

Options Handbook
9&10 2025



LAUNCESTON
CHRISTIAN
SCHOOL

Contents

LCS MISSION AND CORE VALUES	2
OUR SCHOOL.....	2
FROM THE HEAD OF SECONDARY	3
FROM THE PRINCIPAL.....	3
YEAR 9 AT LCS	5
ENGLISH.....	6
MATHEMATICS.....	6
HUMANITIES AND SOCIAL SCIENCES	7
SCIENCE	9
TECHNOLOGIES FOOD AND HOSPITALITY	9
TECHNOLOGIES DESIGN AND TECHNOLOGY	10
TECHNOLOGIES DIGITAL TECHNOLOGY	11
THE ARTS DRAMA.....	12
THE ARTS MUSIC	12
THE ARTS VISUAL ART	13
LANGUAGES	13
YEAR 10 AT LCS	15
ENGLISH.....	16
MATHEMATICS.....	16
HUMANITIES AND SOCIAL SCIENCES	17
SCIENCE	18
TECHNOLOGIES FOOD AND HOSPITALITY	20
TECHNOLOGIES DESIGN AND TECHNOLOGY	20
TECHNOLOGIES DIGITAL TECHNOLOGY	22
TECHNOLOGIES ELECTRONICS	22
THE ARTS DRAMA.....	23
THE ARTS MUSIC	23
THE ARTS VISUAL ART	24
LANGUAGES	25

LCS MISSION AND CORE VALUES

Mission Statement:

To glorify and honour God through Christ-centred education

Our Core Values:

To live in obedience to God

To act with humility, integrity and fairness

To work with creativity and diligence

To encourage participation and teamwork

To be trustworthy and accountable to one another

School Motto:

In Christ, Wisdom and Knowledge

We want to encourage our students to be diligent, respectful, and compassionate members of the community, to see them be ones who will use their gifts and talents to help others and give glory to God. At LCS our Key Values: Respect, Diligence and Compassion, reflect our Mission Statement.



RESPECT



DILIGENCE



COMPASSION

OUR SCHOOL



Launceston Christian School is one of many schools throughout Australia that belong to a wider association of Christian schools that are unified around the common goal of authentic, Bible-based, Christ-centred education. This network is known as Christian Education National (CEN). The school was established in 1976 and has enjoyed steady growth over many years resulting in over 760 students currently enrolled. Set on 12 hectares just ten minutes from Launceston City centre, the school is positioned in the beautiful Tamar Valley with the Tamar River forming a scenic backdrop.

Our environment is one where God and His Word provide the motivation for how we live our lives, including the education of our students. Parents have the responsibility for the education of their children and work together with staff to maximise their children's spiritual and academic growth. LCS is a community committed to prayer and strives to encourage one another in dedication, dependence on and obedience to Jesus Christ.



FROM THE PRINCIPAL

This booklet is designed to share information, answer questions, and offer a guide to navigating the educational pathways offered to Year 9 and 10 students here at Launceston Christian School

Year 9 and 10 students at LCS progress along their education pathways in a nurturing environment, guided by Christian teachers and other staff who are dedicated to their task in teaching students a sound Biblical worldview, doing this with deep love and care for the students entrusted to them.

The K-12 nature of LCS provides many opportunities for leadership and expression of creativity in the gifts God has given to young people. Providing these pathways gives our senior students the supportive environment to explore how best to develop their talents, understand the impact of influence on younger students and prepare them for life beyond school.

As we partner together during these important school years, I look forward to serving you, as students explore, uncover and discover the meaning that God intends for them in the world.

Mr Stuart Kent



FROM THE HEAD OF SECONDARY

Year 9 and 10 at Launceston Christian is an exciting time when students begin to have greater voice and agency in their education. As well as completing core subjects, they are given the opportunity to choose subjects to explore in greater depth. These optional subjects allow students to explore areas of interest and passion as well as areas that may contribute to further education.

As you read through this subject selection guide, we encourage you to think about:

- ✓ What are you interested in or enjoy studying?
- ✓ What are your strengths and weaknesses in learning?
- ✓ What are your goals for further education or training?
- ✓ What job opportunities are you considering?

Choosing optional subjects that you are invested in, is likely to lead to you being more engaged and achieving well.

