



# Immanuel Lutheran College

*Walk as Children of the Light*



**2022 Years 9 and 10 Curriculum Handbook**

# Contents

<b>Introduction.....</b>	<b>2</b>
<b>Curriculum Structure in Years 9 and 10.....</b>	<b>6</b>
<b>ALPHABETIC LISTING OF SUBJECTS OFFERED IN YEAR 9 .....</b>	<b>7</b>
Business and Technology Solutions: Dollars, Drones and Digitalisation .....	7
Christian Studies.....	8
Culinary and Textile Innovation: Food and Fibre in Australia .....	9
Dance .....	10
Design Innovation and Engineering: Creating Sustainable Solutions .....	11
Drama .....	12
English.....	13
Future Solutions: Think Like an Inventor.....	14
German .....	15
Health and Physical Education.....	16
Humanities.....	17
Japanese.....	18
Mathematics .....	19
Media Studies .....	20
Science.....	22
Visual Art .....	23
<b>ALPHABETICAL LISTING OF SUBJECTS OFFERED IN YEAR 10 .....</b>	<b>24</b>
Business and Marketing .....	24
Christian Studies.....	25
Culinary Design.....	26
Dance .....	27
Design Innovation .....	28
Drama .....	29
Economics and Finance .....	30
Emerging Technologies .....	31
English.....	32
Geography .....	33
Industrial Engineering.....	34
Languages.....	35
Legal Studies .....	36
Mathematics .....	37
Media Studies .....	38
Modern History .....	39
Music .....	40
Physical Education.....	41
Science: Oceans (Biology/Chemistry A) .....	42
Science: Forensic Applications (Physics/Chemistry B).....	43
Science: Materials (Science in Practice/Biology).....	44
Sport and Recreation .....	45
Visual Art .....	46

# Introduction

This handbook is designed to assist students in selecting subjects during years 9 and 10. Immanuel Lutheran College provides a broad range of learning options allowing students to begin to personalise their learning journey to suit their individual abilities, interests and aspirations.

# Learning at Immanuel

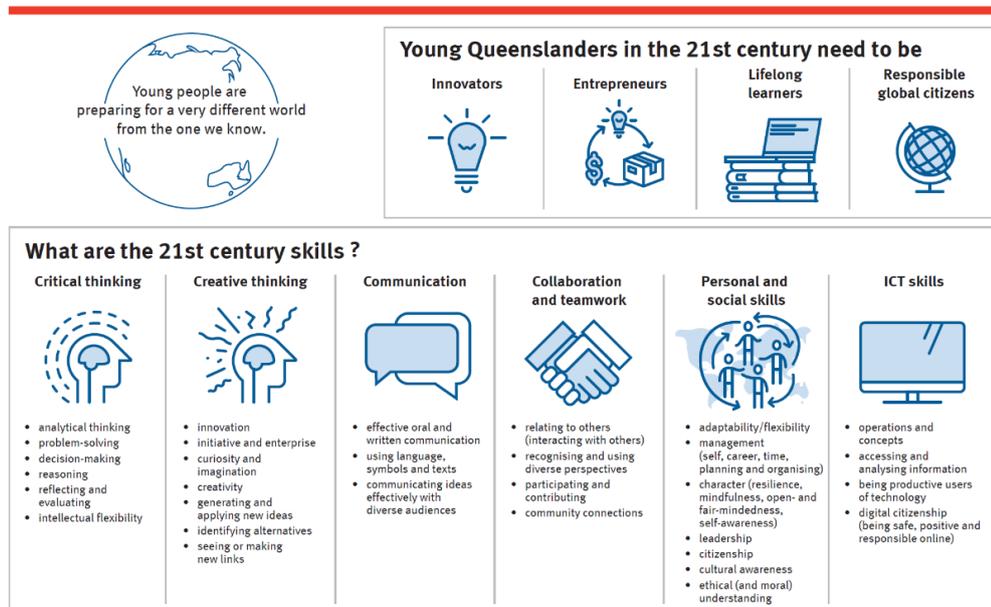
The focus in the Secondary School at Immanuel Lutheran College, is on meeting the personal, intellectual, and social needs of adolescents within a Christian context. With the teenage years come physical and emotional challenges as children grow into young adults, developing their individual identity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

To prepare our young people for a changing world where they will need to be responsible global citizens who can innovate, create, and continue to learn, we develop their 21<sup>st</sup> century skills (critical thinking, creative thinking, communication, collaboration, teamwork, ICT skills and, importantly, personal and social skills – see Figure 1). We foster engagement and personal growth by building skills across a diverse range of learning areas before making individual choices to focus on specific areas of interest. All learning areas use developmentally appropriate learning contexts to embed rigorous preparation for the discipline-specific knowledge, skills and ways of working students will need in their senior secondary years.

Figure 1

## 21st century skills

Preparing students for a changing world



# Parent Handbook

Please refer to the parent handbook for any questions or information regarding the structures, routines and pastoral care of students. The handbook can be accessed here: [2021 ILC Parent Handbook](#).

# Secondary School Curriculum Administration

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

## Head of Secondary School

Nick Cheyne: [cheynen@immanuel.qld.edu.au](mailto:cheynen@immanuel.qld.edu.au)

## Acting Deputy Head of Secondary School

Amy Thompson: [thompsona@immanuel.qld.edu.au](mailto:thompsona@immanuel.qld.edu.au)

## Student Pathways Coordinator

Lynette Druery: [drueryl@immanuel.qld.edu.au](mailto:drueryl@immanuel.qld.edu.au)

## Academic and Pastoral Care

---

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

## Parent/Teacher/Student Interviews and Academic Coaching

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

## Self-Directed Learners

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

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

## Digital Citizenship

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

## Differentiated Learning

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

## Establishing Routines

---

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

### Homework

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

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

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

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

## Flexible Learning Within a Blended Learning Environment

---

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

### Physical Spaces

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

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

### Relational Spaces

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

## Virtual Spaces

Our One-One Device program provides each student with their own Windows hybrid tablet device with pen and touch technology. Students can interact with this device through pen, keyboard, audio or video providing the flexibility to learn and create using multiple modalities, anywhere, anytime. **SEQTA**, our virtual space, provides a platform for students to engage with their learning beyond the bounds of the classroom or the campus.

