30% - Project (Unit 4) - 30%
Potential Pathways	Information Communication and Technologies, Digital Solutions, Business, Design

English

English in Year 10 helps students sharpen their communication, creativity and critical thinking skills - all essential for life beyond school. They explore a wide range of texts, including novels, films, plays, media and short stories, while learning to express their own ideas in thoughtful, confident and powerful ways.

Students will be placed in either **General English Preparation or Literature Preparation**, based on interest, ability and teacher feedback. Both pathways build skills in reading, writing, speaking and analysis, while exploring how culture, identity and language shape the way we see the world. Whether they're writing a short story, unpacking a film, or studying Shakespeare, students develop the tools to communicate clearly and think deeply - at school, at work and in life.



LEARNING JOURNEY		
KEY OBJECTIVES	• Develop their language for interacting with others through class discussion, formative scenarios and assessment to present a supported opinion. • Build their knowledge and use of text structures and organisation. • Expand their language for expression and developing ideas. • Analyse, interpret and evaluate a range of contemporary and historical texts. • Create their own literary texts.	
UNITS	Unit 1: The Writer's Workshop • Development and consolidation of skills focused on chosen text structures Unit 2: General English – A Dystopian World • Written text and visual text study • Development of analytical writing skills for a public audience Unit 2: Pre-Literature – Literature and Cultural Voices • Film study • Development of analytical writing skills	Unit 3: Then and now: Introduction to Shakespeare • Play study, Macbeth by William Shakespeare • Development of analytical writing skills Unit 4: General English - Issues in Media • Engage with a range of media and issues texts to develop perspectives and opinions • Development of persuasive speaking skills Unit 4: Pre-Literature – Novel Study • Novel study • Development of imaginative writing and speaking skills
ASSESSMENT	Unit 1: Imaginative short story Unit 2: Analytical response	Unit 3: Analytical essay Unit 4: Spoken response
POTENTIAL PATHWAYS	General English, Literature, Essential English	

Geography

Geography in Year 10 helps students explore some of the biggest questions facing our world - from global inequality to environmental change. They investigate how people interact with places, cultures and ecosystems and how our choices shape the future of the planet.

Topics include human wellbeing, climate change, land and water management and marine resources. Students learn to think critically, ask meaningful questions and use tools like maps, data and GIS technologies to investigate and solve problems. A local field trip with a canoeing component gives students the chance to apply their learning in a real-world setting.

This subject is ideal for students who are curious about people and the planet and who want to play a role in building a more sustainable, fair and connected future.



LEARNING JOURNEY	
KEY OBJECTIVES	• Develop a sense of wonder, curiosity and respect about places, people, cultures and environments throughout the world. • Develop a deep geographical knowledge of their own locality, Australia, the Asia -Pacific region and the world. • Develop the ability to think geographically, using geographical concepts. • Develop the capacity to be competent, critical and creative users of geographical inquiry methods and skills, including GIS technologies. • Develop as informed, responsible and active citizens who can contribute to the development of an environmentally and economically sustainable and socially just world.
UNITS	Geography of Wellbeing • Indicators and measurement of human wellbeing • Spatial variations in human wellbeing • Strategies to improve wellbeing - foreign aid, addressing poverty • Investigation of issues relating to wellbeing: China's One Child Policy and Indigenous Australians Environmental Change and Management • Human interactions with the environment - climate change, marine pollution, land degradation • Water Catchment Management Note: This course includes a local Field Trip with canoeing component
ASSESSMENT	There will be a variety of assessment techniques including Combination Response exams and Data Report and Field Report investigations.
POTENTIAL PATHWAYS	Geography, Modern History, Legal Studies

German

In Year 10 German, students strengthen their ability to communicate in another language while gaining a deeper understanding of life and culture in German-speaking countries. They explore real-world topics such as youth culture, environmental issues and future plans - all while practising listening, speaking, reading and writing in German.

Learning is hands-on and interactive, using tools like role-plays, games, videos, songs and digital resources. Students continue building their confidence across all language skills and begin to experience assessment formats aligned with the senior German syllabus.

Please note: due to the developmental nature of language learning, students must have completed previous German units in Years 8 and 9 to select this subject in Year 10.



LEARNING JOURNEY	
KEY OBJECTIVES	• To interact in German. • To mediate meaning in and between languages. • To create text in German. • To understand systems of language. • To understand the interrelationship of language and culture.
UNITS	• Friendships and Youth Culture • Caring for the Environment and Future Plans
ASSESSMENT	Assessment is based on the students' level of competence in the skills of listening, reading, writing and speaking. These skills are assessed in four tasks, including a short response and an extended response examination, a multi-modal presentation with interview and a combination response examination. These assessment tasks are designed to help prepare students for the assessment style used in Year 11 and 12.
POTENTIAL PATHWAYS	German language skills are an asset in many careers, including international relations, international business, tourism, interpreting/translation, teaching, research, the arts and the sciences.

Health

Health gives students the tools to make informed choices about their physical, emotional and social wellbeing. In Year 10, students explore topics such as identity, respectful relationships, consent, safety and mental health - learning how to navigate complex situations with confidence and care.

They investigate the personal and social factors that influence behaviour and decision-making, while developing the skills to challenge stereotypes, promote inclusion and take positive action in their own lives and communities. Health also prepares students to respond to current and emerging health issues in a fast-changing world.

This subject is ideal for students who are interested in wellbeing, human behaviour and supporting the health of themselves and others - now and into the future.



LEARNING JOURNEY	
KEY OBJECTIVES	• Health uses an inquiry approach informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels. • Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation. • Students plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion.
UNITS	• First Nations • Nutrition/Community Recreation • Organ Donation • Mt Binga Transition
ASSESSMENT	A variety of learning activities and assessment tasks will be used to assess students' knowledge and understanding of key concepts and skills. Students will be provided the opportunity to experience and respond to the types of assessment they will encounter in the senior course.
POTENTIAL PATHWAYS	Health, Physical Education and Sport and Recreation

Industrial Engineering

Industrial Engineering is a hands-on subject for students who enjoy designing, building and working with real tools and materials. In Year 10, students learn how to safely use hand tools, machinery and construction techniques while creating practical solutions for real needs.

They explore industry practices, technical drawings, sustainability and design thinking through projects like building an Alaia surfboard and developing a community-focused sustainability solution. Along the way, they build confidence in interpreting plans, communicating ideas and applying construction skills - all while gaining valuable insights into how theory connects with real-world industry.

This subject is ideal for students considering pathways in design, construction, engineering or trades and who enjoy learning through doing.



LEARNING JOURNEY	
KEY OBJECTIVES	- Understand and apply industry practices in industrial technology skills tasks - Demonstrate fundamental construction skills - Interpret drawings and technical information - Communicate using oral, written and graphical modes - Organise, calculate and plan construction processes - Evaluate the products and structures they create using predefined specifications - Select and apply construction skills and procedures in construction tasks
UNITS	This subject is structured across three units of study, each centred on a practical project that builds real-world design and fabrication skills. - Unit 1: Surf Craft - Hand Plane - Unit 2: Beach Chair - Unit 3: Computer Aided Manufacturing
ASSESSMENT	All assessment tasks involve the practical application of design, construction and manufacturing skills developed throughout each unit. Students complete three summative assessments that contribute to their final grade as follows: - Alaia Surf Craft - Design Folio (Unit 1) - 40% - Sustainable Beach Chair (Unit 2) - 30% - Computer Aided Manufacturing (Unit 3) - 30%
POTENTIAL PATHWAYS	Design, Industrial Technology Skills



Legal Studies



Legal Studies helps students understand their rights, responsibilities and the role of law in shaping a fair society. In Year 10, students explore Australia's criminal and civil law systems, how laws are made and changed and how legal decisions impact individuals and communities. They examine real-world issues like youth justice, police powers, trial by media and the right to privacy, while also learning about international

law and Australia's role in protecting human rights. Students learn how to research legal issues, analyse different perspectives and communicate their own informed responses.

This subject is ideal for students interested in justice, current affairs or public policy - and is great preparation for future study in Legal Studies, Modern History or the social sciences.

LEARNING JOURNEY		
KEY OBJECTIVES	- Comprehend legal concepts, processes and principles - Select legal information from sources - Analyse legal issues - Evaluate legal situations - Create responses that communicate meaning	
UNITS	Civics and Citizenship - Australian Government - Rule of Law - Democracy Public and Civil Law - Adaptability of the legal system - Public needs and requirements of the legal system Customary Law - Traditional/customary law principles - Investigating how the modern legal system responds to customary law	Mooting - Responding to legal problems - Legal terminology and court conduct Youth Justice and International Law - The United Nations and Human Rights - Australia's rights & responsibilities in protecting human rights - Juvenile justice, criminology, theories of punishment, impact of incarceration and indigenous youth offending
ASSESSMENT	There will be a variety of assessment techniques including combination response exams and investigation tasks.	
POTENTIAL PATHWAYS	Legal Studies, Modern History and Geography	

Mathematics

General Mathematics Preparation

This course is designed to provide a robust foundation in practical numeracy and logical reasoning, focusing heavily on how mathematics functions in real-world contexts. It is tailored for students who intend to pursue the General Mathematics pathway in the senior years. The course prioritises the application of mathematical models to everyday scenarios, helping develop competency in financial literacy, geometric measurement and the analysis of networks and sequences. By building confidence and practical proficiency, this subject acts as the direct bridge to the senior General Mathematics curriculum, which centres on applying mathematics to social, commercial and scientific settings.



LEARNING JOURNEY

KEY OBJECTIVES

- Develop a working knowledge of discrete mathematics, practical measurements and everyday calculations.
- Understand the relevance and meaning of mathematical concepts applied to financial, personal and workplace scenarios.
- Apply concepts and operations to real-life situations, utilising spatial reasoning and data analysis to make informed decisions.
- Gain skills and strategies in practical problem-solving, structured data interpretation and network modelling.
- Independent thinking and investigation are encouraged to evaluate the reasonableness of real-world solutions.
- Gain the appropriate knowledge, skills and foundational concepts to be successful in senior General Mathematics or Essential Mathematics.

UNITS

- Pythagoras' Theorem
- Trigonometry
- Finance
- Measurement
- Linear Relations
- Earth Geometry
- Networks
- Sequences

ASSESSMENT

Students will be assessed through short response examinations.

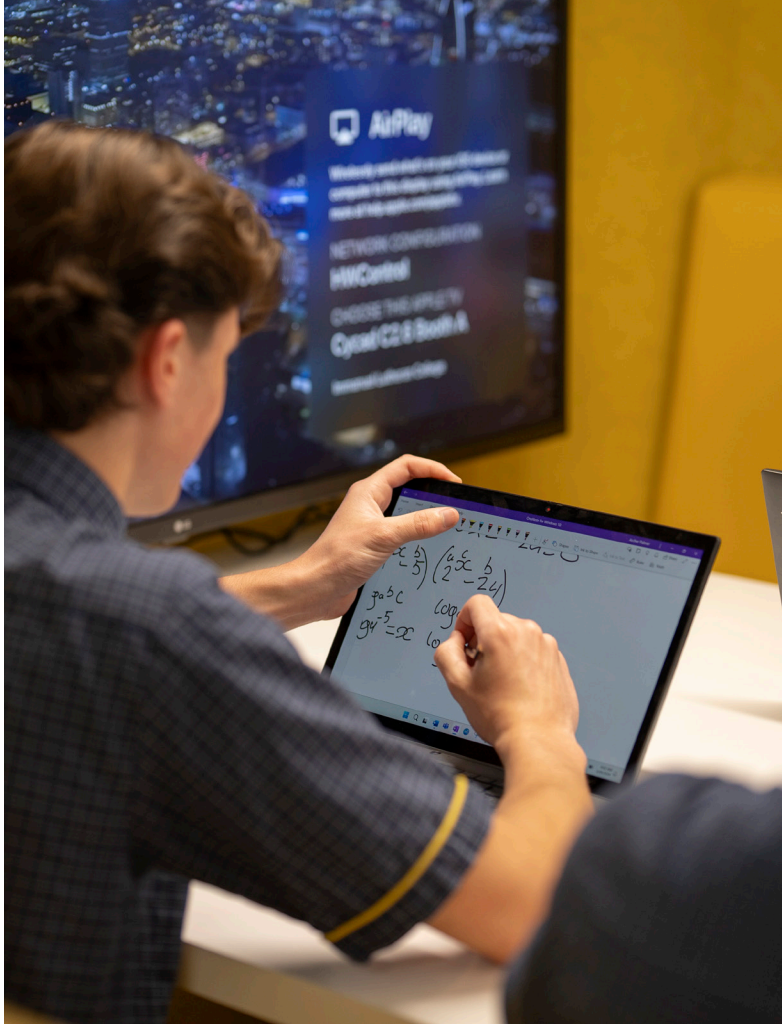
ASSESSMENT PATHWAYS

General Mathematics and Essential Mathematics.

