



Immanuel Lutheran College

Walk as Children of the Light



2025 Years 9 and 10 Curriculum Handbook

Contents

Introduction	2
Secondary School Curriculum Administration	2
Learning at Immanuel	3
Academic and Pastoral Care	3
Parent/Teacher/Student Interviews and Academic Coaching	3
Self-Directed Learners	3
Digital Citizenship	4
Differentiated Learning	4
Establishing Routines	4
Homework.....	4
Flexible Learning Within a Blended Learning Environment	5
Physical Spaces	5
Relational Spaces.....	5
Curriculum Structure in Years 9 and 10	6
ALPHABETIC LISTING OF SUBJECTS OFFERED IN YEAR 9	7
Business and Technology Solutions: Dollars, Drones and Digitalisation	7
Christian Studies	8
Culinary and Textile Innovation: Food and Fibre in Australia	9
Dance	10
Design Innovation and Engineering: Creating Sustainable Solutions.....	11
Drama	12
English.....	13
Future Solutions: Think Like an Inventor	14
German	15
Health and Physical Education	16
Humanities.....	17
Mathematics	18
Media Studies	19
Music.....	20
Science.....	21
Visual Art	22

ALPHABETICAL LISTING OF SUBJECTS OFFERED IN YEAR 10	23
Business and Marketing.....	23
Christian Studies	24
Culinary Design.....	25
Dance	26
Design Innovation.....	27
Drama	28
Economics and Finance.....	29
Emerging Technologies.....	30
English.....	31
Geography.....	32
German	33
Industrial Engineering	34
Legal Studies.....	35
Mathematics	36
Media Studies	37
Modern History	38
Music.....	39
Physical Education	40
Science: Oceans (Biology/Chemistry A).....	41
Science: Forensics (Physics/Chemistry B).....	42
Science: Materials (Science in Practice/Biology)	43
Sport and Recreation	44
Visual Art	45

Introduction

Immanuel Lutheran College provides a broad range of learning options allowing students to personalise their pathway to suit their individual abilities, interests and aspirations beyond school. Students are supported to gain key educational qualifications as foundations for their post-school lives at universities or other educational institutions or in employment. These include the Queensland Certificate of Education (QCE), the Australian Tertiary Admission Rank (ATAR), Vocational Education and Training (VET) Diplomas and Certificates, and Headstart university courses.

This handbook is designed to assist students in developing their personalised pathway and in selecting subjects during years 9 and 10. It provides a concise summary of key information to assist with subject selections. Further information can be found online at:

- the Queensland Curriculum and Assessment Authority (QCAA) website
- the Australian Government website: studyaustralia.gov.au
- the Immanuel Careers Portal
- the QCAA myQCE website

To successfully complete senior subjects, students must be dedicated, organised and motivated to give their best effort. Learning is a journey that may not always run smoothly so being able to learn from mistakes, bounce back with a better strategy, be proactive in seeking help when needed, and building balance into their lives are all important skills for success. College programs lead students to become self-directed learners, building metacognitive capability with explicit training in time management, independent learning skills, resilience, mindfulness, and wellbeing.

Please refer to the parent handbook for any questions or information regarding the structures, routines and pastoral care of students. The handbook can be accessed here: [2024 Parent Information Handbook](#).

Secondary School Curriculum Administration

Further information about the contents of this handbook may be obtained by contacting one of the following people via the Secondary School Office on T: 07 5477 3461

Head of Secondary School

Nick Cheyne: cheynen@immanuel.qld.edu.au

Deputy Head of Secondary School

Amy Thompson: thompsona@immanuel.qld.edu.au

Curriculum Leader - Pathways

Paula Willis: willisp@immanuel.qld.edu.au

Learning at Immanuel

The focus in the Secondary School at Immanuel Lutheran College, is on meeting the personal, intellectual, and social needs of adolescents within a Christian context. With the teenage years come physical and emotional challenges as children grow into young adults, developing their individual identity and connections within community. With growing maturity and independence, they begin to take responsibility for their learning and for establishing and maintaining healthy relationships. We provide opportunities for our students to learn and grow in ways that acknowledge and respect each unique phase of their development.

To prepare our young people for a changing world where they will need to be responsible global citizens who can innovate, create, and continue to learn, we develop their 21st century skills (critical thinking, creative thinking, communication, collaboration, teamwork, ICT skills, personal and social skills). We foster engagement and personal growth by building skills across a diverse range of learning areas before making individual choices to focus on specific areas of interest. All learning areas use developmentally appropriate learning contexts to embed rigorous preparation for the discipline-specific knowledge, skills and ways of working students will need in their senior secondary years.

The skills underpinning all senior syllabuses are considered vital for school leavers. These include literacy, numeracy and 21st century skills. These skills are explicitly developed in Years 7 to 10 providing students with a firm foundation on which to build their learning. All learning areas use developmentally appropriate learning contexts to embed rigorous preparation for the discipline-specific knowledge, skills and ways of working students will need in their senior secondary years.

Academic and Pastoral Care

At Immanuel, the whole person is the whole point. We see balance in life as important and encourage students to grow in all aspects of their lives. Wellbeing and healthy relationships provide the foundations for academic success and so we intertwine our academic and pastoral care of students with specific focus areas for each stage of student development. Further pastoral care details are provided in the Parent Handbook. Students participate in a weekly Life Skills lesson, led by their House Group Mentor. The Life Skills program equips students to develop social and emotional capacity. It is developed by our Director of Wellbeing and informed by best practice and current research. The Life Skills program is sequenced to ensure that students gain the information, skills, and experience pertinent to their developmental needs.

Parent/Teacher/Student Interviews and Academic Coaching

To encourage students to take ownership of their learning, students are key participants in our Parent/Teacher/Student interviews which are held twice yearly (at the start of Terms Two and Three). Opportunity is provided for students, parents and teachers to review the student's learning progress, to peruse the student's work and to set goals and strategies for improvement. The interviews are invaluable in building partnerships between home and school to enhance student learning. The Parent/Teacher/Student interviews are supported by academic coaching conversations at school between students and their pastoral care and subject teachers. Students are assisted to identify specific learning goals and to develop strategies for improvement. Additional meetings can be requested at any time throughout the year.

Self-Directed Learners

Learning how to learn is a critically important skill for young people to develop. Self-directed learners can effectively manage time, organise information, record useful study notes, use memory effectively, engage in deep learning, set goals and reflect on progress. These skills are explicitly taught through our Study Skills Development Program and through project-based learning, with consistent reinforcement in all subjects.

Elevate Education are industry leaders in this area. Each year level begins the year with a workshop provided by *Elevate*'s team of young presenters. The topics covered provide a developmentally appropriate continuum of learning. Our teachers build on this initial learning with on-going training and support throughout the year using additional *Elevate Education* resources. Students and parents can reinforce the message at home by accessing a broad range of text-based and multi-media resources on the *Elevate Education* website. To assist further, the College supports parents to participate in *Elevate*'s webinar series for parents. Topics include: Time Management; Memory and Focus; Effective Revision; and Exam Preparation; and Stress and Wellbeing.

Engagement Platforms

Since 2024, students have been provided with their own Apple MacBook and iPad devices. This dual-device approach combines the learning benefits of a tablet device with pen and touch technology and the creative and productivity benefits of the Apple and Microsoft technology and education suites. Students interact with both devices on a daily basis through pen, keyboard, audio or video, providing the flexibility to learn and create using multiple modalities anywhere, anytime. SEQTA, our virtual space, provides a platform for students to engage with their learning beyond the bounds of the classroom or the campus.

SEQTA Learn is a 'one-stop shop' for students to access digital resources either on campus or at home. Students must utilise this portal to support the learning that takes place in classrooms. Via SEQTA Learn, students can manage all aspects of their school life, including their timetable, collaboration with peers and teachers, content, assessments, grades, goal setting and homework. When students log in to SEQTA Learn, they can see their personalised calendar and can 'hover over' each day to see if they have assessment tasks current for the group of subjects in which they are enrolled. Links on SEQTA Learn also allow for electronic submission of drafts and final tasks. For students who are absent on due dates, this is an ideal way to submit their work.

SEQTA Engage provides parents with the information needed to effectively partner with the College to support their child(ren)'s learning journey. This includes reporting, attendance, timetables, teacher contacts, latest results, finance, excursion information, notices, etc. Parents are able to access SEQTA Engage via the Portal option on the College Home Page: www.immanuel.qld.edu.au by entering their username and password. Please contact IT Services on T: 5477 3472 should you require assistance with this process.