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

**SEQTA Engage** provides parents with the information needed to effectively partner with the College to support their child(ren)'s learning journey. This includes reporting, attendance, timetables, teacher contacts, latest results, finance, excursion information, notices, etc. Parents are able to access SEQTA Engage via the Portal option on the College Home Page: [www.immanuel.qld.edu.au](http://www.immanuel.qld.edu.au) by entering their username and password. Please contact the Secondary School Office should you require assistance with this process.



## Curriculum Structure in Years 9 and 10

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

Core Subjects		Electives					
All students study these subjects all year		Students can select the electives they prefer					
<b>Year 9</b>  Students select four elective subjects (two studied per semester)	<ul style="list-style-type: none"> <li>Christian Studies: The Rite Journey</li> <li>English</li> <li>Health &amp; Physical Education</li> <li>Humanities</li> <li>Mathematics</li> <li>Science</li> </ul>	<b>The Arts Electives (one semester units):</b> <ul style="list-style-type: none"> <li>Dance</li> <li>Drama</li> <li>Media Studies</li> <li>Music</li> <li>Visual Art</li> </ul>		<b>Design, Innovation and Business Electives (one semester units):</b> <ul style="list-style-type: none"> <li>Business and Technology Solutions <i>Dollars, Drones and Digitalisation</i></li> <li>Culinary and Textile Innovation <i>Food and Fibre in Australia</i></li> <li>Design Innovation and Engineering <i>Creating Sustainable Solutions</i></li> <li>Future Solutions <i>Think Like an Inventor</i></li> </ul>		<b>Languages Electives (full year units)</b> <ul style="list-style-type: none"> <li>German</li> <li>Japanese</li> </ul>	
	<b>Year 10</b>  Students select five elective subjects to study for the year*	<ul style="list-style-type: none"> <li>Christian Studies</li> <li>English</li> <li>Mathematics*</li> </ul> <p>* In Semester 2, students will be directed towards General Mathematics Preparation or Mathematical Methods Preparation</p>	<b>Science Electives (full year units)</b> <ul style="list-style-type: none"> <li>Oceans</li> <li><i>Biology/ Chemistry A</i></li> <li>Forensic Applications</li> <li><i>Physics/ Chemistry B</i></li> <li>Materials</li> <li><i>Biology/Science in Practice</i></li> </ul> <p><i>Note: Chemistry A and Chemistry B are different courses</i></p>	<b>The Arts Electives (full year units):</b> <ul style="list-style-type: none"> <li>Dance</li> <li>Drama</li> <li>Media Studies</li> <li>Music</li> <li>Visual Art</li> </ul>	<b>Design, Innovation and Business Electives (full year units):</b> <ul style="list-style-type: none"> <li>Business and Marketing</li> <li>Culinary Design</li> <li>Design Innovation</li> <li>Economics and Finance</li> <li>Emerging Technologies</li> <li>Industrial Engineering</li> </ul>	<b>Health and Physical Education Electives (full year units):</b> <ul style="list-style-type: none"> <li>Physical Education</li> <li>Sport and Recreation</li> </ul>	<b>Humanities Electives (full year units):</b> <ul style="list-style-type: none"> <li>Geography</li> <li>Legal Studies</li> <li>Modern History</li> </ul>

# ALPHABETIC LISTING OF SUBJECTS OFFERED IN YEAR 9

## Business and Technology Solutions: Dollars, Drones and Digitalisation

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

### What is Business and Technology Solutions all about?

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

The Business Enterprise and Innovation courses enables students to:

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

### What topics am I likely to learn about?

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

### How will I show what I know and can do?

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

### What senior subjects could this subject lead to?

Business, Economics, Information and Communication Technologies

## Christian Studies

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

### What is Christian Studies all about?

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

- Become articulate, empathic and discerning members of the community
- Listen to and identify the issues underlying discussion
- Enter into open, respectful dialogue with people whose religious, philosophical and ethical views are different
- Present an informed and well-considered personal position.

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

### What topics am I likely to learn about?

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

### How will I show what I know and can do?

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

## Culinary and Textile Innovation: Food and Fibre in Australia

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

### What is Culinary and Textile Innovation all about?

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

### What topics am I likely to learn about?

One Semester Course		
<b>Year 9</b> (Elective)	<b>Food and Nutrition in Australia</b> <ul style="list-style-type: none"><li>• The Australian Guide to Healthy Eating</li><li>• Food groups</li><li>• Food safety and hygiene</li><li>• Food related conditions-lifestyle diseases</li><li>• Understanding recipes including reading, modifying, planning, portion sizing, budgeting and nutritional balance</li></ul>	<b>Fibre Production</b> <ul style="list-style-type: none"><li>• Design process</li><li>• Manufacturing</li><li>• Recycled fibres and fabrics</li></ul>

### How will I show what I know and can do?

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

### What senior subjects could this subject lead to?

Hospitality



## Dance

Dance aims to develop communication through movement and encourages students to become more confident with their cognitive, physical and metaphysical dimensions. As students explore movement and create movement sequences, they develop their physical and sensory awareness and strengthen their personal aesthetic. Through the physicality of Dance, students experience a genuine sense of enjoyment and personal achievement.

### What is Dance all about?

- Students will be provided with an aesthetic experience.
- Students will critically examine their understandings of dance forms as they learn to appreciate dance works.
- Students will learn to perform with confidence.
- Students develop creative abilities as they choreograph dance sequences.
- Students will be assisted to achieve their unique potential through the Arts.
- Self-discipline is built within the student.
- Students are encouraged to be involved with ongoing activities within the Arts.
- A physical experience is provided to create critical and active awareness.