We want to provide students with a fun, safe and supportive environment in which to grow academically, emotionally, relationally and spiritually. We understand that all students are unique and want to foster their individual gifts and talents. We also know these decisions can feel daunting, your teachers are here to support you and are available to talk through your options. We look forward to working with you in year 9 and 10.

Mrs Bonnie Armstrong

Courses

YEAR 9 OPTION SUBJECTS



LAUNCESTON
CHRISTIAN
SCHOOL

YEAR 9 AT LCS

The curriculum for Year 9 students will be made up of 7 compulsory/core subjects and 3 optional subjects. In 2025, we will run a fortnightly timetable, with 50 hour-long periods per fortnight (5 per day). Subjects, with their allocation of periods per fortnight, are shown in the following table.

Compulsory / Core Subjects	Bible Study	4
	English	7
	Mathematics	7
	Humanities	5
	Science	7
	Physical Education and Health	4
	The Rite Journey	4
	Optional Subjects	Option 1
	Option 2	4
	Option 3	4

YEAR 9 OPTION SUBJECTS

English Extension
Mathematics Methods
History
Geography
Legal Studies
Advanced Science
Design and Technology: Food Studies
Design and Technology: Workshop
Design and Technology: Textiles
Design Graphics
Digital Technology (Computing)
Drama
Music
Visual Art
Indonesian

In the following pages, you will find information specific to each of these option subjects. You can also find out who you should talk to, to find out more information.

Please note:

- A minimum number of students must opt for any subject before we consider that it is viable to run.
- There may be prerequisite considerations for students studying Science Extended or Maths Methods.

ENGLISH

Year 9 English Extension

9ENGX

In 9 Extension English, I will learn...

- How I can honour God through reading media texts with greater skill and discernment.
- How I can honour God through conducting effective and skilful research to inform my ideas.
- How I can honour God through expressing my ideas with accuracy, using contemporary media forms.
- How I can honour God through engaging with complex works of esteemed literature.
- How I can honour God through critically reading texts and refining responses.
- How I can honour God through developing understanding of how to express ideas in the essay form.

In a typical lesson, I might...

- Build on literacy concepts, skills and processes developed in earlier years of middle school.
- Interpret ideas read in texts, evaluating and researching issues.
- Read and respond to range of media and literary texts.
- Explore themes of human experience, cultural difference, interpersonal relationships and ethical/moral dilemmas.
- Plan, organise and refine ideas, constructing media publications and writing essays.

9 Extension English would suit someone who...

- Is interested in becoming a better reader.
- Is interested in discussing current issues.
- Is interested in reading and writing media texts.
- Is interested in reading and discussing literature.
- Is interested in improving essay writing skills.
- Is considering further study in English

For more information, I should talk to...

Mrs Rebecca Thiele

MATHEMATICS

Year 9 Mathematics Methods

9MTM

In 9 Mathematics Methods, I will learn...

- How Mathematics helps us to make sense of the world
- How to use my understanding of Number, Algebra, Measurement, Space and Chance and Data to describe situations and solve problems

In a typical lesson, I might...

- Problem solve and consider strategies for problem solving
- Study Arithmetic and Geometric Sequences and Series
- Apply logic and deductive reasoning to Geometric figures
- Learn about Linear and Quadratic Functions
- Complete tests, assignments, investigations and class discussions

9 Mathematics Methods would suit someone who...

- Is interested in learning more about how to solve problems
- Is interested in knowing how mathematics can solve problems in our society
- Is considering further study in mathematics, in particular Mathematics Methods Foundation in Year 10

For more information, I should talk to...

Mr Cameron Spaulding

HUMANITIES AND SOCIAL SCIENCES

Year 9 History Extension

9HISX

In 9 History Extension, I will learn...

- To understand the importance of our past in shaping ourselves and our society
- How to investigate aspects of the past using a variety of sources
- To develop empathy and a deep understanding of causes and consequences of different ideological conflicts
- How people changed the world through revolutionary movements
- To compare and contrast different world-views and movements
- To compare different events and ideas with a Christian worldview

In a typical lesson, I might...

- Read, listen, watch and discuss various topics and issues
- Respond to prompts and anecdotes
- Review and analyse different sources and artefacts
- Create presentations
- Research topics and important influencers
- Complete fact tests
- Write essays and reviews

9 History Extension would suit someone who...

- Is interested in how the past informs the future
- Likes to know why and how events happened in the past
- Is keen to develop their research and critical thinking skills
- Plans to study sociology, law, cultural studies or any of the behavioural sciences in Senior Secondary
- Is considering a career in areas like journalism, political science, community development, social work, law, governance, education and business.