Digital Citizenship

Students must learn what it is to be a responsible digital citizen. The College seeks to partner with parents to provide suitable boundaries for students as they learn to behave appropriately in the virtual world. Social media use, particularly, can damage relationships and offer tempting distractions for teenagers. Many experts recommend that parents monitor their child's use of social media and limit access to devices in private spaces and after bedtime.

Differentiated Learning

Differentiating learning and assessment provides a pathway to success for all students by meeting their individual needs for extension, enrichment or support. Classroom assistance by specialist teachers and aides from the Learning Enhancement Department may be accessed as recommended in a student's Support Plan. Individual Education Plans are developed for verified students.

Establishing Routines

It is important in these formative years of Secondary Schooling, that students develop routines to promote wellbeing and provide the foundations for self-directed learning and academic success. Maintaining a balance of homework/study, physical activity, and family/social activities along with a healthy diet and plenty of sleep will promote mental and physical health. Having regular family routines can help students organise their time and arrive at school with everything they need for a productive day of learning.

Homework

Students should develop a regular homework/study/revision routine that is set in a quiet, well-lit area away from distractions such as the television, music, conversations and electronic devices (except when necessary for learning). Homework is designed to provide opportunities for students to consolidate and extend classroom learning, regularly revisit learning and develop time management skills by planning to complete checkpoint tasks as components of larger projects.

Family life can be busy, so teachers design flexibility into their homework programs. Homework may be set on a weekly basis, due on the same day each week, allowing students to plan time for homework around their other commitments. It may utilise digital platforms to deliver activities and games to consolidate learning and build skills in an engaging environment where students, parents and teachers can easily monitor progress. For example, German and Japanese use *Education Perfect* and Mathematics uses *MathSpace*.

Homework tasks are intentionally designed and allocated to students to help consolidate their learning of content and skills. Homework time is also allocated to be used by students to work on assignments. When students 'have no homework', they are encouraged to undertake individual revision tasks or engage in recreational reading. This table provides a general guide to the time that students should allocate to completing their homework/study/revision tasks each night.

	Per lesson	Per night	Per week
Year 7	5 – 10 minutes	40 minutes	2 – 2.5 hours
Years 8-9	10 – 15 minutes	1 hour	5 hours
Year 10	20 minutes	1 – 1.5 hours	5 – 7.5 hours
Year 11	25 minutes	2 – 2.5 hours	10 – 12.5 hours
Year 12	30 minutes	2.5 – 3 hours	12.5 – 15 hours

Flexible Learning Within a Blended Learning Environment

The Immanuel Teaching and Learning Framework reflects our holistic approach to education. Through this framework we harness our physical, virtual and relational spaces to develop each student's personal capabilities with a focus on engagement, rigour, growth and reflection.

Physical Spaces

Secondary School facilities are being progressively renewed to provide agile, student-centred, flexible learning spaces in which 21st century skills can be developed in a technology-rich environment. The Year 7 learning areas and the Environmental Centre are examples of these spaces throughout the campus.

Complementing our physical spaces is our teachers' focus on facilitating cooperative learning and developing the productive habits of mind that characterise effective learners in a global, connected world. These include persisting, thinking and communicating with clarity and precision, managing impulsivity, gathering data through all the senses, listening with understanding and empathy, creating, imagining, thinking flexibly, responding with wonderment and awe, thinking about thinking, taking responsible risks, striving for accuracy, applying past knowledge to new situations, finding humour, thinking interdependently, questioning and posing problems, and remaining open to continuous learning.

Relational Spaces

Learning is greatly enhanced when healthy relationships and trust exist between students, parents and teachers. We understand that young people need to learn how to build and maintain relationships and trust. Our restorative practices approach to building responsible behaviours focuses on repairing harm and restoring relationships when mistakes are made.



Curriculum Structure in Years 9 and 10

Immanuel Lutheran College provides a broad range of subjects to develop students' skills and understanding. Years 7-10 courses are developed from the Australian Curriculum and provide foundational learning to prepare students for the Queensland Curriculum and Assessment Authority (QCAA) subjects and Vocational Education courses offered at the College in Years 11 and 12. As students move into Years 9 and 10, they continue to study the core subjects and can select from a broad range of elective subjects.

Year 9 Core Subjects

All students study these subjects all year

- Christian Studies: The Rite Journey
- English
- Health & Physical Education
- Humanities
- Mathematics
- Science

Year 9 Electives

Students select four elective subjects (two studied per semester). Students can select the electives they prefer.

The Arts Electives (one semester units):

- Dance
- Drama
- Media Studies
- Music
- Visual Art

Design, Innovation and Business Electives (one semester units):

- Business and Technology Solutions
Dollars, Drones and Digitalisation
- Culinary and Textile Innovation
Food and Fibre in Australia
- Design Innovation and Engineering
Creating Sustainable Solutions
- Future Solutions
Think Like an Inventor

Languages Electives (full year units)

- German

Year 10 Core Subjects

All students study these subjects all year.

- Christian Studies
- English
- Mathematics*

* In Semester 2, students will be directed towards General Mathematics Preparation or Mathematical Methods Preparation

Students select one or more

Science Electives (full year units)

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

Note: Chemistry A and Chemistry B are different courses

Year 10 Electives

Students select five elective subjects to study for the year

The Arts Electives (full year units):

- Dance
- Drama
- Media Studies
- Music
- Visual Art

Design, Innovation and Business Electives (full year units):

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

Health and Physical Education Electives (full year units):

- Physical Education
- Sport and Recreation

Humanities Electives (full year units):

- Geography
- Legal Studies
- Modern History

Languages Electives (full year units):

- German

ALPHABETIC LISTING OF SUBJECTS OFFERED IN YEAR 9

Business and Technology Solutions: Dollars, Drones and Digitalisation

Business and Technology Solutions provides students with opportunities to develop entrepreneurial and enterprising behaviours and capabilities. Through real world applications and integrated learning, students learn to effectively embrace change; seek innovation; work with others; show initiative, flexibility and leadership; and use new and emerging technologies. Business and Technology solutions will provide students the opportunity to develop 21st century, transferable and creative skills as well as proficiency in technology and communication applications suitable for future employment and success, no matter what career path a student follows.

What is Business and Technology Solutions all about?

Students investigate the contribution technology has to the individual and society and the changing nature of work. They examine how individuals may derive an income, the changing landscape of business solutions and the rise of digitalisation across an array of business industries.

The Business Enterprise and Innovation courses enables students to:

- Develop understanding of the contemporary nature of business and the economy.
- Develop enterprising behaviours and capabilities that can be transferred into life, work and business.
- Develop understandings to enable active and ethical participation in local, national, regional and global economies.
- Develop innovative, entrepreneurial and computational thinking skills.
- Develop an understanding of applications, computers and coding (computer programming).
- Develop an understanding of what it means to be digitally literate and to have digital competency.
- Design digital solutions through authentic learning challenges.
- Foster curiosity, collaboration and creativity.
- Produce digital content using the right software tools for the right purpose.

What topics am I likely to learn about?

	One Semester Course	
Year 9 (Elective)	The Game of Life: Dollars and Sense <ul style="list-style-type: none">• Earning an income• Cycles affecting daily lives• Understanding jobs and income• Financial literacy skills• Spending and saving• Budgeting• Excel and database solutions	Entrepreneurship: Dream Dare Develop <ul style="list-style-type: none">• Entrepreneurial case studies• Digital Technologies in our lives• Developing and applying drone technology as a driver for business ideas• Foundations of Marketing Leveraging technology, programming and coding for new business ideas• Start-ups and incubators

How will I show what I know and can do?

There will be a variety of assessment techniques including practical tasks, projects and short tests.

What senior subjects could this subject lead to?

Business, Economics, Information and Communication Technologies

Christian Studies

Christian Studies is an integral part of the Christian experience distinctive to Immanuel Lutheran College. Based on the Christian Studies Curriculum Framework developed by Lutheran Education Australia, it is an outcome-based program that spirals across all year levels along the four strands of Christian Beliefs, Christian Church, Christian Living and Christianity in the World. The Christian Studies classroom is a learning environment in which students have an opportunity to gain a clear understanding.

and appreciation of the Christian story by exploring biblical texts and other Christian literature. Furthermore, it is a place where students can explore a range of religious and non-religious perspectives they will encounter in an increasingly pluralistic society.

What is Christian Studies all about?

Through a process of inquiry, discussion and reflection, students are mentored to:

- Become articulate, empathic 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.