### What topics am I likely to learn about?

One Semester Course	
<b>Year 9</b> (Elective)	<b>The World of Creative Dance</b> Students will develop their technical and choreography skills during the first term. During the second term, they will grow their knowledge and understanding of the elements of dance along with heightening their analytical skills when it comes to watching dances from around the world. Students will also rehearse a teacher-devised task to enhance their expressive skills in Dance.

### How will I show what I know and can do?

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



# Design Innovation and Engineering: Creating Sustainable Solutions

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

## What is Design Innovation and Engineering all about?

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

The Design Innovation and Engineering course enables students to:

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

## What topics am I likely to learn about?

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

## How will I show what I know and can do?

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

## What senior subjects could this subject lead to?

Industrial Technology Skills, Design



## Drama

---

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

### What is Drama all about?

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

### What topics am I likely to learn about?

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

### How will I show what I know and can do?

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

## English

### What is English all about?

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

### What topics am I likely to learn about?

Full Year Course				
<b>Year 9</b> The world around you: Understanding context	<b>A Writer's Right (cont.)</b> Persuasive essay	<b>Creating Narratives</b> Short story	<b>Films of Focus</b> Feature article	<b>The World of Fiction (cont.)</b> Analytical essay
	NAPLAN Preparation	NAPLAN	<b>The World of Fiction</b> Analytical essay	<b>Strutting the Boards</b> Dramatic performance

### How will I show what I know and can do?

- Students will be engaged in a range of written and spoken tasks.
- Opportunities for individual and group use of information technology and performance work will provide a balance of challenging and worthwhile assessment tasks.



## Future Solutions: Think Like an Inventor

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

### What is Future Solutions all about?

Using a Project Based Learning approach, students develop an understanding of design styles as an inspiration to undertake an investigative study of the causes and consequences of an environmental change before proposing solutions for the future. This subject is both an applied and hands-on technology course that will see students research, design and manufacture a proposed solution using the workshop and technology spaces before communicating ideas to stakeholders.

The Future Solutions course enables students to:

- Develop an understanding of biomimicry as a design style and source of inspiration.
- Develop an understanding of marketing foundations and the need for brand awareness.
- Develop a deeper understanding of the interactions between digital systems, data, people and processes.
- Develop understandings to enable active and ethical participation in the local, national, regional and global economies.
- Develop innovative, entrepreneurial and computational thinking skills.
- Develop advertising campaign using 2D and video animation software.

### What topics am I likely to learn about?

One Semester Course		
<b>Year 9</b> (Elective)	<b>The Design Process</b> <ul style="list-style-type: none"><li>• Environmental awareness</li><li>• Drivers of change and innovation</li><li>• Biomimicry as a design style</li><li>• Foundations of marketing and branding</li><li>• Rapid prototyping</li><li>• Communicating a proposal</li></ul>	<b>Production of Ideas</b> <ul style="list-style-type: none"><li>• Use of materials, tools and techniques</li><li>• Manufacturing</li><li>• Photo Editing</li><li>• 2D Animation</li><li>• Video Editing</li></ul>

### How will I show what I know and can do?

There will be a variety of assessment techniques including a design folio, practical tasks and an animated video pitch.

### What senior subjects could this subject lead to?

Business, Industrial Technology Skills, Design, Digital Solutions

## German

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

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

### What is German all about?

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

### What topics am I likely to learn about?

Full Year Course		
Year 9	The Generation Gap, Eating Out, Soccer, Daily Routines	Helping at Home, Shopping, Holidays and Travel

### How will I show what I know and can do?

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



## Health and Physical Education

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

### What is Health and Physical Education all about?

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

### What topics am I likely to learn about?

Full Year Course		
<b>Year 9</b> (Core)	<b>Health and Physical Education</b> <ul style="list-style-type: none"> <li>• Fitness                             <ul style="list-style-type: none"> <li>– Personal</li> <li>– Sport Specific</li> </ul> </li> <li>• Ethics and Sport</li> <li>• Risk Management                             <ul style="list-style-type: none"> <li>– First Aid</li> </ul> </li> </ul>	<b>Performance Units</b> <ul style="list-style-type: none"> <li>• Triathlon</li> <li>• Touch</li> <li>• Basketball</li> <li>• Volleyball</li> <li>• Badminton</li> <li>• Ultimate Disc</li> </ul>

### What senior subjects could this subject lead to?

Physical Education, Sport and Recreation, Health Education



## Humanities

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

### What is Humanities all about?

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

The Humanities course enables students to:

- develop **knowledge and understanding**:
  - of societies, events, movements and developments that have shaped humanity from earliest times
  - about how the world and its people have changed, as well as the significant continuities that exist to the present day
  - about why the world is the way it is, reflect on their relationships with and responsibilities for that world, and propose actions designed to shape a socially just and sustainable future.
- develop **skills** to:
  - ask relevant questions;
  - critically analyse, interpret, evaluate and synthesise information
  - communicate effectively.

### What topics am I likely to learn about?

	History	Geography
<b>Year 9</b>	<b>The Making of the Modern World (1750 -1918)</b> European revolutions and imperial expansion  <b>Making a Nation – Australian History</b> Federation as a key event in Australian self-government  <b>World War I</b> Key aspects of World War I and the Australian experience of the war	<b>Biomes and Food Security – Feeding the world’s people</b> Biomes of the world as a source of food, environmental challenges and constraints on expanding food production in the future.  <b>Geographies of Interconnections</b> Globalisation, international trade and Tourism (Sunshine Coast and the world)

### How will I show what I know and can do?

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

### What senior subjects could this subject lead to?

Geography, Legal Studies, Modern History

## Japanese

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

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

### What is Japanese all about?

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

### What topics am I likely to learn about?

	Full Year Course	
Year 9	Milestones, Nationalities, Fast Food and Health	Shopping, Theme parks, Outings and Invitations
Year 10	Country vs City Living, Directions, School Trips and Travel	Part-time Jobs, Careers, Spending Money and Homestays

