Immanuel Lutheran College

Year 7-12 Curriculum Handbook 2026

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Teaching and Learning at Immanuel

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

Learning here isn't just about ticking off subjects. It's about diving into meaningful experiences that spark curiosity, encourage independence and help students find their purpose. Guided by our Christian values, we create a learning environment where students are challenged to grow, supported with kindness, and encouraged to become thoughtful, compassionate young people.

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

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

Of course, technology comes with responsibility. We work alongside families to help students build balanced digital habits. That means choosing creativity over comparison, staying safe online, and knowing when to take a break. We have open conversations about screen time, boundaries and self-regulation - and we always come back to the importance of real, face-to-face connection.

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

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

Phases of Learning

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

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

From Year 11 onwards, the Queensland Curriculum and Assessment Authority (QCAA) sets the Senior Secondary curriculum. Parents can explore the QCAA Senior Secondary site to learn more about General and Applied subjects, the Queensland Certificate of Education (QCE), and the types of assessment used. These curriculum guidelines ensure that all Queensland students receive a consistent and high-quality education that supports further study, training or employment.

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

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

Academic and Wellbeing Support

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

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

Here's how we support students through Secondary School:

- **Vertical Home Group (Years 7–9 and 10–12):** Every student belongs to a Home Group - a small, caring community led by a dedicated teacher. It's where the day begins, where friendships grow, and where students are known. Home Group teachers check in regularly on academic progress, personal growth and wellbeing. They also work closely with the College's Wellbeing Team and can refer students for specialised support when needed.
- **Life Skills:** Once a week, students take part in a Life Skills lesson that focuses on resilience, mindfulness, emotional awareness and practical strategies for managing life's ups and downs. These sessions are designed to meet the real-world needs of today's teenagers and help them grow into self-aware, capable young people.
- **Assemblies and Worship:** Fortnightly assemblies celebrate achievements and strengthen our sense of community. Weekly Worship is also a regular part of College life - an inclusive, welcoming time for students to reflect on values, explore faith and consider their place in the world.
- **Sport and Activities:** Our weekly sport and activities program offers a wide range of options, with something for every interest and ability. Whether students are drawn to netball, robotics, mountain biking or music, they're encouraged to get involved, build their skills and enjoy being part of a team.

Partnership Between Home and School

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

Building Healthy Habits

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

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

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

Differentiated Learning

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

Support might include:

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

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

Homework

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

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

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

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

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

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

Choosing Subjects

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

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

Curriculum Structure - Year 7 and 8 Breadth Phase

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

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

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

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

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

SUBJECT BREAKDOWN

CORE SUBJECTS

- **Christian Studies**
- **English**
- **Health & Physical Education**
- **Humanities**
- **German**
- **Life Skills**
- **Mathematics**
- **Science**

ROTATION SUBJECTS

- **Design Innovation and Business**
  - Economics and Business
  - Digital Technologies
  - Design Technologies
  - Food Technologies
- **The Arts**
  - Dance
  - Drama
  - Media Arts
  - Music
  - Visual Art

Christian Studies

Christian Studies is a core part of life at Immanuel. Based on the Christian Studies Curriculum Framework developed by Lutheran Education Australia. The subject gives students the chance to explore what faith means in today's world while developing empathy, values and critical thinking. In Years 7 and 8, students reflect on big questions, explore the Christian story, and learn to engage respectfully with a range of religious and non-religious worldviews. It's a space for open dialogue and personal growth, where students learn how beliefs shape identity, community and action.

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

Design Innovation and Business

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

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

In Year 8, the focus shifts to sustainable living and tourism. Students create a self-sufficient tiny home retreat, designing everything from interactive websites and 3D floor plans to catering options, eco-products and textile branding.

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

LEARNING JOURNEY	
KEY OBJECTIVES	· Develop proficiency in the design thinking process to address real-world challenges innovatively and sustainably · Apply knowledge of business and economics to create solutions that reflect market demands and ethical practices · Integrate digital technologies effectively to enhance design and presentation outcomes. · Explore sustainable practices in product creation and business operations, considering environmental, social, and economic factors · Demonstrate critical and creative thinking through project-based learning, fostering collaboration and communication skills · Reflect on the impact of technology on industry innovation, ethical considerations, and consumer expectations
YEAR 7	**Profile a new restaurant concept through a magazine feature article including:** · Branding concept · Tealight box made on the laser cutter · Magazine article spread · Healthy meal · Digital innovation project (drones) · Engineering project (table caddy)
YEAR 8	**Profile a tiny home retreat business through a website or application including:** · Branding concept · 2D and 3D designs and floor plans including computer generated drawings · Sustainability goals and guides for self-sufficient living · Industrial Eco-Designed lamp · Website, database and booking systems · Catering options including sustainable food options that cater for a range of dietary needs · Sustainable textile items for branding
ASSESSMENT	Each year will culminate with an integrated project comprising of smaller milestones completed throughout the project.

English

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

LEARNING JOURNEY

KEY OBJECTIVES

- Providing a progression of development from self-expression to discovery
- Working with language in a variety of everyday, literary and multimodal contexts
- Engaging with, discovering and appreciating literature, poetry, drama, film and the media
- Reading, writing and reviewing critically in a range of genres
- Speaking and performing in a variety of situations
- Practising and mastering textual features such as vocabulary, grammar, spelling, sentence structure and punctuation

YEAR 7

Revealing Stories:
- Revision of narrative structure, planning, drafting and editing short stories
- NAPLAN preparation

Images and Persuasion:
- Film study, elements of visual literacy
- Persuasive writing

Stories of Choice and Consequence:
- Novel study
- Analytical language and structure

Timeless Tales:
- Exploration of cultural stories
- Dramatic Performance

YEAR 8

Poetry of Passion and Protest:
- Exploration of a poetry and songs throughout history
- Analytical writing, structure and language
- A Finding Fantasy
- Introduction to the Fantasy genre
- Development of imaginative writing skills from stimulus
- Analysis and reflection of a range of Fantasy texts

Discovering Hope:
- Novel study
- Analytical language and structure to create an essay

A Vision for Tomorrow:
- Documentaries and informative texts
- Persuasive speaking skills
- Interacting and responding to opinions

ASSESSMENT

There will be a variety of assessment techniques, including:
- Imaginative short story writing
- Film review
- Analytical short response
- Analytical essay
- Group script writing and performance
- Persuasive speech

German

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

LEARNING JOURNEY

KEY OBJECTIVES	• To learn to interact with others, share information, and collaborate in familiar contexts • To develop understanding of spoken and written German, including recognising relationships between spoken and written forms • To explore the relationship between language and culture, recognising how language choices reflect cultural identity, beliefs and values, and how this influences communication and interactions • To learn to use German to describe their personal world, interact with others, and participate in classroom routines and activities • To learn to locate and respond to information in texts, using non-verbal, visual, and contextual cues to aid understanding • To begin to learn basic German grammar and vocabulary • To develop an understanding of the pronunciation and spelling differences between German and English
YEAR 7	Introductions, School Life, Leisure Activities Family, Food and Festivals
YEAR 8	Holidays, Getting Around Town and Tourist Attractions School Relationships, Home Life and Exchanges
ASSESSMENT	Assessment is based on the students' level of competence in the skills of listening and reading (Comprehension Tasks) and speaking and writing (Communication Tasks). These skills are assessed twice a term in one Comprehension Task and one Communication Task.

Health and Physical Education

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

LEARNING JOURNEY

KEY OBJECTIVES

- Access, evaluate and synthesise information to make informed choices and act to enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation
- Develop and use personal, social and cognitive skills and strategies to promote self-identity and wellbeing, and to build and manage respectful relationships
- Acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in various physical activity settings
- Engage in and create opportunities for regular physical activity participation as individuals and for the communities to which they belong
- Analyse how varied and changing personal and contextual factors shape opportunities for health and physical activity

YEAR 7

- Beach and Pool Safety
- Indigenous Games
- Movement and Performance 1
- Food and Fitness
- Aerobic Fitness
- Movement and Performance 2

YEAR 8

- Sports Specific Fitness
- Movement and Performance 1
- Biomechanics and Motor Learning
- Movement and Performance 2

ASSESSMENT

Students will be involved in group, team and individual performances that will be observed, captured and assessed over the course of the year. Written examinations, PowerPoint presentations, investigation reports and video analysis will be used to gauge student's understandings of the Health and Physical Education concepts studied in class.

Humanities

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

LEARNING JOURNEY

KEY OBJECTIVES

Develop knowledge and understanding:

- of societies, events, movements and developments that have shaped humanity from earliest times
- about how the world and its people have changed, as well as the significant continuities that exist to the present day
- about why the world is the way it is, reflect on their relationships with and responsibilities for that world, and propose actions designed to shape a socially just and sustainable future

Develop skills to:

- ask relevant questions
- critically analyse, interpret, evaluate and synthesise information
- communicate effectively

	HISTORY	GEOGRAPHY	CIVIS & CITIZENSHIP
YEAR 7	• Deep time history of Australia • The ancient world – Ancient Rome	• Water in the World • Place and Liveability	• Key features of democracy and Australia's federal system of government • Key features and principles of Australia's legal system • Rights of individuals
YEAR 8	• Medieval Europe and the early Modern World • Empires and expansions	• Landforms and Landscapes • Changing Nations	• Government and Democracy • How laws are made and the types of law in Australia

ASSESSMENT

Students will present information in a variety of formal and informal contexts. Assessment working under exam conditions, as well as investigations based on research and field trips, allows students the opportunity to demonstrate knowledge and understanding of concepts and processing skills within this diverse area of study. Students will use a variety of information literacies to complement their knowledge and investigative skills.

Mathematics

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

LEARNING JOURNEY

KEY OBJECTIVES

- Develop a working knowledge and understanding of mathematical facts and operations
- Students will be taught the relevance and meaning of mathematical concept
- Concepts and operations will be applied to real life situations
- Students will gain skills and strategies in problem-solving
- Independent thinking and investigation is encouraged
- Students will gain the appropriate knowledge, skills and concepts to be successful in further mathematical studies

YEAR 7

- Integers
- Number properties
- Powers and roots
- Measurement
- Transformations
- Fractions
- Statistics and probability
- Integers
- Decimals, percent and ratio
- Patterns and algebra
- PSMT
- Linear equations
- Angles and shapes

YEAR 8

- Integers
- Powers
- Algebraic expressions
- Linear relationships
- Measurement
- PSMT
- Transformations
- Similarity and congruency
- Fractions, decimals and percentages
- Ratio and rates
- Statistics and probability

ASSESSMENT

Students will do a range of assessments over the course of the year comprising of short response examinations, assignments, and engagement tasks. All examinations comprise of 80% simple familiar, 10% complex familiar and 10% complex unfamiliar questions.

Science

Science is about curiosity - asking questions, exploring how things work and making sense of the world around us. In Years 7 and 8, students develop their skills as investigators and problem-solvers by observing, experimenting, analysing data and drawing conclusions. They learn to organise information, think critically and explore how scientific ideas connect to real life. Learning is hands-on, collaborative and student-centred, with opportunities for independent investigations and practical lab work. Science helps students build a deeper understanding of both the natural world and the role of science in our culture, technology and future.

LEARNING JOURNEY

KEY OBJECTIVES

- 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 investigations
- Students will develop the ability to use Science as a framework for gaining and organising knowledge leading to improved cultural and intellectual understanding of our world

YEAR 7

Unit 1 - Biology

- Learning to organise and classify living things
- Investigating living systems on a small (cellular) through to a large (ecosystem) scale
- Investigating the relationship between environments and survival
- Introducing Science measurement and observation skills while working safely in a laboratory. These include practical skills, based on using laboratory equipment as well as graphing, data analysing, data presentation and research skills

Unit 2 – Earth and Space Science

- Investigatng the structure of the Earth
- Exploring plate tectonics and the rock cycle

YEAR 8

Unit 1 - Physics

- Investigating different types of forces
- Exploring energy transfers and transformations in a range of systems, for example exploding sticks, electrical circuits, paper planes and toys

Unit 2 – Chemistry

- Using practical activities to investigate the properties of elements, compounds and mixtures
- Separating mixtures using a variety of methods based on physical properties

ASSESSMENT

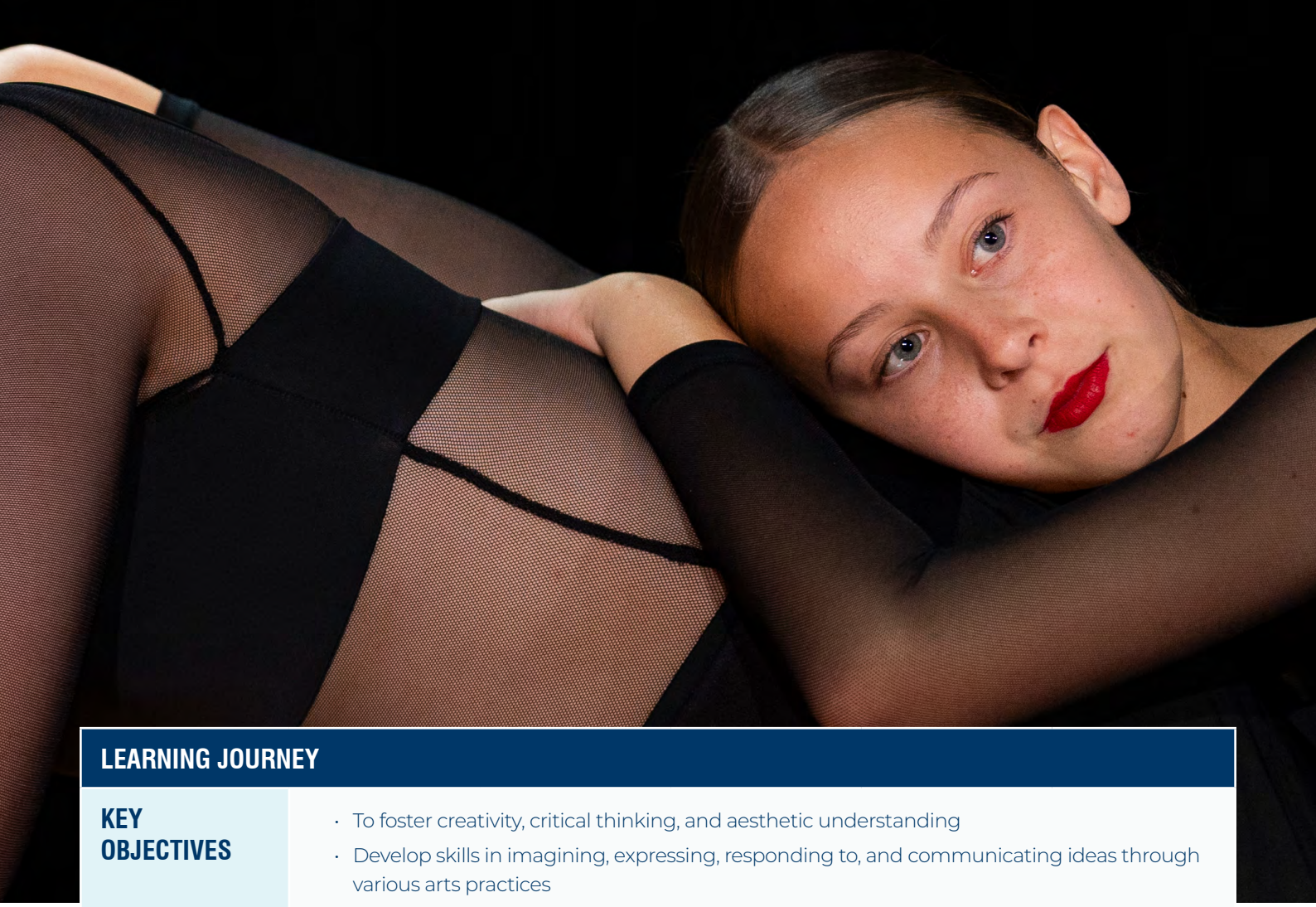
The assessment tasks are linked to criteria that reflects the attributes of lifelong learning and of working scientifically. The assessment tasks reflect the structure of those completed by Senior students, including a Student Experiment (25%) using primary data, a supervised Research Investigation (25%) using secondary data and a timed Examination (50%). Students will complete three summative tasks per year.