In Year 9, Christian Studies lessons are used together with one Life Skills lesson a week for students to undertake The Rite Journey. A personal self-development program, The Rite Journey is offered by specially trained staff in gender-based classes. The focus is on relationship building, including a wide variety of activities, camping experiences, challenges and ritual celebrations. Some of the latter are also shared with parents. In essence, The Rite Journey is a rite of passage, helping students on their way to becoming respectful, resilient and responsible adults. Due to the nature of this program, The Rite Journey is not assessed.

What topics am I likely to learn about?

	Full Year Course			
Year 9 The Rite Journey	Relationship with self: Who am I, really?	Relationship with others: How do I get along with others?	Relationship with spirit: Is there something more?	Relationship with the world: What do I have to give?

How will I show what I know and can do?

There will be a variety of assessment techniques, including drama, artwork, writing tasks, quizzes and tests, group activities, research pieces, excursions, oral presentations, creating games and practical tasks. Just like other academic subjects, Christian Studies is an intellectual pursuit (the individual's faith is never assessed).

Culinary and Textile Innovation: Food and Fibre in Australia

Culinary and Textile Innovation promotes the development of students' abilities to know, think, investigate, create, communicate, participate and reflect to enhance the wellbeing of individuals and family members. It focuses on human growth and development, food, nutrition and health, the nature of materials, techniques to manipulate materials, consumer decisions and safety.

What is Culinary and Textile Innovation all about?

- Critical thinking and creative design will be used to find solutions to practical textile challenges.
- Students will work collaboratively to develop cooperative work habits.

What topics am I likely to learn about?

One Semester Course		
Year 9 (Elective)	Food and Nutrition in Australia <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• Design process• Manufacturing• Recycled fibres and fabrics

How will I show what I know and can do?

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.

What senior subjects could this subject lead to?

Hospitality



Dance

Students analyse how and/or why the elements of dance, choreographic devices, genre- or style-specific techniques, production elements, and/or technical and expressive skills are manipulated in dance they create and/or experience. They evaluate how dance works and/or performances in a range of styles and/or from across cultures, times, places and/or other contexts communicate ideas, perspectives and/or meaning. Students select and manipulate the elements of dance, choreographic devices and/or structure to choreograph dances. They demonstrate safe dance practice when choreographing and performing dance. They employ technical and expressive skills and genre- or style-specific techniques to enhance communication of ideas, perspectives and/or meaning when performing dance for audiences.

What is Dance all about?

- 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.

What topics am I likely to learn about?

One Semester Course	
Year 9 (Elective)	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.

How will I show what I know and can do?

- 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.



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.

What is Design Innovation and Engineering all about?

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.

The Design Innovation and Engineering course enables students to:

- 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.

What topics am I likely to learn about?

One Semester Course		
Year 9 (Elective)	Sustainable Design <ul style="list-style-type: none">• Design skills• Design process• 2D and 3D Relationships• Prototyping• Manufacturing	Sustainable Design <ul style="list-style-type: none">• Green design• Repurposing• Sustainability in Design• Manufacturing

How will I show what I know and can do?

There will be a variety of assessment techniques including design folios and practical experiences.

What senior subjects could this subject lead to?

Industrial Technology Skills, Design



Drama

Drama provides students with the opportunity to create, collaborate and develop confidence. Drama aims to equip students with skills that are transferable to all industries. The ability to speak publicly, problem solve and approach a variety of situations with a creative edge, are skills of utmost importance as our world changes at a rapid pace, with new occupations being created each year.

Students will shape, analyse and present dramatic works through both written and performance-based assessment. Students will also be exposed to scriptwriting, producing and designing. They will take inspiration from past and present events, while studying how theatre can empower through social comment. The collaborative nature of Drama enables students to enjoy and experience the creative process first-hand, through a sense of ownership and achievement.

What is Drama all about?

- 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.

What topics am I likely to learn about?

	One Semester Course	
Year 9 (Elective)	Children's Theatre (analysing, script writing, designing and performing whole class production)	Children's Theatre (analysing, script writing, designing and performing whole class production)

How will I show what I know and can do?

Students will demonstrate their understanding of Drama through a variety of workshops resulting in individual and group performances, improvisations and written responses.



English

English provides opportunities for students to not only develop their literacy skills but engage imaginatively and critically with the world around them. Through the exploration and creation of imaginative, persuasive, informative and analytical texts, students explore ideas and perspectives in real-world and fictional contexts. Students will consider how cultural assumptions, values, attitudes and beliefs shape our understanding of the world and our interaction with it. Through their study, students will develop a greater understanding of themselves and their place in the world, while learning the skills and knowledge needed for education, training and the workplace.

What is English all about?

- Each year level's thematic focus provides a progression of development from self-expression to discovery.
- Students will work with language in a variety of everyday, literary and multimodal contexts.
- The subject offers opportunities for students to engage in, discover and appreciate literature, poetry, drama, film and the media.
- Students will read, write and review critically in a range of genres.
- Students will speak and perform in a variety of situations.
- Students will practice and master textual features such as vocabulary, grammar, spelling, sentence structure and punctuation.
- All studies will prepare students for NAPLAN Testing in Year 9.

What topics am I likely to learn about?

Full Year Course				
Year 9 The world around you: Understanding context	What if? Reading and writing Sci-fi Short story NAPLAN preparation	The World of Fiction Analytical essay	Fantastic Features Feature article	Strutting the Boards Dramatic monologue Dramatic performance

How will I show what I know and can do?

Students will participate in a range of formative activities and summative assessment tasks demonstrating their use of communication skills including writing, speaking, listening and reading to respond to and create texts.



Future Solutions: Think Like an Inventor

Innovators and entrepreneurs invent big ideas that change the way we live. New technologies, new ways of doing things or new products have solved problems in ways that have made life easier and the world a better place to live. Each big idea starts off as a small, new idea. Future Solutions uses a project-based learning approach to engage students in practical experiences, understand and apply the design process and generate innovative ideas and solutions to problems now and in the future.

What is Future Solutions all about?

The subject of Future Solutions allows students to act as tech entrepreneurs to develop new concepts that involve new and emerging technologies. This subject provides real-world learning experiences that focus on the skills and characteristics of people engaged in the tech start-up industry. Students form teams to design and analyse new ideas that may contribute positively to future sustainability issues and present a pitch in the Immanuel Lutheran College Shark Tank.

This subject is both an applied and hands-on technology course that will see students research, design, develop and/or manufacture a proposed solution using the workshop, digital skills, and technology spaces before communicating ideas to stakeholders.

The Future Solutions course enables students to:

- Develop programming skills and the understanding of how code can be used to solve future problems.
- Develop an understanding of marketing foundations and the need for brand awareness.
- Develop a deeper understanding of the interactions between digital systems, data, people, and processes.
- Develop understandings to enable active and ethical participation in the local, national, regional, and global economies.
- Develop innovative, entrepreneurial, and computational thinking skills.
- Develop an entrepreneurial pitch.

What topics am I likely to learn about?

One Semester Course		
Year 9 (Elective)	The Design Process <ul style="list-style-type: none"> • Environmental awareness and Sustainability • Drivers of change and innovation • Designing Business Models • Foundations of Entrepreneurship • Rapid prototyping • Communicating a proposal • Designing with Empathy Production of Ideas <ul style="list-style-type: none"> • Use of materials, tools, and techniques • Manufacturing 	Digital Fluency <ul style="list-style-type: none"> • Data-driven Business • Programming with Python • Presentation software • Flow charts • Algorithms • Video Editing • Photo Editing • Emerging Technologies

How will I show what I know and can do?

There will be a variety of assessment techniques including a design challenge, practical tasks, and an entrepreneurial pitch.

What senior subjects could this subject lead to?

Business, Industrial Technology Skills, Design, Information Communication and Technologies, Digital Solutions

German

Studying German develops in students the ability to communicate effectively in another language. It also helps students develop a repertoire of life-long language learning strategies. In an age of increasing globalisation, learning another language can broaden students' worldviews and help them develop positive attitudes towards other languages and cultures.

Due to the developmental nature of language study, students must have successfully completed Years 9 and 10 German to be eligible to study it in Years 11 and 12.

What is German all about?

It is about developing communicative skills by comprehending and composing a variety of written and spoken texts in German. It is also about developing an understanding of Germany, its people and culture. Learning will take place using textbooks, computer programs, role-plays, pair work, games, videos, songs, audio tools, flash cards and worksheets in OneNote.