Mathematics

Further Mathematics Preparation

This course is an innovative, forward-looking pathway designed for students who want to use mathematics as a powerful toolkit for solving the complex technological, environmental and spatial challenges of tomorrow. Moving beyond traditional, isolated pre-calculus drilling, this course integrates advanced algebraic structures and discrete mathematics with modern digital technologies. Students will develop digital literacy alongside mathematical fluency, learning to build dynamic spreadsheets, code mathematical algorithms and utilise professional graphing software. This subject acts as a critical bridge for students aiming to apply sophisticated problem-solving frameworks in senior mathematics, preparing them to engineer data-driven and algorithmic solutions for a changing world.



LEARNING JOURNEY

KEY OBJECTIVES

- Develop a modern working knowledge of linear algebra, discrete structures, non-linear functions and advanced probability systems.
- Understand how mathematical principles underpin future technologies, including computer graphics and data analysis.
- Gain skills and strategies in future-focused problem-solving, algorithmic thinking and structural data interpretation to model messy, real-world systems.
- Gain versatile conceptual understanding, digital fluency and rigorous reasoning required to be highly successful across senior mathematics pathways, particularly where technology and modelling intersect.

UNITS

- Vectors and Spatial Systems
- Matrix Algebra and Transformations
- Binomial Expansion
- Non-Linear Functions and Modelling
- Sequences, Series and Recursion
- Bernoulli Trials and Binomial Distributions
- Complex Number Systems

ASSESSMENT

Students will be assessed through short response examinations and problem-solving and modelling tasks.

ASSESSMENT PATHWAYS

Specialist Mathematics and Mathematical Methods.

Mathematics
Mathematics Methods Preparation

This is an intensive, analytical course structured to provide the deep algebraic and functional toolkit required for higher-level mathematics. Incorporating key elements of the advanced ACARA Year 10A Curriculum, it moves beyond basic application to explore abstract concepts, including algebraic manipulation, complex polynomials, surds, logarithms and non-linear relationships. The focus is on developing a sophisticated understanding of mathematical systems and probability models, fostering the rigorous logical reasoning and investigative skills required to handle advanced calculus. This pathway is essential for students looking to move into STEM-focused careers, ensuring the prerequisite mastery of algebra needed to thrive in senior Mathematical Methods and Specialist Mathematics.



LEARNING JOURNEY

KEY OBJECTIVES	- Develop an advanced working knowledge of abstract algebraic structures, functions and statistical formulas. - Understand the theoretical principles behind mathematical relationships, including non-linear models and exponential change. - Apply complex algebraic techniques and multi-step procedures to model physical systems and conceptual problems. - Gain skills and strategies in analytical problem-solving, algorithmic thinking and rigorous mathematical reasoning. - Independent thinking and mathematical investigation are encouraged to construct proofs and justify algebraic decisions. - Gain the prerequisite knowledge, fluency and deep conceptual understanding to be successful in senior Mathematical Methods and Specialist Mathematics.	
UNITS	- Pythagoras' Theorem - Trigonometry - Linear Relations - Statistics - Algebra	- Non-linear Relationships - Polynomials - Surds and Logarithms - Probability
ASSESSMENT	Students will be assessed through short response examinations and problem-solving and modelling tasks.	
ASSESSMENT PATHWAYS	Specialist Mathematics and Mathematical Methods.	

Media Arts

Media Arts gives students the chance to think critically, work creatively and understand how media shapes the world around them. In Year 10, students explore how meaning is constructed through visual storytelling, news, advertising and film. They learn to analyse technical and symbolic codes and apply these techniques to create their own media products across formats like film, news and digital marketing.

Projects include developing spin-off media campaigns, investigating cultural identity in news reporting and creating short documentaries. Students work both independently and collaboratively, using responsible production practices and building real-world communication and design skills.

This subject is ideal for students who enjoy film, storytelling, design or social commentary - and who want to explore how media influences ideas and audience perspectives.

LEARNING JOURNEY

KEY OBJECTIVES	- Media Arts is about discovering and using creative talents. - Students will analyse the background that has led to today's media forms. - Self-esteem is fostered through the production of individual texts. - Students will learn to work as a team and will develop an understanding and an appreciation of the role of media in society.	
UNITS	First Nations Media Texts - Students investigate how First Nations Australian media artists and producers celebrate and challenge multiple perspectives of Australian identity through media arts. - They study contemporary First Nations screen texts and apply responsible media practices to design and produce a stop motion animation that communicates cultural, social or personal perspectives for a specific audience. Reality Television Production - Students analyse how reality television constructs meaning through genre conventions, narrative structures, technical codes and stereotypical representations. - They design, film and edit a reality television pilot for a specific target audience, while reflecting on production choices, audience engagement and responsible approaches to distribution.	Broadcast Media - Students explore through theory and practise how reality and actuality are represented, constructed and communicated through Australian television, online news and broadcast media. - They analyse how media institutions use codes, conventions and production choices to shape audience interpretations of real events, issues and perspectives. Documentary Filmmaking - Students study documentary codes, conventions and production practices to understand how actuality can be shaped through personal stories and lived experiences. - Students design and produce a micro documentary on a social, ethical or cultural topic, using purposeful technical and symbolic codes to communicate meaning, emotion and perspective.
ASSESSMENT	Media Arts is outcomes focused and learner-centred. The assessment of outcomes is linked to criteria, which reflect the attributes of lifelong learning and working in a media context. Students demonstrate competence during class activities while designing and presenting.	
POTENTIAL PATHWAYS	Film TV and New Media	



Modern History

Modern History helps students understand the world they live in by exploring the events, movements and ideas that have shaped it. In Year 10, students investigate key historical moments such as World War II and Australia's involvement, as well as the Australian Frontier Wars and the lasting impact of the Stolen Generations.

Through inquiry-based learning and independent research, students develop skills in critical thinking, source analysis and communication. They learn to ask big questions, challenge assumptions and form evidence-based conclusions about the past - and why it still matters today.

This subject is ideal for students who enjoy investigating real stories, exploring diverse perspectives and understanding how history continues to influence the present.

LEARNING JOURNEY

KEY OBJECTIVES

- Develop historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World and contemporary Australia.
- Think historically and form a historical consciousness in relation to the studies undertaken.
- Develop an intellectual toolkit consisting of 21st Century skills, including the key cognitions of:
 - Comprehending
 - Devising questions and conducting research
 - Analysing, evaluating and synthesising sources
 - Creating and communicating

UNITS

- | | |
|--|---|
| Second World War <ul style="list-style-type: none"> • Causes, course and consequences • Australia's involvement • World War Two: Independent investigation | Australian Frontier Wars and Stolen Generations <ul style="list-style-type: none"> • Causes and effects of • Colonisation • Frontier warfare • Stolen generation |
|--|---|

Independent historical study

ASSESSMENT

Assessment techniques involve examinations and research investigations.

POTENTIAL PATHWAYS

Modern History, Legal Studies and Geography

Music

Music in Year 10 helps students grow as performers, composers and listeners. They explore how music communicates mood, meaning and identity through sound and learn to analyse, create and perform across a range of styles. Understanding songwriting, Australian music and the use of musical technology all play a part in deepening their artistry and creativity.

Students are encouraged to reach their highest personal standards of musicianship, whether through instrumental or vocal work.

This subject is not just for those who want to explore. It is ideal for anyone who is passionate about Music and want to refine their skills, express themselves creatively and develop 21st Century skills (explore future pathways in performance, production or music-related industries).



LEARNING JOURNEY

KEY OBJECTIVES

- Students will analyse, compose and perform music.
- Students will develop the ability to critically evaluate and listen with discrimination to a wide range of musical styles.
- Students will develop musical literacy and the ability to communicate effectively through musical creativity, expression and self-discipline.
- Cognitive, physical and affective skills will be developed through the performance, evaluation and composing of music.
- The development of social and personal skills will promote group cooperation, responsibility, confidence and self-esteem.

UNITS

- Introduction to Senior Music
- Timbres – Musical Sounds
 - Song Writing (Term 2 & 3)
 - 'Aussie' Music

ASSESSMENT

Students will demonstrate their understanding of the subject in a variety of small and/or large group performances, compositions and workbook activities, vocal and/or instrumental performances, written and/or multimedia assignments and through using appropriate technology such as Musescore, Hookpad, Garageband and Logic.

POTENTIAL PATHWAYS

Senior Music and Music Extension

21st Century Skills: Professional Sound Engineer, Live Sound Technician, Recording/Mixing Engineer, Electronic Music Artist / DJ, Film/Game/TV Sound Designer, Musician, Composer or Songwriter, Conductor, Music Director, Accompanist, Music Producer.

Physical Education

Physical Education in Year 10 helps students improve their performance, understand how the body works and make connections between theory and physical activity. They explore topics such as energy systems, fitness training, skill development, movement strategies and sports psychology - all while participating in a wide range of sports and physical challenges.

Students learn how to analyse their own and others' performance, apply training principles and explore how mindset and motivation impact results. Practical units may include volleyball, golf, basketball, AFL and more. Learning happens both in and out of the classroom, with a strong focus on real-world application and preparation for senior Physical Education.

This subject is ideal for students who enjoy movement, want to understand what drives peak performance and are considering pathways in health, sport or recreation.

Learning Journey		
Key Objectives	- The subject involves more than learning subject matter in the classroom. It also involves learning practical subject matter in physical activity contexts. - Physical Education makes clear connections between theory and practice and investigates how theoretical concepts and ideas can be used to improve personal performance in a range of authentic environments.	
Units	Performance Evaluation - Movement sequences - Movement strategies - Body and movement concepts Energy, Fitness and Training - Energy production and nutrition - Energy Systems - Fitness components - Games analysis and training	Sports Psychology and Motor Learning - Psychological factors - Psychological strategies - Stages of learning - Skill analysis Integrated Performance Units: - Volleyball - Golf - AFL - Badminton - Basketball / Netball - Touch / TRL - Pickle Ball - Soccer / Futsal
Assessment	A variety of learning activities and assessment tasks will be used to assess students' knowledge and understanding of key concepts and skills. Students will be provided the opportunity to experience and respond to the types of assessment they will encounter in the senior course.	
Potential Pathways	Physical Education and Sport and Recreation	

Science: Forensics (Physics/Chemistry B)

Forensics involves the application of scientific techniques, analysis and objective investigation to explain an event or outcome. Students are provided with scenarios relating to vehicle collisions, spatter patterns, corrosion and fire behaviour as forensic contexts for learning about forces and energy, motion, redox reactions and combustion. Students can choose to focus on either Physics and/or Chemistry when producing scientific reports for assessment. With strong links to senior Chemistry and Physics, this course is ideal for students who enjoy hands-on learning while applying science to real-life investigations. Students who want to pursue an academic pathway are strongly encouraged to take this subject as preparation.

Learning Journey		
Key Objectives	- Science is learner-centred and aims to develop investigative, observational and analytical skills. - Students will be involved in constructing meaning to develop their understanding of scientific concepts. - Students will be using a range of learning strategies and have opportunities for independent investigations. - Students will be collecting, organising, analysing, interpreting and evaluating data from laboratory investigations and research.	
Units	Historic Forensics (Shipwrecks) - Explaining patterns and trends in the periodic table. - Applying understanding of reactants and reactant conditions to predict the anode and cathode in reduction reactions, including corrosion. You need to brake! (Collisions) - Explaining how Newton's laws describe motion and predicting the outcome of vehicle collisions under different conditions	The Burning Question... (Combustion) - Predicting the products of combustion reactions and effect of changing reactants (fuels) and reaction conditions (accelerants). Splat! (Spatter Patterns) - Applying Newton's laws to predict the outcome of falling fluids impacting with different surfaces. Data Analysis - Selecting and constructing effective representations to organise, process and summarise data and information.
Assessment	The assessment reflects the attributes of life-long learning and working scientifically. The tasks model the skills required for senior Science assessment, based on primary and secondary data and completing timed examinations. Students complete one formative Skills Check and four summative tasks: - Student Experiment SE (20%) - Research Investigation RI (20%) - Examination EA (50%) - Data Test DT (10%)	
Potential Pathways	Chemistry and/or Physics (grade B or above). Students intending to pursue a Physics pathway should be completing Mathematical Methods prep. Students can still enter a Biology pathway after passing this subject.	

Science: Oceans (Biology/Chemistry A)

Oceans are some of the Earth's most vital and dynamic ecosystems. Students investigate adaptations that allow marine organisms to survive and reproduce in an environment affected by the outcome of human actions including climate change and acidification. Solubility, acid-base reactions, inheritance and selection are brought to life using Australian ecosystems, such as the Great Barrier Reef.

Students can choose to focus on either Biology and/or Chemistry when producing scientific reports for assessment. With strong links to senior chemistry and Biology, this course is ideal for students who enjoy hands-on learning while applying science to real-life investigations. Students who want to pursue an academic pathway are strongly encouraged to take this subject in preparation.