For more information, I should talk to...

Mr Kim Jansen

Year 9 Geography Extension

9GEOX

In 9 Geography Extension, I will learn...

- To make the connection between biomes (the environment) and food security in Australia and internationally.
- How people's choices and actions have consequences on others in our global community.
- About the causes and consequences of change in places and environments and how can this change be managed?
- About the future implications of changes to people, places and environments.
- Why interconnections and interdependencies are important for the future of places and environments.

In a typical lesson, I might...

- Research and discuss case studies
- Create and present slide shows
- Visit sites to conduct a field study
- Use and create data and graphics relevant for geographical reviews and research
- Use data recording, spatial technologies and mapping software to analyse and review
- Complete a fact test or quiz
- Present research

9 Geography Extension would suit someone who...

- Wants to know more about the built and natural environment
- Is interested in environmental and social issues
- Is keen to know how to solve complex issues – social and environmental
- Likes to understand how environmental systems work
- Is interested in collecting and analysing data to investigate and solve problems
- Enjoys applying knowledge and skills in practical ways during field studies

For more information, I should talk to...

Miss Susan Davies

Year 9 Legal Studies

9LST

In 9 Legal Studies, I will learn...

- How and why individuals and groups, including religious groups, participate in and contribute to civic life.
- How political parties, lobby groups and the media influence the Australian Government.
- How citizens' political choices are shaped, including the influence of the media, ethics, beliefs and values.
- The key principles that underpin of our justice system.
- How the courts and enforcement agencies interpret and enforce the law.
- About current issues being debated and discussed in Australia.
- To review social commentary about contemporary issues like domestic violence, euthanasia, terrorism, indigenous well-being etc.
- How to be an 'influence for good' in our society/world – through advocacy and active participation in the democratic system.

In a typical lesson, I might...

- Discuss and debate issues
- Review media articles and reports
- Listen to guest speakers
- Tour Tasmanian Parliament and meet influencers
- Respond to contemporary issues creatively and analytically
- Research different ideologies, political and justice principles
- Reflect on and apply ethical and moral understanding to different issues and problems
- Discover practical and useful strategies to have a positive influence

9 Legal Studies would suit someone who...

- Is interested in politics & justice
- Is interested in understanding how societies are governed
- Wants to understand ethical & moral decision making
- Is interested in knowing how individuals and groups can help solve social & political problems in our society
- Is considering further study in sociology, philosophy, business & law.
- Wants to work in various vocations like journalism, teaching, social work, community development & advocacy, law & police, political advisor etc.

For more information, I should talk to...

Mrs Julie Ferguson



SCIENCE

Year 9 Advanced Science

9SCIA

In 9 Advanced Science, I will learn...

- How Science can help us better understand our world
- How I can use scientific processes and apply scientific skills to understand issues in society
- How developments in the study of science and technology have affected our lives
- How the understanding of biology, physics and chemistry can help us make sense of the world around us
- How body systems work together to maintain a functioning body, particularly at a cellular level
- How the endocrine system responds to various stimuli

In a typical lesson, I might...

- Create hypotheses and then plan, investigate, and research
- Write reports on your findings
- Create a presentation of scientific findings for the University of Tasmania Science Investigation Awards
- Study the scientific systems and processes that govern our world, and our bodies
- Perform experiments and practical investigations

9 Advanced Science would suit someone who...

- Is interested in how the world works
- Is interested in how the body works
- Is interested in knowing how science can solve problems in our society
- Is considering further study in the sciences

For more information, I should talk to...

Mr Brent Jose

TECHNOLOGIES | FOOD AND HOSPITALITY

Year 9 Food Studies

9DTF

In 9 Food Studies, I will learn...

- How to plan a meal.
- How to ensure meals and snacks are nutritious, delicious and attractive.
- About 'cake making' and decorating methods.
- What pastry is, and how to make and use different varieties.
- What foods can be included in a healthy eating plan.
- How to plan foods for a special occasion.

In a typical lesson, I might...