The Arts

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

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

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



LEARNING JOURNEY

KEY OBJECTIVES

- To foster creativity, critical thinking, and aesthetic understanding
- Develop skills in imagining, expressing, responding to, and communicating ideas through various arts practices
- Engage in creative processes, generate new ideas, and evaluate their own work and the work of others
- Develop practical skills in areas like visual arts, dance, drama, media arts, and music
- Understanding how these practices are used to communicate ideas and perspectives
- Emphasise the use of available resources, including digital tools, and encourages experimentation with different materials and techniques
- Develop skills in communicating ideas, perspectives, and meaning through various arts forms, and in responding to and engaging with the art of others

	DANCE	DRAMA	MEDIA ARTS	MUSIC	VISUAL ARTS
YEAR 7 One-Term course within the Arts rotation.	Group Project - Choreography, performance	Drama - Project - Devise Drama, performance	Media - Project Pre-Production	Music Study – Performance, short response	Sculptural Study - Project – short response
YEAR 8 One-Term course within the Arts rotation.	First Nations Inspired Project – Choreography, performance	Project - Devise Drama, performance	Short Film - Short Response, pre-production	Hit It – Performance, composition	Printmaking Study - Project, short response
ASSESSMENT	Students will demonstrate their understanding through a variety of individual and group works, experiencing, composing, making, performing and written responses.				

Curriculum Structure - Year 9 Programs Phase

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

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

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

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

SUBJECT BREAKDOWN

CORE SUBJECTS

All students study these subjects all year

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

ELECTIVES SUBJECTS

Students select 4 elective subjects
(2 studied per semester)

- **Design Innovation and Business**
  - Business and Technology Solutions
  - Culinary and Textile Innovation
  - Design Innovation and Engineering
  - Future Solutions
- **The Arts**
  - Dance
  - Drama
  - Media Arts
  - Music
  - Visual Art
- **Language**
  - German
    (must be studied in Semester 1 and 2)

Business and Technology Solutions: Dollars, Drones and Digitalisation

This subject is all about real-world skills for a fast-changing world. Students explore how business, technology and innovation work together in today's economy - from earning an income and managing money to launching a business idea using drones or digital tools. They'll look at how industries are evolving, what it means to be entrepreneurial, and how to use technology to solve problems and communicate effectively. It's hands-on, future-focused learning that builds confidence, creativity and adaptability - no matter what path students take after school.

LEARNING JOURNEY

KEY OBJECTIVES

- 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

UNITS

The Game of Life: Dollars and Sense

- 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

- 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

ASSESSMENT

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

POTENTIAL PATHWAYS

This subject could lead to further studies in Business, Economics, Information and Communication Technologies.

Christian Studies

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

LEARNING JOURNEY

KEY OBJECTIVES

- Become empathic, responsible and discerning members of society
- Build respectful relationships based on the inherent worth of individuals
- Enter into open, respectful dialogue with people whose religious, philosophical and ethical views are different
- Present an informed and well-considered personal position
- Identify personal values and beliefs that underpin behaviour, attitudes and choices

UNITS

Who Am I Really?

- Personal identity
- Calling/Departure ceremonies
- Personal challenges
- Transition from childhood to adulthood
- Healthy adult psychology

How do I get along with others?

- Listening
- Dealing with emotions
- Communication
- Friendship
- Forgiveness and empathy

What is my purpose and what do I have to give?

- Careers and subject selection
- Values, beliefs, skills and talents
- Healthy risks
- Real life skills

How do I show respect for myself and others?

- Sex and relationships
- Consent
- Respectful relationships

Is there something more?

- Facing fears
- Spirituality and Christianity
- Death and grief
- Dealing with change
- Abyss, Return and Homecoming Ceremonies

ASSESSMENT

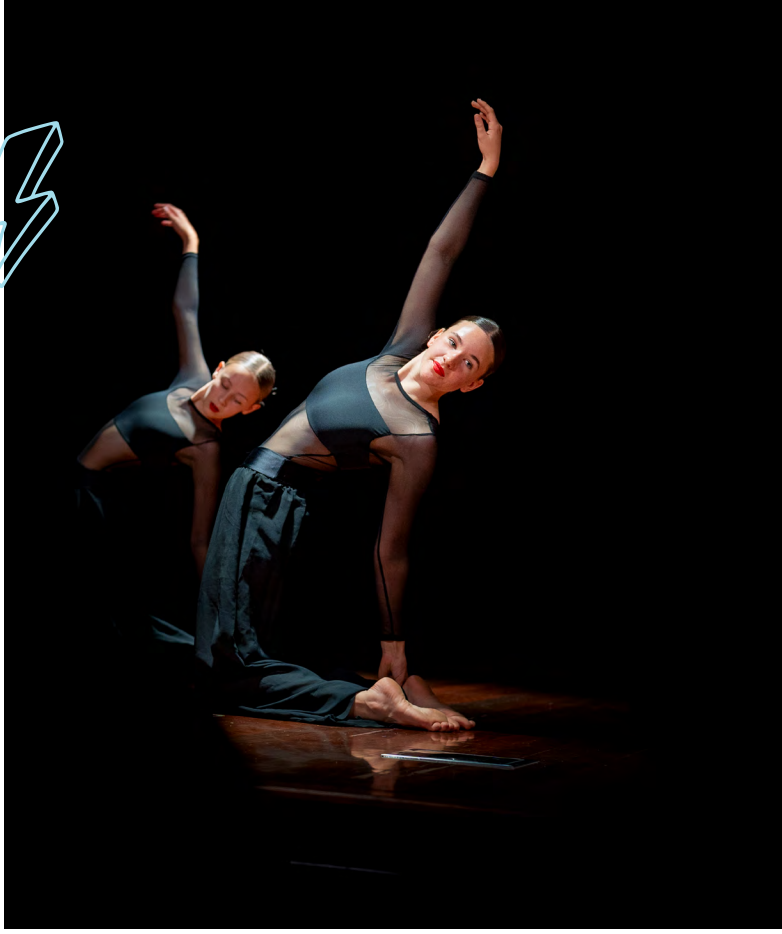
There will be a variety of assessment techniques, including presentations, challenges, written and oral projects. An individual's faith is never assessed.

POTENTIAL PATHWAYS

Culinary and Textile Innovation: Food and Fibre in Australia

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

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



Dance

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

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

Design Innovation and Engineering: Creating Sustainable Solutions

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

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

LEARNING JOURNEY

KEY OBJECTIVES

- Develop an understanding of design decisions when producing products, services and environments
- Develop an understanding of sustainable design thinking
- Develop an understanding of the sustainable use of materials, tools and techniques
- Develop innovation, creative and critical thinking skills
- Develop and create new and sustainable solutions to problems
- Develop an understanding of safe work practices using the workshop and technology spaces
- Create designed solutions based on critical evaluation of needs or opportunities

UNITS

Sustainable Design

- Design skills
- Design process
- 2D and 3D Relationships
- Prototyping
- Manufacturing

Sustainable Design

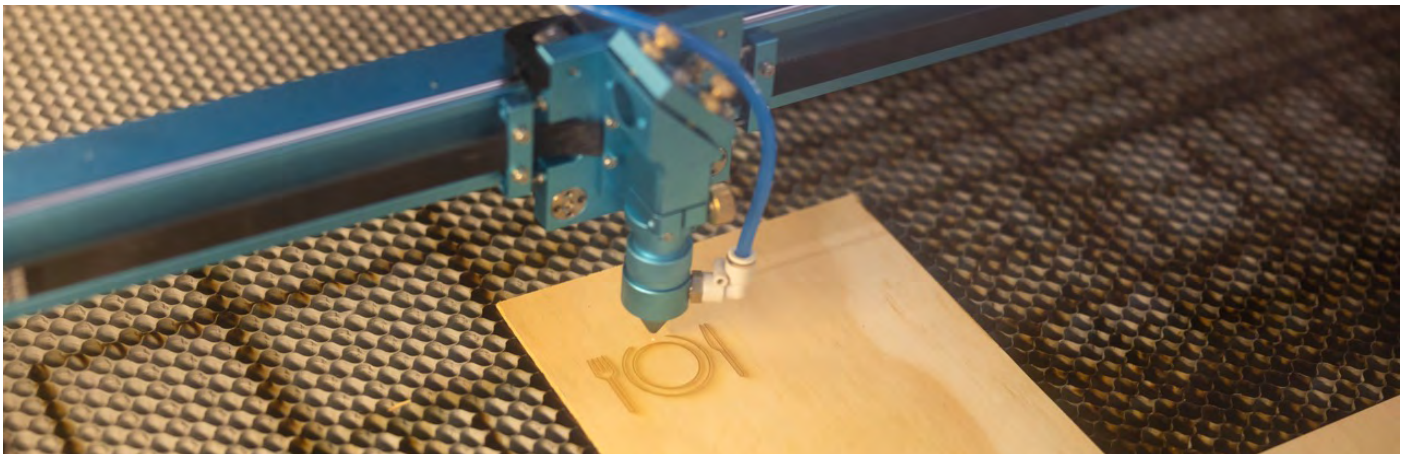
- Green design
- Repurposing
- Sustainability in Design
- Manufacturing

ASSESSMENT

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

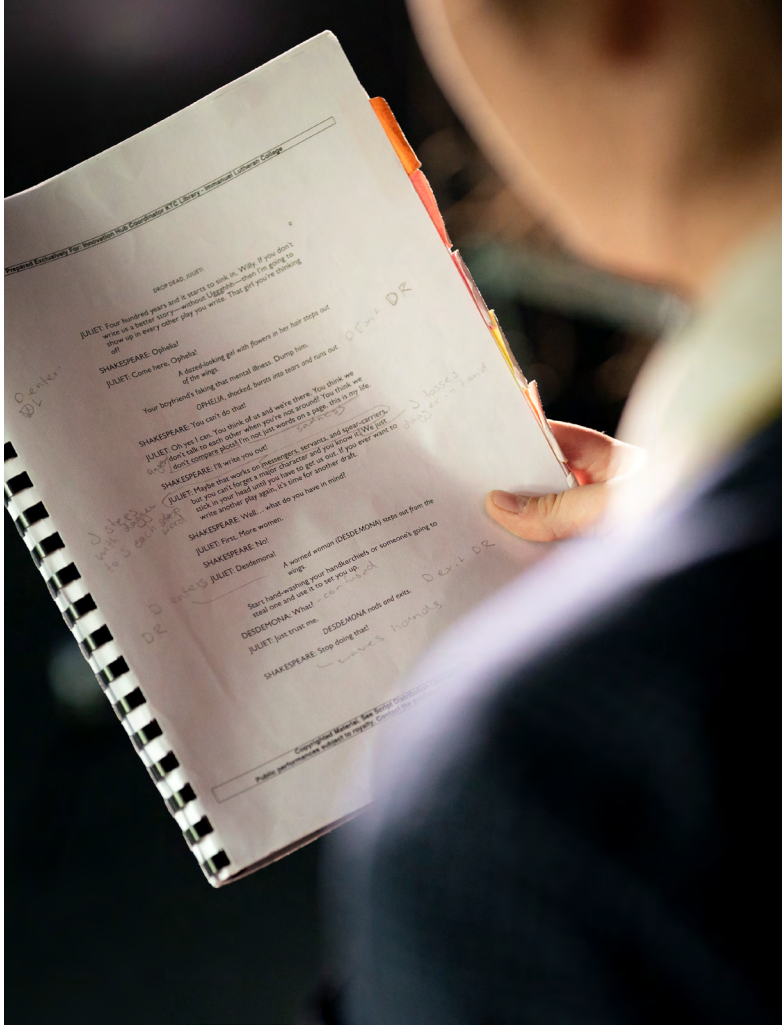
POTENTIAL PATHWAYS

Industrial Technology Skills, Design



Drama

Drama gives students the chance to create, collaborate and grow in confidence. It's a subject that develops highly transferable skills - from public speaking and creative thinking to problem-solving and leadership. In Year 9, students explore a range of performance styles and techniques, while also gaining experience in scriptwriting, production and design. They respond to real-world themes and social issues, learning how theatre can challenge, inspire and give voice to important ideas. Through the creative process, students develop a strong sense of ownership and achievement.



LEARNING JOURNEY

KEY OBJECTIVES	· Confidence-building · Fostering individual and collaborative artistic talents · Studying poignant dramatic works within their historical, social and political contexts · Communication through body and voice · Knowledge of different theatrical styles and methods · Engaging in social issues · Analysis of artistic representations of the world and humanity
UNITS	Children's Theatre (analysing, script writing, designing and performing whole class production).
ASSESSMENT	Students will demonstrate their understanding of Drama through a variety of workshops resulting in individual and group performances, presentations and written responses.
POTENTIAL PATHWAYS	**This subject could lead to further studies in:** · Creative Industries (performance) · Journalism (writing) · Law (public speaking, argumentation) · Marketing/Advertising (creativity, storytelling) · Education and Training (presentation, engagement) · Corporate Training (communications)

English

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

LEARNING JOURNEY

KEY OBJECTIVES

- Develop their language for interacting with others through class discussion, formative scenarios and assessment to present a supported opinion
- Build their knowledge and use of text structures and organisation
- Expand their language for expression and developing idea
- Analyse, interpret and evaluate a range of contemporary and historical texts
- Create their own literary texts

UNITS

Unit 1: What if? Reading and writing Sci-fi

- Exploration of Sci-Fi genre
- Reading and writing a range of short stories
- NAPLAN preparation

Unit 2: Shaping identity

- Exploration of film and poetry
- Development of analytical writing skills for a public audience

Unit 3: Considering perspectives

- Novel study: Tomorrow, When the War Began by John Marsden
- Development of analytical writing skills for an expert audience

Unit 4: In the shoes of ...

- Play study: The Curious Incident of the Dog in the Night-Time by Mark Haddon
- Development of interaction and imaginative writing skills

ASSESSMENT

Unit 1: Sci-fi short story
Unit 2: Feature article
Unit 3: Analytical essay
Unit 4: Dramatic monologue/duologue

POTENTIAL PATHWAYS

Year 10 English or Pre-Literature
Year 11

Future Solutions: Think Like an Inventor

This subject is for students who like to think big, solve problems and design for the future. Future Solutions blends design, digital technologies and entrepreneurship through hands-on projects that tackle real-world challenges. Students explore sustainable design, coding, 3D printing, robotics and branding as they work in teams to create and pitch new ideas. Along the way, they develop skills in innovation, collaboration and digital fluency - preparing them to be confident creators, not just consumers, in the world of tomorrow.