Learning Journey		
Key Objectives	- Science is learner-centred and aims to develop investigative, observational and analytical skills. - Students will be involved in constructing meaning to develop their understanding of scientific concepts. - Students will be using a range of learning strategies and have opportunities for independent investigations. - Students will be collecting, organising, analysing, interpreting and evaluating data from laboratory investigations and research.	
Units	Ecosystems - Describing trends in patterns of global climate change, identifying causal factors. - Explaining interactions between the Earth's spheres, the carbon cycle and the cycling matter and energy through marine ecosystems. Ocean Reactions - Chemical - Predicting the products of reactions and the effect of changing reactants and reactant conditions, such as increased CO₂ and higher temperatures, in an aquatic environment. Genetics - Explaining the processes that underpin heredity and genetics. - Predicting the effect of introduced species on selection pressures and organism survival. Ocean Reactions - Physical - Predicting the products of reactions when soluble salts are combined under different conditions. - Discussing the impact on water quality and organism survival. Data Analysis - Selecting and constructing effective representations to organise, process and summarise data and information.	
Assessment	The assessment reflects the attributes of life-long learning and working scientifically. The tasks model the skills required for senior Science assessment, based on primary and secondary data and completing timed examinations. Students complete one formative Skills Check and four summative tasks: - Student Experiment SE (20%) - Research Investigation RI (20%) - Examination EA (50%) - Data Test DT (10%)	
Potential Pathways	Biology and/or Chemistry (grade B or above). Students can still enter a Physics pathway after passing this subject with a B grade, with Mathematical Methods as a suggested partner subject.	

Science: Materials (Science in Practice/Biology)

Materials is a hands-on subject that explores the science behind everyday items. Students experiment with the biological and chemical processes and substances used to make cleaners, kombucha, glue and paint, comparing homemade and commercial versions. Students investigate simple machines and consider their applications and uses in the world around us.

Biology, Chemistry and Physics concepts are addressed when producing scientific reports for assessment. This subject provides a pathway to senior Biology. Students who are unsure about continuing with Science or are seeking a non-ATAR pathway are encouraged to take this subject.



Learning Journey		
Key Objectives	- Science is learner-centred and aims to develop investigative, observational and analytical skills. - Students will be involved in constructing meaning to develop their understanding of scientific concepts. - Students will be using a range of learning strategies and have opportunities for independent investigations. - Students will be collecting, organising, analysing, interpreting and evaluating data from laboratory investigations and research.	
Units	Microbes - Comparing microscopic organisms to identify useful and harmful microbes. - Modelling ways to reduce transmission of harmful microbes and to support useful microbes. Cleaning or Food - Investigating the commercial uses of microbes. Mixtures - Testing the physical properties of glue and paint. - Trialling 'green' chemical combinations to produce non-toxic mixtures through safe, reproducible investigations.	Simple Machines - Constructing a range of simple machines to investigate energy transfers and transformations, including their use in toys. Data Analysis - Selecting and constructing effective representations to organise, process and summarise data and information.
Assessment	The assessment reflects the attributes of life-long learning and working scientifically. The tasks model the skills required for senior Science assessment, based on primary and secondary data and completing timed examinations. Students complete one formative Skills Check and four summative tasks: - Student Experiment SE (20%) - Research Investigation RI (20%) - Examination EA (50%) - Data Test DT (10%)	
Potential Pathways	Biology (with grade B). Students planning to pursue Chemistry or Physics should choose Oceans or Forensics.	

Sport and Recreation

Sport and Recreation gives students the chance to stay active while building skills in leadership, teamwork and event management. They explore how sport supports health and wellbeing, learn to plan and promote recreational activities and develop practical skills in areas like strength training, surf safety and first aid.

This subject is ideal for students interested in the sport and fitness industries or those who enjoy hands-on, collaborative learning. It also introduces key concepts used in the senior Sport and Recreation course.



Note: Students planning to study Physical Education in Year 11 should select Physical Education (not Sport and Rec) in Year 10.

LEARNING JOURNEY		
KEY OBJECTIVES	• Sport and Recreation provides opportunities for students to experience the challenge and fun of active participation in physical activity while developing beneficial vocational, life and physical skills. • Students will be involved in learning experiences that allow them to develop their interpersonal abilities and encourage them to appreciate and value active involvement in sporting and recreational activities, contributing to ongoing personal and community development throughout their adult life. • In Sport and Recreation, students investigate the role of sport and recreation in maintaining good health, evaluate strategies to promote health and safety and investigate personal and interpersonal skills to achieve goals. • Sport and Recreation encompasses activities where students engage both individually and collaboratively, often within group or team settings. Students are tasked with investigating, planning, performing and evaluating various physical activities and performances. This entails planning and coordinating events, researching solutions to personal and societal challenges and utilising appropriate technologies as necessary.	
UNITS	Athlete Development and Wellbeing • Strength & conditioning • Exercise programming • Performance testing Marketing and communication in Sport and Recreation • Barriers and enablers • Engagement strategies • Enhanced participation	Event Management • Tournament design • Resource management • Event promotion Aquatic Recreation • Surf lifesaving practical skills • Surf safety • First aid skills
ASSESSMENT	A variety of learning activities and assessment tasks will be used to assess your knowledge and understanding of key concepts and skills. Students will be provided the opportunity to experience and respond to the types of assessment they will encounter in the senior course.	
POTENTIAL PATHWAYS	Physical Education and Sport and Recreation Students hoping to study Physical Education in senior should choose Physical Education in Year 10.	

Visual Art

Visual Art in Year 10 is about thinking creatively, working with purpose and expressing ideas that matter. Students explore photography, painting, sculpture and mixed media while developing technical skills and experimenting with visual styles.

They learn how artists across cultures and eras represent identity, challenge perspectives and communicate meaning - then apply those insights in their own artworks. Students also curate and present their work, reflecting on their creative process through digital visual diaries and written responses.

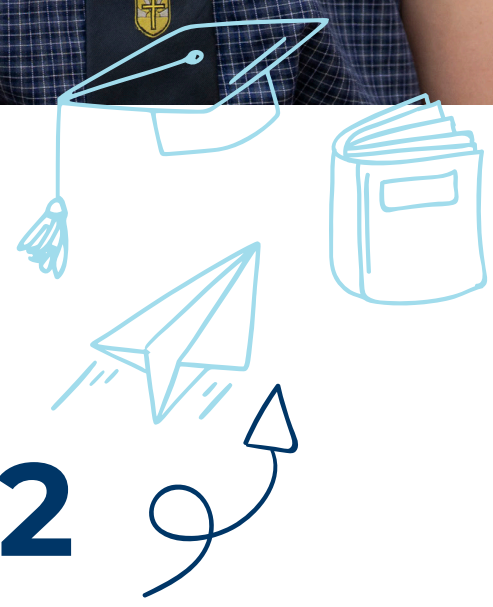
This subject is ideal for students who enjoy creative thinking, storytelling through images and exploring the visual world with curiosity and intent.



LEARNING JOURNEY		
KEY OBJECTIVES	• Students will design, make and experience art. • Students employ a variety of art-related technologies including computer software. • Self-discipline, self-motivation, persistence and problem-solving ability are developed within the student. • Students develop ability in visual communication and understanding. • Students develop a critical awareness of the visual world and the artist's role within it. • Students are encouraged to develop technical skills in a variety of media areas. • Students are provided with an opportunity to explore and address competencies appropriate to a wide range of career and life paths.	
UNITS	Photography Study - Experimental Folio • Cameras have changed the art world. This unit looks at what artists can do with this media area and how it has been transformed with digital technology. Art as Contemporary Context- Project • Featured study of an artist. Learn how to deconstruct a technique. Apply new knowledge to an individual artwork.	Art as Inspiration - Project • Study an inspirational artist of choice, unpack their meaning and techniques. Then freely explore their own ideas. Art as Investigation - Project • The young artist will begin to develop their own practice from exposure to a stimulus. From this experience they will create their own personal artwork in a media area of choice.
ASSESSMENT	Students will demonstrate their understanding of the subject through individual art works covering both two and three-dimensional art disciplines; a visual diary (completed digitally), includes research, sketches and ideas; as well as responding tasks in the form of written reflections.	
POTENTIAL PATHWAYS	Senior Visual Art Career pathways for students studying Visual Art: Fine Artist, Illustrator, Graphic Designer, Animator, Photographer, Art Teacher, Art Therapist, Curator or Gallery Manager, Architect, Industrial/Product Designer, Interior Designer, Fashion Designer and Set or Exhibition Designer.	



Curriculum Structure - Year 11 and 12 Senior Phase



Senior schooling at Immanuel is all about direction and purpose - helping students shape a future that aligns with who they are and where they want to go. Whether aiming for university, vocational training or the workforce, students are supported to choose a pathway that suits their strengths, interests and aspirations.

Across Years 11 and 12, students build confidence, independence and real-world skills. They're encouraged to select subjects that genuinely interest them and reflect their demonstrated effort and ability. Through thoughtful subject selection and ongoing guidance from College staff, students create a program that's balanced, meaningful and future-focused.

At Immanuel, every student's senior program is built around two goals:

-  **GOAL 1**
Attainment of a Queensland Certificate of Education
-  **GOAL 2**
A post-school pathway/s

The Queensland Certificate of Education (QCE) is the official certificate awarded to students in Queensland when they complete their senior schooling. To receive a QCE, students must complete a set pattern of learning, achieve at least 20 credits and meet literacy and numeracy requirements.



The Australian Tertiary Admission Rank (ATAR) is the primary mechanism used nationally for tertiary admissions and indicates a student's position relative to other students. QTAC will calculate ATARs for Queensland school leavers. The Queensland ATAR will be recognised in all other Australian states and territories. The ATAR will be calculated by combining a student's best five subject **scaled scores** using a process of inter-subject scaling.

Post School Pathways

Whether their next steps include ATAR pathways, Vocational Education and Training (VET), university, or direct-to-work options, our students are supported to build a future that reflects who they are and who they're becoming.

Pathway 1. Competitive Tertiary Entrance (ATAR 5 Model) – Students will seek to achieve a highly competitive ATAR and pursue Academic excellence by choosing 6 General Subjects to achieve the highest scale possible for University entry.

Pathway 2. Tertiary Entrance (Combination Pathway ATAR 4 + 1 Model or Selection Rank) Students will achieve an ATAR by choosing 4 General Subjects and an Applied or VET course (Cert III or higher). This gives students options and enables them to achieve University entry or pursue a direct employment pathway.

Pathway 3. Employment/VET/TAFE Entrance (Non-ATAR pathway) Students can achieve a QCE without gaining an ATAR. This can be achieved through any combination of subjects. This pathway supports students seeking entry to full time vocational and apprenticeship pathways or other job opportunities.



Selecting and Understanding Senior Subjects

We encourage students to choose subjects they:

- Enjoy
- Are good at
- Are willing to commit to
- Need for future pathways

It's also important to check any university or training prerequisites before making final decisions. Our staff are here to help students and families choose a program that's balanced, meaningful and aligned with individual strengths.

All subjects run over two years and follow a four-unit structure:

- **Units 1 & 2** (Year 11): Foundation skills and exploration
- **Units 3 & 4** (Year 12): Official assessments contributing to ATAR/QCE

Credits for Mathematics and Science subjects are only awarded after Unit 2 (Term 3, Year 11). VET credit contributions will be explained later in this handbook.

Students can choose from:

General Subjects – (e.g. English, Mathematical Methods, Biology, Literature) are academic and designed for students intending to go on to university. These subjects contribute directly to a student's ATAR and often are prerequisites for tertiary entry.

Applied Subjects – (e.g. Essential English, Sport and Recreation, Business) are more practical and industry-aligned. They are ideal for students considering TAFE, apprenticeships, or entering the workforce directly. In some cases, Applied Subjects may contribute to a student's selection rank for university via QTAC.

Religious and Values Education (RAVE)

RAVE is a compulsory part of senior schooling at Immanuel and is delivered through five retreat days across each year. Rooted in Lutheran Education Australia's Christian Studies Curriculum Framework, the program supports the students' journey from adolescence to adulthood.

Retreats are reflective and engaging, giving students space to explore themes such as:

- Ethics and decision-making
- Spirituality and belief
- Meaning and purpose
- Stewardship and service

Students consider the kind of adult they hope to become - guided by values, self-awareness and a growing sense of identity.

Please note: Subjects are offered based on student interest and staff availability. In some cases, where enrolments are low, Years 11 and 12 may be combined into a composite class to ensure a broad range of subjects remains available. In some cases, subjects may not run if numbers are insufficient.