What topics am I likely to learn about?

Full Year Course		
Year 9	The Generation Gap, Eating Out, Sport, Health and Daily Routines	Holiday Trips, Exchange Programs, New School Friendships and Berlin Highlights

How will I show what I know and can do?

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.

Full Year Course		
Year 10	Sprechen Sie Deutsch? and Youth Culture	The Environment and Future Plans

How will I show what I know and can do?

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 Years 11 and 12.



Health and Physical Education

Health and Physical Education provides opportunities for students to develop skills, self-efficacy and dispositions to advocate for, and positively influence, the health and wellbeing of themselves and the communities to which they belong. In an increasingly complex, sedentary and rapidly changing world, it is critical for every young Australian to be able to flourish as a healthy, safe, active and informed citizen.

What is Health and Physical Education all about?

- Health and Physical Education plays an important role in maintaining physical activity participation, through opportunities for skill development in a variety of movement forms that enhance performance and competence, as well as providing enjoyment and a sense of achievement. Through their participation, students develop the knowledge, understanding and skills to select, implement and maintain an appropriate physical activity routine that enhances their health and wellbeing.
- Students investigate health issues relevant to young people to understand reasons for the choices people make about their health and wellbeing. They examine the range of personal, environmental and social factors that can influence an individual's choices, and explore and evaluate options, consequences, and healthier and safer alternatives.

What topics am I likely to learn about?

Full Year Course	
Year 9	<p>Focus Areas:</p> <p>Health benefits of physical activity</p> <ul style="list-style-type: none"> • Personal Fitness <p>Alcohol and Drugs / Safety</p> <ul style="list-style-type: none"> • Smashed – Safe party Practices <p>Relationships</p> <ul style="list-style-type: none"> • Ethics and Sport <p>Mental health and wellbeing / Safety</p> <ul style="list-style-type: none"> • Digital Safety
	<p>Integrated Performance Units:</p> <p>Lifelong Physical Activities:</p> <p>Includes activities that can enhance health-related fitness and wellbeing across the lifespan.</p> <p>These may include:</p> <ul style="list-style-type: none"> • individual and group activities health and fitness activities (Pilates, Yoga) • active recreation activities, which could include but are not limited to: <ul style="list-style-type: none"> – orienteering – triathlon – cycling – gym <p>Games and Sports:</p> <p>Includes activities that develop of movement skills, concepts and strategies through a variety of games and sports. These could include but are not limited to:</p> <ul style="list-style-type: none"> • 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)

What senior subjects could this subject lead to?

Physical Education, Sport and Recreation, Health Education

Humanities

Humanities focuses on the disciplines of History and Geography. By delving into our historic origins and by exploring ecologically sustainable environments, students will develop knowledge to equip them with valuable life skills.

What is Humanities all about?

Humanities students will engage in and connect with a variety of relevant and interesting units throughout the year. They will gain meaningful knowledge and understanding of a broad range of topics, including those which directly relate to their own interests. Students will learn through an inquiry-based approach and will have the opportunity to use a variety of ICTs in the classroom.

The Humanities course enables students to:

- 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.

What topics am I likely to learn about?

	History	Geography	Civics and Citizenship
Year 9	<p>The Making of the Modern World (1750 -1918)</p> <p>Development of new ideas and technological developments in Britain and beyond.</p> <p>Making a Nation – Australian History</p> <p>Federation as a key event in Australian self-government</p> <p>World War I</p> <p>Key aspects of World War I and the Australian experience of the war</p>	<p>Biomes and Food Security – Feeding the world’s people</p> <p>Biomes of the world as a source of food, environmental challenges and constraints on expanding food production in the future.</p> <p>Geographies of Interconnections</p> <p>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.</p>	<p>Government and Democracy</p> <ul style="list-style-type: none"> • 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 <p>Laws and Citizens</p> <ul style="list-style-type: none"> • key features and jurisdictions of Australia’s court • the role and processes of courts and tribunals.

How will I show what I know and can do?

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.

What senior subjects could this subject lead to?

Geography, Legal Studies, Modern History

Mathematics

Mathematics is an integral part of a general education. It allows students to develop an understanding of their world and their part in it. Competence in Mathematics is required for an ever-increasing range of future careers.

What is Mathematics all about?

- Mathematics is about developing a working knowledge and understanding of mathematical facts and operations.
- Students will be taught the relevance and meaning of mathematical concepts.
- 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.

What topics am I likely to learn about?

Full Year Course				
Year 9	<ul style="list-style-type: none"> • Financial mathematics • Pythagoras' theorem • Linear relationships • Coordinate geometry • PSMT 	<ul style="list-style-type: none"> • Measurement • Index laws • Algebraic expressions 	<ul style="list-style-type: none"> • Statistics • Probability • Trigonometry 	<ul style="list-style-type: none"> • Geometric reasoning • Non-linear functions

How will I show what I know and can do?

- 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.



Media Studies

Media Studies aims to promote an awareness of media in society and to develop students' critical, analytical, creative and design skills in a variety of media forms, genres and contexts. Media forms include the traditional, contemporary and emerging such as print, broadcast, photographic, video, web, digital and promotional materials.

What is Media Studies all about?

- Media Studies 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.

What topics am I likely to learn about?

	One Semester Course
Year 9 (Elective)	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.

How will I show what I know and can do?

Media Studies has an outcomes focus and is 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.



Music

Students who study this subject will learn the fundamentals of music, develop creativity and learn how music has evolved through the ages. They will also discover how advances in technology have played a major role in the music industry. Each student will be encouraged to reach their highest personal standards of musicianship. Further opportunities will be given to students to perform in concerts and school productions, fostering self-discipline and developing a commitment towards extra-curricular musical activities.

What is Music all about?

- 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.

What topics am I likely to learn about?

One Semester Course	
Year 9 (Elective)	Music that Moves (Film, TV, Computer Games, Radio and Advertising)

How will I show what I know and can do?

Students will demonstrate their understanding of the subject in a variety of small and large group performances, compositions and workbook activities, vocal and instrumental performances, written and multimedia assignments, and through using appropriate technology such as Muscores, Soundtrap, Hookpad, Auralia and Musition.



Science

Science encourages students to develop an understanding of the natural world, through observation, research and experimental investigations. The skills introduced in Years 7 and 8 are refined in Years 9 and 10 and applied to specific contexts that prepare students for the option of studying one or more Senior Sciences.

What is Science all about?

- The teaching and learning of science aims to develop analytical and investigative skills, and is learner centred.
- Students will be involved in the process of constructing meaning to develop their understanding of scientific concepts.
- Students will be involved in a range of learning strategies and have opportunities to undertake independent investigation.
- Students will develop the ability to use Science as a framework for organising and gaining knowledge leading to improved cultural and intellectual understanding of our world.

What topics am I likely to learn about?

Full Year Course	
Year 9	This course begins with a skills review from Years 7 and 8. To introduce the Senior Sciences, the course continues with a Chemistry module that covers a more detailed structure of the atom, collision theory and how the rate of a reaction can be altered. A Biology module includes cell structure, then a study of specific reproductive cells and structures, along with genes and inheritance. A Physics module relating to motion, looking at energy transfers and transformations when moving, using rollercoasters and solar cars as examples.

How will I show what I know and can do?

The assessment tasks are linked to criteria, which reflect the attributes of lifelong learning and of working scientifically. There will be a variety of assessment tasks that reflect the structure of those completed by senior students, including experimental tasks, research investigations and timed examinations. Students will complete four tasks per year.

The course consists of four assessment items.

- Formative - Skills review from Years 7 and 8
- Student Experiment SE (25%) - Rate of Reaction (Chemistry only)
- Research Investigation RI (25%) – Genetics and Inheritance (Biology only)
- Examination EA (50%) - Motion (Physics). This exam will also include one Biology and one Chemistry.



Visual Art

Students analyse how and why visual conventions, visual arts processes and materials are manipulated in artworks they create and experience. They evaluate how and why artists from across cultures, times, places and other contexts use visual conventions, visual arts processes and materials in their visual arts practice and artworks to represent and challenge ideas, perspectives and meaning. They evaluate how visual arts are used to celebrate and challenge perspectives of identity.

Students draw on inspiration from multiple sources to generate and develop ideas for artworks. They document and reflect on their own visual arts practice. They use knowledge of visual conventions, visual arts processes and materials to create artworks that represent and communicate ideas, perspectives and meaning. They curate and present exhibitions of their own and others' artworks to engage audiences.