LEARNING JOURNEY	
KEY OBJECTIVES	· Develop problem-solving skills using design thinking and innovative approaches · Build programming and digital technology skills, including coding with Python and robotics · Understand how to create and market ideas through entrepreneurship and branding · Explore sustainable and ethical practices in design and business · Collaborate effectively in teams to design, prototype, and pitch ideas · Communicate ideas clearly using digital tools and multimodal presentations
UNITS	**The Design Process** · Designing with empathy and sustainability · Foundations of entrepreneurship · Prototyping with robotics and 3D printing · Communicating a proposal **Production of Ideas** · Use of materials, tools, and techniques **Digital Fluency** · Programming with VEX Code and Python · Presentation software · Emerging Technologies
ASSESSMENT	There will be a variety of assessment techniques including a design challenge, practical tasks, and an entrepreneurial pitch.
POTENTIAL PATHWAYS	· Product Design and Engineering · Entrepreneurship and Startups · Software Development and Programming · Marketing and Branding · Sustainability and Environmental Innovation

German

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

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

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

Health and Physical Education

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

Learning is built around two key strands:

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

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

LEARNING JOURNEY

KEY OBJECTIVES

- Access, evaluate and synthesise information to make informed choices and act to enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation
- Develop and use personal, social and cognitive skills and strategies to promote self-identity and wellbeing, and to build and manage respectful relationships
- Acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in various physical activity settings
- Engage in and create opportunities for regular physical activity participation as individuals and for the communities to which they belong

UNITS

Focus Areas:

Health benefits of physical activity

- Personal Fitness

Alcohol and Drugs / Safety

- Smashed – Safe party Practices

Relationships

- Ethics and Sport

Mental health and wellbeing / Safety

- Digital Safety

Integrated Performance Units:

Lifelong Physical Activities:

Includes activities that can enhance health-related fitness and wellbeing across the lifespan.

These may include:

- Individual and group activities health and fitness activities (Pilates, Yoga)
- Active recreation activities, which could include but are not limited to:
- Orienteering
- Triathlon
- Gym

Games and Sports:

- Includes activities that develop of movement skills, concepts and strategies through a variety of games and sports.

These could include but are not limited to:

- Modified games
- Traditional games or sports
- Culturally significant games and sports (such as traditional games of First Nations Australians and games of significance from the Asia region)
- Non-traditional games and sports (including student-designed games and player-officiated games such as Ultimate Frisbee)

ASSESSMENT

Students will be involved in group, team and individual performances that will be observed, captured and assessed over the course of the year. Planning and creating websites, infographics, multimodal presentations as well as investigation reports and video analysis will gauge student's understandings of the Health and Physical Education concepts studied in class.

POTENTIAL PATHWAYS

Physical Education, Sport and Recreation, Health Education

Humanities

Humanities invites students to explore how people, places and systems shape the world around them. In Year 9, students engage with History, Geography and Civics, investigating topics like World War I, food security, global interconnections and how laws and governments function. They learn through an inquiry-based approach, asking big questions and exploring real-world issues through research, discussion and critical thinking. Students also use a range of digital tools in the classroom to gather information, present ideas and collaborate effectively. Humanities helps students develop a deeper understanding of the past and present - and their role in shaping the future.

LEARNING JOURNEY

KEY OBJECTIVES

Develop knowledge and understanding:

- of societies, events, movements and developments that have shaped humanity from earliest times
- about how the world and its people have changed, as well as the significant continuities that exist to the present day
- about why the world is the way it is, reflect on their relationships with and responsibilities for that world, and propose actions designed to shape a socially just and sustainable future

Develop skills to:

- ask relevant questions
- critically analyse, interpret, evaluate and synthesise information
- communicate effectively

UNITS

HISTORY	GEOGRAPHY	CIVIS & CITIZENSHIP
Making and transforming the Australian nation (1750–1914) • Significant events, ideas, people, groups and movements in the development of Australian society, and their causes and effects. **First World War (1914–1918).** • Causes, effects and significance of WWI and Australia's involvement, focusing on significant ideas, places, events, individuals and groups.	**Biomes and Food Security – Feeding the world's people** • Biomes of the world as a source of food, environmental challenges and constraints on expanding food production in the future. **Geographies of Interconnections** • How people, through their choices and actions, are connected to places throughout the world, and how these connections help to make and change places and their environments.	**Government and Democracy** • Role of the Australian Constitution, the federal system of government, and the process and reasons for constitutional change. • Policy development and legislative processes in Australia. **Laws and Citizens** • Key features and jurisdictions of Australia's court. • The role and processes of courts and tribunals.

ASSESSMENT

Students will present information in a variety of formal and informal contexts. Assessment working under exam conditions, as well as investigations based on research, allows students the opportunity to demonstrate knowledge and understanding of concepts and processing skills within this diverse area of study. Students will use a variety of information literacies to complement their knowledge and investigative skills.

POTENTIAL PATHWAYS

Geography, Legal Studies, Modern History

Mathematics

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

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

LEARNING JOURNEY

KEY OBJECTIVES

- Mathematics is about developing a working knowledge and understanding of mathematical facts and operations
- Students will be taught the relevance and meaning of mathematical concept
- Concepts and operations will be applied to real life situations
- Students will gain skills and strategies in problem-solving
- Independent thinking and investigation is encouraged
- Students will gain the appropriate knowledge, skills and concepts to be successful in further mathematical studies

UNITS

- Financial mathematics
- Pythagoras' theorem
- Linear relationships
- Inequalities
- PSMT
- Measurement
- Index laws
- Algebraic expressions
- Statistics
- Probability
- Trigonometry
- Geometric reasoning
- Non-linear functions

ASSESSMENT

- Students will do a range of assessments over the course of the year comprising of short response examinations, assignments, and engagement tasks.
- All examinations comprise of 80% simple familiar, 10% complex familiar and 10% complex Unfamiliar questions.

POTENTIAL PATHWAYS

Specialist Mathematics, Mathematical Methods, General Mathematics and Essential Mathematics.

Media Arts

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

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

Music

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

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

Science

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

LEARNING JOURNEY

KEY OBJECTIVES

- 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 concept
- 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

UNITS

This course begins with a skills review from Years 7 and 8. To introduce the Senior Sciences, the course continues with:

- **Unit 1 - Chemistry** covering a more detailed structure of the atom, collision theory, chemical reactions and factors affecting reaction rate.
- **Unit 2 - Biology** including cell structure, then a study of specific reproductive cells and structures, along with genes and inheritance.
- **Unit 3 - Physics** relating to motion, looking at energy transfers and transformations when moving, using rollercoasters and solar cars as examples.

ASSESSMENT

The assessment tasks are linked to criteria, which reflect the attributes of lifelong learning and of working scientifically. The assessment tasks 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 one formative and three summative 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 question.

POTENTIAL PATHWAYS

Year 10 Oceans, Forensics and Materials.

Visual Art

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

LEARNING JOURNEY

KEY OBJECTIVES

- Students will design, make and experience art
- Students employ a variety of art-related technologies including computer software
- Self-discipline, self-motivation, persistence and problem-solving ability are developed within the student
- Students develop ability in visual communication and understanding
- Students develop a critical awareness of the visual world and the artist's role within it
- Students are encouraged to develop technical skills in a variety of media areas
- Students are provided with an opportunity to explore and address competencies appropriate to a wide range of career and life paths

UNITS

One Semester Elective Course

- **Painting Study - Project**
- Students will be using technology as a base to develop their own artwork. As part of experiencing art as communication, they will design artwork from experiences in their life. The students will be exposed to painting and Photoshop techniques.
- **Art as Cultural Context - Project**
- Students will explore how art can become and exist within a commercial space. They will investigate successful commercial skateboarding culture. Using this as a foundation, they develop their own work that recognises commercial trends inspired by our local area.
- **Art as Cultural Context - Extended Response**
- Students will explore the influence of contemporary artists' work on their practice.

ASSESSMENT

Students will demonstrate their understanding of the subject through individual artworks that cover both two- and three-dimensional art forms. They will also maintain a digital diary that includes research, sketches, and idea development, along with appraising tasks presented as written reflections.

POTENTIAL PATHWAYS

Year 10 Visual Art, Senior Visual Art.

Career pathways for students studying Visual Art: Fine Artist, Illustrator, Graphic Designer, Animator, Photographer, Art Teacher, Art Therapist, Curator or Gallery Manager, Architect, Industrial/Product Designer, Interior Designer, Fashion Designer, and Set or Exhibition Designer.

Curriculum Structure - Year 10 Pathways Phase

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

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

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

SUBJECT BREAKDOWN

CORE SUBJECTS

All students study these subjects all year

- **RAVE (Religion and Values Education)**
- **English**
  (Students must select one English)
  - General English Preparation
  - Literature Preparation
- **Mathematics**
  (Students must select one mathematics)
  - General Mathematics Preparation
  - Mathematics Methods Preparation
- **Science**
  (Students must select one or more science)
  - Oceans (Biology/ Chemistry A)
  - Forensic Applications (Physics/ Chemistry B)
  - Materials (Biology/Science in Practice)

ELECTIVES SUBJECTS

Students select 4 elective subjects

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

- **The Arts**
  - Dance
  - Drama
  - Media Arts
  - Music
  - Visual Art
- **Design Innovation and Business**
  - Business and Marketing
  - Culinary Design
  - Design Innovation
  - Economics and Finance
  - Emerging Technologies
  - Industrial Engineering
- **Health and Physical Education**
  - Health
  - Physical Education
  - Sport and Recreation
- **Humanities**
  - Geography
  - Legal Studies
  - Modern History
- **Languages**
  - German

Business and Marketing

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

LEARNING JOURNEY

KEY OBJECTIVES

- Develop an understanding of the contemporary nature of business
- Develop enterprising behaviours and capabilities that can be transferred into life, work and business
- Develop innovative and entrepreneurial thinking skills

UNITS

Business Innovation and Entrepreneurship

- Innovation theories
- Innovation Curve and Trends
- Impacts and world events

Marketing and Emerging Technologies

- The role of technology in driving economic change
- 4P's of Marketing
- Modes and Mediums of Marketing

The Study of People and Choices

- Psychographic marketing and consumer choice
- Digital Marketing trends
- Business models and case studies
- Market trends and niche markets

Marketing and Emerging Technologies

- The role of technology in driving change
- Identifying social need
- Project based learning: Market Day
- Philanthropy and the triple bottom line

ASSESSMENT

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

POTENTIAL PATHWAYS

Accounting, Business

Christian Studies: Religious and Values Education

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

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

LEARNING JOURNEY

KEY OBJECTIVES

- Become articulate, empathic and discerning members of the community
- Identify, discuss and engage with social justice and ethical issues
- Enter into open, respectful dialogue with people whose religious, philosophical and ethical views are different
- Present an informed and well-considered personal position

UNITS

Jesus the Game Changer

- How is the influence of Jesus still seen in the modern world?

Rites, Rituals and Traditions

- How do Australians fulfil the need for spirituality?

Social Justice

- How can we help to create a more just world?

Morality and Ethics

- How do we make ethical decisions?

ASSESSMENT

There will be a variety of assessment techniques, including research assignments, exams, group activities, excursions, oral presentations and practical tasks. An individual's faith is never assessed.

POTENTIAL PATHWAYS

Culinary Design

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

LEARNING JOURNEY

KEY OBJECTIVES

- Promote critical thinking and creative design to solve practical textile challenges
- Develop collaborative and cooperative work habits among students

UNITS

Kitchen Fundamentals

- Food groups
- Food safety and hygiene

Contemporary Cooking

- Understanding recipes including reading, modifying, planning, portion sizing, budgeting and nutritional balance
- Cookbook creation

International Cuisine

- Mexican, Italian, Chinese etc.
- Learning the culture of a chosen country

Outdoor Cooking

- Woodfired cooking
- Charcoal cooking
- Smoking
- Hibachi
- Curing

ASSESSMENT

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.

POTENTIAL PATHWAYS

Hospitality

Dance

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

LEARNING JOURNEY

KEY OBJECTIVES

- Students will critically examine their understanding of dance structure and genres as they learn to appreciate dance works
- Students will learn to perform with confidence
- Students develop creative abilities as they choreograph dance sequences
- Students are encouraged to be involved with ongoing activities within the Arts
- A physical experience is provided for performance

UNITS

Responding in Dance

Students will explore the impacts of Ballet in Dance. They will demonstrate their responding skills through their interpretation and evaluation of a selected question on a famous Ballet routine.

Narrative Project

Students will extend their responding skills in creating their own narrative dance focusing on a fairytale or fable that will be performed for a Primary School audience.

History of Dance

Students will look at the development of dance through the decades. They will learn a teacher-devised task for an audience.

Dance and Technology

Students will create a contemporary dance with the addition of technology , for example, Projector, library light-up floor, drones, etc.

ASSESSMENT

- Students will complete workshops and learn devised routines to develop and demonstrate performance skills.
- Students will view, discuss, analyse, interpret and evaluate dance sections and works by professional choreographers to assist them in creating their own dance routines.

POTENTIAL PATHWAYS

Professional Dancer: Perform in theaters, concerts, or for various organisations.

Choreographer: Create new dances and stage productions.

Dance Teacher: Instruct students in various dance styles and techniques.

Production Designer: Work on the visual aspects of dance productions, including set design, lighting, and costumes.

Design Innovation

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

They learn how to design with empathy by stepping into the shoes of others and understanding what people actually need. Using tools like empathy maps, stakeholder feedback and the Four Pleasures Framework, students create low-fidelity prototypes and sketch out big ideas that challenge planned obsolescence and waste.

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

LEARNING JOURNEY

KEY OBJECTIVES

- Learn about and experience design through exploring needs, wants and opportunities
- Develop divergent thinking skills to generate ideas and design concepts in response to design briefs
- Use drawing and low-fidelity prototyping skills
- Evaluate ideas and design concepts
- Communicate proposals to suit different stakeholders

UNITS

Human-Centered Design (Designing with Empathy)

- Principles of Good Design
- Design process
- Data collection
- Four Pleasure Framework
- Empathy maps
- Ergonomics

Sustainable Design (Redesign)

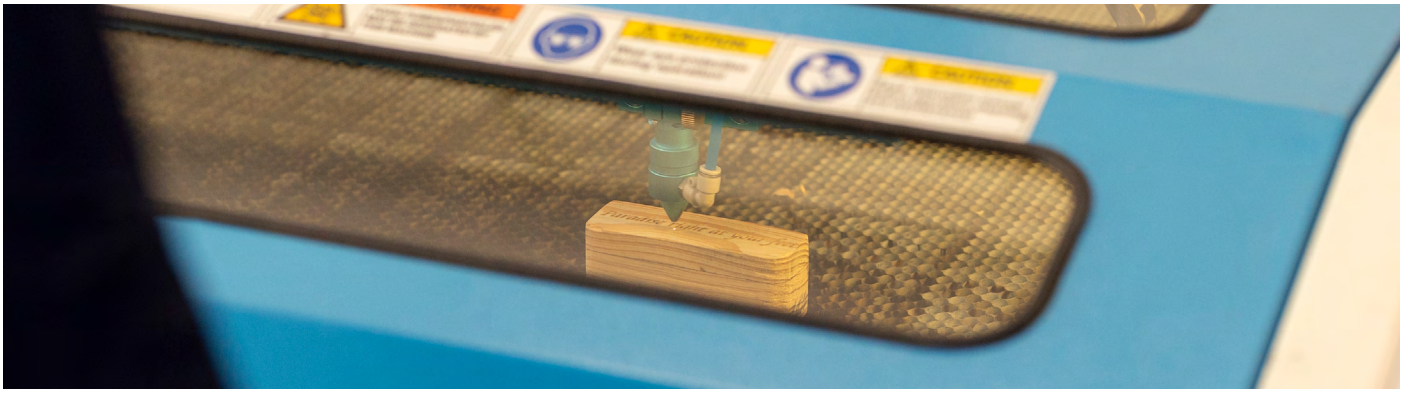
- Design process
- Whole-life cycles
- Economic sustainability
- Social sustainability
- Ecological sustainability
- Planned obsolescence
- Circular design methods

ASSESSMENT

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.