SUBJECT BREAKDOWN

GENERAL SUBJECTS

APPLIED SUBJECTS

Design Innovation and Business

- Business
- Design
- Economics

- Information and Communication Technology
- Industrial Technology Skills
- Hospitality Practices

English

- English
- Literature

- Essential English

Health and Physical Education

- Physical Education
- Health Education

- Sport and Recreation

Humanities

- Geography
- Legal Studies
- Modern History

Languages

- German

Mathematics

- General Mathematics
- Mathematical Methods
- Specialist Mathematics

- Essential Mathematics

Science

- Biology
- Chemistry
- Physics

The Arts

- Dance
- Drama
- Film, Television and New Media
- Music
- Music Extension*
- Visual Art

*Music Extension in Year 12 only
(Composition OR Performance)

Biology

Biology provides opportunities for students to engage with living systems. In Unit 1, students develop their understanding of cells and multicellular organisms. In Unit 2, they engage with the concept of maintaining the internal environment. In Unit 3, students study biodiversity and the interconnectedness of life. This knowledge is linked in Unit 4 with the concepts of heredity and the continuity of life.

Biology aims to develop students’ sense of wonder and curiosity about life and a respect for all living things and the environment along

with an understanding of how biological systems interact and are interrelated, the flow of matter and energy through and between these systems and the processes by which they persist and change, including theories and models at all scales of life.

Students will plan and carry out fieldwork, laboratory and other research investigations, including the collection, analysis, interpretation and evaluation of qualitative and quantitative data and use sound, evidence-based reasoning to evaluate claims. Findings will be communicated using appropriate representations, modes and genres.

GENERAL SUBJECT				
PATHWAYS	A course of study in Biology can establish a basis for further education and employment in the fields of medicine, forensics, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.			
KEY OBJECTIVES	When completing the course of study, students will address these Syllabus Objectives: • Describe ideas and findings • Apply understanding • Analyse data • Interpret evidence • Evaluate conclusions, claims and processes • Investigate phenomena			
PREREQUISITES	B or better in Year 10 English B or better in Year 10 Forensics, Oceans or Materials B or better in Year 10 Maths (General or Methods Preparation)			
COREQUISITES	Year 11 English: General, Literature or Essential Year 11 Mathematics (General or Methods)			
UNITS	Unit 1 Cells and Multicellular Organisms • Cells as the basis of life • Exchange of nutrients and wastes • Cellular energy, gas exchange and plant physiology	Unit 2 Maintaining the Internal Environment • Homeostasis thermoregulation and osmoregulation • Infectious disease and epidemiology (exploration)	Unit 3 Biodiversity and the Interconnectedness of Life • Describing biodiversity and populations • Functioning ecosystems and succession	Unit 4 Heredity and Continuity of Life • Genetics and heredity • Continuity of life on Earth
ASSESSMENT	Unit 3 Summative internal assessment 1 (IA1): 10% Data test Unit 4 Summative internal assessment 2 (IA2): 20% Student experiment Summative external assessment (EA): 50% — Examination – combination response			

Business

The study of business is relevant to all individuals in a rapidly changing, technology-focused and innovation-driven world. Through authentic and real-life practices, the knowledge and skills developed in Business will allow students to contribute meaningfully to society, the workforce and the marketplace and prepare them as potential employees, employers, leaders, managers and entrepreneurs of the future.

Students investigate the business life cycle, develop skills in examining business data and information and learn business concepts, theories, processes and strategies relevant to leadership, management and entrepreneurship. They investigate the

influence of, and implications for, strategic development in the functional areas of finance, human resources, marketing and operations. Students use a variety of technological, communication and analytical tools to comprehend, analyse, interpret and synthesise business data and information.

They engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies. Opportunity is provided to develop interpersonal and leadership skills through a range of individual and collaborative activities in teaching and learning. Business develops students’ confidence and capacity to participate as members or leaders of the global workforce.



GENERAL SUBJECT				
PATHWAYS	The study of Business provides opportunities for students to pursue entrepreneurial pathways and a wide range of careers in the public, private and not-for-profit sectors. A course of study in Business can establish a basis for further education and employment in the fields of business management, business development, entrepreneurship, business analytics, economics, business law, accounting and finance, international business, marketing, human resources management and business information systems.			
KEY OBJECTIVES	By the conclusion of the course of study, students will: • Describe business situations and environments • Explain business concepts and strategies • Analyse and interpret business situations • Evaluate business strategies • Create responses that communicate meaning to suit audience, context and purpose			
PREREQUISITES	C grade or better in Year 10 English			
COREQUISITES	Year 11 English or Literature			
UNITS	Unit 1 Business Creation • Fundamentals of business • Creation of business ideas	Unit 2 Business Growth • Establishment of a business • Entering markets	Unit 3 Business Diversification • Competitive markets • Strategic development	Unit 4 Business Evolution • Repositioning a business • Transformation of a business
ASSESSMENT	Unit 3 Summative internal assessment 1 (IA1): 25% Examination - combination response Unit 4 Summative internal assessment 2 (IA2): 25% Investigation - business report	Unit 3 Summative external assessment (EA): 25% Examination - combination response Unit 4 Summative internal assessment 3 (IA3): 25% Extended response- feasibility report		

Chemistry

Chemistry is the study of materials and their properties and structure. In Unit 1, students study atomic theory, chemical bonding and the structure and properties of elements and compounds. In Unit 2, students explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. In Unit 3, students study equilibrium processes and redox reactions. In Unit 4, students explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

Chemistry aims to develop students' interest in and appreciation of chemistry and its usefulness in helping to explain phenomena and solve problems encountered in the real world.

Students will develop an understanding of the factors that affect chemical systems, allowing them to collect, analyse and interpret qualitative and quantitative data, leading to critical evaluation resulting in informed and ethical conclusions. Findings will be communicated using appropriate representations, modes and genres.

GENERAL SUBJECT				
PATHWAYS	A course of study in Chemistry can establish a basis for further education and employment in the fields of forensic science, environmental science, engineering, medicine, pharmacy and sports science.			
KEY OBJECTIVES	• Describe ideas and findings • Apply understanding • Analyse data • Interpret evidence • Evaluate conclusions, claims and processes • Investigate phenomena			
PREREQUISITES	B or better in Year 10 English B or better in Year 10 Forensics or Oceans B or better in Year 10 Maths (General or Methods Preparation)			
COREQUISITES	Year 11 English: General, Literature or Essential Year 11 Mathematics (General or Methods)			
UNITS	Unit 1 Chemical Fundamentals - Structure, Properties and Reactions • Properties and structure of atoms • Properties and structure of materials • Chemical reactions - reactants, products and energy change	Unit 2 Molecular Interactions and Reactions • Intermolecular forces and gases • Aqueous solutions and acidity • Rates of chemical reactions	Unit 3 Equilibrium, Acids and Redox Reactions • Chemical equilibrium systems • Oxidation and reduction	Unit 4 Structure, Synthesis and D Design • Properties and structure of organic materials • Chemical synthesis and design
ASSESSMENT	Unit 3 Summative internal assessment 1 (IA1): Data test Summative internal assessment 2 (IA2): Student experiment	Unit 4 Summative internal assessment 3 (IA3): Research investigation	Summative External Assessment (EA): 50% - Examination – combination response	

Dance

Dance uses the body as a tool for expression and communication, supporting the holistic development of individuals and offering insight into oneself, others and the world. Through dance, students develop lifelong skills, engaging in higher-order thinking and movement to critically examine and reflect on their world.

As both artists and audience, students explore interrelated concepts, understandings and skills in dance as an art form and a vehicle for social inclusion. They study various genres and styles, embracing diverse cultural, societal and historical perspectives and integrating emerging technologies.

The course includes historical, current and emerging practices in both global and Australian contexts, including the dance of Aboriginal and Torres Strait Islander peoples. Students learn about contemporary dance and its origins across time and cultures.

Dance prepares students for the 21st Century by building transferable skills and encouraging flexible thinking. Through movement, students apply critical thinking and literacy to create, express and reflect on meaning.

GENERAL SUBJECT				
PATHWAYS	A course of study in Dance can establish a basis for further education and employment in the field of dance and to broader areas in creative industries and cultural institutions, including arts administration and management, communication, education, public relations, research and science and technology.			
KEY OBJECTIVES	By the conclusion of the course of study, students will: • Demonstrate an understanding of dance concepts and dance skills in own and others' dances. • Apply literacy skills to communicate ideas. • Organise and apply dance concepts using a personal movement style in various contexts and purposes. • Analyse and interpret dance concepts and dance skills to reflect on own and others' dance. • Apply technical skills in a personal movement style. • Create dance to communicate meaning that reflects viewpoints for various purposes and contexts. • Evaluate dance, justifying use of dance concepts and dance skills in a given context.			
PREREQUISITES	C grade or better in Year 10 English			
COREQUISITES	Nil			
UNITS	Unit 1 Moving Bodies • Genres: Musical theatre, at least one other genre • Subject matter: meaning, purpose and context, historical and cultural origins of focus genres	Unit 2 Moving Through Environments • Genres: Student choice • Subject matter: Physical dance environments including site-specific dance, • Virtual dance environments	Unit 3 Moving Statements • Genres: Contemporary, at least one other genre • Subject matter: social, political and cultural influences on dance	Unit 4 Moving My Way • Genres: Fusion of movement styles • Subject matter: Developing a personal movement style • Personal viewpoints and influences on genre
ASSESSMENT	Unit 3 Summative internal assessment 1 (IA1): Performance Summative internal assessment 2 (IA2): Choreography	Unit 4 Summative internal assessment 3 (IA3): Project - dance work	Unit 3 and 4 Summative external assessment (EA): 25% Examination - extended response	

Design

The Design subject focuses on the application of design thinking to envisage creative products, services and environments. Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking approaches that can be practiced and improved. Designers are separated from the constraints of production processes to allow them to appreciate and exploit innovative ideas.



GENERAL SUBJECT					
PATHWAYS		A course of study in Design can establish a basis for further education and employment in the fields of architecture, digital media design, fashion design, graphic design, industrial design, interior design, landscape architecture and other creative design and entrepreneurial fields.			
KEY OBJECTIVES		By the conclusion of the course of study, students will: - Describe design problems and design criteria. - Represent ideas, design concepts and design information using visual representation skills. - Analyse needs, wants and opportunities using data. - Devise ideas in response to design problems. - Evaluate ideas to make refinements. - Propose design concepts in response to design problems. - Make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.			
PREREQUISITES		C grade or better in Year 10 English			
COREQUISITES		Nil			
UNITS		Unit 1 Stakeholder-Centred Design Designing for others	Unit 2 Commercial Design Influences Responding to needs and wants	Unit 3 Human-Centred Design Designing with empathy	Unit 4 Sustainable Design Influences Responding to opportunities
ASSESSMENT		Unit 3 Summative internal assessment 1 (IA1): Examination - design challenge 20% Summative internal assessment 2 (IA2): Project 30%	Unit 4 Summative internal assessment 3 (IA3): Project 25% Summative external assessment (EA): Examination - extended response 25%		

Drama

Drama explores the human experience by investigating, communicating and embodying stories, emotions and ideas. It encourages students to reflect on the past and inherited artistic traditions to shape their own practice and engage as global citizens. Drama is created and performed in diverse spaces for a variety of purposes, engaging students in imaginative, meaning-making processes using a range of artistic skills.

Through making and responding to dramatic works, students experience, reflect, communicate, collaborate and appreciate

different perspectives of themselves, others and the world.

Throughout the course, students develop interrelated drama skills that support the creation of dramatic action and meaning. They explore dramatic languages and how these shape interpretation and critique. A core focus is the study of a range of forms and styles from various traditions, current practices and emerging trends, including those from different cultures and contexts. Drama enables students to engage with dramatic works as both artists and audience through critical literacies.

GENERAL SUBJECT					
PATHWAYS	A course of study in Drama can establish a basis for further education and employment in the field of drama and to broader areas in creative industries and cultural institutions, including arts administration and management, communication, education, public relations, research and science and technology.				
KEY OBJECTIVES	By the conclusion of the course of study, students will: • Demonstrate skills of drama. • Apply literacy skills to communicate dramatic meaning. • Interpret purpose and context in selected published texts to communicate dramatic meaning. • Manipulate dramatic languages to create dramatic action and meaning. • Analyse how the dramatic languages are used to create dramatic action and meaning. • Evaluate the use of dramatic languages to create dramatic action and meaning.				
PREREQUISITES	C grade or better in Year 10 English				
COREQUISITES	Nil				
UNITS	Unit 1 Share • Cultural inheritances of storytelling • Oral history and emerging practices • A range of linear and non-linear forms		Unit 2 Reflect • Realism, including Magical Realism, Australian Gothic • Associated conventions of styles and texts		Unit 3 Challenge • Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre • Associated conventions of styles and texts
					Unit 4 Transform • Classical texts: Greek Tragedy & Elizabethan Theatre • Contemporary performance • Associated conventions of styles and texts • Inherited texts as stimulus
ASSESSMENT	Unit 3	Summative internal assessment 1 (IA1): Performance		Unit 4	Summative internal assessment 3 (IA3): Project - practice-led project
		Summative internal assessment 2 (IA2): Project - dramatic concept			Summative external assessment (EA): Examination - extended response
			20%		35%
			20%		25%

Economics

Economics is central to our lives, shaping employment, business operations and living standards. At its core, Economics is about decision-making: how to allocate scarce resources to maximise wellbeing. Economic literacy enables students to understand current issues, make informed judgments and participate effectively in society. Using economic models and analytical tools, students investigate real-world outcomes, evaluate evidence and appreciate the values and perspectives behind economic decisions. The discipline is divided into microeconomics, focusing on individuals, households and businesses and macroeconomics, which examines economy-wide phenomena. These are applied to issues such as market intervention and the effects of government strategies. In the final units, students explore international economic relationships and Australia's role in the global economy, analysing trends and evaluating economic policy.