- Prepare food in a hygienic and safe way
- Design, make and evaluate food projects
- Complete research assignments and test

9 Food Studies would suit someone who...

- Enjoys cooking and eating different foods
- Wants to learn how to plan a nutritious and tasty meal for a special occasion
- Is considering further study or employment in the food industry.

For more information, I should talk to...

Mrs Michelle Reid

TECHNOLOGIES | DESIGN AND TECHNOLOGY

Year 9 Design and Technology: Textiles

9DTT

In 9 Design and Technology: Textiles, I will learn...

- How to consider issues such as stewardship, sustainability and innovation when designing a project.
- How to select and combine fabrics based on their properties and characteristics to create designs.
- How to use tools and techniques to produce functional and original products.
- How to effectively communicate design plans to other people.
- How to evaluate design solutions.
- How to identify potential safety hazards and how to put safety considerations into practice consistently.

In a typical lesson, I might...

- Investigate a design brief through brainstorming, research, mood boards, concept sketching, working drawings and, or prototyping.
- Explore new skills and techniques for working with textiles, including how to make fabrics.
- Explore a range of fibres and fabrics to understand their different properties, characteristics and uses.
- Learn how to use a commercial pattern to make a textile project.
- Work with textiles to make functional, aesthetic items of increasing complexity.
- Learn how to maintain safe work practises in the design studio by identifying and removing hazards.

9 Design and Technology: Textiles would suit someone who...

- Is interested in creating items using fibre, yarn and fabrics.
- Is interested in design and enjoys working with their hands and with machines.
- Is interested in applying design and practical solutions to solve problems.
- Is considering further study in the Design or Textile areas.

For more information, I should talk to...

Mrs Bronwyn Johns

Year 9 Design and Technology: Workshop

9DTM

In 9 Design and Technology: Workshop, I will learn...

- How to act responsibly and consistently with God-given resources and equipment considering issues such as sustainability, the environment, technological innovation and other people.
- How to appropriately select and combine materials considering their properties and characteristics when creating original and innovative designs
- How to utilize and develop my hand skills, machine skills and the tools and resources used to create functional and original projects and products.
- How to test and evaluate my design solutions and how to effectively communicate these to other people.
- How to explain motion, force and energy and how these are used to manipulate and control systems when designing simple engineered solutions.
- How to identify potential safety hazards in a workshop environment and how to put safety considerations into practice consistently.

In a typical lesson, I might...

- Investigate a design brief or technological issue through research, concept sketching, scale drawing, scale modelling using handskills, machining skills and/ or computer navigated equipment such as CNC.
- Learn how to incorporate creativity, functionality and aesthetics in my design work to make items and products with increasing complexity.
- Explore how motion, force and energy impact on designs and create solutions to accommodate these.
- Learn how to develop safe workshop practises such as identifying and removing hazards, appropriate hand tool use and machine use.
- Explore a range of materials including timbers (native, plantation and exotic), plastics, acrylics and metals.

9 Design and Technology: Workshop would suit someone who...

- Is interested in design work, working with their hands and with machines
- Is interested in knowing how Technology can solve problems in our society
- Is considering further study in the Technology areas

For more information, I should talk to...

Mr Glenn Deas or Mr Rob Gracie

Year 9 Design Graphics

9DG

In 9 Design Graphics, I will learn...

- How to understand and apply the elements and principles of design effectively
- How to identify and use specific features of graphics creation, manipulation and storage equipment and programs for specific purposes
- How to identify and apply the best methods and formats for creating graphics products for specific audiences and platforms
- How to identify and apply industry relevant techniques for accurate and attractive presentation of graphics.
- How to produce representations that communicate alternative points of view in media artworks for different community and institutional contexts.
- How to collaborate with others in design, production and distribution processes, and controlling equipment and technologies to achieve intentions.
- How to establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes
- How to communicate and document projects, including marketing for a range of audiences.
- How to select and use appropriate technologies skilfully and safely to produce high quality designed solutions suitable for the intended purpose.

In a typical lesson, I might...

- Develop Logo designs and develop digital assets for use in photo manipulation;
- Create advertising in all media – print, film and web – learning how to multi - platform
- Develop 2D character designs and turn these designs into animations
- Learn and practice Technical Drawing skills in traditional and digital formats using industry standard programs like Archi CAD
- Produce edited videos and movie products using Adobe Premiere and Adobe After Effects.
- Manipulate and enhance photos for a range of possible applications.
- Research, design, develop and manufacture physical products for a perceived need and market.
- Create 3D Models and Animations in Blender.
- Work in a small group to develop a shared design solution to a given problem.
- Work on an entry for a movie making competition.
- Research an inspirational designer.