POTENTIAL PATHWAYS

Industrial Technology Skills, Design



Drama

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

LEARNING JOURNEY

KEY OBJECTIVES

- Confidence-building
- Fostering individual and collaborative artistic talents
- Studying poignant dramatic works within their historical, social and political contexts
- Communication through body and voice
- Knowledge of different theatrical styles and methods
- Engaging in social issues
- Analysis of artistic representations of the world and humanity

UNITS

An Actor Prepares

- Realism performance (monologues)
- Foundations of acting techniques (voice and movement)

600 Ways to Filter a Sunset

- Play intensive
- Scriptwriting
- Dramatic concept pitch

Australian Gothic Theatre

- Shadow Theatre
- Physical Theatre
- Directorial vision

Preparation for Senior Drama:

- Theatre of Social Comment
- Further development of ensemble skills
- Group performance

ASSESSMENT

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

POTENTIAL PATHWAYS

This subject could lead to further studies in:

- Creative Industries (performance)
- Journalism (writing)
- Law (public speaking, argumentation)
- Marketing/Advertising (creativity, storytelling)
- Education and Training (presentation, engagement)
- Corporate Training (communications)

Economics and Finance

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

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

LEARNING JOURNEY

KEY OBJECTIVES

- Develop an understanding of the contemporary nature of business
- Develop enterprising behaviours and capabilities that can be transferred into life, work and business
- Develop understandings to enable active and ethical participation in the local, national, regional and global economy as economically, financially and business-literate citizens

UNITS

The Study of People and Choices

- Understanding economic performance
- Business models and case studies
- Consumerism and market trends

Going Circular

- Circular Economies in modern business
- Philanthropy and the triple bottom line

Personal Finance

- Financial skills and literacy
- Understanding Tax and Super

Social Mobility and Wealth Creation

- Investment risks and options
- Wealth creation
- ASX Schools Sharemarket Game
- ESSI Money

ASSESSMENT

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

POTENTIAL PATHWAYS

Business, Economics

Emerging Technologies

Emerging Technologies is all about building the skills needed for the future - from coding and app development to digital design and understanding how new technologies are changing the world. In Year 10, students dive into topics like artificial intelligence, smart cities, cyber security and the Internet of Things, while also learning practical skills in Python programming, photo editing and video production.
Along the way, they develop their problem-solving, collaboration and design thinking skills - all while creating their own digital solutions. Whether students are interested in tech, design or business, this subject builds digital confidence and curiosity in a world that's constantly evolving.

LEARNING JOURNEY

KEY OBJECTIVES

- Develop their computational thinking and learn to specify and document their design process
- Develop a deeper understanding of the interactions between digital systems, data, people, and processes
- Design, develop, manage, and evaluate digital solutions
- Apply information systems and specific ways of thinking about problem-solving
- Develop skills in the use of a variety of applications to enable the production of digital content
- Use the right software tools for the right purpose
- Foster curiosity, collaboration, persistence, innovation, and creativity

UNITS

Future Industries

- Industry 4.0
- Emerging Technologies, for example, 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

- App development.
- Programming structure and control.
- User interfaces
- Developing a relational database

Graphic and Digital Design

- Photo editing with Photoshop
- Video editing with Adobe Premier Pro

ASSESSMENT

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

POTENTIAL PATHWAYS

Information Communication and Technologies, Digital Solutions, Business, Design

English

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

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

LEARNING JOURNEY

KEY OBJECTIVES

- Develop their language for interacting with others through class discussion, formative scenarios and assessment to present a supported opinion
- Build their knowledge and use of text structures and organisation
- Expand their language for expression and developing ideas
- Analyse, interpret and evaluate a range of contemporary and historical texts
- Create their own literary texts

UNITS

Unit 1: The Writer's Workshop

- Development and consolidation of skills focused on chosen text structures

Unit 2: General English – A dystopian world

- Novel and television episode study
- Development of analytical writing skills for a public audience

Unit 2: Pre-Literature – Literature and cultural voices

- Film study
- Development of analytical writing skills

Unit 3: Then and Now: Introduction to Shakespeare

- Play study, Romeo and Juliet by William Shakespeare
- Development of analytical writing skills

Unit 4: General English - Issues in media

- Engage with a range of media and issues texts to develop perspectives and opinions
- Development of persuasive speaking skills

Unit 4: Pre-Literature – Novel study

- Novel study
- Development of an imaginative writing and speaking skills

ASSESSMENT

Unit 1: Imaginative short story
Unit 2: Analytical response
Unit 3: Analytical essay
Unit 4: Spoken response

POTENTIAL PATHWAYS

General English, Literature, Essential English

Geography

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

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

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

LEARNING JOURNEY

KEY OBJECTIVES

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

UNITS

Human Wellbeing and Development

- Rich and poor: indicators and measurement of human wellbeing
- The impact of conflict on wellbeing
- A comparison of Australia and another country in Asia
- Strategies to improve wellbeing

Environmental Change and Management

- Land environments under threat
- Water Catchment Management
- Marine resources and management
- Climate Change

Note: This course includes a local Field Trip with canoeing component

ASSESSMENT

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

POTENTIAL PATHWAYS

Geography, Modern History, Legal Studies

German

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

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

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

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

Health

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

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

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

LEARNING JOURNEY

KEY OBJECTIVES	• Access, evaluate and synthesise information to make informed choices and act to enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation • Develop and use personal, social and cognitive skills and strategies to promote self-identity and wellbeing, and to build and manage respectful relationships • Acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in various physical activity settings • Engage in and create opportunities for regular physical activity participation as individuals and for the communities to which they belong • Analyse how varied and changing personal and contextual factors shape opportunities for health and physical activity
UNITS	• Personal, social and community health • Movement and physical activity
ASSESSMENT	A variety of learning activities and assessment tasks will be used to assess your knowledge and understanding of key concepts and skills. Students will be provided the opportunity to experience and respond to the types of assessment they will encounter in the Senior course.
POTENTIAL PATHWAYS	Health, Physical Education and Sport and Recreation

Industrial Engineering

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

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

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

LEARNING JOURNEY

KEY OBJECTIVES

- Understand and apply industry practices in industrial technology skills tasks
- Demonstrate fundamental construction skills
- Interpret drawings and technical information
- Communicate using oral, written and graphical modes
- Organise, calculate and plan construction processes
- Evaluate the products and structures they create using predefined specifications
- Select and apply construction skills and procedures in construction tasks

UNITS

Industry Practices

- Fundamental skills
- Design Process
- Interpretation of Technical Drawings
- Sustainable Practices

Industrial Technology Skills

- Design
- Manufacture
- Understanding Technical information
- Hand Tools
- Machinery Operation

Projects: Alaia Surf Craft, Community Based Sustainability Project

ASSESSMENT

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.

POTENTIAL PATHWAYS

Design, Industrial Technology Skills

Legal Studies

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

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

LEARNING JOURNEY

KEY OBJECTIVES

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

UNITS

Civics and Citizenship

- Australian government
- 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

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

ASSESSMENT

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

POTENTIAL PATHWAYS

Legal Studies, Modern History and Geography

Mathematics

Mathematics helps students make sense of the world - from solving everyday problems to understanding the patterns, data and systems behind how things work. In Year 10, students are placed into either Mathematical Methods Preparation or General Mathematics Preparation, based on interest, suitability and teacher feedback.

Both courses focus on applying mathematical concepts to real-life contexts while building the problem-solving and reasoning skills needed for Senior studies. Topics range from algebra, geometry and trigonometry to finance, statistics and networks. Students learn to think independently, tackle challenges logically and explore how Maths connects to the world around them.

Students may request to change subjects during the year, but any changes will need to be approved in consultation with the Head of Mathematics.

Whether aiming for university-level mathematics or strengthening practical numeracy for life and work, this subject helps students grow their confidence and choose the right pathway forward.

LEARNING JOURNEY

KEY OBJECTIVES

- Develop a working knowledge and understanding of mathematical facts and operations
- Understand the relevance and meaning of mathematical concepts
- Apply concepts and operations to real life situations
- Gain skills and strategies in problem-solving
- Independent thinking and investigation is encouraged
- Gain the appropriate knowledge, skills and concepts to be successful in further mathematical studies

UNITS

General Mathematics Preparation

- Pythagoras' Theorem
- Trigonometry
- Finance
- Measurement
- Linear relations
- Earth geometry
- Networks
- Sequences

Mathematics Methods Preparation

- Pythagoras' Theorem
- Trigonometry
- Linear relations
- Statistics
- Algebra
- Non-linear relationships
- Polynomials
- Surds and logarithms
- Probability

ASSESSMENT

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

POTENTIAL PATHWAYS

Specialist Mathematics, Mathematical Methods, General Mathematics and Essential Mathematics.

Media Arts

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

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

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

LEARNING JOURNEY

KEY OBJECTIVES

- Media Arts about discovering and using creative talents
- Students will analyse the background that has led to today's media forms
- Self-esteem is fostered through the production of individual texts
- Students will learn to work as a team and will develop an understanding and an appreciation of the role of media in society

UNITS

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 practices 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.

ASSESSMENT

Media Arts is outcomes focused and learner-centred. The assessment of outcomes is linked to criteria, which reflect the attributes of lifelong learning and working in a media context. Students demonstrate competence during class activities while designing and presenting.

POTENTIAL PATHWAYS

Film TV and New Media

Modern History

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

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

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

LEARNING JOURNEY

KEY OBJECTIVES

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

UNITS

Second World War

- Causes, Course and Consequences
- Australia's involvement
- World War Two: Independent Investigation

Australian Frontier Wars and Stolen Generations

- Causes and effects of
- Colonisation
- Frontier warfare
- Stolen generation

Independent historical study

ASSESSMENT

Assessment techniques involve examinations and research investigations.

POTENTIAL PATHWAYS

Modern History, Legal Studies and Geography

Music

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

Students are encouraged to reach their highest personal standards of musicianship, whether through instrumental or vocal work. They also have opportunities to perform in concerts and school productions, building confidence, discipline and a deeper connection to the College's cocurricular music scene.

This subject is ideal for students who are passionate about music and want to refine their skills, express themselves creatively and explore future pathways in performance, production or music-related industries.

LEARNING JOURNEY

KEY OBJECTIVES	• Students will analyse, compose and perform music • Students will develop the ability to critically evaluate and listen with discrimination to a wide range of musical styles • Students will develop musical literacy and the ability to communicate effectively through musical creativity, expression and self-discipline • Cognitive, physical and affective skills will be developed through the performance, evaluation and composing of music • The development of social and personal skills will promote group cooperation, responsibility, confidence and self-esteem
UNITS	Introduction to Senior Music • Timbres – Musical Sounds • Song Writing • 'Aussie' Music
ASSESSMENT	Students will demonstrate their understanding of the subject in a variety of small and/or large group performances, compositions and workbook activities, vocal and/or instrumental performances, written and/or multimedia assignments, and through using appropriate technology such as Musescore, Garageband and Hookpad.
POTENTIAL PATHWAYS	Senior Music and Music Extension 21st Century Skills: Professional Sound Engineer, Live Sound Technician, Recording/Mixing Engineer, Electronic Music Artist/DJ, Film/Game/TV Sound Designer, Musician, Composer or Songwriter, Conductor, Music Director, Accompanist, Music Producer.

Physical Education

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

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

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

LEARNING JOURNEY

KEY OBJECTIVES

- The subject involves more than learning subject matter in the classroom. It also involves learning practical subject matter in physical activity contexts
- Physical Education makes clear connections between theory and practice and investigates how theoretical concepts and ideas can be used to improve personal performance in a range of authentic environments

UNITS

Performance Evaluation

- Movement sequences
- Movement strategies
- Body and movement concepts
- Energy, Fitness and Training
- Energy Production and Nutrition
- Energy Systems
- Fitness Components
- Games Analysis and Training

Sports Psychology and Motor Learning

- Psychological Factors
- Psychological Strategies
- Stages of Learning
- Skill Analysis

Integrated Performance Units:

- Volleyball
- Golf
- AFL
- Badminton
- Circus Skills
- Basketball / Netball
- Touch / TRL
- Pickle Ball
- Soccer / Futsal

ASSESSMENT

A variety of learning activities and assessment tasks will be used to assess your knowledge and understanding of key concepts and skills.

Students will be provided the opportunity to experience and respond to the types of assessment they will encounter in the Senior course.

POTENTIAL PATHWAYS

Physical Education and Sport and Recreation

Science: Forensics (Physics/Chemistry B)

This subject uses real-world forensic scenarios to explore key concepts from Physics and Chemistry. Students investigate fire behaviour, car crashes, corrosion, and spatter patterns while learning about energy transfer, motion, redox reactions and chemical changes.

They apply scientific thinking to practical problems and can choose to focus assessments through either a Physics or Chemistry lens.

With strong links to Senior Science subjects, this course is ideal for students who enjoy hands-on learning and want to understand how science applies in real-life investigations.

LEARNING JOURNEY

KEY OBJECTIVES

- 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

UNITS

Historic Forensics

- Atoms and ions
- Reduction and oxidation
- Galvanic cells
- Corrosion as a redox reaction

You need to brake!

- Speed, velocity acceleration.
- KE = ½ mv^2, F = ma
- Braking distance

The burning question...

- Covalent bonding
- Hydrocarbons and combustion
- Enthalpy of reactions

Splat!

- Viscosity and surface tension
- Velocity and falling
- Spatter patterns

Data Analysis

- Average, δ, %δ
- Graphing- line graph, gradient, bar graph
- Applying, analysing and interpreting.

ASSESSMENT

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.

POTENTIAL PATHWAYS

Chemistry and/or Physics (grade B 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: Oceans (Biology/Chemistry A)

This subject dives into the science of the ocean, blending biology and chemistry to explore one of Earth's most vital and dynamic ecosystems. Students investigate how marine organisms survive and adapt, how energy and matter move through ecosystems, and how human-driven changes like climate change and ocean acidification impact the world's oceans.

Case studies of the Great Barrier Reef bring the learning to life, while core chemistry concepts like pH, solubility, and acid-base reactions help students understand the science behind environmental change. Students also develop data analysis and research skills that prepare them for the demands of Senior Science.

Assessment allows students to explore their interests with a Biology or Chemistry focus, while building confidence across both areas. This subject is ideal for students considering future study in Biology, Chemistry or Environmental Science - and those who are curious about the world beneath the waves.

LEARNING JOURNEY

KEY OBJECTIVES

- 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

UNITS

Ecosystems
- Energy flow
- Populations and interactions
- Adaptations
- Cycling of matter

Ocean reactions
- Atoms and compounds
- Acid-base reactions
- Effects of temperature and pH

Genetics
- Allele interactions
- Variation
- Natural selection

Ocean reactions
- Solubility
- Concentration
- Titration

Data Analysis
- Average, δ, ‰δ
- Graphing- line graph, gradient, bar graph
- Applying, analysing and interpreting.