Economics equips students to critically assess the challenges facing individuals, businesses and governments, while fostering creative thinking beyond the predictable.

GENERAL SUBJECT				
PATHWAYS	A course of study in Economics can establish a basis for further education and employment in the fields of economics, econometrics, management, data analytics, business, accounting, finance, actuarial science, law and political science. Economics is an excellent complement for students who want to solve real-world science or environmental problems and participate in government policy debates. It provides a competitive advantage for career options where students are aiming for management roles and developing their entrepreneurial skills to create business opportunities as agents of innovation.			
KEY OBJECTIVES	By the conclusion of the course of study, students will : - Comprehend accounting concepts, principles and processes. - Analyse economic issues. - Evaluate economic outcomes. - Create responses that communicate economic meaning to suit the intended purpose.			
PREREQUISITES	C grade or better in Year 10 English C grade or better in Year 10 Maths (General or Methods Preparation)			
COREQUISITES	Year 11 English or Literature Year 11 General Mathematics or Mathematical Methods			
UNITS	Unit 1 Markets and Models - The basic economic problem - Economic flows - Market forces	Unit 2 Modified Markets - Markets and efficiency - Case options of market measures and strategies	Unit 3 International Economics - International trade - Global economic issues	Unit 4 Contemporary Macroeconomics - Macroeconomic objectives and theory - Economic indicators and past budget stances - Economic management
ASSESSMENT	Unit 3	Summative internal assessment 1 (IA1): 25% Examination - combination response	Unit 4	Summative internal assessment 3 (IA3): 25% Examination - extended response
		Summative internal assessment 2 (IA2): 25% Investigation		Summative external assessment (EA): 25% Examination - combination response

English

English empowers students to enjoy language and become functional, purposeful, creative and critical users, understanding how texts can convey and transform personal and cultural perspectives. In a world of rapid cultural, social, economic and technological change, citizens face growing demands to be literate across various modes and mediums. Students develop this capacity by drawing on a wide range of resources to interpret and create texts for personal, cultural, social and aesthetic purposes. They learn how language varies by context, purpose, audience, content and medium and how to use it effectively.

By engaging with diverse texts, students develop a sense of self, their world and their place in it. The subject focuses on both literary and non-literary texts, helping students grow as independent, creative and critical thinkers who appreciate language, analyse perspectives and challenge ideas through the creation and analysis of varied texts.

GENERAL SUBJECT				
PATHWAYS	A course of study in English promotes open-mindedness, imagination, critical awareness and intellectual flexibility. These are all skills that prepare students for local and global citizenship and for lifelong learning across a wide range of contexts.			
KEY OBJECTIVES	By the conclusion of the course of study, students will: - Use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations. - Establish and maintain roles of the writer/speaker/designer and relationships with audiences. - Create and analyse perspectives and representations of concepts, identities, times and places. - Make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions. - Use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts. - Select and synthesise subject matter to support perspectives. - Organise and sequence subject matter to achieve particular purposes. - Use cohesive devices to emphasise ideas and connect parts of texts. - Make language choices for particular purposes and contexts. - Use grammar and language structures for particular purposes. - Use mode-appropriate features to achieve particular purposes.			
PREREQUISITES	C grade or better in Year 10 English			
COREQUISITES	Nil			
UNITS	Unit 1 Perspectives and Texts - Examining and creating perspectives in texts - Responding to a variety of non-literary and literary texts	Unit 2 Texts and Culture - Examining and shaping representations of culture in texts - Creating imaginative and analytical texts	Unit 3 Textual Connections - Exploring connections between texts - Creating responses for public audiences and persuasive texts	Unit 4 Close Study of Literary Texts - Engaging with literary texts from diverse times and places - Responding to literary texts creatively and critically
ASSESSMENT	Unit 3	Summative internal assessment 1 (IA1): 25% Extended response - persuasive spoken response	Unit 4	Summative internal assessment 3 (IA3): 25% Extended response - imaginative written response
		Summative internal assessment 2 (IA2): 25% Extended response - written response for a public audience		Summative internal assessment 3 (IA3): 25% Examination - analytical written response

Essential English

Essential English develops and refines students' understanding of language, literature and literacy, enabling them to interact confidently and effectively in everyday, community and social contexts. It encourages students to see language and texts as relevant to their lives, now and in the future and to understand, accept or challenge the values and attitudes they reflect. The subject offers students opportunities to enjoy language and become functional, purposeful, creative and critical users who understand how texts convey and transform personal and cultural perspectives.

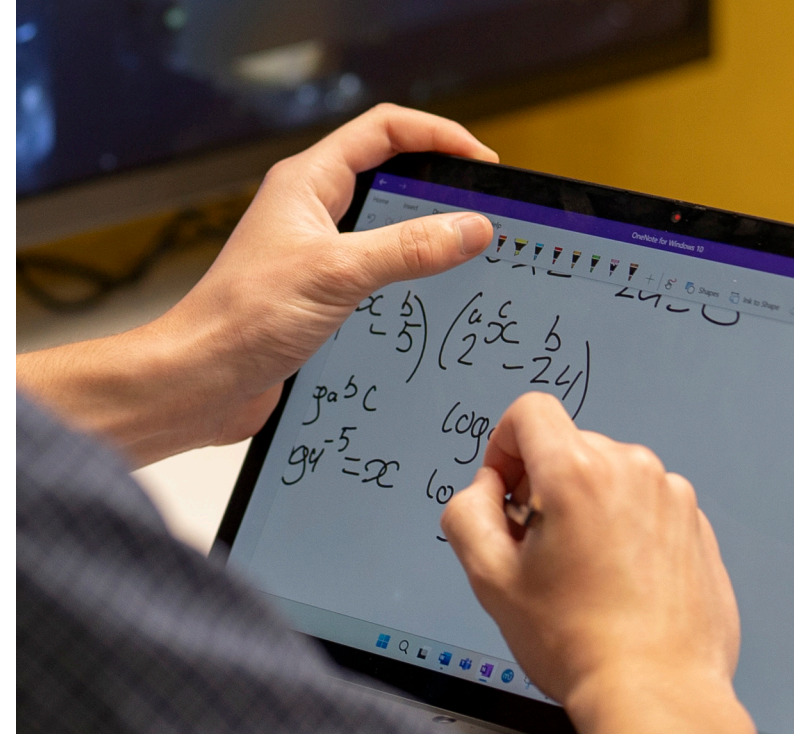
In a world of rapid cultural, social, economic and technological change, citizens face complex demands to be literate across various modes and mediums. Students build this capacity by drawing on a range of resources to interpret and create texts for personal, cultural, social and aesthetic purposes. They learn how language varies according to context, purpose, audience, content and mode and how to use it effectively. Through engaging with diverse texts, students develop a sense of themselves, their world and their place in it.

APPLIED SUBJECT					
PATHWAYS		A course of study in Essential English promotes open-mindedness, imagination, critical awareness and intellectual flexibility - skills that prepare students for local and global citizenship and for lifelong learning across a wide range of contexts.			
KEY OBJECTIVES		By the conclusion of the course of study, students will: • Use patterns and conventions of genres to achieve particular purposes and audiences. • Use appropriate roles and relationships with audiences. • Construct and explain representations of identities, places, events and/or concepts. • Make use of and explain opinions and/or ideas in texts, according to purpose. • Explain how language features and text structures shape meaning and invite particular responses. • Select and use subject matter to support perspectives. • Sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts. • Make language choices according to register informed by purpose, audience and context. • Use mode-appropriate language features to achieve particular purposes across modes.			
PREREQUISITES		Nil			
COREQUISITES		Nil			
UNITS		Unit 1 Language that works • Responding to a variety of texts used in, and developed for, a work context • Creating multimodal and written texts	Unit 2 Texts and human experiences • Responding to reflective and nonfiction texts that explore human experiences • Creating spoken and written texts	Unit 3 Language that influences • Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences	Unit 4 Representations and popular culture texts • Responding to popular culture texts • Creating representations of Australian identities, places, events and concepts
ASSESSMENT		Unit 3 Summative internal assessment 1 (IA1): Spoken response Summative internal assessment 2 (IA2): Common internal assessment (CIA)	Unit 4 Summative internal assessment 3 (IA3): Multimodal response Summative external assessment (EA): Written response		

Essential Mathematics

Essential Mathematics benefits students because they develop skills that go beyond the traditional ideas of numeracy. Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They learn to recognise definitions, rules and facts from everyday mathematics and data and to calculate using appropriate mathematical processes.

Students interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. This is achieved through an emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens.



APPLIED SUBJECT				
PATHWAYS	A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of trade, industry, business and community services. Students learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.			
KEY OBJECTIVES	By the conclusion of the course of study, students will: • Select, recall and use facts, rules, definitions and procedures drawn from Number, Data, Location and Time, Measurement and Finance. • Comprehend mathematical concepts and techniques drawn from Number, Data, Location and Time, Measurement and Finance. • Communicate using mathematical, statistical and everyday language and conventions. Evaluate the reasonableness of solutions. Justify procedures and decisions by explaining mathematical reasoning. Solve problems by applying mathematical concepts and techniques drawn from Number, Data, Location and Time, Measurement and Finance.			
PREREQUISITES	Nil			
COREQUISITES	Nil			
UNITS	Unit 1 Number, Data and Money • Number • Representing data • Managing money	Unit 2 Data and Travel • Data collection • Graphs • Time and motion	Unit 3 Measurement, Scales and Chance • Measurement • Scales, plans and models • Probability and relative frequencies	Unit 4 Graphs, Data and Loans • Bivariate graphs • Summarising and comparing data • Loans and compound interest
ASSESSMENT	Unit 3 Summative internal assessment 1 (IA1): Problem-solving and modelling task Summative internal assessment 2 (IA2): Common internal assessment (CIA)	Unit 4 Summative internal assessment 3 (IA3): Problem-solving and modelling task Summative external assessment (EA): Examination		

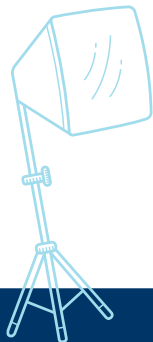
Film, Television and New Media

Film, Television & New Media uses an inquiry learning model, developing critical thinking skills and creative capabilities through the exploration of five key concepts that operate in the contexts of production and use. The key concepts of technologies, representations, audiences, institutions and languages are drawn from a range of contemporary media theories and practices.

Students will creatively apply film, television and new media key concepts to individually and collaboratively make moving-image media products and will investigate and respond to moving-image media content and production contexts.

By studying Film, Television & New Media, students will develop knowledge and skills in creative thinking, communication, collaboration, planning, critical analysis and digital and ethical citizenship.

They will develop the necessary critical and creative skills to reflect on and appreciate Australian and global cultures and make sense of what they see and experience. Film, Television & New Media will equip students for a future of unimagined possibilities with highly transferable and flexible thinking and communication skills.



GENERAL SUBJECT				
PATHWAYS	A course of study in Film, Television and New Media can establish a basis for further education and employment in the fields of information technologies, creative industries, cultural institutions and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, film and television and public relations.			
KEY OBJECTIVES	By the conclusion of the course of study, students will : - Design stylistic moving-image media products using pre-production formats. - Create stylistic moving-image media products using appropriate production technologies and post-production processes. - Resolve ideas, elements and processes to communicate developed production practices and a stylistic aesthetic. - Apply literacy skills to analyse the use of technologies, representations and language in moving-image media products and evaluate their production processes.			
PREREQUISITES	C grade or better in Year 10 English			
COREQUISITES	Nil			
UNITS	Unit 1 Foundation, Technologies, Institutions - Concept: languages - How do signs and symbols, codes and conventions create meaning?	Unit 2 Stories, Representations, Audiences - Concept: languages - How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?	Unit 3 Participation, Technologies, Audiences - Concept: institutions - How is participation in institutional practices influenced by social, political and economic factors?	Unit 4 Artistry, Technologies, Representations - Concept: languages - How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?
ASSESSMENT	Unit 3	Summative internal assessment 1 (IA1): 15% Case study investigation	Unit 4	Summative internal assessment 3 (IA3): 35% Stylistic production
		Summative internal assessment 2 (IA2): 25% Multi-platform content project		Summative external assessment (EA): 25% Examination - extended response

General Mathematics

General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus. Students build on and develop key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems and the exploration of real-world phenomena in statistics.