### How will I show what I know and can do?

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



## Mathematics

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

### What is Mathematics all about?

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

### What topics am I likely to learn about?

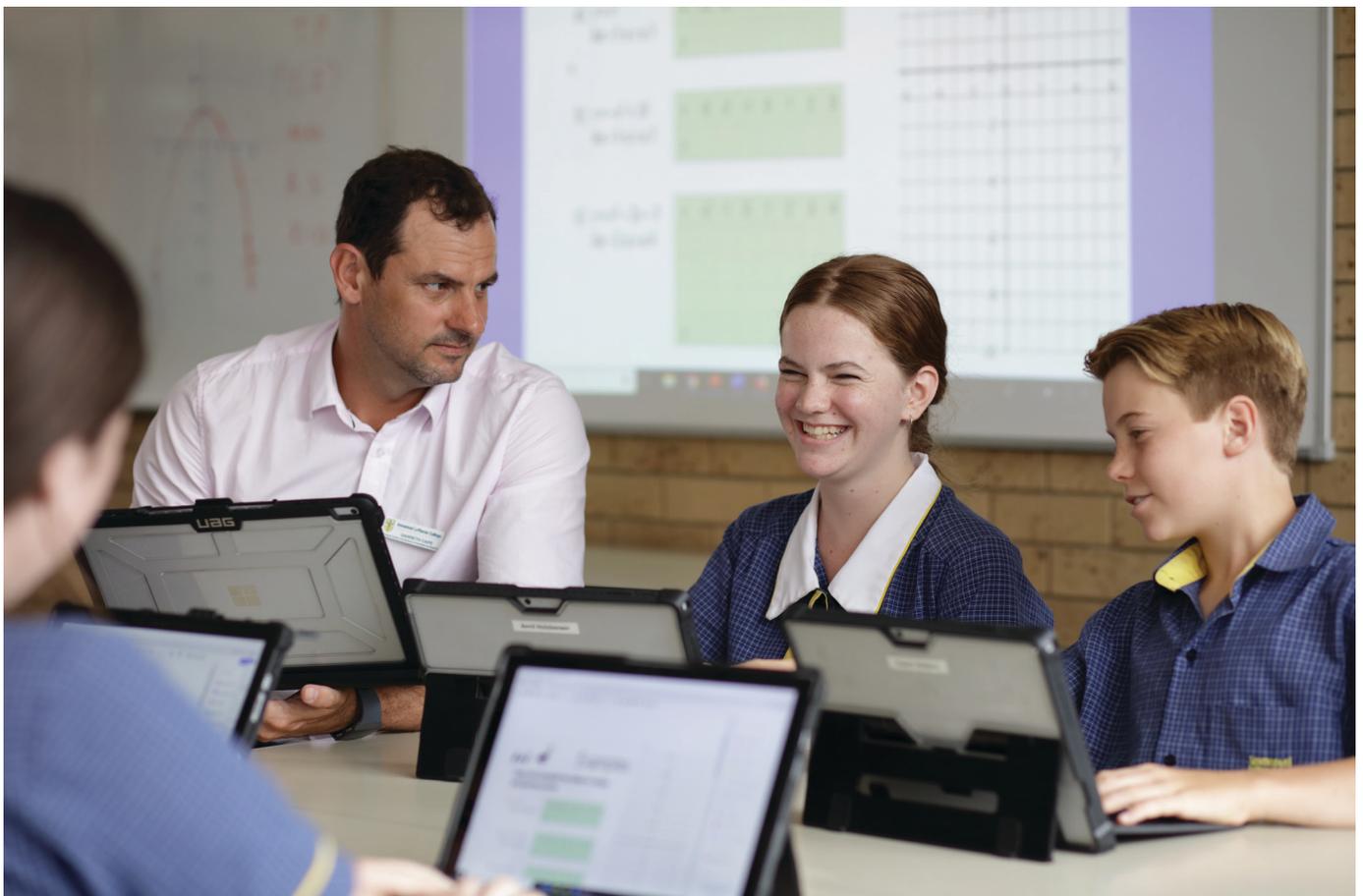
	Full Year Course			
<b>Year 9</b>	<ul style="list-style-type: none"> <li>• Financial mathematics</li> <li>• Pythagoras' theorem</li> <li>• Linear relationships</li> <li>• Coordinate geometry</li> <li>• PSMT</li> </ul>	<ul style="list-style-type: none"> <li>• Measurement</li> <li>• Index laws</li> <li>•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

### How will I show what I know and can do?

Mathematics at ILC has been split into two courses - Extension Mathematics and Core Mathematics.

The core assessments comprise of 80% simple familiar and 20% complex familiar questions.

The Extension assessments comprise of 60% simple familiar, 20% complex familiar and 20% complex unfamiliar questions.



## Media Studies

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

### What is Media Studies all about?

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

### What topics am I likely to learn about?

	One Semester Course
<b>Year 9</b> (Elective)	<b>One semester course</b> <b>Animation</b> Students learn various animation techniques including Claymation, paper cut-outs and Flash. Students choose a style and write and create their own animation. <b>Video Games</b> Students study video games in terms of Representations, Institutions, and Technologies and analyse a video game of their choice.

### How will I show what I know and can do?

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



# Music

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

## What is Music all about?

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

## What topics am I likely to learn about?

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

## How will I show what I know and can do?

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



## Science

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

### What is Science all about?

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

### What topics am I likely to learn about?

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

### How will I show what I know and can do?

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

The course consists of four assessment items.

- Data Test DT (10%) - Skills review from Years 7 and 8
- Student Experiment SE (20%) - Rate of Reaction (Chemistry only)
- Research Investigation RI (20%) - Inheritance (Biology only)
- Examination EA (50%) - Motion (Physics). This exam will include one Biology and one Chemistry question based on mandatory practicals.

## Visual Art

Students engage in art experiences to develop personal expression, aesthetic judgement and critical awareness. Two-dimensional and three-dimensional forms are created using a variety of materials, processes and functions. Display, discussion and critique of class work are also important aspects of Visual Art studies. Students learn to describe, analyse and interpret art works from past and contemporary art movements and study artworks from other cultures in past and present contexts.