What is Visual Art all about?

- 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.

What topics am I likely to learn about?

One Semester Elective Course	
Year 9 (Elective)	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 an 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 skateboard culture. Using this as a foundation, 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.

How will I show what I know and can do?

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 appraising tasks in the form of written reflections.



ALPHABETICAL LISTING OF SUBJECTS OFFERED IN YEAR 10

Business and Marketing

Business and Marketing provides students with opportunities to develop enterprising behaviours and capabilities that will equip them to actively participate in society as individuals and more broadly as global citizens. Through real world opportunities students learn to effectively embrace change; seek innovation; work with others; show initiative, flexibility and leadership; and use new technologies. Business Enterprise and Innovation will provide students the opportunity to develop 21st century, transferable and creative skills as well as proficiency in technology and communication applications suitable for future employment and success, no matter what career path a student follows.

What is Business Enterprise and Innovation all about?

The Business Enterprise and Innovation course enables students to:

- 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.

What topics am I likely to learn about?

Full Year Course		
Year 10 (Elective)	Business Innovation and Entrepreneurship <ul style="list-style-type: none"> • Innovation theories • Innovation Curve and Trends • Impacts and world events Marketing and Emerging Technologies <ul style="list-style-type: none"> • The role of technology in driving economic change • 4P's of Marketing • Modes and Mediums of Marketing 	The Study of People and Choices <ul style="list-style-type: none"> • Psychographic marketing and consumer choice • Digital Marketing trends • Business models and case studies • Market trends and niche markets Marketing and Emerging Technologies <ul style="list-style-type: none"> • The role of technology in driving change • Identifying social need • Project based learning: Market Day • Philanthropy and the triple bottom line

How will I show what I know and can do?

There will be a variety of assessment techniques including practical tasks, projects and short tests.

What senior subjects could this subject lead to?

Accounting, Business



Christian Studies

Christian Studies is an integral part of the Christian experience distinctive to Immanuel Lutheran College. Based on the Christian Studies Curriculum Framework developed by Lutheran Education Australia, it is an outcome-based program that spirals across all year levels along the four strands of Christian Beliefs, Christian Church, Christian Living and Christianity in the World. The Christian Studies classroom is a learning environment in which students have an opportunity to gain a clear understanding and appreciation of the Christian story by exploring biblical texts and other Christian literature. Furthermore, it is a place where students can explore a range of religious and non-religious perspectives they will encounter in an increasingly pluralistic society.

What is Christian Studies all about?

Through a process of inquiry, discussion and reflection, students are mentored to:

- Become articulate, empathic 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.

What topics am I likely to learn about?

Full Year Course				
Year 10	Jesus the Changemaker	Judaism	Social Justice	Morality and Ethics

How will I show what I know and can do?

There will be a variety of assessment techniques, including drama, artwork, writing tasks, quizzes and tests, group activities, research pieces, excursions, oral presentations, creating games and practical tasks. Just like other academic subjects, Christian Studies is an intellectual pursuit (the individual's faith is never assessed).



Culinary Design

Culinary Design promotes the development of students' abilities to know, think, investigate, create, communicate, participate and reflect in order to enhance the wellbeing of individuals and family members. It focuses on human growth and development, food, nutrition and health, consumer decisions and safety.

What is Culinary Design all about?

- Critical thinking and creative design will be used to find solutions to practical food challenges.
- Students will work collaboratively in a food environment to develop cooperative work habits.

What topics am I likely to learn about?

	Full Year Course	
Year 10 (Elective)	Kitchen Fundamentals <ul style="list-style-type: none"> • Food groups • Food safety and hygiene Contemporary Cooking <ul style="list-style-type: none"> • Understanding recipes including reading, modifying, planning, portion sizing, budgeting and nutritional balance • Cookbook creation 	International Cuisine <ul style="list-style-type: none"> • Mexican, Italian, Chinese etc. • Learning the culture of a chosen country Outdoor Cooking <ul style="list-style-type: none"> • Woodfired cooking • Charcoal cooking • Smoking • Hibachi • Curing

How will I show what I know and can do?

Students will complete workbook tasks and assignment tasks to demonstrate their understanding of the course. Practical skills related to food usage will be demonstrated by students during practical lesson times.

What senior subjects could this subject lead to?

Hospitality



Dance

Students analyse how and/or why the elements of dance, choreographic devices, genre- or style-specific techniques, production elements, and/or technical and expressive skills are manipulated in dance they create and/or experience. They evaluate how dance works and/or performances in a range of styles. Students select and manipulate the elements of dance, choreographic devices and/or structure to choreograph dances. They demonstrate safe dance practice when choreographing and performing dance. They employ technical and expressive skills and genre- or style-specific techniques to enhance communication of ideas, perspectives and/or meaning when performing dance for audiences.

What is Dance all about?

- 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.

What topics am I likely to learn about?

Full Year Course				
Year 10 (Elective)	Responding in Dance Students will explore the impacts of Ballet in Dance. They will demonstrate their responding skills through their interpretation and evaluation to a selected question on a famous Ballet routine.	Entertainment Project Students will extend their responding skills in dance and then use their knowledge and understanding to recreate a story through Dance for a Primary School audience.	History of Dance Students will look at the development of dance over time including the genres of Ballet, Hip-Hop and Contemporary movement. They will learn a teacher-devised task for an audience.	Dance and Technology Students will film a contemporary dance using a social issue as stimulus.

How will I show what I know and can do?

- 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.



Design Innovation

Australia needs enterprising and innovative individuals with the ability to make discerning decisions concerning the development, use and impact of technologies. The Design Innovation course prepares students to be effective problem-solvers as they learn about and work with contemporary and emerging technologies.

What is Design Innovation all about?

The Design Innovation teaching and learning approach uses a design process grounded in the problem-based learning framework. In Semester One, students will learn about and experience designing in the context of human-centred design. They will use designing with empathy as an approach as they design for the needs and wants of an identified person or group. In Semester Two, students will learn about and experience designing in the context of sustainable design. They will use a redesigning approach to design for an opportunity.

The Design Innovation course enables students to:

- 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.

What topics am I likely to learn about?

Full Year Course		
Year 10 (Elective)	Human-Centered Design (Designing with Empathy) <ul style="list-style-type: none"> • Principles of Good Design • Design process • Data collection • Four Pleasure Framework • Empathy maps • Ergonomics • Needs and wants of stakeholders 	Sustainable Design (Redesign) <ul style="list-style-type: none"> • Design process • Whole-life cycles • Economic sustainability • Social sustainability • Ecological sustainability • Planned obsolescence • Circular design methods

How will I show what I know and can do?

Students will develop skills through exploring the design process. Students undertake two project-based design assessments that develop these processes and production skills in line with Senior Design Syllabus Objectives.

What senior subjects could this subject lead to?

Design, Industrial Technology Skills

Drama

Drama provides students with the opportunity to create, collaborate and develop confidence. Drama aims to equip students with skills that are transferable to all industries. The ability to speak publicly, problem solve and approach a variety of situations with a creative edge, are skills of utmost importance as our world changes at a rapid pace, with new occupations being created each year. Students will shape, analyse and present dramatic works through both written and performance-based assessment. Students will also be exposed to scriptwriting, producing and designing. They will take inspiration from past and present events, while studying how theatre can empower through social comment. The collaborative nature of Drama enables students to enjoy and experience the creative process first-hand, through a sense of ownership and achievement.

What is Drama all about?

- 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.

What topics am I likely to learn about?

	Full Year Course	
Year 10 (Elective)	Foundations: Ensemble Skills and the Elements of Drama (voice and movement skills) Australian Gothic Theatre (conventions and devising)	Non-Linear Forms (directing, designing and performance) Analysing and evaluating dramatic works (extended exam preparation)

How will I show what I know and can do?

Students will demonstrate their understanding of Drama through a variety of workshops resulting in individual and group performances, improvisations and written responses.



Economics and Finance

Economics and Finance provides students with opportunities to develop financial understanding and capabilities that will equip them to actively participate in society as individuals and more broadly as global citizens. Through real world opportunities students learn to effectively embrace change; seek innovation; work with others; show initiative, flexibility and leadership; and use new technologies. Business Enterprise and Innovation will provide students the opportunity to develop 21st century, transferable and creative skills as well as proficiency in technology and communication applications suitable for future employment and success, no matter what career path a student follows.

What is Economics and Finance all about?

The Business Enterprise and Innovation course enables students to:

- 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.

What topics am I likely to learn about?