Students engage in a practical approach that equips learners for their needs as future citizens. They learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They develop the ability to understand, analyse and take action regarding social issues in their world.



GENERAL SUBJECT				
PATHWAYS	A course of study in General Mathematics can establish a basis for further education and employment in the fields of business, commerce, education, finance, IT, social science and the arts.			
KEY OBJECTIVES	By the conclusion of the course of study, students will: - Select, recall and use facts, rules, definitions and procedures drawn from Number and Algebra, Measurement and Geometry, Statistics and Networks and Matrices. - Comprehend mathematical concepts and techniques drawn from Number and Algebra, Measurement and Geometry, Statistics and Networks and Matrices. - Communicate using mathematical, statistical and everyday language and conventions. - Evaluate the reasonableness of solutions. - Justify procedures and decisions by explaining mathematical reasoning. - Solve problems by applying mathematical concepts and techniques drawn from Number and Algebra, Measurement and Geometry, Statistics and Networks and Matrices.			
PREREQUISITES	C grade or better in Year 10 General Mathematics Preparation or D grade or better Year 10 Mathematical Methods Preparation			
COREQUISITES	Nil			
UNITS	Unit 1 Money, Measurement, Algebra and Linear Equations - Consumer arithmetic - Shape and measurement - Similarity and scale - Algebra - Linear equations and their graphs	Unit 2 Linear Equations, Trigonometry, Matrices and Univariate Data - Applications of trigonometry - Algebra and matrices - Univariate data analysis	Unit 3 Bivariate Data, Time Series Analysis, Sequences and Earth Geometry - Bivariate data analysis - Time series analysis - Growth and decay in sequences - Earth geometry and time zones	Unit 4 Investing and Networking - Loans, investments and annuities - Graphs and networks - Networks and decision mathematics
ASSESSMENT	Unit 3	Summative internal assessment 1 (IA1): 20% Problem-solving & modelling task	Unit 4	Summative internal assessment 3 (IA3): 15% Examination
		Summative internal assessment 2 (IA2): 15% Examination		
Summative external assessment (EA): 50% - Examination				

Geography

Geography focuses on the significance of 'place' and 'space' in understanding our world. Students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment.

transformations and planning for population change. They develop an understanding of the complexities involved in sustainable planning and management practices.

Students investigate places in Australia and across the globe to observe and measure spatial, environmental, economic, political, social and cultural factors. They interpret global concerns and challenges including responding to risk in hazard zones, planning sustainable places, managing land cover

Students observe, gather, organise, analyse and present data and information across a range of scales. They engage in real-world applications of geographical skills and thinking, including the collection and representation of data.



GENERAL SUBJECT					
PATHWAYS		A course of study in Geography can establish a basis for further education and employment in the fields of urban and environmental design, planning and management; biological and environmental science; conservation and land management; emergency response and hazard management; oceanography, surveying, global security, economics, business, law, engineering, architecture, information technology and science.			
KEY OBJECTIVES		By the conclusion of the course of study, students will: • Explain geographical processes • Comprehend geographic patterns • Analyse geographical data and information • Apply geographical understanding • Propose action • Communicate geographical understanding using appropriate forms of geographical			
PREREQUISITES		C grade or better in Year 10 English			
COREQUISITES		Year 11 English or Literature			
UNITS		Unit 1 Responding to Risk and Vulnerability in Hazard Zones • Natural hazard zones • Ecological hazard zones	Unit 2 Planning Sustainable Places • Responding to challenges facing a place in Australia • Managing challenges facing a megacity	Unit 3 Responding to Land Cover Transformations • Land cover transformations and climate change • Responding to local land cover transformations	Unit 4 Managing Population Change • Population challenges in Australia • Global population change
ASSESSMENT		Unit 3 Summative internal assessment 1 (IA1): 25% Examination - combination response Summative internal assessment 2 (IA2): 25% Field report	Unit 4 Summative internal assessment 3 (IA3): 25% Data report Summative external assessment (EA): Examination - combination response 25%		

German

German provides students with the opportunity to reflect on their understanding of the German language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts. Students communicate with people from German-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

GENERAL SUBJECT							
PATHWAYS		A course of study in German can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses could be of value, such as business, hospitality, law, science, technology, sociology and education.					
KEY OBJECTIVES		By the conclusion of the course of study, students will: - Comprehend German to understand information, ideas, opinions and experiences. - Identify tone, purpose, context and audience to infer meaning. - Analyse and evaluate information and ideas to draw conclusions. - Apply knowledge of language elements of German to construct meaning. - Structure, sequence and synthesise information to justify opinions and perspectives. - Communicate using contextually appropriate German.					
PREREQUISITES		C grade or better in Year 10 German					
COREQUISITES		Nil					
UNITS		Unit 1 Meine Welt My world - Family/carers - Peers - Education	Unit 2 Unsere Welt erkunden Exploring our world - Travel and exploration - Social customs - German influences around the world	Unit 3 Unsere Gesellschaft; Kultur und Identität Our Society; Culture and Identity - Lifestyles and leisure - The Arts, entertainment and Sports - Groups in society	Unit 4 Meine Gegenwart; Meine Zukunft My present; My future - The present - Future choices		
ASSESSMENT		Unit 3	Summative internal assessment 1 (IA1): Examination - short response	20%	Unit 4	Summative internal assessment 3 (IA3): Multimodal presentation and interview	30%
			Summative internal assessment 2 (IA2): Examination - extended response	25%		Summative external assessment (EA): Examination - combination response	25%

Health

Health provides students with a contextualised, strengths-based inquiry into the factors that shape and promote lifelong health, learning and active citizenship. Drawing from health, behavioural, social and physical sciences, the syllabus offers an action- advocacy- and evaluation-focused curriculum.

Through a critical inquiry approach, students investigate sustainable health change at personal, peer, family and community levels. Broad topics are reframed into specific, contextualised issues for deeper exploration. Students plan, implement, evaluate and reflect on strategies that mediate, enable and advocate for health promotion.

Studying Health highlights the discipline's dynamic nature and the purposeful, empathetic processes needed to drive change. The investigative skills developed support interdisciplinary learning and prepare students for further study and diverse career pathways. Problem-solving and decision-making skills gained support lifelong learning.

GENERAL SUBJECT				
PATHWAYS	Studying Health at school can lead to a variety of university pathways, including Bachelor's Degrees in Health Sciences, Public Health, or Health and Physical Education (HPE) and can also be a stepping stone to teaching careers. Specific pathways can include: Bachelor of Health Sciences, Bachelor of Public Health, Bachelor of Health and Physical Education (HPE), Pathway to Teaching, Bachelor of Science/Master of Teaching, Associate Degrees.			
KEY OBJECTIVES	By the conclusion of the course of study, students will: - Recognise and describe information about health-related topics and issues. - Investigate and synthesise information to develop action strategies. - Comprehend and use the Health Inquiry Model. - Evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate and enable health promotion. - Analyse and interpret information to draw conclusions about health-related topics and issues. - Make decisions about and use mode-appropriate features, language and conventions for particular purposes and context. - Critique information to distinguish determinants that influence health status.			
PREREQUISITES	C grade or better in Year 10 English			
COREQUISITES	Year 11 English or Literature			
UNITS	Unit 1 Resilience as a Personal Health Resource - Resilience - Mental health and wellbeing for young people's health status.	Unit 2 Peers & Family as Resources for Healthy Living - Alcohol and other drugs in a peer and family health context - Body image – self acceptance, media literacy, healthy living and nutrition, positive and respectful relationships, cyber safety, online identity.	Unit 3 Community as a Resource for Healthy Living - Homelessness - Transport safety - Anxiety	Unit 4 Respectful Relationships in the Post-Schooling Transition - Chronological age - Relationships - Common life transitions - Social change - Life course perspective
ASSESSMENT	Unit 3	Summative internal assessment 1 (IA1): Examination - combination response	25%	Unit 4
		Summative internal assessment 2 (IA2): Field report	25%	Summative external assessment (EA): Examination - combination response

Hospitality Practices

Hospitality Practices includes the study of the hospitality industry, focusing on food and beverage service, catering operations and customer service. Through practical application in trade-like environments, students develop skills in a range of hospitality contexts, including commercial kitchens, cafes and event management. Industry practices are used to manage the preparation and service of food and beverages to meet commercial standards.

Production and service processes combine the practical skills and procedures required to deliver quality hospitality experiences. Students engage in applied learning to demonstrate knowledge and skills of the core learning in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative experiences, students learn to meet customer expectations of service quality, presentation and timing.

Applied learning supports students' development of transferable 21st Century, literacy and numeracy skills relevant to the service sector. Students learn to interpret recipes and technical menus, select and demonstrate safe, hygienic production processes using commercial equipment, communicate using professional



service standards, organise, calculate costs, plan, evaluate and adapt service processes and the culinary products they produce. The majority of learning is done through practical service tasks. Students work together to solve front-of-house and back-of-house problems.

APPLIED SUBJECT				
PATHWAYS	A course of study in Hospitality Practices can establish a basis for further education and employment in the hospitality and tourism industries and help students understand the different careers available. With additional training and experience, potential employment opportunities may be found in the industry areas of commercial cookery, catering, front-of-house service, event management and cafe operations.			
KEY OBJECTIVES	By the conclusion of the course of study, students will: - Demonstrate hospitality practices, skills and procedures - Interpret recipes, menus and industry information - Select food and beverage practices, skills & procedures - Sequence preparation and service processes - Evaluate skills, procedures and products - Adapt service plans, skills and procedures			
PREREQUISITES	Nil			
COREQUISITES	Nil			
UNITS	Unit 1 Bar and Barista Basics	Unit 2 In-House Dining	Unit 3 Casual Dining	Unit 4 Culinary Trends
ASSESSMENT	Assessment from Units 3 and 4 is used to determine the student's exit result and consists of four instruments, including:			
	Unit 3	A1: Practical Demonstration	Unit 4	A3: Practical Demonstration
		A2: Project		A4: Project

Industrial Technology Skills

Industrial Technology Skills includes the study of industry practices and production processes through trade learning contexts in a range of industrial sector industries, including building and construction, engineering and furnishing. Industry practices are used by industrial sector enterprises to manage the manufacture of products from raw materials.

Production processes combine the production skills and procedures required to produce products. Students engage in applied learning to demonstrate knowledge and skills of the core learning in units that meet local needs, available resources and teacher expertise. Through both individual and collaborative learning experiences, students learn to meet customer expectations of product quality at a specific price and time.

Applied learning supports students’ development of transferable 21st Century, literacy and numeracy skills relevant to a variety of industries. Students learn to interpret drawings and technical information; select and demonstrate safe practical production processes using hand/power tools, machinery and

equipment; communicate using oral, written and graphical modes; and organise, calculate, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through manufacturing tasks that relate to business and industry. Students work with each other to solve problems and complete practical work.



APPLIED SUBJECT				
PATHWAYS	A course of study in Industrial Technology Skills can establish a basis for further education and employment in manufacturing industries and help students understand the different careers available. With additional training and experience, potential employment opportunities may be found in the industry areas of automotive, building and construction, engineering, furnishing, industrial graphics and computer aided manufacturing.			
KEY OBJECTIVES	By the conclusion of the course of study, students will: • Demonstrate practices, skills and procedures • Interpret drawings and technical information • Select practices, skills and procedures • Sequence processes • Evaluate skills, procedures and product • Adapt plans, skills and procedures			
PREREQUISITES	Nil			
COREQUISITES	Nil			
UNITS	Unit 1 Cabinet Making	Unit 2 Furnishings Industry Graphics	Unit 3 Welding and Fabrication	Unit 4 Furniture Making
ASSESSMENT	Assessment from Units 3 and 4 is used to determine the student's exit result and consists of four instruments, including:			
	Unit 3 A1: Practical Demonstration		Unit 4 A3: Practical Demonstration	
	A2: Project		A4: Project	

Information and Communication and Technology

Information and Communication Technology is a hands-on subjects where students develop practical ICT skills through industry related learning contexts.

Students apply industry practices and processes to produce high quality digital products, working to meet client briefs, product specifications and both local and universal standards. Through individual and collaborative tasks across application development, robotics, layout and printing and web design, students build the adaptable, problem-solving mindset valued across the technology sector.

Applied learning develops transferable 21st Century skills in literacy, numeracy and technical communication, preparing students for further education and employment in a range of ICT careers. Students learn to interpret briefs, select appropriate tools and processes and use hardware and software to prototype real-world solutions.