### What is Visual Art all about?

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

### What topics am I likely to learn about?

One Semester Course	
<b>Year 9</b> (Elective)	<b>One semester elective course</b> <b>Digital to 2D</b> Students will be using technology as a base to develop their own artwork. As part of experiencing art as communication they will design an artwork form experiences in their life. The students will be exposed to painting and Photoshop techniques. <b>Commercial art.</b> Students will explore how art can become and exist within a commercial space. They will investigate successful commercial artforms. Using this as a foundation develop their own work that recognises commercial trends.

### How will I show what I know and can do?

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



# ALPHABETICAL LISTING OF SUBJECTS OFFERED IN YEAR 10

## Business and Marketing

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

### What is Business Enterprise and Innovation all about?

The Business Enterprise and Innovation course enables students to:

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

### What topics am I likely to learn about?

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

### How will I show what I know and can do?

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

### What senior subjects could this subject lead to?

Accounting, Business

## Christian Studies

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

### What is Christian Studies all about?

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

- Become articulate, empathic and discerning members of the community
- Listen to and identify the issues underlying discussion
- Enter into open, respectful dialogue with people whose religious, philosophical and ethical views are different
- Present an informed and well-considered personal position.

### What topics am I likely to learn about?

Full Year Course				
Year 10	Why is Jesus important anyway?	Judaism	Social Justice	Morality and Ethics

### How will I show what I know and can do?

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



## Culinary Design

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

### What is Culinary Design all about?

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

### What topics am I likely to learn about?

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

### How will I show what I know and can do?

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

### What senior subjects could this subject lead to?

Hospitality



## Dance

Dance aims to develop communication through movement and encourages students to become more confident with their cognitive, physical and metaphysical dimensions. As students explore movement and create movement sequences, they develop their physical and sensory awareness and strengthen their personal aesthetic. Through the physicality of Dance, students experience a genuine sense of enjoyment and personal achievement.

### What is Dance all about?

- Students will be provided with an aesthetic experience.
- Students will critically examine their understandings of dance forms as they learn to appreciate dance works.
- Students will learn to perform with confidence.
- Students develop creative abilities as they choreograph dance sequences.
- Students will be assisted to achieve their unique potential through the Arts.
- Self-discipline is built within the student.
- Students are encouraged to be involved with ongoing activities within the Arts.
- A physical experience is provided to create critical and active awareness.

### What topics am I likely to learn about?

Full Year Course				
<b>Year 10</b> (Elective)	<b>Contemporary Dance</b> Students will strengthen their technical and expressive skills in Dance.	<b>History of Dance</b> Students will look at the development of dance over time including the genres of Ballet, Hip-Hop and Contemporary movement. They will learn a teacher-devised task for an audience.	<b>Entertainment</b> Students will extend their responding skills in dance and then use their knowledge and understanding to recreate a story through Dance for a Primary School audience.	<b>Dance and Technology</b> Students will film a contemporary dance using a stimulus from their environment.

### How will I show what I know and can do?

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



## Design Innovation

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

### What is Design Innovation all about?

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

The Design Innovation course enables students to:

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

### What topics am I likely to learn about?

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

### How will I show what I know and can do?

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

### What senior subjects could this subject lead to?

Design, Industrial Technology Skills.



## Drama

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

### What is Drama all about?

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

### What topics am I likely to learn about?

Full Year Course		
Year 10 (Elective)	<b>Interpreting and performing characters</b> (voice and movement skills)	<b>Theatre for social comment</b> (directing, designing and performance)
	<b>Understanding dramatic styles</b> (conventions and devising)	<b>Analysing and evaluating dramatic works</b> (exam preparation)

### How will I show what I know and can do?

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



## Economics and Finance

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

### What is Economics and Finance all about?

The Business Enterprise and Innovation course enables students to:

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

### What topics am I likely to learn about?

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

### How will I show what I know and can do?

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

### What senior subjects could this subject lead to?

Business, Economics

## Emerging Technologies

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

### What is Emerging Technologies all about?

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

The Emerging Technologies course enables students to:

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

### What topics am I likely to learn about?

Full Year Course		
<b>Year 10</b> (Elective)	<b>Digital Solutions for Graphic and Digital Design</b> <ul style="list-style-type: none"><li>• Photo editing with Photoshop</li><li>• Animation with Adobe Animate</li><li>• Video editing with Adobe Premier Pro</li></ul>	<b>Programming with Python</b> <ul style="list-style-type: none"><li>• Game and App development.</li><li>• Programming constructs and efficient program structure.</li><li>• User interfaces e.g. using Python</li><li>• Scripting e.g. using Unity</li></ul>

### How will I show what I know and can do?

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

### What senior subjects could this subject lead to?

Information Communication and Technologies

# English

## What is English all about?

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

## What topics am I likely to learn about?

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

## How will I show what I know and can do?

- Students will be engaged in a range of written and spoken tasks.
- Opportunities for individual and group use of information technology and performance work will provide a balance of challenging and worthwhile assessment tasks.



# Geography

Geography integrates knowledge from the natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for that world, and propose actions designed to shape a socially just and sustainable future.

## What is Geography all about?

The Geography course enables students to develop:

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

## What topics am I likely to learn about?

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

## How will I show what I know and can do?

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

## What senior subjects could this subject lead to?

Geography, Modern History, Legal Studies

## Industrial Engineering

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

### What is Industrial Engineering all about?

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

The Industrial Engineering course enables students to:

- understand and apply industry practices in industrial technology skills tasks.
- demonstrate fundamental construction skills.
- interpret drawings and technical information.
- communicate using oral, written and graphical modes.
- organise, calculate and plan construction processes.
- evaluate the products and structures they create using predefined specifications.
- select and apply construction skills and procedures in construction tasks.