Full Year Course		
Year 10 (Elective)	The Study of People and Choices <ul style="list-style-type: none"> • Understanding economic performance • Business models and case studies • Consumerism and market trends 	Personal Finance <ul style="list-style-type: none"> • Financial skills and literacy • Understanding Tax and Super
	Going Circular <ul style="list-style-type: none"> • Circular Economies in modern business • Philanthropy and the triple bottom line 	Social Mobility and Wealth Creation <ul style="list-style-type: none"> • Investment risks and options • Wealth creation • ASX Schools Sharemarket Game • ESSI Money

How will I show what I know and can do?

There will be a variety of assessment techniques including practical tasks, projects, and short tests.

What senior subjects could this subject lead to?

Business, Economics

Emerging Technologies

Emerging Technologies provides students with an understanding of some of the skills needed to succeed in the 21st century including critical thinking, problem solving and creativity. It also provides an understanding of what it means to be digitally literate, and it teaches skills to extend their digital competency.

What is Emerging Technologies all about?

Emerging Technologies provides students with practical opportunities to understand applications, computers, networks, and coding (computer programming). Students will complete practical activities that incorporate a variety of software applications and develop their own applications through coding.

The Emerging Technologies course enables students to:

- 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.

What topics am I likely to learn about?

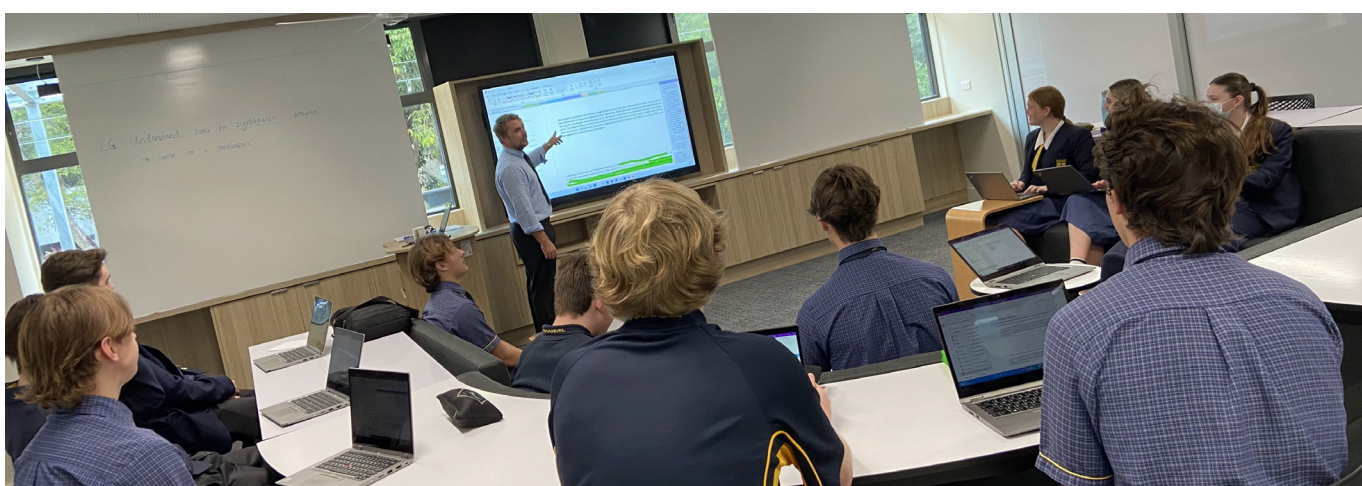
	Full Year Course	
Year 10 (Elective)	Future Industries <ul style="list-style-type: none"> • Industry 4.0 • Emerging Technologies e.g., IoT (Internet of Things), Artificial Intelligence, Blockchain, Bigdata, Cloud and Edge Computing, Robots and Cobots, Autonomous Vehicles, and 5G Networks • Smart Cities • Ethical considerations • Cyber security 	Programming with Python <ul style="list-style-type: none"> • App development. • Programming structure and control. • User interfaces • Developing a relational database Graphic and Digital Design <ul style="list-style-type: none"> • Photo editing with Photoshop • Video editing with Adobe Premier Pro

How will I show what I know and can do?

Students will complete class workbooks, general achievement tests and project work to demonstrate their understanding of the course.

What senior subjects could this subject lead to?

Information Communication and Technologies, Digital Solutions, Business, Design



English

English provides opportunities for students to not only develop their literacy skills but engage imaginatively and critically with the world around them. Through the exploration and creation of imaginative, persuasive, informative and analytical texts, students explore ideas and perspectives in real-world and fictional contexts. Students will consider how cultural assumptions, values, attitudes and beliefs shape our understanding of the world and our interaction with it. Through their study, students will develop a greater understanding of themselves and their place in the world, while learning the skills and knowledge needed for education, training and the workplace.

In Year 10, students will commence their studies in either the Literature Preparation or General English Preparation course. Placement in these subjects will be dependent on student interest, suitability and teacher feedback. Students may request to change subjects, but this will need to be approved through consultation with the Curriculum Leader of English.

What is English all about?

- Each year level’s thematic focus provides a progression of development from self-expression to discovery.
- Students will work with language in a variety of everyday, literary and multimodal contexts.
- The subject offers an opportunity for students to engage in, discover and appreciate literature, poetry, drama, film and the media.
- Students will read, write and review critically in a range of genres.
- Students will speak and perform in a variety of situations.
- Students will practise and master textual features such as vocabulary, grammar, spelling, sentence structure and punctuation.
- Year 10 will provide a sampling of ATAR English and Literature.

What topics am I likely to learn about?

	Full Year Course			
Year 10 Foundational study for English and Literature	The Power of Poetry Short story	Novel Study Analytical essay (seen)	All the World’s a Stage Analytical essay (unseen)	Perspectives in the Media Multimodal presentation

How will I show what I know and can do?

Students will participate in a range of formative activities and summative assessment tasks demonstrating their use of communication skills including writing, speaking, listening and reading to respond to and create texts.

Geography

Geography integrates knowledge from the natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question 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.

What is Geography all about?

The Geography course enables students to develop:

- a sense of wonder, curiosity and respect about places, people, cultures and environments throughout the world.
- a deep geographical knowledge of their own locality, Australia, the Asia region and the world.
- the ability to think geographically, using geographical concepts.
- the capacity to be competent, critical and creative users of geographical inquiry methods and skills, including GIS technologies.
- as informed, responsible and active citizens who can contribute to the development of an environmentally and economically sustainable, and socially just world.

What topics am I likely to learn about?

Full Year Course		
Year 10 (Elective)	Human wellbeing and development <ul style="list-style-type: none"> • Rich and poor: indicators and measurement of human wellbeing • The impact of conflict on wellbeing • A comparison of Australia and India • Strategies to improve wellbeing 	Environmental Change and Management <ul style="list-style-type: none"> • Land environments under threat • Water Catchment Management • Marine resources and management • Climate Change <p>Note: This course includes plans for a local overnight Field Trip with canoeing component</p>

How will I show what I know and can do?

There will be a variety of assessment techniques including Combination Response exams, and a Data Report and Field Report investigations.

What senior subjects could this subject lead to?

Geography, Modern History, Legal Studies



German

Languages develop in students the ability to communicate effectively in another language. It also helps students develop a repertoire of life-long language learning strategies. In an age of increasing globalisation, learning another language can broaden students' worldviews and help them develop positive attitudes towards people of other languages and cultures.

What is German all about?

It is about developing communicative skills by comprehending and composing a variety of written and spoken texts in the language. It is also about developing an understanding of other countries, their people and their culture. Learning will take place using textbooks, computer programs, role-plays, pair work, games, videos, songs, audio tools, flash cards and worksheets.

Due to the developmental nature of language study, students must have successfully completed the earlier language units to be eligible to select their desired language elective in Years 9 to 12.

German	Full Year Course	
Year 10 (Elective)	Berlin – Now and Then, Environmental Concerns	Popular Culture, Future Plans, Work and Study

How will I show what I know and can do?

Assessment is based on the students' level of competence in the skills of listening and reading (Comprehension Tasks) and speaking and writing (Composing Tasks). These skills are assessed on the completion of each term, approximately every nine weeks.



Industrial Engineering

Industrial Engineering aims to enable students to develop transferable skills relevant to a range of industry-based electives and future employment opportunities. They understand industry practices, interpret specifications, including information and drawings, safely demonstrate fundamental construction skills and apply skills and procedures with hand/power tools and equipment.