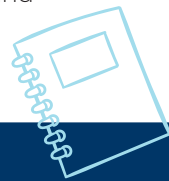


APPLIED SUBJECT				
PATHWAYS	This course provides a foundation for pathways into software development, robotics engineering, digital print production, web design, IT support and systems administration.			
KEY OBJECTIVES	By the conclusion of the course of study, students will: • Demonstrate practices, skills and processes • Interpret client briefs and technical information • Select practices and processes • Sequence processes • Evaluate processes and products • Adapt processes and products			
PREREQUISITES	Nil			
COREQUISITES	Nil			
UNITS	Unit 1 Application Development	Unit 2 Robotics	Unit 3 Layout and Printing	Unit 4 Website Development
ASSESSMENT	Assessment from Units 3 and 4 is used to determine the student's exit result and consists of four instruments, including:			
	Unit 3 A1: Practical Demonstration		Unit 4 A3: Practical Demonstration	
	A2: Project		A4: Project	

Legal Studies

Legal Studies focuses on the interaction between society and the discipline of law and explores the role and development of law in response to current issues. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities. Topics include the foundations of law, the criminal justice process and the civil justice system.

Students critically examine issues of governance, explore contemporary issues of law reform and change and consider Australian and international human rights issues. They develop skills of inquiry, critical thinking, problem-solving and reasoning to make informed and ethical decisions and recommendations. They identify and describe legal issues, explore information and data, analyse, evaluate to make decisions or propose recommendations and create responses that convey legal meaning. They question, explore and discuss tensions between changing social values, justice and equitable outcomes.



GENERAL SUBJECT				
PATHWAYS	A course of study in Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies and politics. The knowledge, skills and attitudes students gain are transferable to all discipline areas and post-schooling tertiary pathways. The research and analytical skills this course develop are universally valued in business, health, science and engineering industries.			
KEY OBJECTIVES	By the conclusion of the course of study, students will: - Comprehend legal concepts, principles and processes - Select legal information from sources - Analyse legal issues - Evaluate legal situations - Create responses that communicate meaning to suit the intended purpose			
PREREQUISITES	C grade or better in Year 10 English			
COREQUISITES	Year 11 English or Literature			
UNITS	Unit 1 Beyond Reasonable Doubt - Legal foundations - Criminal investigation process - Criminal trial process - Punishment and sentencing	Unit 2 Balance of Probabilities - Civil law foundations - Contractual obligations - Negligence and the duty of care	Unit 3 Law, Governance and Change - Governance in Australia - Law reform within a dynamic society	Unit 4 Human Rights in Legal Contexts - Human rights - Australia's legal response to international law and human rights - Human rights in Australian contexts
ASSESSMENT	Unit 3	Summative internal assessment 1 (IA1): Examination - combination response	Unit 4	Summative internal assessment 3 (IA3): Investigation - analytical essay
		Summative internal assessment 2 (IA2): Investigation - inquiry report		Summative external assessment(EA): Examination - combination response

Literature

The subject Literature focuses on the study of literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence and challenge ideas and interpretations through the analysis and creation of varied literary texts. Students engage with language and texts through a range of teaching and learning experiences to foster the skills to communicate effectively. They make choices about generic structures, language, textual features and technologies to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms. Students explore how literary texts shape perceptions of the world and enable us to enter the worlds of others. They explore ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences.

GENERAL SUBJECT				
PATHWAYS	A course of study in Literature promotes open-mindedness, imagination, critical awareness and intellectual flexibility- skills that prepare students for local and global citizenship and for lifelong learning across a wide range of contexts.			
KEY OBJECTIVES	By the conclusion of the course of study, students will: - Use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations. - Establish and maintain roles of the writer/ speaker/designer and relationships with audiences. - Create and analyse perspectives and representations of concepts, identities, times and places. - Make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions. - Use aesthetic features, stylistic devices, cohesive devices to achieve purposes and analyse and connect texts. - Use grammar, language structures, mode-appropriate features to achieve particular purposes.			
PREREQUISITES	B grade or better in Year 10 English			
COREQUISITES	Nil			
UNITS	Unit 1 Introduction to Literary Studies - Ways literary texts are received and responded to - How textual choices affect readers - Creating analytical and imaginative texts	Unit 2 Intertextuality - Ways literary texts connect with each other - genre, concepts and contexts - Ways literary texts connect with each other - style and structure - Creating analytical and imaginative texts	Unit 3 Literature and Identity - Relationship between language, culture and identity in literary texts - Power of language to represent ideas, events and people - Creating analytical and imaginative texts	Unit 4 Independent Explorations - Dynamic nature of literary interpretation - Close examination of style, structure and subject matter - Creating analytical and imaginative texts
ASSESSMENT	Unit 3	Summative internal assessment 1 (IA1): Extended response - imaginative response (spoken/multimodal)	Unit 4	Summative internal assessment 3 (IA3): Extended response - imaginative response (written)
		Summative internal assessment 2 (IA2): Examination - extended response (analytical written)		Summative external assessment (EA): Examination - extended response (analytical written)

Mathematical Methods

Mathematical Methods enables students to see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers. Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection and

build on algebra, functions and their graphs and probability from the P-10 Australian Curriculum. Students develop the ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another. They make complex use of factual knowledge to successfully formulate, represent and solve mathematical problems.

GENERAL SUBJECT																
PATHWAYS	A course of study in Mathematical Methods can establish a basis for further education and employment in the fields of natural and physical sciences (especially physics and chemistry), mathematics and science education, medical and health sciences (including human biology, biomedical science, nanoscience and forensics), engineering, computer science, psychology and business.															
KEY OBJECTIVES	By the conclusion of the course of study, students will: • Select, recall and use facts, rules, definitions and procedures drawn from Algebra, Functions, Relations and their graphs, Calculus and Statistics. • Comprehend mathematical concepts and techniques drawn from Algebra, Functions, Relations and their graphs, Calculus and Statistics. • Communicate using mathematical, statistical and everyday language and conventions. • Evaluate the reasonableness of solutions. • Justify procedures and decisions by explaining mathematical reasoning. • Solve problems by applying mathematical concepts and techniques drawn from Algebra, Functions, Relations and their graphs, Calculus and Statistics.															
PREREQUISITES	B- grade or better in Year 10 Mathematical Methods Preparation															
COREQUISITES	Nil															
UNITS	Unit 1 Surds, Algebra, Functions and Probability • Surds and quadratic functions • Binomial expansion and cubic functions • Functions and relations • Trigonometric functions • Probability	Unit 2 Calculus and Further Functions • Exponential functions • Logarithms and logarithmic function • Introduction to differential calculus • Applications of differential calculus • Further differentiation	Unit 3 Further Calculus and Introduction to Statistics • Exponential and logarithmic functions • Trigonometric functions and differentiation rules • Introduction to integration • Discrete random variables	Unit 4 Further Functions and Statistics • Further integration • Trigonometry • Continuous random variables and the normal distribution • Sampling and proportions • Interval estimates for proportions												
ASSESSMENT	Unit 3 <table><tr><td>Summative internal assessment 1 (IA1):</td><td>20%</td></tr><tr><td colspan="2">Problem-solving and modelling task</td></tr><tr><td>Summative internal assessment 2 (IA2):</td><td>15%</td></tr><tr><td colspan="2">Examination</td></tr></table>	Summative internal assessment 1 (IA1):	20%	Problem-solving and modelling task		Summative internal assessment 2 (IA2):	15%	Examination		Unit 4 <table><tr><td>Summative internal assessment 3 (IA3):</td><td>15%</td></tr><tr><td colspan="2">Examination</td></tr></table>	Summative internal assessment 3 (IA3):	15%	Examination		Summative external assessment (EA): 50% - Examination	
Summative internal assessment 1 (IA1):	20%															
Problem-solving and modelling task																
Summative internal assessment 2 (IA2):	15%															
Examination																
Summative internal assessment 3 (IA3):	15%															
Examination																

Modern History

Modern History provides opportunities for students to gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World and to think historically and form a historical consciousness in relation to these same forces. Modern History enables students to empathise with others and make meaningful connections between the past, present and possible futures. Students learn that the past is contestable and tentative. Through inquiry into ideas, movements, national experiences and international experiences they discover how the past consists of various perspectives and interpretations. Students gain a range of transferable skills that will help them become empathetic and critically-literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future



GENERAL SUBJECT				
PATHWAYS	A course of study in Modern History can establish a basis for further education and employment in the fields of history, education, psychology, sociology, law, business, economics, politics, journalism, the media, writing, academia and strategic analysis.			
KEY OBJECTIVES	By the conclusion of the course of study, students will: • Devise historical questions and conduct research • Comprehend terms, concepts and issues • Analyse evidence from historical sources • Evaluate evidence from historical sources • Synthesise evidence from historical sources • Communicate to suit purpose			
PREREQUISITES	C grade or better in Year 10 English			
COREQUISITES	Year 11 English or Literature			
UNITS	Unit 1 Ideas in the Modern world • French Revolution, 1789–1799 • Russian Revolution, 1905–1920s	Unit 2 Movements in the Modern World • Women’s movement since 1893 • Empowerment of First Nations Australians since 1938	Unit 3 National Experiences in the Modern World • Germany since 1914 • China since 1931	Unit 4 International Experiences in the Modern World • Struggle for peace in the Middle East since 1948 • Cold War and its aftermath, 1945–2014
ASSESSMENT	Unit 3	Summative internal assessment 1 (IA1): 25% Examination - extended response	Unit 4	Summative internal assessment 3 (IA3): 25% Investigation
		Summative internal assessment 2 (IA2): 25% Investigation		Summative external assessment (EA): 25% Examination - short response

Music

Music is a unique art form that allows for the expression of the intellect, imagination and emotion and the exploration of values. Music occupies a significant place in everyday life of all cultures and societies, serving social, cultural, celebratory, political and educational roles.

Through composition, students use music elements and concepts, applying their knowledge and understanding of compositional devices to create new music works. Students resolve music ideas to convey meaning and/or emotion to an audience.

Through performance, students sing and/

or play music, demonstrating their practical skills through refined solo and/or ensemble performances. Students realise ideas through the demonstration and interpretation of music elements and concepts to convey meaning and/or emotion to an audience. In musicology, students analyse the use of music elements and concepts in a variety of contexts, styles and genres. They evaluate music through the synthesis of analytical information to justify a viewpoint. In an ever changing world, Music equips students with adaptable skills and flexible thinking. This is essential for both performers and audiences, supporting students to effectively navigate a multimodal future.

GENERAL SUBJECT					
PATHWAYS		A course of study in Music teachers vital 21st Century skills. It is not limited to but can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.			
KEY OBJECTIVES		By the conclusion of the course of study, students will: • Demonstrate technical skills in performance. • Use music elements for a chosen genre/style. • Analyse music elements and concepts and compositional devices to convey narrative through setting, characterisation, drama and/or action, mood or atmosphere. • Apply compositional devices in the innovative creation of their work. • Apply literacy skills, using music terminology relevant to genre/style, referencing and language conventions to communicate ideas. • Interpret music elements and concepts in performance. • Evaluate the use of music elements and concepts and compositional devices to convey narrative and mood.			
PREREQUISITES		C grade or better in Year 10 English			
COREQUISITES		Nil			
UNITS		Unit 1 Designs • Design, make and respond to music, exploring music elements and concepts to gain greater familiarity with the way music is designed.	Identities • Make music that describes cultural, political and social identities in both local and global contexts.	Unit 2 & Unit 3 Innovations • Innovative use of music elements and concepts and compositional devices. Through the use of music traditions to represent, reflect and even shape cultural, societal and technological change.	Unit 4 Narratives • Focus on their emerging voice and style through making and responding to music that tells a story.
ASSESSMENT		Unit 3 Summative internal assessment 1 (IA1): Performance 20%	Unit 4 Summative internal assessment 2 (IA2): Composition 20%	Unit 3 Summative internal assessment 3 (IA3): Project (Musicology & Perf or Comp) 35%	Unit 4 Summative internal assessment 3 (IA3): Examination 25%

Music Extension (Composition OR Performance)

As a unique means of expression, music makes a profound contribution to personal, social and cultural identities.

The purpose of Music Extension is to provide challenging and rigorous opportunities for students to realise their potential as composers or performers as to the basis for rich, lifelong learning. Students with existing music involvement frequently reach an even higher level of musical sophistication in their specialisation.

Music Extension prepares students for a future of possibilities, helping them to develop self-motivation and deep awareness. In the **Composition specialisation**, students create and resolve new music works. They demonstrate use of music concepts and manipulate music concepts to express meaning and/or emotion to an audience through works in any style or genre.



In the **Performance specialisation** (making), students realise music works, demonstrating technical skills and understanding. They make decisions about music, interpret elements and concepts and realise ideas in performances to any audience and in any style or genre.