ASSESSMENT

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 Forensics as well as Oceans.

POTENTIAL PATHWAYS

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

Science: Materials (Science in Practice/ Biology) Mathematics

Science: Materials is a hands-on subject that explores the science behind everyday substances and systems. Students experiment with glues, slimes, microbes, and cleaning products - comparing homemade and commercial versions - and investigate how simple machines work by building a Rube Goldberg device.

This course is practical, engaging and has a lighter content load than Oceans or Forensics. It's ideal for students who enjoy applied science and want to build confidence in research, experimentation and data analysis.

LEARNING JOURNEY

KEY OBJECTIVES

- 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

UNITS

Microbes

- Healthy microbes
- Disease-causing microbes
- Transmission of microbes

Cleaning or Food

- Kombucha
- Household surfaces
- Effectiveness of cleaners

Materials

- Forces
- Hooke's Law
- Glue, slime or paint

Simple machines

- Energy
- Simple machines
- Efficiency

Data Analysis

- Average, δ, %δ
- Graphing- line graph, gradient, bar graph
- Applying, analysing and interpreting.

ASSESSMENT

The course consists of four assessment items.

- Research Investigation RI (20%) - Microbes
- Student Experiment SE (20%) - Slime or Glue or Paint
- 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.

POTENTIAL PATHWAYS

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

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

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

LEARNING JOURNEY

KEY OBJECTIVES

- Sport and Recreation provides opportunities for students to experience the challenge and fun of active participation in physical activity while developing beneficial vocational, life and physical skills
- Students will be involved in learning experiences that allow them to develop their interpersonal abilities and encourage them to appreciate and value active involvement in sporting and recreational activities, contributing to ongoing personal and community development throughout their adult life
- In Sport and Recreation, students investigate the role of sport and recreation in maintaining good health, evaluate strategies to promote health and safety, and investigate personal and interpersonal skills to achieve goals
- Sport and Recreation encompasses activities where students engage both individually and collaboratively, often within group or team settings. Students are tasked with investigating, planning, performing, and evaluating various physical activities and performances. This entails planning and coordinating events, researching solutions to personal and societal challenges, and utilising appropriate technologies as necessary

UNITS

Athlete Development and Wellbeing

- Strength & Conditioning
- Exercise programming
- Performance testing

Marketing and Communication in Sport and Recreation

- Barriers and enablers
- Engagement strategies
- Enhanced participation

Event Management

- Tournament design
- Resource management
- Event promotion

Aquatic Recreation

- Surf lifesaving practical skills
- Surf safety
- First aid skills

ASSESSMENT

A variety of learning activities and assessment tasks will be used to assess your knowledge and understanding of key concepts and skills. Students will be provided the opportunity to experience and respond to the types of assessment they will encounter in the Senior course.

POTENTIAL PATHWAYS

Physical Education and Sport and Recreation

Students hoping to study Physical Education in Senior should choose Physical Education in Year 10.

Visual Art

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

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

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

LEARNING JOURNEY

KEY OBJECTIVES

- Students will design, make and experience art
- Students employ a variety of art-related technologies including computer software
- Self-discipline, self-motivation, persistence and problem-solving ability are developed within the student
- Students develop ability in visual communication and understanding
- Students develop a critical awareness of the visual world and the artist's role within it
- Students are encouraged to develop technical skills in a variety of media areas
- Students are provided with an opportunity to explore and address competencies appropriate to a wide range of career and life paths

UNITS

Photography Study - Experimental Folio

- Cameras have changed the art world. This unit looks at what artists can do with this media area and how it has been transformed with digital technology.

Art as Contemporary Context- Project

- Featured study of an artist. Learn how to deconstruct a technique. Apply new knowledge to an individual artwork.

Art as Inspiration - Project

- Study an inspirational artist of choice, unpack their meaning and techniques. Then freely explore 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.

ASSESSMENT

Students will demonstrate their understanding of the subject through individual art works covering both two and three-dimensional art disciplines; a visual diary (completed digitally), includes research, sketches and ideas; as well as responding tasks in the form of written reflections.

POTENTIAL PATHWAYS

Senior Visual Art

Career pathways for students studying Visual Art: Fine Artist, Illustrator, Graphic Designer, Animator, Photographer, Art Teacher, Art Therapist, Curator or Gallery Manager, Architect, Industrial/Product Designer, Interior Designer, Fashion Designer, and Set or Exhibition Designer.

Curriculum Structure - Year 11 and 12 Senior Phase

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

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

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

GOAL 1
Attainment of a Queensland Certificate of Education

GOAL 2
A post-school pathway/s

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

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

Post School Pathways

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

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

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

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

Selecting and Understanding Senior Subjects

We encourage students to choose subjects they:

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

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

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

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

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

Students can choose from:

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

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

Religious and Values Education (RAVE)

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

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

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

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

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

SUBJECT BREAKDOWN

GENERAL SUBJECTS	APPLIED SUBJECTS
Design Innovation and Business	
· Business · Design · Economics	· Information and Communication Technology · Industrial Technology Skills
English	
· English · Literature	· Essential English
Health and Physical Education	
· Physical Education · Health Education	· Sport and Recreation
Humanities	
· Geography · Legal Studies · Modern History	
Languages	
· German	
Mathematics	
· General Mathematics · Mathematical Methods · Specialist Mathematics	· Essential Mathematics
Science	
· Biology · Chemistry · Physics	
The Arts	
· Dance · Drama · Film, Television and New Media · Music · Music Extension* · Visual Art *Music Extension in Year 12 only (Composition OR Performance)	

Biology

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

Biology aims to develop students' sense of wonder and curiosity about life and a respect for all living things and the environment along with an understanding of how biological systems interact and are interrelated, the flow of matter and energy through and between these systems, and the processes by which they persist and change, including theories and models at all scales of life.

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

GENERAL SUBJECT

PATHWAYS

A course of study in Biology can establish a basis for further education and employment in the fields of medicine, forensics, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

KEY OBJECTIVES

When completing the course of study, students will address these Syllabus Objectives:

- Describe ideas and findings
- Apply understanding
- Analyse data
- Interpret evidence
- Evaluate conclusions, claims and processes
- Investigate phenomena

PREREQUISITES

B or better in Year 10 English

B or better in Year 10 Forensics, Oceans or Materials

B or better in Year 10 Maths (General or Methods Preparation)

COREQUISITES

Year 11 English: General, Literature or Essential

Year 11 Mathematics (General or Methods)

UNITS

Unit 1

Cells and Multicellular Organisms

- Cells as the basis of life
- Exchange of nutrients and wastes
- Cellular energy, gas exchange and plant physiology

Unit 2

Maintaining the Internal Environment

- Homeostasis thermoregulation and osmoregulation
- Infectious disease and epidemiology (exploration)

Unit 3

Biodiversity and the Interconnectedness of Life

- Describing biodiversity and populations
- Functioning ecosystems and succession

Unit 4

Heredity and continuity of life

- Genetics and heredity
- Continuity of life on Earth

*Units 1 and 2 will be structured to reflect the time available in the curriculum.

ASSESSMENT

Unit 3

Summative internal assessment 1 (IA1): **10%**
Data test

Summative internal assessment 2 (IA2): **20%**
Student experiment

Unit 4

Summative internal assessment 3 (IA3): **20%**
Research investigation

Summative external assessment (EA): 50% — Examination – combination response

Business

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

Students investigate the business life cycle, develop skills in examining business data and information, and learn business concepts, theories, processes and strategies relevant to leadership, management, and entrepreneurship. They investigate the influence of, and implications for, strategic development in the functional areas of finance, human resources, marketing, and operations. Students use a variety of technological, communication, and analytical tools to comprehend, analyse, interpret and synthesise business data and information.

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

GENERAL SUBJECT

PATHWAYS

The study of Business provides opportunities for students to pursue entrepreneurial pathways and a wide range of careers in the public, private and not-for-profit sectors.

A course of study in Business can establish a basis for further education and employment in the fields of business management, business development, entrepreneurship, business analytics, economics, business law, accounting and finance, international business, marketing, human resources management and business information systems.

KEY OBJECTIVES

By the conclusion of the course of study, students will:

- describe business situations and environments.
- explain business concepts and strategies.
- analyse and interpret business situations.
- evaluate business strategies.
- create responses that communicate meaning to suit audience, context and purpose.

PREREQUISITES

C grade or better in Year 10 English

COREQUISITES

Year 11 English or Literature

UNITS

Unit 1

Business Creation

- Fundamentals of business
- Creation of business ideas

Unit 2

Business Growth

- Establishment of a business
- Entering markets

Unit 3

Business Diversification

- Competitive markets
- Strategic development

Unit 4

Business Evolution

- Repositioning a business
- Transformation of a business

ASSESSMENT

Unit 3

Summative internal assessment 1 (IA1): **25%**
Examination - combination response

Summative internal assessment 2 (IA2): **25%**
Investigation - business report

Unit 4

Summative internal assessment 3 (IA3): **25%**
Extended response- feasibility report

Summative external assessment (EA): **25%**
Examination - combination response

Chemistry

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

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

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

GENERAL SUBJECT

PATHWAYS

A course of study in Chemistry can establish a basis for further education and employment in the fields of forensic science, environmental science, engineering, medicine, pharmacy and sports science.

KEY OBJECTIVES

When completing the course of study, students will address these Syllabus Objectives:

- Describe ideas and findings
- Apply understanding
- Analyse data
- Interpret evidence
- Evaluate conclusions, claims and processes
- Investigate phenomena

PREREQUISITES

B or better in Year 10 English
B or better in Year 10 Forensics or Oceans
B or better in Year 10 Maths (General or Methods Preparation)

COREQUISITES

Year 11 English: General, Literature or Essential
Year 11 Mathematics (General or Methods)

UNITS

Unit 1

Chemical Fundamentals - Structure, Properties and Reactions

- Properties and structure of atoms
- Properties and structure of materials
- Chemical reactions - reactants, products and energy change

Unit 2

Molecular Interactions and Reactions

- Intermolecular forces and gases
- Aqueous solutions and acidity
- Rates of chemical reactions

Unit 3

Equilibrium, Acids and Redox Reactions

- Chemical equilibrium systems
- Oxidation and reduction

Unit 4

Structure, Synthesis and Design

- Properties and structure of organic materials
- Chemical synthesis and design

ASSESSMENT

Unit 3

Summative internal assessment 1 (IA1): **10%**
Data test

Summative internal assessment 2 (IA2): **20%**
Student experiment

Unit 4

Summative internal assessment 3 (IA3): **20%**
Research investigation

Summative External Assessment (EA): **50%** - Examination – combination response

Dance

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

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

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

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

GENERAL SUBJECT

PATHWAYS

A course of study in Dance can establish a basis for further education and employment in the field of dance, and to broader areas in creative industries and cultural institutions, including arts administration and management, communication, education, public relations, research, and science and technology.

KEY OBJECTIVES

By the conclusion of the course of study, students will:

- demonstrate an understanding of dance concepts and dance skills in own and others' dances.
- apply literacy skills to communicate ideas.
- organise and apply dance concepts using a personal movement style in various contexts and purposes.
- analyse and interpret dance concepts and dance skills to reflect on own and others' dance.
- apply technical skills in a personal movement style.
- create dance to communicate meaning that reflects viewpoints for various purposes and contexts.
- evaluate dance, justifying use of dance concepts and dance skills in a given context.

PREREQUISITES

C grade or better in Year 10 English

COREQUISITES

Nil

UNITS

Unit 1

Moving Bodies

- Genres: Musical theatre, at least one other genre
- Subject matter: meaning, purpose and context, historical and cultural origins of focus genres

Unit 2

Moving Through Environments

- Genres: Student Choice
- Subject matter: Physical dance environments including site-specific dance,
- Virtual dance environments

Unit 3

Moving Statements

- Genres: Contemporary, at least one other genre
- Subject matter: social, political and cultural influences on dance

Unit 4

Moving My Way

- Genres: Fusion of movement styles
- Subject matter: Developing a personal movement style,
- Personal viewpoints and influences on genre

ASSESSMENT

Unit 3

Summative internal assessment 1 (IA1): **20%**
Performance

Summative internal assessment 2 (IA2): **20%**
Choreography

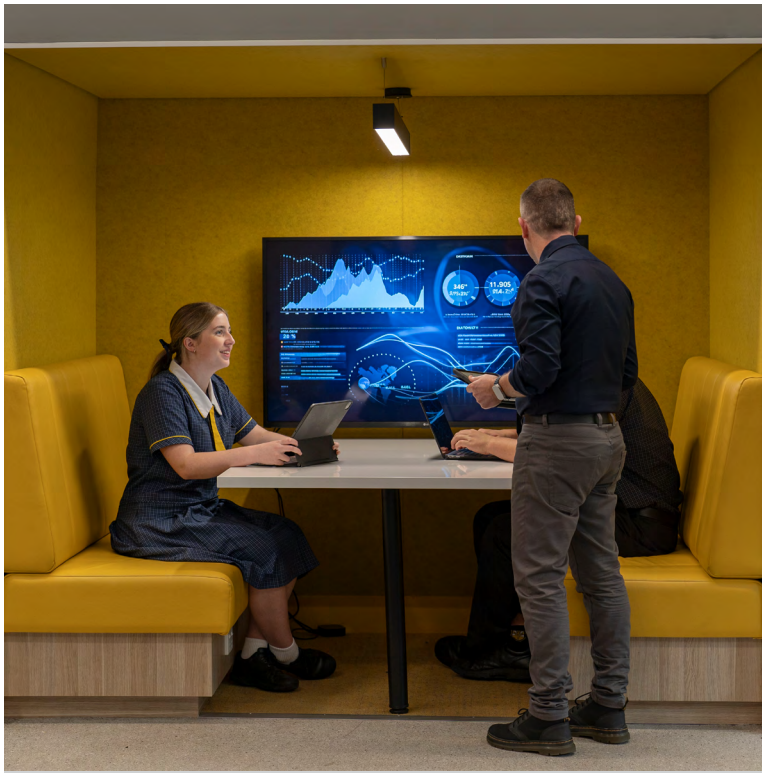
Unit 4

Summative internal assessment 3 (IA3): **35%**
Project - dance work

Unit 3 and 4 Summative external assessment (EA): **25%** Examination - extended response

Design

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



GENERAL SUBJECT

PATHWAYS

A course of study in Design can establish a basis for further education and employment in the fields of architecture, digital media design, fashion design, graphic design, industrial design, interior design, landscape architecture, and other creative design and entrepreneurial fields

KEY OBJECTIVES

By the conclusion of the course of study, students will:

- describe design problems and design criteria.
- represent ideas, design concepts and design information using visual representation skills.
- analyse needs, wants and opportunities using data.
- devise ideas in response to design problems.
- evaluate ideas to make refinements.
- propose design concepts in response to design problems.
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

PREREQUISITES

C grade or better in Year 10 English

COREQUISITES

Nil

UNITS

Unit 1

Stakeholder-centred Design

- Designing for others

Unit 2

Commercial Design Influences

- Responding to needs and wants

Unit 3

Human-Centered Design

- Designing with empathy

Unit 4

Sustainable Design Influences

- Responding to opportunities

ASSESSMENT

Unit 3

Summative internal assessment 1 (IA1): **20%**
Examination - design challenge

Summative internal assessment 2 (IA2): **30%**
Project

Unit 4

Summative internal assessment 3 (IA3): **35%**
Project

Summative external assessment (EA): **35%**
Examination - extended response

Drama

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

Through making and responding to dramatic works, students experience, reflect, communicate, collaborate and appreciate different perspectives of themselves, others and the world.