9 Design Graphics would suit someone who...

- Is interested in design work, working with current tools and technologies to make visual and physical solutions to real world problems
- Is interested in understanding the purpose and process of design in many different industrial contexts
- Is considering developing their design skills and knowledge for further related study in year 10, 11 and 12.

For more information, I should talk to...

Mr Josh Armstrong

TECHNOLOGIES | DIGITAL TECHNOLOGY

Year 9 Digital Technologies

9ICT

In 9 Digital Technologies, I will learn...

- How to use digital technologies in a responsible, ethical, socially acceptable and God honouring way.
- How to create a dynamic website with html, css, javascript.
- How to work with data and write programs to help people solve problems.
- How robotics and automation can assist humans an ever-changing society.
- How society is impacted by the Internet of Things (IoT).
- How to write computer programs to create games using Python-Turtles, C#(Unity)
- About ergonomics and safe office practices to help reduce the chance of developing RSI, eye strain or other office related injuries

In a typical lesson, I might...

- Investigate a legacy computer game and research the technology and programming languages uses to create computer games.
- Solve a number of problems in an online collaborative learning hub.
- Plan a computer game that could run on multiple platforms.
- Modify source code of a computer game.
- Design, build and program an automated device with Lego Mindstorms
- Explore the employment opportunities in an ever-changing, technology driven world.

9 Digital Technologies would suit someone who...

- Is interested in discovering algorithmic solutions and writing computer programs
- Is interested in knowing how computer applications and technology can solve problems in our society
- Is considering further study in the computing or computer science.

For more information, I should talk to...

Mr Glenn Deas

THE ARTS | DRAMA

Year 9 Drama

9DRA

In 9 Drama, I will learn...

- To control my voice. To apply vocal control to ensure clarity and fluency.
- To communicate meaning and mood?
- How to establish and sustain a credible role?
- How to use technical skills (lights/sound/costume) to communicate my dramatic intention?
- How to work with others to achieve my dramatic goals
- How to effectively reflect on my own achievement and apply my observations to my personal development in drama?

In a typical lesson, I might...

- Learn introductory senior drama skills such as
- Using voice
- Physicalisation
- Interpreting text
- Communicating meaning
- Engage in class drama workshops.
- Engage in individual and group drama tasks.
- Learn drama skills and be assessed for them
- Learn drama pieces and perform them to a range of audiences.
- Reflect on my drama skills development and performances in a journal.

9 Drama would suit someone who...

- Wants to develop their drama skills
- Wants to build confidence.
- Develop improvising skills in dramatic work.
- Wants to develop their voice skills.
- Wants to learn scripts and perform them.
- Want to explore a range of theatre forms such as theatre games, comedy, script work and documentary drama.

For more information, I should talk to...

Mrs Bonnie Armstrong or Mrs Katherine Gunn

THE ARTS | MUSIC

Year 9 Music

9MUS

In 9 Music, I will learn...

- How to further develop my instrumental skills to play more challenging music which will enable me to play music I choose to play as a soloist or in a group.
- Develop my understanding of music theory so that I can so that I can improve my ability to understand and create music.
- How to create an improvised solo.
- How to use a computer to enhance music I create or perform.
- Where popular music come from. Learn how this help me better understand the music I listen to and how music is used to sell things and enhance video production

In a typical lesson, I might...

- Develop instrumental skills through learning technical pieces for their chosen instrument.
- Perform set class band and small groups pieces.
- Develop a repertoire (mostly of their choosing) of pieces for both solo and small group performances performed in a variety of circumstances.
- Work on a pathway of applied theory learning directed at your level of music understanding using both theory sheets and computer delivered learning tasks.
- Complete compositional and improvising learning tasks and student directed composing assignments.
- Demonstrate an understanding of basic audio equipment in both live sound and recording and an understanding of how to use basic music software programs which will include a selection from: 'Sibelius', 'Acid music', 'Pro-tool', 'Auralia' and 'Musition'.
- Complete assignment questions giving an overview of popular music and its history and a student choice assignment exploring a popular musician or group. Smaller assignments exploring the use of music in the media.