GENERAL SUBJECT						
PATHWAYS	A course of study in Music Extension may establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.					
KEY OBJECTIVES	By the conclusion of the course of study, students will: - Manipulate music elements in their Area of Specialisation (Composition OR Performance). - Apply literacy skills to communicate ideas and resolve music effectively.					
PREREQUISITES	A grade or better in Year 11 Music Demonstration of ability to manage independent learning					
COREQUISITES	Year 12 Music					
UNITS	Unit 3 (starting Yr11, Term 4) Explore - Key idea: Initiate best practice - Key idea: Consolidate best practice		Unit 4 Emerge Key idea: Independent best practice			
ASSESSMENT	Unit 3	Summative internal assessment 1 (IA1): Specialisation 1	20%	Unit 4	Summative internal assessment 3 (IA3): Specialisation project	35%
		Summative internal assessment 2 (IA2): Specialisation 2	20%			
	Summative external assessment (EA): 25% - Examination - extended response					

Physical Education

The Physical Education syllabus is developmental and becomes increasingly complex across four units. Within each unit students recognise and explain concepts and principles about and through movement and demonstrate and apply body and movement concepts to movement sequences and movement strategies. Through their purposeful and authentic experiences in physical activities, students gather, analyse and synthesise data to devise strategies to optimise engagement and performance. They evaluate and justify strategies about and in movement by drawing on informed, reflective decision-making.

Physical Education fosters an appreciation of the values and knowledge within and across disciplines and builds on students' capacities to be self-directed, work towards specific goals, develop positive behaviours and establish lifelong active engagement in a wide range of pathways beyond school.

GENERAL SUBJECT				
PATHWAYS	A course of study in Physical Education can establish a basis for further education and employment in the fields of exercise science, biomechanics, the allied health professions, psychology, teaching, sport journalism, sport marketing and management, sport promotion, sport development and coaching.			
KEY OBJECTIVES	By the conclusion of the course of study, students will: - Recognise and explain concepts and principles about movement. - Demonstrate specialised movement sequences and movement strategies. - Apply concepts to specialised movement sequences and movement strategies. - Analyse and synthesise data to devise strategies about movement. - Evaluate and justify strategies about and in movement. - Make decisions about and use language, conventions and mode-appropriate features for particular purposes and contexts.			
PREREQUISITES	C grade or better in Year 10 English			
COREQUISITES	Year 11 English or Literature			
UNITS	Unit 1 Motor Learning, Functional Anatomy and Biomechanics in Physical Activity - Motor learning in physical activity - Functional anatomy and biomechanics in physical activity	Unit 2 Sport Psychology and Equity in Physical Activity - Sport psychology in physical activity - Equity - barriers and enablers	Unit 3 Tactical Awareness and Ethics in Physical Activity - Tactical awareness in physical activity - Ethics and integrity in physical activity	Unit 4 Energy, Fitness and Training in Physical Activity Energy, fitness and training integrated in physical activity
ASSESSMENT	Unit 3	Summative internal assessment 1 (IA1): Project - folio	Summative internal assessment 3 (IA3): Project - folio	25%
		Summative internal assessment 2 (IA2): Investigation - report	Summative external assessment(EA): Examination - combination response	25%

Physics

Physics provides opportunities for students to engage with the classical and modern understandings of the universe.

In Unit 1, students learn about the fundamental concepts of thermodynamics, electricity and nuclear processes. In Unit 2, students learn about the concepts and theories that predict and describe the linear motion of objects. Further, they will explore how scientists explain some phenomena using an understanding of waves. In Unit 3, students engage with the concept of gravitational and electromagnetic fields and the relevant forces associated with them. Finally, in Unit 4, students study modern physics theories and models that, despite being counterintuitive, are fundamental to our understanding of many common observable phenomena.

Physics aims to develop students' understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action as well as understanding of the ways in which matter and energy interact in physical systems across a range of scales. Students will design and conduct investigations to collect, analyse and interpret qualitative and quantitative data, then use valid and reliable evidence to evaluate claims. Findings will be communicated using appropriate representations, modes and genres.

GENERAL SUBJECT				
PATHWAYS	A course of study in Physics can establish a basis for further education and employment in the fields of science, engineering, medicine and technology.			
KEY OBJECTIVES	By the conclusion of the course of study, students will: • Describe ideas and findings • Apply understanding • Analyse data • Interpret evidence • Evaluate conclusions, claims and processes • Investigate phenomena			
PREREQUISITES	B or better in Year 10 Forensics or Oceans B or better in Year 10 Math Methods Preparation B or better in Year 10 English			
COREQUISITES	Year 11 English: General, Literature or Essential Year 11 Mathematical Methods (recommended) or General			
UNITS	Unit 1 Thermal, Nuclear and Electrical Physics • Heating processes • Ionising radiation and nuclear reactions • Electrical circuits	Unit 2 Linear Motion and Waves • Linear motion and force • Waves	Unit 3 Gravity and Electromagnetism • Gravity and motion • Electromagnetism	Unit 4 Revolutions in Modern Physics • Special relativity • Quantum theory • The Standard Model
ASSESSMENT	Unit 3 Summative internal assessment 1 (IA1): 10% Data test Summative internal assessment 2 (IA2): 20% Student experiment	Unit 4 Summative internal assessment 3 (IA3): 20% Research investigation	Summative external assessment (EA): 50% - Examination - combination response	

Specialist Mathematics

Specialist Mathematics is designed for students who develop confidence in their mathematical knowledge and ability and gain a positive view of themselves as mathematics learners. They will gain an appreciation of the true nature of mathematics, its beauty and its power.

Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, building on functions, calculus, statistics from Mathematical Methods, while vectors, complex numbers and matrices are introduced. Functions and calculus are essential for

creating models of the physical world. Statistics are used to describe and analyse phenomena involving probability, uncertainty and variation. Matrices, complex numbers and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours.

Student learning experiences range from practising essential mathematical routines to developing procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning.

GENERAL SUBJECT				
PATHWAYS	A course of study in Specialist Mathematics can establish a basis for further education and employment in the fields of science, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics.			
KEY OBJECTIVES	By the conclusion of the course of study, students will: • Select, recall and use facts, rules, definitions and procedures drawn from Vectors and Matrices, Real and Complex Numbers, Trigonometry, Statistics and Calculus. • Comprehend mathematical concepts and techniques drawn from Vectors and Matrices, Real and Complex Numbers, Trigonometry, Statistics and Calculus. • Communicate using mathematical, statistical and everyday language and conventions. • Evaluate the reasonableness of solutions. • Justify procedures and decisions and prove propositions by explaining mathematical reasoning. • Solve problems by applying mathematical concepts and techniques drawn from Vectors and Matrices, Real and Complex Numbers, Trigonometry, Statistics and Calculus.			
PREREQUISITES	B grade or better in Year 10 Mathematical Methods Preparation			
COREQUISITES	Year 11 Mathematical Methods			
UNITS	Unit 1 Combinatorics, Vectors, Proof and Matrices • Combinatorics • Vectors in the plane • Introduction to proof • Matrix arithmetic and algebra	Unit 2 Complex Numbers, Further Proof, Trigonometry, Functions and Transformations • Complex numbers • Circle and geometric proofs • Trigonometry and functions • Matrices and Transformations	Unit 3 Further Complex Numbers, Proof, Vectors and Matrices • Further complex numbers • Mathematical induction and trigonometric proof • Vectors in two and three dimensions • Further matrices	Unit 4 Further Calculus Statistical Inference • Integration techniques • Rates of change and differential equations • Modelling motion • Statistical inference
ASSESSMENT	Unit 3	Summative internal assessment 1 (IA1): 20% Problem-solving and modelling task	Unit 4	Summative internal assessment 3 (IA3): 15% Examination
		Summative internal assessment 2 (IA2): 15% Examination		
	Summative external assessment (EA): 50% - Examination			

Sport and Recreation

Sport and recreation activities are a part of the fabric of Australian life and are an intrinsic part of Australian culture. These activities can encompass social and competitive sport, aquatic and community recreation, fitness and outdoor recreation. For many people, sport and recreation activities form a substantial component of their leisure time.

Sport and recreation activities also represent growth industries in Australia, providing many employment opportunities, many of which will be directly or indirectly associated with hosting Commonwealth, Olympic and Paralympic Games. The skills developed in Sport & Recreation may be oriented toward work, personal fitness or general health and wellbeing. Students will be involved in learning experiences that allow them to develop their interpersonal abilities and encourage them to appreciate and value active involvement in sport and recreational activities, contributing to ongoing personal and community development throughout their lives.

Engagement in these activities provides a unique and powerful opportunity for students to experience the challenge and fun of physical activity while developing vocational, life and physical skills. Each unit requires that students engage in sport and/or recreation activities. They investigate, plan, perform and evaluate procedures and strategies and communicate appropriately to particular audiences for particular purposes.

APPLIED SUBJECT				
PATHWAYS		A course of study in Sport and Recreation can establish a basis for further education and employment in the fields of fitness, outdoor recreation and education, sports administration, community health and recreation and sport performance.		
KEY OBJECTIVES		By the conclusion of the course of study, students will: • Investigate activities and strategies to enhance outcomes. • Plan activities and strategies to enhance outcomes. • Perform activities and strategies to enhance outcomes. • Evaluate activities and strategies to enhance outcomes.		
UNITS		Unit 1 Emerging Trends in Sport, Fitness and Recreation	Unit 2 Coaching and Officiating	Unit 3 Challenge in the Outdoors
		Unit 4 Athlete Development and Wellbeing		
ASSESSMENT		Unit 3		Unit 4
		A1: Performance		A3: Performance
		A2: Project		A4: Project

University Courses:
Headstart Program – University of the Sunshine Coast

A Headstart course at the University of the Sunshine Coast is an advanced course of study. It does not contribute to an ATAR, but does contribute to a QCE and the courses completed will be applicable towards the associated degree. Immanuel may offer Years 11 and 12 students the opportunity to study

one or two university subjects whilst still at school. Students must attend the required lectures or tutorials for their subject at the university whenever they are scheduled, which may mean some time off school or out of hours to attend and the required transportation.

INFORMATION	
PREREQUISITES	Some courses have prerequisites. Students may be required to have completed relevant high school study or sit an assessment to determine their skill level to meet a course prerequisite. Course prerequisites are listed online under each course description (where applicable).
BENEFITS	The Headstart program offers students an opportunity to trial university study while still at school, enhance their educational performance and explore various careers to prepare for future study. Course credit can be gained towards a future degree.
COST	The first Headstart course will be free. For any subsequent course a fee will be charged by the university (approximately \$400). In addition to the Student Services and Amenities Fee, there may also be costs associated with textbooks and course materials. Some scholarships are available.
ASSESSMENT	All assessment is conducted and moderated by UniSC. Headstart courses are undertaken in the standard University semester dates.
FURTHER INFORMATION	Further information can be obtained from UniSC here or from the Pathways Leader.
QCE CONTRIBUTION	Students who complete a semester university course at a satisfactory level (equivalent of a Pass grade or better) will gain two QCE credits.

Vocational Education and Training (VET) Qualifications

VET refers to education and training that focuses on delivering skills and knowledge required for specific industries. It is a learning option for students in the senior phase of learning. Student involvement in subjects with vocational competencies receives credit towards qualifications recognised nationally within the Vocational Qualification Framework (VQF). Courses are provided by an external Registered Training Organisation (RTO).

Students and parents should carefully read their refund policy as outlined by the RTO. Through VET studies, students will gain familiarity with employment and workplaces, often through placement. They will receive a nationally recognised Certificate and will receive QCE credits towards their chosen pathway. In addition, they will gain interpersonal skills and workplace skills.

VET in Schools (VETIS) funding is available for students undertaking their initial Certificate I or II course. However, fees charged will vary according to the option selected. If a student withdraws from a course provided by an external Registered Training Provider they may not be refunded.

Enrolling in a VET course will require College approval, submitting applications, receiving confirmation and documentation. There will also usually be a requirement to attend information sessions and Vocational Placement hours at a workplace. Enrolment to courses usually opens in Term Three for the following year.

INFORMATION	
COURSES	Option 1 – External VET course (available from Semester 2 of Year 1) Choose a course that is delivered by qualified trainers through an external RTO. Some courses may require the student to attend one day per week at the RTO. Examples include: • 10283NAT Certificate IV in Crime and Justice (Unity College 32123) • Sunshine Coast Technical Trade Training Centre (SCTTTC) • TAFE Queensland courses Option 2 – School-Based Apprenticeships and Traineeships (SATs). (available from Semester 1 of Year 11) Find an employer and choose a course to undertake a school-based traineeship or apprenticeship. Students will attend their workplace for one day per week and complete some of their associated training at the workplace or at school. • It is the responsibility of the student to find a suitable employer • Please contact the Pathways Leader for further information
FURTHER INFORMATION	Roles and Responsibilities of the Student: • Make a serious commitment to studies undertaken, agree to attempt all units of study and manage time to achieve goals. • Participate in logged structured workplace learning as arranged by RTO and yourself. • Meet the expectations and demands of the College in terms of participation, cooperation, punctuality and successful submission of work. • Meet all aspects of workplace health and safety requirements. • Demonstrate perseverance and persistence in all tasks. • Maintain the high standard of behaviour and conduct of Immanuel Lutheran College when participating in courses conducted by the external RTO.





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A co-educational school owned and operated by THE LUTHERAN CHURCH OF AUSTRALIA QUEENSLAND DISTRICT trading as Immanuel Lutheran College

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