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

GENERAL SUBJECT

PATHWAYS

A course of study in Drama can establish a basis for further education and employment in the field of drama, and to broader areas in creative industries and cultural institutions, including arts administration and management, communication, education, public relations, research and science and technology.

KEY OBJECTIVES

By the conclusion of the course of study, students will:

- demonstrate skills of drama.
- apply literacy skills to communicate dramatic meaning.
- interpret purpose and context in selected published texts to communicate dramatic meaning.
- manipulate dramatic languages to create dramatic action and meaning.
- analyse how the dramatic languages are used to create dramatic action and meaning.
- evaluate the use of dramatic languages to create dramatic action and meaning.

PREREQUISITES

C grade or better in Year 10 English

COREQUISITES

Nil

UNITS

Unit 1

Share

- Cultural inheritances of storytelling
- Oral history and emerging practices
- A range of linear and non-linear forms

Unit 2

Reflect

- Realism, including Magical Realism, Australian Gothic
- Associated conventions of styles and texts

Unit 3

Challenge

- Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre
- Associated conventions of styles and texts

Unit 4

Transform

- Contemporary performance
- Associated conventions of styles and texts
- Inherited texts as stimulus

ASSESSMENT

Unit 3	Summative internal assessment 1 (IA1): Performance	20%
	Summative internal assessment 2 (IA2): Project - dramatic concept	20%
Unit 4	Summative internal assessment 3 (IA3): Project - practice-led project	35%
	Summative external assessment (EA): Examination - extended response	25%

Economics

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

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

GENERAL SUBJECT

PATHWAYS

A course of study in Economics can establish a basis for further education and employment in the fields of economics, econometrics, management, data analytics, business, accounting, finance, actuarial science, law and political science. Economics is an excellent complement for students who want to solve real-world science or environmental problems and participate in government policy debates. It provides a competitive advantage for career options where students are aiming for management roles and developing their entrepreneurial skills to create business opportunities as agents of innovation.

KEY OBJECTIVES

By the conclusion of the course of study, students will :

- comprehend accounting concepts, principles and processes.
- analyse economic issues.
- evaluate economic outcomes.
- create responses that communicate economic meaning to suit the intended purpose.

PREREQUISITES

C grade or better in Year 10 English

C grade or better in Year 10 Maths (General or Methods Preparation)

COREQUISITES

Year 11 English or Literature

Year 11 General Mathematics or Mathematical Methods

UNITS

Unit 1

Markets and Models

- The basic economic problem
- Economic flows
- Market forces

Unit 2

Modified Markets

- Markets and efficiency
- Case options of market measures and strategies

Unit 3

International Economics

- International trade
- Global economic issues

Unit 4

Contemporary Macroeconomics

- Macroeconomic objectives and theory
- Economic indicators and past budget stances
- Economic management

ASSESSMENT

Unit 3	Summative internal assessment 1 (IA1): Examination - combination response	25%
	Summative internal assessment 2 (IA2): Investigation	25%
Unit 4	Summative internal assessment 3 (IA3): Examination - extended response	25%
	Summative external assessment (EA): Examination - combination response	25%

English

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

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

GENERAL SUBJECT

PATHWAYS

A course of study in English promotes open-mindedness, imagination, critical awareness, and intellectual flexibility. These are all skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

KEY OBJECTIVES

By the conclusion of the course of study, students will:

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations.
- establish and maintain roles of the writer/speaker/designer and relationships with audiences.
- create and analyse perspectives and representations of concepts, identities, times and places.
- make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions.
- use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts.
- select and synthesise subject matter to support perspectives.
- organise and sequence subject matter to achieve particular purposes.
- use cohesive devices to emphasise ideas and connect parts of texts.
- make language choices for particular purposes and contexts.
- use grammar and language structures for particular purposes.
- use mode-appropriate features to achieve particular purposes.

PREREQUISITES

C grade or better in Year 10 English

COREQUISITES

Nil

UNITS

Unit 1

Perspectives and Texts

- Examining and creating perspectives in texts
- Responding to a variety of non-literary and literary texts

Unit 2

Texts and Culture

- Examining and shaping representations of culture in texts
- Creating imaginative and analytical texts

Unit 3

Textual Connections

- Exploring connections between texts
- Creating responses for public audiences and persuasive texts

Unit 4

Close Study of Literary Texts

- Engaging with literary texts from diverse times and places
- Responding to literary texts creatively and critically

ASSESSMENT

Unit 3

Summative internal assessment 1 (IA1): **25%**
Extended response - persuasive spoken response

Summative internal assessment 2 (IA2): **25%**
Extended response - written response for a public audience

Unit 4

Summative internal assessment 3 (IA3): **25%**
Extended response - imaginative written response

Summative internal assessment 3 (IA3): **25%**
Examination - analytical written response

Essential English

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

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

APPLIED SUBJECT

PATHWAYS

A course of study in Essential English promotes open-mindedness, imagination, critical awareness and intellectual flexibility - skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

KEY OBJECTIVES

By the conclusion of the course of study, students will:

- use patterns and conventions of genres to achieve particular purposes and audiences.
- use appropriate roles and relationships with audiences.
- construct and explain representations of identities, places, events and/or concepts.
- make use of and explain opinions and/or ideas in texts, according to purpose.
- explain how language features and text structures shape meaning and invite particular responses.
- select and use subject matter to support perspectives.
- sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts.
- make language choices according to register informed by purpose, audience and context.
- use mode-appropriate language features to achieve particular purposes across modes

PREREQUISITES

Nil

COREQUISITES

Nil

UNITS

Unit 1	Unit 2	Unit 3	Unit 4
Language that works • Responding to a variety of texts used in and developed for a work context • Creating multimodal and written texts	**Texts and human experiences** • Responding to reflective and nonfiction texts that explore human experiences • Creating spoken and written texts	**Language that influences** • Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences	**Representations and popular culture texts** • Responding to popular culture texts • Creating representations of Australian identities, places, events and concepts

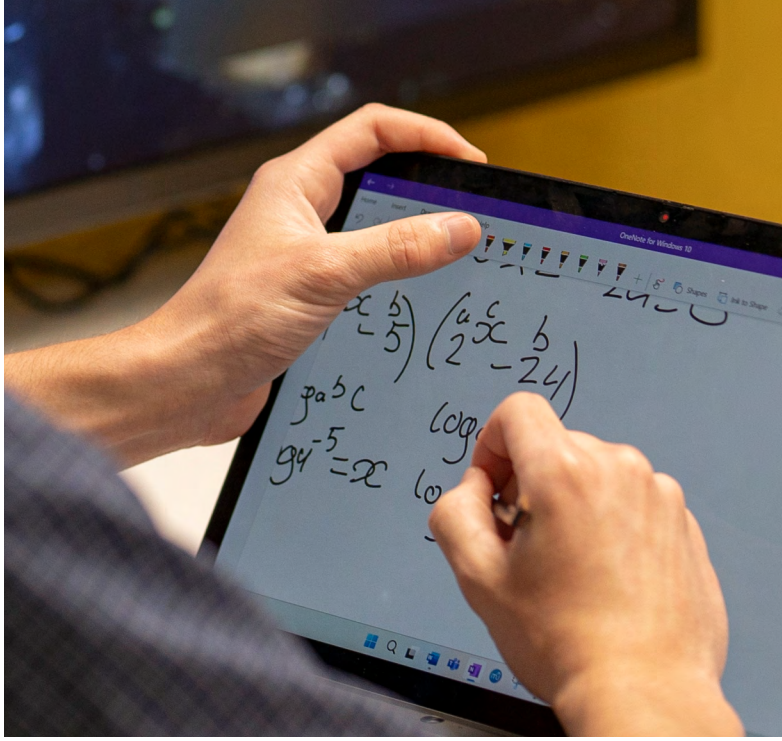
ASSESSMENT

Unit 3	Summative internal assessment 1 (IA1): Spoken response	
	Summative internal assessment 2 (IA2): Common internal assessment (CIA)	
Unit 4	Summative internal assessment 3 (IA3): Multimodal response	
	Summative external assessment (EA): Written response	

Essential Mathematics

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

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



APPLIED SUBJECT

PATHWAYS

A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of trade, industry, business and community services. Students learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

KEY OBJECTIVES

By the conclusion of the course of study, students will:

- select, recall and use facts, rules, definitions and procedures drawn from Number, Data, Location and Time, Measurement and Finance.
- comprehend mathematical concepts and techniques drawn from Number, Data, Location and Time, Measurement and Finance.
- communicate using mathematical, statistical and everyday language and conventions.
- evaluate the reasonableness of solutions.
- justify procedures and decisions by explaining mathematical reasoning.
- solve problems by applying mathematical concepts and techniques drawn from Number, Data, Location and Time, Measurement and Finance.

PREREQUISITES

Nil

COREQUISITES

Nil

UNITS

Unit 1

Number, Data and Graphs

- Number
- Representing and classifying data
- Managing money

Unit 2

Travel and Data

- Data collection
- Graphs
- Time and motion
- Data and travel

Unit 3

Measurement, Scales and Chance

- Measurement
- Scales, plans and models
- Probability and relative frequencies

Unit 4

Graphs, Data and Loans

- Bivariate graphs
- Summarising and comparing data
- Loans and compound interest

ASSESSMENT

Unit 3	Summative internal assessment 1 (IA1): Problem-solving and modelling task	
	Summative internal assessment 2 (IA2): Common internal assessment (CIA)	
Unit 4		Summative internal assessment 3 (IA3): Problem-solving and modelling task
		Summative external assessment (EA): Examination

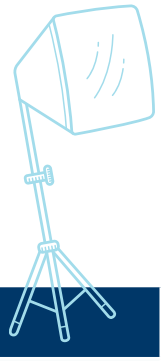
Film, Television and New Media

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

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

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

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



GENERAL SUBJECT

PATHWAYS

A course of study in Film, Television and New Media can establish a basis for further education and employment in the fields of information technologies, creative industries, cultural institutions, and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, film and television, and public relations.

KEY OBJECTIVES

By the conclusion of the course of study, students will :

- design stylistic moving-image media products using pre-production formats.
- create stylistic moving-image media products using appropriate production technologies and post-production processes.
- resolve ideas, elements and processes to communicate developed production practices and a stylistic aesthetic.
- apply literacy skills to analyse the use of technologies, representations, and language in moving-image media products, and evaluate their production processes.

PREREQUISITES

C grade or better in Year 10 English

COREQUISITES

Nil

UNITS

Unit 1

Foundation, Technologies, Institutions

- Concept: languages
- How do signs and symbols, codes and conventions create meaning?

Unit 2

Stories, Representations, Audiences

- Concept: languages
- How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?

Unit 3

Participation, Technologies, Audiences

- Concept: institutions
- How is participation in institutional practices influenced by social, political, and economic factors?

Unit 4

Artistry, Technologies, Representations

- Concept: languages
- How do media artists use signs, symbols, codes and conventions in experimental ways to create meaning?

ASSESSMENT

Unit 3

Summative internal assessment 1 (IA1): **15%**
Case study investigation

Summative internal assessment 2 (IA2): **25%**
Multi-platform content project

Unit 4

Summative internal assessment 3 (IA3): **35%**
Stylistic production

Summative external assessment (EA): **25%**
Examination - extended response

General Mathematics

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

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

GENERAL SUBJECT

PATHWAYS

A course of study in General Mathematics can establish a basis for further education and employment in the fields of business, commerce, education, finance, IT, social science and the arts.

KEY OBJECTIVES

By the conclusion of the course of study, students will:

- select, recall and use facts, rules, definitions and procedures drawn from Number and Algebra, Measurement and Geometry, Statistics, and Networks and Matrices.
- comprehend mathematical concepts and techniques drawn from Number and Algebra, Measurement and Geometry, Statistics, and Networks and Matrices.
- communicate using mathematical, statistical and everyday language and conventions.
- evaluate the reasonableness of solutions.
- justify procedures and decisions by explaining mathematical reasoning.
- solve problems by applying mathematical concepts and techniques drawn from Number and Algebra, Measurement and Geometry, Statistics, and Networks and Matrices.

PREREQUISITES

C grade or better in Year 10 General Mathematics Preparation
or D grade or better Year 10 Mathematical Methods Preparation

COREQUISITES

Nil

UNITS

Unit 1

Money, Measurement, Algebra and Linear Relations

- Consumer arithmetic
- Shape and measurement
- Algebra
- Linear equations and their graphs

Unit 2

Linear Equations, Trigonometry, Matrices and Univariate Data

- Applications of trigonometry
- Algebra and matrices
- Univariate data analysis

Unit 3

Bivariate Data, Time Series Analysis, Sequences and Earth Geometry

- Bivariate data analysis
- Time series analysis
- Growth and decay in sequences
- Earth geometry and time zones

Unit 4

Investing and Networking

- Loans, investments and annuities
- Graphs and networks
- Networks and decision mathematics

ASSESSMENT

Unit 3

- Summative internal assessment 1 (IA1): **20%** – Problem-solving & modelling task
- Summative internal assessment 2 (IA2): **15%** – Examination

Unit 4

- Summative internal assessment 3 (IA3): **15%** – Examination

Summative external assessment (EA): **50%** - Examination

Geography

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

Students investigate places in Australia and across the globe to observe and measure spatial, environmental, economic, political, social and cultural factors. They interpret global concerns and challenges including responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change. They develop an understanding of the complexities involved in sustainable planning and management practices.

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

GENERAL SUBJECT

PATHWAYS

A course of study in Geography can establish a basis for further education and employment in the fields of urban and environmental design, planning and management; biological and environmental science; conservation and land management; emergency response and hazard management; oceanography, surveying, global security, economics, business, law, engineering, architecture, information technology, and science.

KEY OBJECTIVES

By the conclusion of the course of study, students will:

- explain geographical processes.
- comprehend geographic patterns.
- analyse geographical data and information.
- apply geographical understanding.
- propose action.
- communicate geographical understanding using appropriate forms of geographical.

PREREQUISITES

C grade or better in Year 10 English

COREQUISITES

Year 11 English or Literature

UNITS

Unit 1	Unit 2	Unit 3	Unit 4
Responding to Risk and Vulnerability in Hazard Zones · Natural hazard zones · Ecological hazard zones	**Planning Sustainable Places** · Responding to challenges facing a place in Australia · Managing challenges facing a megacity	**Responding to Land Cover Transformations** · Land cover transformations and climate change · Responding to local land cover transformations	**Managing Population Change** · Population challenges in Australia · Global population change

ASSESSMENT

Unit 3	Summative internal assessment 1 (IA1): Examination - combination response	25%
	Summative internal assessment 2 (IA2): Field report	25%
Unit 4	Summative internal assessment 3 (IA3): Data report	25%
	Summative external assessment (EA): Examination - combination response	25%

German

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

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

GENERAL SUBJECT

PATHWAYS

A course of study in German can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses could be of value, such as business, hospitality, law, science, technology, sociology and education

KEY OBJECTIVES

By the conclusion of the course of study, students will:

- comprehend German to understand information, ideas, opinions and experiences.
- identify tone, purpose, context and audience to infer meaning.
- analyse and evaluate information and ideas to draw conclusions.
- apply knowledge of language elements of German to construct meaning.
- structure, sequence and synthesise information to justify opinions and perspectives.
- communicate using contextually appropriate German.