What is Industrial Engineering all about?

Industrial Engineering focuses on the use of design and technologies knowledge and understanding, processes and production skills and design thinking to produce innovative solutions to identified needs. They learn to transfer theoretical knowledge to practical activities across a range of projects. There is an underlying emphasis on safety in all aspects of design and manufacture.

The Industrial Engineering course enables students to:

- 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.

What topics am I likely to learn about?

Full Year Course		
Year 10 (Elective)	Industry Practices <ul style="list-style-type: none"> • Fundamental skills • Design Process • Interpretation of Technical Drawings • Sustainable Practices 	Industrial Technology Skills <ul style="list-style-type: none"> • Design • Manufacture • Understanding Technical information • Hand Tools • Machinery Operation
	<ul style="list-style-type: none"> • Projects: Alaia Surf Craft, Community Based Sustainability Project 	

How will I show what I know and can do?

Students will complete design booklets and create practical solutions to display their understanding of the course material. Students will demonstrate their skills by creating designed solutions based on critical evaluation of needs or opportunities.

What senior subjects could this subject lead to?

Design, Industrial Technology Skills



Legal Studies

Legal Studies provides students with an understanding of Australian citizens' legal rights and responsibilities, our system of criminal and civil law, and the resolution of disputes. It also delves into the Constitution and how laws are made and altered to deal with the changes in our society.

What is Legal Studies all about?

The Legal Studies course enables students to:

- Comprehend legal concepts, processes and principles.
- Select legal information from sources.
- Analyse legal issues.
- Evaluate legal situations.
- Create responses that communicate meaning.

What topics am I likely to learn about?

Full Year Course		
Year 10 (Elective)	<ul style="list-style-type: none"> • Civics and Citizenship • Australian government • Democracy and the law • Introduction to Australian Criminal law • Police powers • Queensland Court System • Trial by media and fair trial principles • Introduction to International Law • Australia's rights and responsibilities in protecting human rights 	<ul style="list-style-type: none"> • Australian property law and right to privacy • Civil disputes and resolution • Youth Justice in Australia (Human Rights) • Criminology • Theories of punishment • Impact of incarceration • Human rights and youth • Indigenous youth offending

How will I show what I know and can do?

There will be a variety of assessment techniques including combination response exams and investigation tasks.

What senior subjects could this subject lead to?

Legal Studies, Modern History and Geography



Mathematics

Mathematics is an integral part of a general education. It allows students to develop an understanding of their world and their part in it. Competence in Mathematics is required for an ever-increasing range of future careers.

In Year 10, students will commence their studies in either the Mathematical Methods Preparation or General Mathematics Preparation course. Placement in these subjects will be dependent on student interest, suitability and teacher feedback. Students may request to change subjects, but this will need to be approved through consultation with the Head of Mathematics.

What is Mathematics all about?

- Mathematics is about developing a working knowledge and understanding of mathematical facts and operations.
- Students will be taught the relevance and meaning of mathematical concepts.
- 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.

What topics am I likely to learn about?

Full Year Course				
Year 10	Term 1	Term 2	Semester 2	Semester 2
	<ul style="list-style-type: none"> • Trigonometry 	<ul style="list-style-type: none"> • Algebra • Linear relationships 	<ul style="list-style-type: none"> • General Mathematics • Finance • Measurement • Statistics • Geometry 	<ul style="list-style-type: none"> • Mathematical Methods • Non-linear relationships • Polynomials • Surds and logarithms • Probability

How will I show what I know and can do?

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



Media Studies

Media Studies aims to promote an awareness of media in society and to develop students' critical, analytical, creative and design skills in a variety of media forms, genres and contexts. Media forms include the traditional, contemporary and emerging such as print, broadcast, photographic, video, web, digital and promotional materials.

What is Media Studies all about?

- Media Studies 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.

What topics am I likely to learn about?

Full Year Course				
Year 10 (Elective)	Film Codes & Meaning Students analyse the technical and symbolic codes utilised in historic feature films and compared their use to modern media texts. They assess the manner in which contemporary filmmakers employ these codes to convey ideas and meaning, questioning whether these works conform to or challenge conventional norms.	Spin-off Media Students use responsible media practices and production processes to develop film marketing materials across various styles and formats tailored to specific audiences. They conceptualise and produce a spin-off media product based on an existing film or television property, while also strategising the distribution channels and potential audience relationships associated with their work.	Broadcast Media Students will become familiar with Australian television and online news and the processes that go into producing news media. Students will investigate a news story of cultural significance, evaluating if the piece celebrates or challenges perspectives of Australian identity.	Documentary Filmmaking Student study and apply the skills and techniques associated with the documentary film genre and engage in practises that inform their understandings of the four pillars of documentary filmmaking. Students collaboratively design and produce a micro-documentary on a topic of their choice.

How will I show what I know and can do?

Media Studies has an outcomes focus and is 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.



Modern History

Modern History provides students with a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others; 'we can't understand our present without knowing our past'.

What is Modern History all about?

The Modern History course enables students to:

- 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

What topics am I likely to learn about?

	Full Year Course	
Year 10 (Elective)	World War Two <ul style="list-style-type: none">• Causes, Course and Consequences• Australia's involvement• World War Two: Independent Investigation	Australian History: Foundation to Rights and Freedoms <ul style="list-style-type: none">• colonisation• Frontier warfare• Stolen generation Independent historical study

How will I show what I know and can do?

Assessment techniques involve examinations and research investigations.

What senior subjects could this subject lead to?

Modern History, Legal Studies and Geography

Music

Students who study this subject will learn the fundamentals of music, develop creativity and learn how music has evolved through the ages. They will also discover how advances in technology have played a major role in the music industry. Each student will be encouraged to reach their highest personal standards of musicianship. Further opportunities will be given to students to perform in concerts and school productions, fostering self-discipline and developing a commitment towards extra-curricular musical activities.

What is Music all about?

- 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.

What topics am I likely to learn about?

Full Year Course		
Year 10 (Elective)	<ul style="list-style-type: none">• Introduction to Senior Music• Timbres – Musical Sounds• Song Writing	<ul style="list-style-type: none">• Song Writing continued• ‘Aussie’ Music

How will I show what I know and can do?

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



Physical Education

Physical Education is a relevant and engaging subject that allows students to gain a deeper understanding of the importance of health and physical activity in the context of a diverse and changing world. Physically educated learners develop the 21st century skills of critical thinking, creative thinking, communication, personal and social skills, collaboration and teamwork, and information and communication technologies skills through rich and diverse learning experiences about, through and in physical activity.

What is Physical Education all about?

- 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.

What topics am I likely to learn about?

Full Year Course			
Year 10 (Elective)	Performance Evaluation <ul style="list-style-type: none"> • Movement sequences • Movement strategies • Body and movement concepts 	Energy, Fitness and Training <ul style="list-style-type: none"> • Energy Production and Nutrition • Energy Systems • Fitness Components • Games Analysis and Training 	Sports Psychology and Motor Learning <ul style="list-style-type: none"> • Psychological Factors • Psychological Strategies • Stages of Learning • Skill Analysis • Types of Practice
	Integrated Performance Units: <ul style="list-style-type: none"> • Volleyball • Golf • AFL • Badminton • Circus Skills • Basketball / Netball • Touch / TRL • Pickle Ball • Soccer / Futsal 		

How will I show what I know and can do?

- 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.

What senior subjects could this subject lead to?

Physical Education and Sport and Recreation

Science: Oceans (Biology/Chemistry A)

This course will provide students with the opportunity to explore the world's oceans from both Biology and Chemistry perspectives. Marine ecosystems will be investigated with students focusing on energy flow, relationships between and adaptations of the organisms that live ocean environments. Students will use the Great Barrier Reef as a case study and investigate how both climate change and ocean acidification chemically interact to affect the marine ecosystems. This will also include ionic bonding and solubility.

What is Science all about?

- The teaching and learning of science aims to develop analytical and investigative skills, and is learner centred.
- Students will be involved in the process of constructing meaning to develop their understanding of scientific concepts.
- Students will be involved in a range of learning strategies and have opportunities to undertake independent investigation to gather primary and secondary data.
- Students will develop the ability to use Science as a framework for organising and gaining knowledge leading to improved cultural and intellectual understanding of our world.

What topics am I likely to learn about?