### What topics am I likely to learn about?

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

### How will I show what I know and can do?

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

### What senior subjects could this subject lead to?

Design, Industrial Technology Skills

## Languages

Languages develop in students the ability to communicate effectively in another language. It also helps students develop a repertoire of life-long language learning strategies. In an age of increasing globalisation, learning another language can broaden students' worldviews and help them develop positive attitudes towards people of other languages and cultures. The two languages available for study at Immanuel Lutheran College are German and Japanese.

### What is Languages all about?

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

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

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

Japanese	Full Year Course	
Year 10 (Elective)	Life in the City and the Country, Directions, Travel, Time and Transport	Part-time work and spending money, Career Aspirations and Exchanges

### How will I show what I know and can do?

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



## Legal Studies

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

### What is Legal Studies all about?

The Legal Studies course enables students to:

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

### What topics am I likely to learn about?

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

### How will I show what I know and can do?

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

### What senior subjects could this subject lead to?

Legal Studies, Modern History and Geography

## Mathematics

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

### What is Mathematics all about?

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

### What topics am I likely to learn about?

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

### How will I show what I know and can do?

Mathematics at ILC has been split into two courses - Extension Mathematics and Core Mathematics.

The core assessments comprise of 80% simple familiar and 20% complex familiar questions.

The Extension assessments comprise of 60% simple familiar, 20% complex familiar and 20% complex unfamiliar questions.



## Media Studies

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

### What is Media Studies all about?

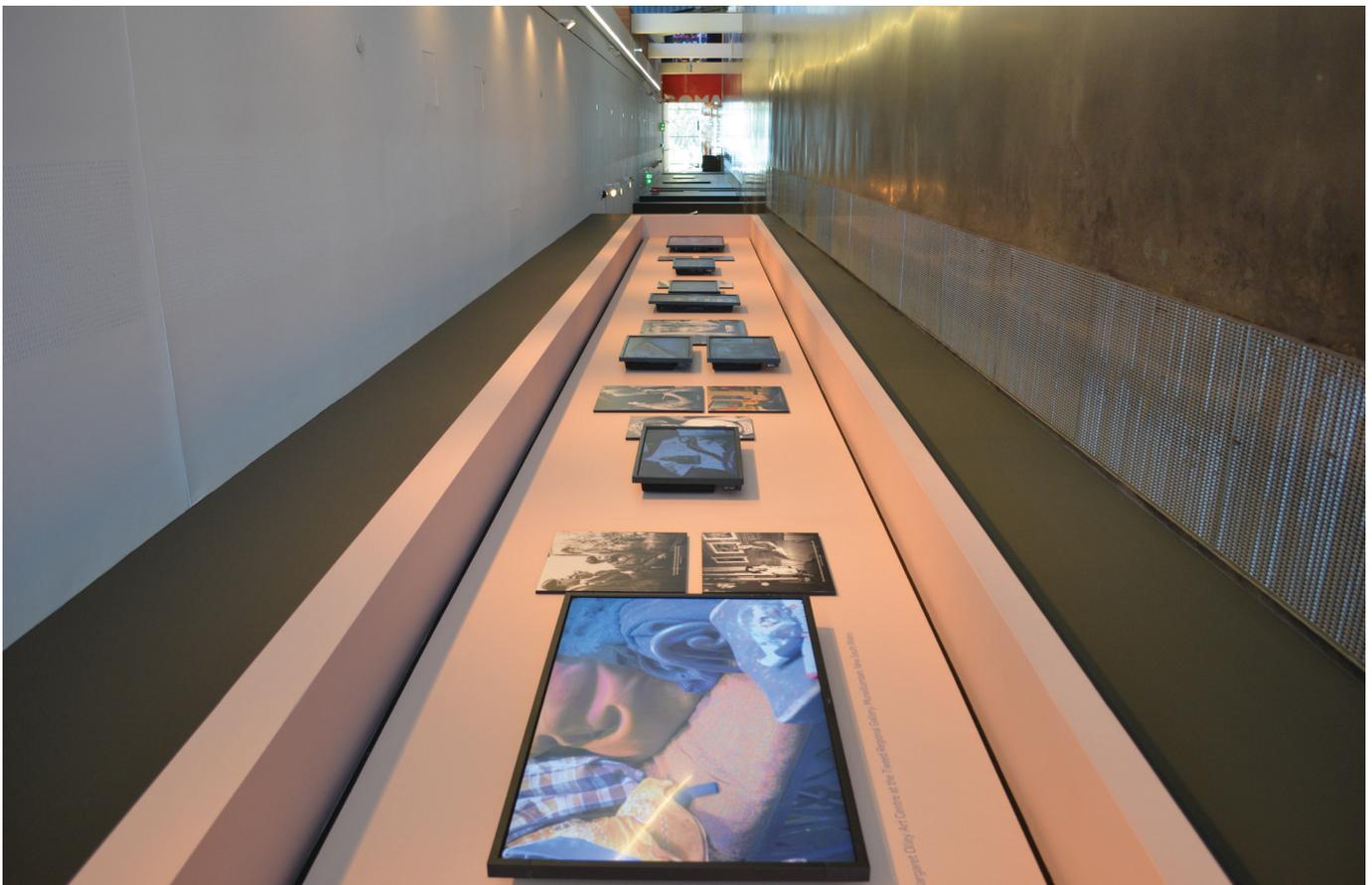
- Media Studies is about discovering and using creative talents.
- Students will analyse the background that has led to today's media forms.
- Self-esteem is fostered through the production of individual texts.
- Students will learn to work as a team and will develop an understanding and an appreciation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

### What topics am I likely to learn about?

Full Year Course		
<b>Year 10</b> (Elective)	<b>Teen Genre Films</b> Students study the narrative film elements and terminology. They then focus on the codes and conventions of teen genre films. Assessment includes reviewing a teen film, writing a treatment and script for a teen film, and filming and editing their own short teen film.	<b>Music Videos</b> Students study the history and codes and conventions of music videos. Individually, each student writes a treatment and script for their own music video. As a group, students then film and edit a music video of their own.