PREREQUISITES

C grade or better in Year 10 German

COREQUISITES

Nil

UNITS

Unit 1

Meine Welt

My world

- Family/carers
- Peers
- Education

Unit 2

Unsere Welt erkunden

Exploring our world

- Travel and Exploration
- Social Customs
- German Influences Around the World

Unit 3

Unsere Gesellschaft; Kultur und Identität

Our Society: Culture and Identity

- Lifestyles and Leisure
- The Arts, Entertainment and Sports
- Groups in Society

Unit 4

Meine Gegenwart; Meine Zukunft

My present; My future

- The Present
- Future Choices

ASSESSMENT

Unit 3	Summative internal assessment 1 (IA1): Examination - short response	20%
	Summative internal assessment 2 (IA2): Examination - extended response	25%
Unit 4	Summative internal assessment 3 (IA3): Multimodal presentation and interview	30%
	Summative external assessment (EA): Examination - combination response	25%

Health

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

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

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

GENERAL SUBJECT

PATHWAYS

Studying Health at school can lead to a variety of university pathways, including Bachelor's Degrees in Health Sciences, Public Health, or Health and Physical Education (HPE), and can also be a stepping stone to teaching careers. **Specific pathways can include;** Bachelor of Health Sciences, Bachelor of Public Health, Bachelor of Health and Physical Education (HPE), Pathway to Teaching, Bachelor of Science/Master of Teaching, Associate Degrees.

KEY OBJECTIVES

By the conclusion of the course of study, students will

- recognise and describe information about health-related topics and issues
- comprehend and use the Health Inquiry Model
- analyse and interpret information to draw conclusions about health-related topics and issues
- critique information to distinguish determinants that influence health status
- investigate and synthesis information to develop action strategies
- evaluate and reflect on implemented action strategies to justify recommendations that mediate, advocate, and enable health promotion.
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and context

UNITS

Unit 1

Resilience as a Personal Health Resource

- Resilience
- Mental health and Wellbeing for young people's health status.

Unit 2

Peers & family as resources for healthy living

- Alcohol and other drugs in a peer and family health context
- Body image – self acceptance, media literacy, healthy living and nutrition, positive and respectful relationships, cyber safety, online identity.

Unit 3

Community as a resource for healthy living

- Homelessness
- Transport safety
- Anxiety

Unit 4

Respectful relationships in the post-schooling transition

- Chronological age
- Relationships
- Common life transitions
- Social change
- Life course perspective

ASSESSMENT

Unit 3

Summative internal assessment 1 (IA1): **25%**
Examination - combination response

Summative internal assessment 2 (IA2): **25%**
Investigation - business report

Unit 4

Summative internal assessment 3 (IA3): **25%**
Extended response- feasibility report

Summative external assessment (EA): **25%**
Examination - combination response

Industrial Technology Skills

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

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

Applied learning supports students' development of transferable 21st century, literacy and numeracy skills relevant to a variety of industries. Students learn to interpret drawings and technical information; select and demonstrate safe practical production processes using hand/power tools, machinery and equipment; communicate using oral, written and graphical modes; and organise, calculate, plan, evaluate and adapt production processes and the products they produce. The majority of learning is done through manufacturing tasks that relate to business and industry. Students work with each other to solve problems and complete practical work.

APPLIED SUBJECT

PATHWAYS

A course of study in Industrial Technology Skills can establish a basis for further education and employment in manufacturing industries, and help students understand the different careers available. With additional training and experience, potential employment opportunities may be found in the industry areas of automotive, building and construction, engineering, furnishing, industrial graphics and computer aided manufacturing.

KEY OBJECTIVES

By the conclusion of the course of study, students will:

- demonstrate practices, skills, and procedures.
- interpret drawings and technical information.
- select practices, skills, and procedures.
- sequence processes.
- evaluate skills, procedures, and products.
- adapt plans, skills, and procedures.

PREREQUISITES

Nil

COREQUISITES

Nil

UNITS

Unit 1	Unit 2	Unit 3	Unit 4
Welding and Fabrication	**Furniture Making**	**Cabinet Making**	**Computer-aided Manufacturing**

ASSESSMENT

Assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

Unit 3	A1: Practical Demonstration	Unit 4	A3: Practical Demonstration
	A2: Project		A4: Project

Legal Studies

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

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

GENERAL SUBJECT

PATHWAYS

A course of study in Legal Studies can establish a basis for further education and employment in the fields of law, law enforcement, criminology, justice studies and politics. The knowledge, skills and attitudes students gain are transferable to all discipline areas and post-schooling tertiary pathways. The research and analytical skills this course develop are universally valued in business, health, science and engineering industries.

KEY OBJECTIVES

By the conclusion of the course of study, students will:

- comprehend legal concepts, principles and processes.
- select legal information from sources.
- analyse legal issues.
- evaluate legal situations.
- create responses that communicate meaning to suit the intended purpose.

PREREQUISITES

C grade or better in Year 10 English

COREQUISITES

Year 11 English or Literature

UNITS

Unit 1

Beyond Reasonable Doubt

- Legal foundations
- Criminal investigation process
- Criminal trial process
- Punishment and sentencing

Unit 2

Balance of Probabilities

- Civil law foundations
- Contractual obligations
- Negligence and the duty of care

Unit 3

Law, Governance and Change

- Governance in Australia
- Law reform within a dynamic society

Unit 4

Human Rights in Legal Contexts

- Human rights
- Australia's legal response to international law and human rights
- Human rights in Australian contexts

ASSESSMENT

Unit 3

Summative internal assessment 1 (IA1): **25%**
Examination - combination response

Summative internal assessment 2 (IA2): **25%**
Investigation - inquiry report

Unit 4

Summative internal assessment 3 (IA3): **25%**
Investigation - analytical essay

Summative external assessment (EA): Examination - combination response **25%**

Literature

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

GENERAL SUBJECT

PATHWAYS

A course of study in Literature promotes open-mindedness, imagination, critical awareness and intellectual flexibility- skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

KEY OBJECTIVES

By the conclusion of the course of study, students will:

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations.
- establish and maintain roles of the writer/speaker/designer and relationships with audiences.
- create and analyse perspectives and representations of concepts, identities, times and places
- make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions.
- use aesthetic features, stylistic devices, cohesive devices to achieve purposes and analyse and connect texts.
- use grammar, language structures, mode-appropriate features to achieve particular purposes.

PREREQUISITES

B grade or better in Year 10 English

COREQUISITES

Nil

UNITS

Unit 1

Introduction to Literary Studies

- Ways literary texts are received and responded to
- How textual choices affect readers
- Creating analytical and imaginative texts

Unit 2

Intertextuality

- Ways literary texts connect with each other - genre, concepts and contexts
- Ways literary texts connect with each other - style and structure
- Creating analytical and imaginative texts

Unit 3

Literature and Identity

- Relationship between language, culture and identity in literary texts
- Power of language to represent ideas, events and people
- Creating analytical and imaginative texts

Unit 4

Independent Explorations

- Dynamic nature of literary interpretation
- Close examination of style, structure and subject matter
- Creating analytical and imaginative texts

ASSESSMENT

Unit 3	Summative internal assessment 1 (IA1): Extended response - imaginative response (spoken/multimodal)	25%
	Summative internal assessment 2 (IA2): Examination - extended response (analytical written)	25%
Unit 4	Summative internal assessment 3 (IA3): Extended response - imaginative response (written)	25%
	Summative external assessment (EA): Examination - extended response (analytical written)	25%

Mathematical Methods

Mathematical Methods enables students to see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers. Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability from the P–10 Australian Curriculum. Students develop the ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another. They make complex use of factual knowledge to successfully formulate, represent and solve mathematical problems.

GENERAL SUBJECT

PATHWAYS

A course of study in Mathematical Methods can establish a basis for further education and employment in the fields of natural and physical sciences (especially Physics and Chemistry), mathematics and science education, medical and health sciences (including human biology, biomedical science, nanoscience and forensics), engineering, computer science, psychology and business.

KEY OBJECTIVES

By the conclusion of the course of study, students will:

- select, recall and use facts, rules, definitions and procedures drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics.
- comprehend mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics.
- communicate using mathematical, statistical and everyday language and conventions.
- evaluate the reasonableness of solutions.
- justify procedures and decisions by explaining mathematical reasoning.
- solve problems by applying mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics.

PREREQUISITES

B- grade or better in Year 10 Mathematical Methods Preparation

COREQUISITES

Nil

UNITS

Unit 1

Surds, Algebra, Functions and Probability

- Surds and quadratic functions
- Binomial expansion and cubic functions
- Functions and relations
- Trigonometric functions
- Probability.

Unit 2

Calculus and Further Functions

- Exponential functions
- Logarithms and logarithmic function
- Introduction to differential calculus
- Applications of differential calculus
- Further differentiation

Unit 3

Further Calculus and Introduction to Statistics

- Exponential and logarithmic functions
- Trigonometric functions and differentiation rules
- Introduction to integration
- Discrete random variables.

Unit 4

Further Functions and Statistics

- Further integration
- Trigonometry
- Continuous random variables and the normal distribution
- Sampling and proportions
- Interval estimates for proportions.

ASSESSMENT

Unit 3

Summative internal assessment 1 (IA1): **20%**
Problem-solving and modelling task

Summative internal assessment 2 (IA2): **15%**
Examination

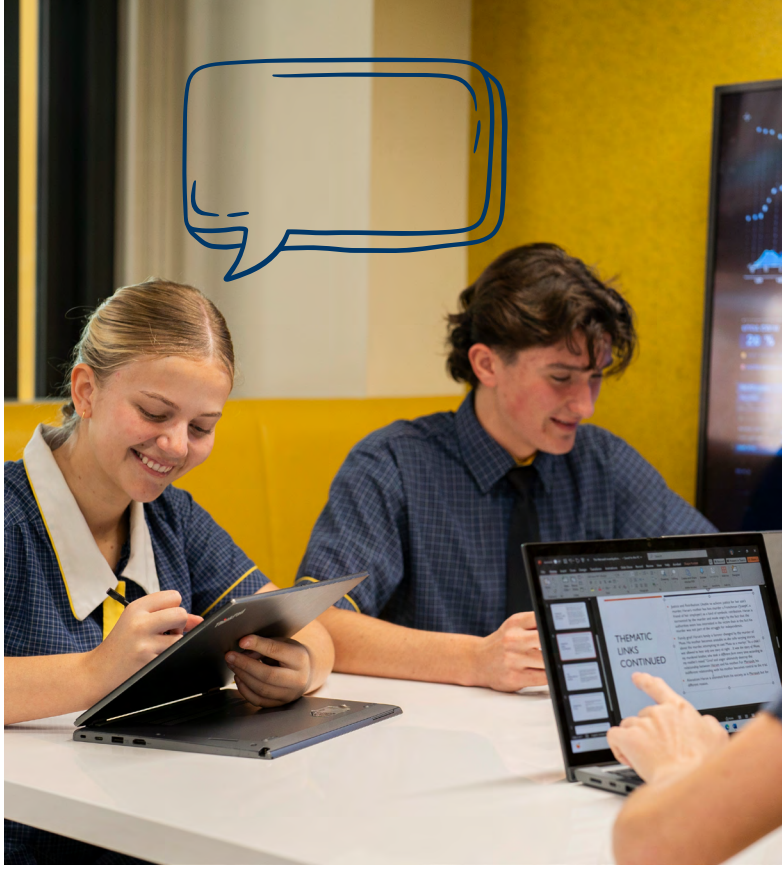
Unit 4

Summative internal assessment 3 (IA3): **15%**
Examination

Summative external assessment (EA): **50%** - Examination

Modern History

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



GENERAL SUBJECT

PATHWAYS

A course of study in Modern History can establish a basis for further education and employment in the fields of history, education, psychology, sociology, law, business, economics, politics, journalism, the media, writing, academia and strategic analysis.

KEY OBJECTIVES

By the conclusion of the course of study, students will:

- devise historical questions and conduct research.
- comprehend terms, concepts and issues.
- analyse evidence from historical sources.
- evaluate evidence from historical sources.
- synthesise evidence from historical sources.
- communicate to suit purpose.

PREREQUISITES

C grade or better in Year 10 English

COREQUISITES

Year 11 English or Literature

UNITS

Unit 1

Ideas in the Modern World

- French Revolution, 1789–1799
- Russian Revolution, 1905–1920s

Unit 2

Movements in the Modern world

- Empowerment of First Nations Australians since 1938
- Women's movement since 1893

Unit 3

National Experiences in the Modern world

- Germany since 1914
- China since 1931

Unit 4

International Experiences in the Modern world

- Struggle for peace in the Middle East since 1948
- Cold War and its aftermath, 1945–2014

ASSESSMENT

Unit 3

Summative internal assessment 1 (IA1): **25%**
Examination - extended response

Summative internal assessment 2 (IA2): **25%**
Investigation

Unit 4

Summative internal assessment 3 (IA3): **25%**
Investigation

Summative external assessment (EA): **25%**
Examination - short response

Music

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

Through composition, students use music elements and concepts, applying their knowledge and understanding of compositional devices to create new music works. Students resolve music ideas to convey meaning and/or emotion to an audience. Through performance, students sing and play music, demonstrating their practical music skills through refining solo and/or ensemble performances. Students realise music ideas through the demonstration and interpretation of music elements and concepts to convey meaning and/or emotion to an audience. In musicology, students analyse the use of music elements and concepts in a variety of contexts, styles and genres. They evaluate music through the synthesis of analytical information to justify a viewpoint. In a changing world, Music equips students with adaptable skills and flexible thinking. Musical literacy is essential for both performers and audiences, supporting students to navigate a multimodal future.

GENERAL SUBJECT

PATHWAYS

A course of study in Music can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

KEY OBJECTIVES

By the conclusion of the course of study, students will:

- demonstrate technical skills in performance.
- use music elements and concepts for the chosen genre/style.
- analyse music elements and concepts, and compositional devices to convey the narrative through setting, characterisation, drama and/or action, mood or atmosphere.
- apply compositional devices in the creation of their work.
- apply literacy skills, using music terminology relevant to genre/style, referencing and language conventions to communicate ideas.
- interpret music elements and concepts in performance.
- evaluate the use of music elements and concepts, and compositional devices to convey the narrative in film music, television music, game music, musical theatre, opera, program music or art song.

PREREQUISITES

C grade or better in Year 10 English

COREQUISITES

Nil

UNITS

Unit 1

Designs

- Design, make and respond to music, exploring music elements and concepts to gain greater familiarity with the way music is designed.

Identities

- Make music that describes cultural, political and social identities in both local and global contexts.

Unit 2 & Unit 3

Innovations

- Innovative use of music elements and concepts, and compositional devices. Through the use of music traditions to represent, reflect and even shape cultural, societal and technological change.

Unit 4

Narratives

- Focus on their emerging voice and style through making and responding to music.

ASSESSMENT

Unit 3	Summative internal assessment 1 (IA1): Performance	20%
	Summative internal assessment 2 (IA2): Composition	20%
Unit 4	Summative internal assessment 3 (IA3): Project	35%
	Summative internal assessment 3 (IA3): Examination	25%

Music Extension (Composition OR Performance)

Music is a unique art form that uses sound and silence as a means of personal expression. It allows for the expression of the intellect, imagination and emotion, and the exploration of values. The purpose of Music Extension is to provide challenging and rigorous opportunities for students to realise their potential as composers, musicologists or performers, and to provide the basis for rich, lifelong learning. This syllabus considers that students with an extended history of music involvement frequently reach a high level of musical sophistication and aspire to specialise.