Full Year Course			
Year 10 (core)	Ecosystems <ul style="list-style-type: none"> • Energy flow • Populations and interactions • Adaptations • Cycling of matter Ocean reactions <ul style="list-style-type: none"> • Atoms and compounds • Acid-base reactions • Effects of temperature and pH 	Genetics <ul style="list-style-type: none"> • Allele interactions • Variation • Natural selection Ocean reactions <ul style="list-style-type: none"> • Solubility • Concentration • Titration 	Data Analysis <ul style="list-style-type: none"> • Average, δ, $\% \delta$ • Graphing- line graph, gradient, bar graph • Applying, analysing and interpreting.

How will I show what I know and can do?

The course consists of four assessment items.

Students may elect to complete the RI and SE with either a Biology or a Chemistry focus. However, students are expected to learn the CORE CONTENT from both strands of Science for the Examination (EA)

- Research Investigation RI (20%) - Biology or Chemistry
- Student Experiment SE (20%) - Biology or Chemistry
- Examination EA (50%) - Core content Biology AND Chemistry
- Data Test DT (10%) – Data Analysis Skills for senior subjects

Students may take Forensic Applications as well as Oceans.

What senior subjects could this subject lead to?

Biology and/or Chemistry (grade B or above). Students can still enter a Physics pathway after passing this subject, with Mathematical Methods as a suggested partner subject.

Science: Forensics (Physics/Chemistry B)

Chemistry B and Physics will provide students with the opportunity to explore energy, motion and chemical changes through four different forensic scenarios. Metal reactivity and redox reactions will be used to explain various corrosion scenarios. Covalent bonding and combustion will be investigated by focusing on fire intensity and heat in terms of energy change, with reference to bushfires and controlled burning. The energy transformations and forces associated with motion will be related to vehicle motion and braking distance in collision scenarios. These concepts will also be applied to understand related to falling droplets, fluid viscosity and spatter patterns.

What is Science all about?

- The teaching and learning of science aims to develop analytical and investigative skills, and is learner centred.
- Students will be involved in the process of constructing meaning to develop their understanding of scientific concepts.
- Students will be involved in a range of learning strategies and have opportunities to undertake independent investigation to gather primary and secondary data.
- Students will develop the ability to use Science as a framework for organising and gaining knowledge leading to improved cultural and intellectual understanding of our world.

What topics am I likely to learn about?

Full Year Course			
Year 10 (core)	Historic Forensics <ul style="list-style-type: none"> • Atoms and ions • Redox reactions • Balanced equations • Corrosion as a redox reaction You need to brake! <ul style="list-style-type: none"> • Speed, velocity acceleration. • $KE, F = ma$ • Braking distance 	The burning question... <ul style="list-style-type: none"> • Covalent bonding • Hydrocarbons • Combustion • Enthalpy Splat! <ul style="list-style-type: none"> • Viscosity and surface tension • Velocity • Spatter patterns 	Data Analysis <ul style="list-style-type: none"> • Average, δ, $\% \delta$ • Graphing- line graph, gradient, bar graph • Applying, analysing and interpreting.

How will I show what I know and can do?

The course consists of four assessment items.

Students may elect to complete the RI and SE with either a Chemistry or a Physics focus. However, students are expected to learn the CORE CONTENT from both strands of Science for the Examination (EA).

- Research Investigation RI (20%) - Chemistry or Physics
- Student Experiment SE (20%) - Chemistry or Physics
- Examination EA (50%) - Core content Chemistry AND Physics
- Data Test DT (10%) - Data Analysis Skills for senior subjects

Students may take Oceans as well as Forensics.

What senior subjects could this subject lead to?

Chemistry and/or Physics (grade C+ or above). Student intending to pursue a Physics pathway should be completing Mathematical Methods prep. Students can still enter a Biology pathway after passing this subject.

Science: Materials (Science in Practice/Biology)

Materials will allow students to investigate different materials by making and testing different types of glue and slime. Energy and forces will be reviewed in the context of simple machines after which a Rube Goldberg machine will be constructed. Students will also investigate microbes, both helpful and pathogenic, with experiments involving the plating of bacteria. Comparison will be made of a variety of commercially bought products with their homemade alternatives e.g. skincare, cleaning products and deodorant. This course does have less content to cover than the Forensics and Oceans courses.

What is Science all about?

- The teaching and learning of science aims to develop analytical and investigative skills, and is learner centred.
- Students will be involved in the process of constructing meaning to develop their understanding of scientific concepts.
- Students will be involved in a range of learning strategies and have opportunities to undertake independent investigation to gather primary and secondary data.
- Students will develop the ability to use Science as a framework for organising and gaining knowledge leading to improved cultural and intellectual understanding of our world.

What topics am I likely to learn about?

Full Year Course			
Year 10 (core)	Microbes <ul style="list-style-type: none"> • Healthy microbes • Disease-causing microbes • Transmission Cleaning <ul style="list-style-type: none"> • Skin care • Household surfaces • Effectiveness of cleaners 	Materials <ul style="list-style-type: none"> • Forces • Hooke's Law • Glue and slime Simple machines <ul style="list-style-type: none"> • Energy • Simple machines • Efficiency 	Data Analysis <ul style="list-style-type: none"> • Average, δ, $\% \delta$ • Graphing- line graph, gradient, bar graph • Applying, analysing and interpreting.

How will I show what I know and can do?

The course consists of four assessment items.

- Research Investigation RI (20%) - Skin care
- Student Experiment SE (20%) - Slime or Glue
- Examination EA (50%) - All topics
- Data Test DT (10%) - Data Analysis Skills for senior subjects

Students may take Materials along with Oceans and/or Forensics.

What senior subjects could this subject lead to?

Science in Practice (with grade C), Biology (with grade B). Students planning to pursue Chemistry or Physics should choose Oceans or Forensics.

Sport and Recreation

Sport and Recreation provide opportunities for students to experience the challenge and fun of active participation in physical activity while developing beneficial vocational, life and physical skills. The skills developed in Sport and Recreation may be oriented towards work, personal fitness, or general health and wellbeing.

What is Sport and Recreation all about?

- 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.

What topics am I likely to learn about?

Full Year Course				
Year 10 (Elective)	Athlete Development and Wellbeing <ul style="list-style-type: none"> • Strength & Conditioning • Exercise programming • Performance testing 	Marketing and communication in Sport and Recreation <ul style="list-style-type: none"> • Barriers and enablers • Engagement strategies • Enhanced participation 	Event Management <ul style="list-style-type: none"> • Tournament design • Resource management • Event promotion 	Aquatic Recreation <ul style="list-style-type: none"> • Surf lifesaving practical skills • Surf safety • First aid skills
	Integrated Performance Units: <ul style="list-style-type: none"> • Minor games <ul style="list-style-type: none"> – Games with modified rules • Challenge and adventure activities <ul style="list-style-type: none"> – Bouldering, Surfing, Surf Lifesaving • Games and sports <ul style="list-style-type: none"> – Touch, Volleyball, Badminton, Futsal, Golf, Basketball, Oz Tag, Soccer, Table tennis, TRL • Lifelong physical activities <ul style="list-style-type: none"> – Weight (resistance) training, Strength and Conditioning training, swimming and jogging. 			

How will I show what I know and can do?

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.

What senior subjects could this subject lead to?

- Physical Education and Sport and Recreation
- Students hoping to study Physical Education in Senior should choose Physical Education in Year 10.

Visual Art

Students analyse how and why visual conventions, visual arts processes and materials are manipulated in artworks they create and experience. They evaluate how and why artists from across cultures, times, places and other contexts use visual conventions, visual arts processes and materials in their visual arts practice and/or artworks to represent and/or challenge ideas, perspectives and/or meaning. They evaluate how visual arts are used to celebrate and challenge perspectives of Australian identity.

Students draw on inspiration from multiple sources to generate and develop ideas for artworks. They document and reflect on their own visual arts practice. They use knowledge of visual conventions, visual arts processes and materials to create artworks that represent and/or communicate ideas, perspectives and/or meaning. They curate and present exhibitions of their own and or/others' artworks and visual arts practice to engage audiences.

What is Visual Art all about?

- 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.

What topics am I likely to learn about?

Full Year Course				
Year 10 (Elective)	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 your 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.

How will I show what I know and can do?

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.





Immanuel Lutheran College

Walk as Children of the Light

126-142 Wisers Road
Buderim Q 4556

T: 07 5477 3444
E: ilc@immanuel.qld.edu.au

www.immanuel.qld.edu.au



A co-educational school owned and operated by
THE LUTHERAN CHURCH OF AUSTRALIA
QUEENSLAND DISTRICT
CRICOS Provider: #01457C