### How will I show what I know and can do?

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



## Modern History

---

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

### What is Modern History all about?

The Modern History course enables students to:

- develop historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World and contemporary Australia.
- think historically and form a historical consciousness in relation to the studies undertaken.
- develop an intellectual toolkit consisting of 21st century skills, including the key cognitions of:
  - comprehending
  - devising questions and conducting research
  - analysing, evaluating and synthesising sources
  - creating and communicating

### What topics am I likely to learn about?

	Full Year Course	
<b>Year 10</b> (Elective)	<ul style="list-style-type: none"><li>• World War Two</li><li>• Causes, Course and Consequences</li><li>• World War Two: Independent Investigation</li></ul>	<ul style="list-style-type: none"><li>• Australian History: Foundation to Rights and Freedoms</li><li>• Popular culture (1945 – present) OR Independent historical study</li></ul>

### How will I show what I know and can do?

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

### What senior subjects could this subject lead to?

Modern History, Legal Studies and Geography.

## Music

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

### What is Music all about?

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

### What topics am I likely to learn about?

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

### How will I show what I know and can do?

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



## Physical Education

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

### What is Physical Education all about?

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

### What topics am I likely to learn about?

Full Year Course		
<b>Year 10</b> (Elective)	<b>Exercise Physiology</b> <ul style="list-style-type: none"> <li>• Energy Production and Nutrition</li> <li>• Energy Systems</li> <li>• Fitness Components</li> <li>• Games Analysis and Training</li> </ul> <b>Performance</b> <ul style="list-style-type: none"> <li>• Volleyball</li> <li>• Golf</li> <li>• AFL</li> </ul>	<b>Sports Psychology and Motor Learning</b> <ul style="list-style-type: none"> <li>• Psychological Factors</li> <li>• Psychological Strategies</li> <li>• Stages of Learning</li> <li>• Skill Analysis</li> <li>• Types of Practice</li> </ul> <b>Performance</b> <ul style="list-style-type: none"> <li>• Badminton</li> <li>• Basketball / Netball</li> <li>• Touch / TRL</li> </ul>

### How will I show what I know and can do?

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

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

Performance contributes to 40% of overall grade.

### What senior subjects could this subject lead to?

Physical Education and Sport and Recreation

## Science: Oceans (Biology/Chemistry A)

This course will provide students with the opportunity to explore the world's oceans from both Biology and Chemistry perspectives. Marine ecosystems will be investigated with students focusing on energy flow, relationships between and adaptations of the organisms that live ocean environments. Students will use the Great Barrier Reef as a case study and investigate how both climate change and ocean acidification chemically interact to affect the marine ecosystems. This course begins with a short data processing unit, reviewing skills from Year 9.

What is Science all about?

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

### What topics am I likely to learn about?

Full Year Course			
<b>Year 10</b> (core)	<b>Skills Review</b> <ul style="list-style-type: none"> <li>• Average, <math>\delta</math>, <math>\% \delta</math></li> <li>• Efficiency</li> <li>• Graphing- line graph, gradient, bar graph</li> <li>• Year 9 equations.</li> </ul>	<b>Ecosystems</b> <ul style="list-style-type: none"> <li>• Energy flow</li> <li>• Populations and interactions</li> <li>• Adaptations</li> <li>• Cycling of matter</li> </ul> <b>Ocean reactions</b> <ul style="list-style-type: none"> <li>• Atoms and compounds</li> <li>• Acid-base reactions</li> <li>• Effects of temperature and pH</li> </ul>	<b>Genetics</b> <ul style="list-style-type: none"> <li>• Allele interactions</li> <li>• Variation</li> <li>• Natural selection</li> </ul> <b>Ocean reactions</b> <ul style="list-style-type: none"> <li>• Solubility</li> <li>• Concentration</li> <li>• Titration</li> </ul>

### How will I show what I know and can do?

The course consists of four assessment items.

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

- Data Test DT (10%) - Skills review from Year 9
- Research Investigation RI (20%) - Biology or Chemistry
- Student Experiment SE (20%) - Biology or Chemistry
- Examination EA (50%) - Core content Biology AND Chemistry

### What senior subjects could this subject lead to?

Biology and/or Chemistry (grade C+ or above). Students can still enter a Physics pathway after passing this subject, with Mathematical Methods as a co-requisite. Students may take Forensic Applications as well as Oceans.

## Science: Forensic Applications (Physics/Chemistry B)

Chemistry B and Physics will provide students with the opportunity to explore energy, motion and chemical changes through four different forensic scenarios. Ionic bonding, solubility, precipitation, and combustion will be investigated by focusing on identifying unknown chemicals at crime scenes and arson in terms of energy change. The energy transformations and forces associated with motion will be related to falling droplets, fluid viscosity and spatter patterns. These concepts will then be applied to understand vehicle motion and braking distance in collision scenarios. This course begins with a short data processing unit, reviewing skills from Year 9.

### What is Science all about?

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

### What topics am I likely to learn about?

Full Year Course			
<b>Year 10</b> (core)	<b>Skills Review</b> <ul style="list-style-type: none"> <li>• Average, <math>\delta</math>, %<math>\delta</math></li> <li>• Efficiency</li> <li>• Graphing- line graph, gradient, bar graph</li> <li>• Year 9 equations.</li> </ul>	<b>What ion is that?</b> <ul style="list-style-type: none"> <li>• Atoms and ions</li> <li>• Precipitation reactions</li> <li>• Balanced equations</li> </ul> <b>Splat!</b> <ul style="list-style-type: none"> <li>• Viscosity and surface tension</li> <li>• Velocity</li> <li>• Spatter patterns</li> </ul>	<b>The burning question...</b> <ul style="list-style-type: none"> <li>• Covalent bonding</li> <li>• Hydrocarbons</li> <li>• Combustion</li> <li>• Enthalpy</li> </ul> <b>You need to brake!</b> <ul style="list-style-type: none"> <li>• Friction</li> <li>• Mass and inertia</li> <li>• Braking distance</li> </ul>

### How will I show what I know and can do?

The course consists of four assessment items. Students may elect to complete the RI and SE with either a Chemistry or a Physics focus.