Music Extension prepares students for a future of unimagined possibilities, helping them to become self-motivated and emotionally aware. As a unique means of expression, music makes a profound contribution to personal, social and cultural identities.

In the **Composition specialisation** (making), students create and resolve new music works. They demonstrate use of music concepts and manipulate music concepts to express meaning and/or emotion to an audience through resolved compositions.

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

GENERAL SUBJECT

PATHWAYS

A course of study in Music Extension can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

KEY OBJECTIVES

By the conclusion of the course of study, students will:

- analyse, evaluate, and manipulate musical elements in their Area of Specialisation (Composition OR Performance).
- apply literacy skills to communicate ideas and resolve music effectively.

PREREQUISITES

A grade or better in Year 11 Music

Letter of application with composition folio

COREQUISITES

Year 12 Music

UNITS

Unit 3

Explore

- Key idea: Initiate best practice
- Key idea: Consolidate best practice

Unit 4

Emerge

- Key idea: Independent best practice

ASSESSMENT

Unit 3

Summative internal assessment 1 (IA1): **20%**
Specialisation 1

Summative internal assessment 2 (IA2): **20%**
Specialisation 2

Unit 4

Summative internal assessment 3 (IA3): **35%**
Specialisation project

Summative external assessment (EA): **25%** - Examination - extended response

Physical Education

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

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

GENERAL SUBJECT

PATHWAYS

A course of study in Physical Education can establish a basis for further education and employment in the fields of exercise science, biomechanics, the allied health professions, psychology, teaching, sport journalism, sport marketing and management, sport promotion, sport development and coaching.

KEY OBJECTIVES

By the conclusion of the course of study, students will:

- recognise and explain concepts and principles about movement.
- demonstrate specialised movement sequences and movement strategies.
- apply concepts to specialised movement sequences and movement strategies.
- analyse and synthesise data to devise strategies about movement.
- evaluate strategies about and in movement
- justify strategies about and in movement.
- make decisions about and use language, conventions and mode-appropriate features for particular purposes and contexts.

PREREQUISITES

C grade or better in Year 10 English

COREQUISITES

Year 11 English or Literature

UNITS

Unit 1

Motor learning, functional anatomy and biomechanics in physical activity

- Motor learning in physical activity
- Functional anatomy and biomechanics in physical activity

Unit 2

Sport psychology and equity in physical activity

- Sport psychology in physical activity
- Equity - barriers and enablers

Unit 3

Tactical awareness and ethics in physical activity

- Tactical awareness in physical activity
- Ethics and integrity in physical activity

Unit 4

Energy, fitness and training in physical activity

- Energy, fitness and training integrated in physical activity

ASSESSMENT

Unit 3	Summative internal assessment 1 (IA1): Project - folio	25%
	Summative internal assessment 2 (IA2): Investigation - report	25%
Unit 4	Summative internal assessment 3 (IA3): Project - folio	25%
	Summative external assessment (EA): Examination - combination response	25%

Physics

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

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

GENERAL SUBJECT

PATHWAYS

A course of study in Physics can establish a basis for further education and employment in the fields of science, engineering, medicine and technology.

KEY OBJECTIVES

By the conclusion of the course of study, students will:

- Describe ideas and findings
- Apply understanding
- Analyse data
- Interpret evidence
- Evaluate conclusions, claims and processes
- Investigate phenomena

PREREQUISITES

B or better in Year 10 Forensics (or Oceans)
B or better in Year 10 Math Methods Preparation
B or better in Year 10 English

COREQUISITES

Year 11 English: General, Literature or Essential
Year 11 Mathematical Methods (recommended) or General.

UNITS

Unit 1

Thermal, Nuclear and Electrical Physics

- Heating processes
- Ionising radiation and nuclear reactions
- Electrical circuits

Unit 2

Linear Motion and Waves

- Linear motion and force
- Waves

Unit 3

Gravity and Electromagnetism

- Gravity and motion
- Electromagnetism

Unit 4

Revolutions in Modern Physics

- Special relativity
- Quantum theory
- The Standard Model

ASSESSMENT

Unit 3

Summative internal assessment 1 (IA1): **10%**
Data test

Summative internal assessment 2 (IA2): **20%**
Student experiment

Unit 4

Summative internal assessment 3 (IA3): **20%**
Research investigation

Summative external assessment (EA): **50%** - Examination - combination response

Specialist Mathematics

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

Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, building on functions, calculus, statistics from Mathematical Methods, while vectors, complex numbers and matrices are introduced. Functions and calculus are essential for creating models of the physical world. Statistics are used to describe and analyse phenomena involving probability, uncertainty and variation. Matrices, complex numbers and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours.

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

GENERAL SUBJECT

PATHWAYS

A course of study in Specialist Mathematics can establish a basis for further education and employment in the fields of science, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics.

KEY OBJECTIVES

By the conclusion of the course of study, students will:

- select, recall and use facts, rules, definitions and procedures drawn from Vectors and Matrices, Real and complex Numbers, Trigonometry, Statistics and Calculus.
- comprehend mathematical concepts and techniques drawn from Vectors and Matrices, Real and complex Numbers, Trigonometry, Statistics and Calculus.
- communicate using mathematical, statistical and everyday language and conventions.
- evaluate the reasonableness of solutions.
- justify procedures and decisions, and prove propositions by explaining mathematical reasoning.
- solve problems by applying mathematical concepts and techniques drawn from Vectors and Matrices, Real and Complex Numbers, Trigonometry, Statistics and Calculus.

PREREQUISITES

B grade or better in Year 10 Mathematical Methods Preparation

COREQUISITES

Year 11 Mathematical Methods

UNITS

Unit 1

Combinatorics, Vectors, Proof and Matrices

- Combinatorics
- Vectors in the plane
- Introduction to proof
- Matrix arithmetic and algebra

Unit 2

Complex Numbers, Further Proof, Trigonometry, Functions and Transformations

- Complex numbers
- Circle and geometric proofs
- Trigonometry and functions
- Matrices and Transformations

Unit 3

Further complex Numbers, Proof, Vectors and Matrices

- Further complex numbers
- Mathematical induction and trigonometric proof
- Vectors in two and three dimensions
- Further matrices

Unit 4

Further Calculus Statistical Inference

- Integration techniques
- Rates of change and differential equations
- Modelling motion
- Statistical inference

ASSESSMENT

Unit 3

Summative internal assessment 1 (IA1): **20%**
Problem-solving and modelling task

Summative internal assessment 2 (IA2): **15%**
Examination

Unit 4

Summative internal assessment 3 (IA3): **15%**
Examination

Summative external assessment (EA): **50%** - Examination

Sport and Recreation

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

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

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

APPLIED SUBJECT

PATHWAYS

A course of study in Sport & Recreation can establish a basis for further education and employment in the fields of fitness, outdoor recreation and education, sports administration, community health and recreation and sport performance.

KEY OBJECTIVES

By the conclusion of the course of study, students will:

- Investigate activities and strategies to enhance outcomes.
- plan activities and strategies to enhance outcomes.
- perform activities and strategies to enhance outcomes.
- evaluate activities and strategies to enhance outcomes.

UNITS

Unit 1	Unit 2	Unit 3	Unit 4
Emerging Trends in sport, Fitness and Recreation	**Coaching and officiating**	**Challenge in the outdoors**	**Athlete Development and wellbeing Manufacturing**

ASSESSMENT

Unit 3	A1: Performance	Unit 4	A3: Performance
	A2: Project		A4: Project

Visual Art

Visual Art offers students opportunities to build knowledge and communicate personal interpretations as both artist and audience. In making, they use imagination and creativity to solve problems and explore visual language and expression. Students develop skills by creating individualised responses using diverse materials, techniques, technologies and processes.

Through this journey, they express thoughts, feelings, ideas, experiences and observations. In responding, students investigate artistic expression and critically analyse artworks in varied contexts, considering meaning, purpose and theoretical approaches to ascribe value and challenge ideas. Engagement with artists, artworks, institutions and communities deepens their understanding of art practices.

This subject prepares students for 21st century participation by fostering curiosity, imagination and creative problem-solving. It encourages divergent thinking and expressive responses, enabling future artists, designers and craftspeople to innovate and collaborate across disciplines, creating meaningful visual outcomes that enrich daily life.

GENERAL SUBJECT

PATHWAYS

A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies; broader areas in creative industries and cultural institutions; and diverse fields, including advertising, arts administration and management, communication, design, education, galleries and museums, film and television, public relations, and science and technology.

KEY OBJECTIVES

By the conclusion of the course of study, students will:

- develop and apply individual ideas to represent the material world. Use visual language and literacy skills to express and interpret meaning in personal and others' artworks.
- analyse artistic practices in personal and contemporary contexts and evaluate influences to explore both figurative and non-figurative forms.
- justify personal viewpoints and experiment with media in response to contemporary representations.
- create and resolve visual responses using two-dimensional, three-dimensional and/or time-based media to communicate meaning from multiple perspectives.

PREREQUISITES

C grade or better in Year 10 English

COREQUISITES

Nil

UNITS

Unit 1

Art as Lens

- Students investigate how artists use processes to generate new meanings and forms of representation.
- Media: 2D, 3D, and time-based

Unit 2

Art as Code

- Students explore how visual language, symbol systems and art conventions can express ideas and feelings in images, objects and experiences.
- Media: 2D, 3D, and time-based

Unit 3

Art as Knowledge

- Through independent investigation of an inquiry question and application of critical thinking skills, students build knowledge about art, artist and audience to generate a focus and body of work.
- Media: student-directed

Unit 4

Art as Alternate

- Students frame a self-directed inquiry question in response to a teacher-facilitated direct stimulus or first-hand experience, to generate a personal focus and commence a body of work.
- Media: student-directed

ASSESSMENT

Unit 3	Summative internal assessment 1 (IA1): Investigation - inquiry phase 1	20%
	Summative internal assessment 2 (IA2): Project - inquiry phase 2	25%
Unit 4	Summative internal assessment 3 (IA3): Project - inquiry phase 3	30%
	Summative external assessment (EA): Examination	25%

University Courses:
Headstart Program – University of the Sunshine Coast

A Headstart course at the University of the Sunshine Coast is an advanced course of study. It does not contribute to an ATAR, but does contribute to a QCE, and the courses completed will be applicable towards the associated Degree. Immanuel may offer Years 11 and 12 students the opportunity to study one or two university subjects whilst still at school. Students must attend the required lectures or tutorials for their subject at the university whenever they are scheduled, which may mean some time off school or out of hours to attend, and the required transportation.

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

Vocational Education and Training (VET) Qualifications

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

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

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

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

INFORMATION	
COURSES	**Option 1 – In-house VET course (Available from Semester 1 of Year 11)** Choose a course on offer on campus which is delivered by Immanuel Lutheran College staff under an external RTO. · SIT20316 Certificate II in Hospitality (Smartskill Pty Ltd 5710)
	Option 2 – External VET course (Available from Semester 2 of Year 11 Choose a course that is delivered by qualified trainers through an external RTO. Some courses may require the student to attend one day per week at the RTO. Examples include: · 10283NAT Certificate IV in Crime and Justice (Unity College 32123) · Sunshine Coast Technical Trade Training Centre (SCTTTC) · TAFE Queensland courses
	Option 3 – School-Based Apprenticeships and Traineeships (SATs). (Available from Semester 1 of Year 11) Find an employer, and choose a course to undertake a school-based traineeship or apprenticeship. Students will attend their workplace for one day per week, and complete some of their associated training at the workplace or at school. · It is the responsibility of the student to find a suitable employer. · Please contact the Pathways Curriculum Leader for further information.
FURTHER INFORMATION	**Roles and Responsibilities of the Student:** · Make a serious commitment to studies undertaken, agree to attempt all units of study and manage time to achieve goals. · Participate in logged structured workplace learning as arranged by RTO and yourself. · Meet the expectations and demands of the College in terms of participation, cooperation, punctuality and successful submission of work. · Meet all aspects of workplace health and safety requirements. · Demonstrate perseverance and persistence in all tasks. · Maintain the high standard of behaviour and conduct of Immanuel Lutheran College when participating in courses conducted by the external RTO.

Certificate II in Hospitality (SIT20322)

(RTO – SmartSkill Pty Ltd - 5710) Delivered and assessed by Immanuel Lutheran College staff

Provide Responsible Service of Alcohol will be delivered by SmartSkill Pty Ltd (5710)

VET QUALIFICATION	
DURATION:	Two Years
QUALIFICATION DESCRIPTION:	The Certificate II in Hospitality is a nationally recognised qualification that complies with the Australian Qualification Framework. This front of house qualification provides the skills and knowledge for an individual to be competent in a range of activities and functions with the hospitality industry. Aims of the course: · To become competent in a variety of Front of House competencies. · To gain an understanding of the structure, scope and roles in a range of Hospitality operations. · To gain an understanding of styles of food service, distribution, packaging and marketing. · To provide skills in the planning, preparation and service of food. · To demonstrate appropriate work methods and use of equipment and utensils.

QUALIFICATION PACKAGING RULES:	To be awarded the SIT20322 Certificate II Hospitality, competency must be achieved in twelve (12) units of competency – six (6) core units of competency and six (6) elective units of competency (additional electives listed and used at the RTO's discretion).
CORE (6) AND ELECTIVES (6):	**CORE:** • BSBTWK201 Work effectively with others • SITHIND006 Source and use information on the hospitality industry • SITHIND007 Use hospitality skills effectively • SITXCCS011 Interact with customers • SITXCOM007 Show social and cultural sensitivity • SITXWHS005 Participate in safe work practices **ELECTIVES:** • SITXFSA005 Use hygienic practices for food safety • SITHCCC024 Prepare and present simple dishes • SITHGAM022 Provide responsible gambling services • SITHFAB021 Provide responsible service of alcohol • SITHFAB022 Clean and tidy bar areas • SITHFAB023 Operate a bar
ASSESSMENT:	Assessment is competency based and therefore no levels of achievement are awarded. Evidence gathering for this qualification is continuous and units of competency have been clustered into groups and assessed this way. Evidence gathering methods include: • Direct observation checklist • Product resulting from an activity • Direct verbal or written questioning checklist • Reports from workplace supervisor
PATHWAYS:	Study of Certificate II in Hospitality provides pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops.
STUDENT REQUIREMENTS:	Students are required to purchase a long-sleeved white business shirt, They also require a pair of long black trousers to be worn with the uniform. Students MUST undertake 12 service periods (12 shifts x 3 hours minimum).
FEES:	This course is fully funded through the VETiS (Vocational Education and Training in Schools) program. Queensland secondary students can access this funding for one VET course while at school. Students considering undertaking training with other Registered Training Organisations (RTO) should inform them that their VETiS funding will be directed to the College students via SmartSkill Pty Ltd.
SERVICE AGREEMENT:	Service Agreement: This two-year course provides every opportunity to complete the Certificate II in Hospitality as outlined in the enrolment process and information handbooks. Successful completion of all qualification requirements results in a Qualification and record of results. Students who achieve at least one unit but not the full qualification receive a Statement of Attainment.

This information is correct as at June 2025 but is subject to change.

Immanuel Lutheran College

126-142 Wises Road, Buderim Q 4556 PO Box 5025 Maroochydore BC Q 4558 | www.immanuel.qld.edu.au
07 5477 3444 ilc@immanuel.qld.edu.au

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