9 Music would suit someone who...

- Would like to learn an instrument and develop their skills on throughout the year.
- Would like to develop a repertoire of performance pieces as a soloist and in a small group.
- Would like to learn improvising skills and further compositional techniques. This should allow them to write more complex instrumental and song like pieces.
- Would like to have a better understanding of music and its makeup such as: an applied theory course, an overview of the history of popular music

For more information, I should talk to...

Mr Andrew Swift or Mr Peter Stewart

THE ARTS | VISUAL ART

Year 9 Art

9ART

In 9 Art, I will learn...

- Be given a range of artistic experiences which build the Year 7 and 8 courses.
- Be given practical assignments that will generally run for two double lessons, so that the course maintains a pace that allows as many different experiences as possible.
- Upon completing this year 9 course, have the technical and design skills to enable me to undertake Year 10 Art with greater independence and self-exploration.

In a typical lesson, I might...

- Undertake the following:
 - Painting.
 - Print Media.
 - Digital Photography.
 - Sculpture.
 - Graphic Design.
 - Ceramics.
- Students will also use a journal regularly.

9 Art would suit someone who...

- Wants to gain increasing control over the art materials they use.
- Learn what words and terms are used when talking about Art.
- Wants to extend and challenge my understanding of Art and design.
- Wants to explore the limits / possibilities of artistic expression.

For more information, I should talk to...

Mrs Jacqueline Goelst

LANGUAGES

Year 9 Indonesian

9IND

In 9 Indonesian, I will learn...

- How beliefs and traditions affect lifestyle and how this varies across the archipelago
- How people travel throughout Indonesia
- The significance of different landmarks (natural and man-made) in Indonesia and why they are important
- How environmental issues in Indonesia impact daily life
- How ideas about health are influenced by language, culture and location

In a typical lesson, I might...

- Investigate current issues in Indonesia
- Complete research tasks about culture
- Create and perform short dialogues and presentations
- Translate texts
- Participate in language games and traditional Indonesian games
- Interact in conversation with peers
- Explore grammar conventions and sentence structure
- Go on excursions
- Create texts in Indonesian to communicate with others

9 Indonesian would suit someone who...

- Is interested in other cultures
- Enjoys language learning
- Is interested in learning about Australia's closest neighbouring country
- Is considering further study in languages or Asian studies

For more information, I should talk to...

Mrs Fancy Reyes Ibarra

Courses

YEAR 10 OPTION SUBJECTS



LAUNCESTON
CHRISTIAN
SCHOOL

YEAR 10 AT LCS

The curriculum, for Year 10 students will be made up of 6 compulsory/core subjects and 4 optional subjects.

Subjects, with their allocation of periods per fortnight, are shown in the following table.

Compulsory / Core Subjects	Bible Study	4
	English	7
	Mathematics	7
	Humanities	5
	Science	7
	Physical Education and Health	4
Option Subjects	Option 1	4
	Option 2	4
	Option 3	4
	Option 4	4

YEAR 10 OPTION SUBJECTS

English Extended
Mathematics Methods
History Extension
Geography Extension
Legal Studies
Business Studies
Science Extended
Design and Technologies: Food Studies
Design and Technologies: Workshop
Design and Technologies: Textiles
Design Graphics
Digital Technologies
Electronics: Robotics
Drama
Music
Audio Design and Technology
Visual Art
Indonesian

In the following pages, you will find information specific to each of these option subjects. You can also find out who you should talk to, to find out more information.

Please note:

- A minimum number of students must opt for any subject before we consider that it is viable to run.
- There may be prerequisite considerations for students studying Science Extended or Maths Methods - Foundation.

ENGLISH

Year 10 English Studies

10ENGX

In 10 English Studies, I will learn...

- How I can evaluate text structures.
- How I can recognise and cultivate a writing voice.
- How I can meaningfully engage with the writing process.
- How I can respond with discernment and wisdom, considering Christian responses to issues represented in texts.
- How I can clearly convey my ideas to others using a range of modes and text forms.
- How I can accurately communicate in a range of spoken and written contexts with an improved standard of literacy.
- How I can make my writing more accurate, clear, and fluent.
- How I can use linguistic, grammatical, and structural features for effect.

In a typical lesson, I might...