However, students are expected to learn the CORE CONTENT from both strands of Science for the Examination (EA)

- Data Test DT (10%) - Skills review from Year 9
- Research Investigation RI (20%) - Chemistry or Physics
- Student Experiment SE (20%) - Chemistry or Physics
- Examination EA (50%) - Core content Chemistry AND Physics

### What senior subjects could this subject lead to?

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

## Science: Materials (Science in Practice/Biology)

Science in Practice will allow students to investigate materials by making and testing different types of glue and slime. Energy and forces will be reviewed in the context of simple machines after which a Rube Goldberg machine will be constructed. Students will also investigate microbes, both helpful and pathogenic, with experiments involving the plating of bacteria. Comparison will be made of a variety of commercially bought products with their homemade alternatives e.g. skincare, cleaning products and deodorant. This course begins with a short data processing unit, reviewing skills from Year 9.

### What is Science all about?

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

### What topics am I likely to learn about?

		Full Year Course	
<b>Year 10</b> (core)	<b>Skills Review</b> <ul style="list-style-type: none"> <li>• Average, <math>\delta</math>, <math>\% \delta</math></li> <li>• Efficiency</li> <li>• Graphing- line graph, gradient, bar graph</li> <li>• Year 9 rules.</li> </ul>	<b>Microbes</b> <ul style="list-style-type: none"> <li>• Healthy microbes</li> <li>• Disease-causing microbes</li> <li>• Transmission</li> </ul> <b>Cleaning</b> <ul style="list-style-type: none"> <li>• Skin care</li> <li>• Household surfaces</li> <li>• Effectiveness of cleaners</li> </ul>	<b>Materials</b> <ul style="list-style-type: none"> <li>• Forces</li> <li>• Hooke's Law</li> <li>• Glue and slime</li> </ul> <b>Simple machines</b> <ul style="list-style-type: none"> <li>• Energy</li> <li>• Simple machines</li> <li>• Efficiency</li> </ul>

### How will I show what I know and can do?

The course consists of four assessment items.

- Data Test DT (10%) - Skills review from Year 9
- Research Investigation RI (20%) - Skin care
- Student Experiment SE (20%) - Slime or Glue
- Examination EA (50%) - All topics

### What senior subjects could this subject lead to?

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

## Sport and Recreation

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

### What is Sport and Recreation all about?

- Sport and Recreation provides opportunities for students to experience the challenge and fun of active participation in physical activity while developing beneficial vocational, life and physical skills.
- Students will be involved in learning experiences that allow them to develop their interpersonal abilities and encourage them to appreciate and value active involvement in sporting and recreational activities, contributing to ongoing personal and community development throughout their adult life.
- In Sport and Recreation, students investigate the role of sport and recreation in maintaining good health, evaluate strategies to promote health and safety, and investigate personal and interpersonal skills to achieve goals.
- Sport and recreation involve students working individually, in groups and in teams. Students will be involved in acquiring, applying and evaluating information about and in physical activities and performances, planning and organising activities, investigating solutions to individual and community challenges, and using suitable technologies where relevant.

### What topics am I likely to learn about?

	Full Year Course	
	Core Topics (Theory)	Electives (Physical Activities)
<b>Year 10</b> (Elective)	<ul style="list-style-type: none"> <li>• Sport and recreation in the community</li> <li>• Sport recreation and healthy living</li> <li>• Health and safety in sport and recreation activities</li> <li>• Personal and interpersonal skills in sport and recreation activities</li> </ul>	<ul style="list-style-type: none"> <li>• Minor games               <ul style="list-style-type: none"> <li>– Games with modified rules</li> </ul> </li> <li>• Challenge and adventure activities               <ul style="list-style-type: none"> <li>– rock climbing, canoeing</li> </ul> </li> <li>• Games and sports               <ul style="list-style-type: none"> <li>– touch, volleyball, badminton golf, lawn bowls, archery and surfing.</li> </ul> </li> <li>• Lifelong physical activities               <ul style="list-style-type: none"> <li>– weight (resistance) training, strength and conditioning training, CrossFit, swimming and jogging.</li> </ul> </li> </ul>

### How will I show what I know and can do?

A variety of learning activities and assessment tasks will be used to assess your knowledge and understanding of key concepts and skills. Students will be provided the opportunity to experience and respond to the types of assessment they will encounter in the Senior course. Performance contributes to 50% of the overall grade.

### What senior subjects could this subject lead to?

Physical Education and Sport and Recreation. Students hoping to study Physical Education in Senior and are looking to pursue a tertiary pathway should choose Physical Education in Year 10.

## Visual Art

Students engage in art experiences to develop personal expression, aesthetic judgement and critical awareness. Two-dimensional and three-dimensional forms are created using a variety of materials, processes and functions. Display, discussion and critique of class work are also important aspects of Visual Art studies. Students learn to describe, analyse and interpret art works from past and contemporary art movements and study artworks from other cultures in past and present contexts.

### What is Visual Art all about?

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

### What topics am I likely to learn about?

Full Year Course				
<b>Year 10</b> (Elective)	<b>Artist Study. I am inspired by . . .</b>  Appropriation in Art – painting a famous masterpiece with a modern twist.	<b>Representation in art</b>  Using a drawing medium, students will translate an image in context as realistic as possible. The focus is on developing refined technique.	<b>Art is different</b>  Cameras have changed the artworld. This unit will look at what students can do with this new media area and how it has been transformed with digital technology.	<b>Stimulus</b>  The students will be exposed to a Stimulus. From this experience they will create their own personal artwork.

### How will I show what I know and can do?

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





# Immanuel Lutheran College

*Walk as Children of the Light*

126-142 Wisers Road  
Buderim Q 4556

T: 07 5477 3444  
E: [ilc@immanuel.qld.edu.au](mailto:ilc@immanuel.qld.edu.au)

[www.immanuel.qld.edu.au](http://www.immanuel.qld.edu.au)



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