- Build on literacy concepts, skills and processes developed in earlier years of middle school.
- Read and respond to a range of texts.
- Write for a range of contexts and purposes.
- Discuss how issues and cultural ideas are represented in texts.
- Plan, organise and refine ideas, presenting them through analytical, creative, and persuasive modes.
- Engage in revision and drafting to improve writing.

10 English Studies would suit someone who...

- Enjoys reading stories and viewing films.
- Is interested in becoming a better reader.
- Is interested in discussing current issues.
- Is interested in reading and writing (analytical and creative) texts.
- Is interested in reading and discussing cultural ideas.
- Is interested in improving essay writing skills.
- Is considering further study in English

For more information, I should talk to...

Mrs Rebecca Thiele

MATHEMATICS

Mathematics Methods – Foundation Level 3 (TASC)

MTM315117

In Mathematics Methods – Foundation, I will learn...

- To apply reasoning skills and solve problems involving algebra, functions and graphs, exponential functions, circular functions, differential calculus and probability
- To use mathematical and statistical language to communicate arguments and strategies when solving mathematical problems
- To choose and use CAS and other technology appropriately.

In a typical lesson, I might...

- Further develop and utilise skills in the core areas of algebra, functions and graphs, exponential and circular functions, differential calculus and probability
- Undertake a range of assessment tasks, practical tasks and analytical tasks.

Mathematics Methods – Foundation would suit someone who...

- Needs to build upon and extend their mathematical skills in the STEM and related areas
- Has well developed organisational and problem-solving skills.

Enrolling in Mathematics Methods – Foundation requires (prerequisites):

- An 'A' (or strong 'B' in consultation with teachers) in Year 9 Mathematics
- Year 9 Mathematics Methods is desirable but not essential

Mathematics Methods – Foundation may lead to:

- Many other pre-tertiary STEM and related subjects
- Mathematics Methods 4.

For more information, I should talk to...

Mrs Aileen Lake or Miss Catherine Sparrow

HUMANITIES AND SOCIAL SCIENCES

Year 10 History Extension

10HISX

In 10 History Extension, I will learn...

- To understand the importance of our past in shaping ourselves and our society
- How to investigate aspects of the past using a variety of sources
- To develop a deep understanding of the causes and consequences of different events in various time periods, including ancient societies, the Medieval era and modern global conflicts and wars.
- How people changed the world through political, religious, economic, and social movements like communism, the Reformation, colonisation, and terrorism
- To discern what motivates people to act in ways that harm
- To explore how people and societies respond to injustice and inhumane behaviour
- To compare different events and ideas with a Christian worldview

In a typical lesson, I might...

- Read, listen, watch and discuss various topics and issues
- Respond to prompts and anecdotes
- Review and analyse different sources and artefacts
- Create presentations
- Research topics and important influencers
- Complete fact tests
- Write essays and reviews

10 History Extension would suit someone who...

- Is interested in how the past informs the future
- Likes to know why and how events happened in the past
- Is keen to develop their research and critical thinking skills
- Plans to study sociology, law, cultural studies or any of the behavioural sciences in Senior Secondary
- Is considering a career in areas like community development, social work, law, journalism, political science governance, education and business.

For more information, I should talk to...

Mr Kim Jansen

Year 10 Geography Extension

10GEOX

In 10 Geography Extension, I will learn...

- To survey and represent ideas about places and people using a variety of tools, spatial technologies, and data-gathering techniques
- How different landscapes and landforms were created perfectly yet are changing over time due to human impacts
- The scope and scale of past and present behaviour that has impacted vulnerable people and ecosystems
- The environmental functions and social factors that support life and wellbeing
- How our use of resources is predicted to be unsustainable and how this could be resolved
- To review the global, national, and local differences in significant demographics since the 1940s.
- To explore and investigate the different measures of human well-being
- About various programs that are trying to 'bridge the gap' between different well-being factors

In a typical lesson, I might...

- Research and discuss case studies

- Create and present slide shows
- Virtually visit sites to evaluate well-being factors
- Analyse well-being statistics to inform proactive responses to different needs
- Complete a fact test or quiz
- Present research as reports, posters, pamphlets etc
- Plan and conduct a local well-being 'improvement' project

10 Geography Extension would suit someone who...

- Wants to know more about human well-being
- Is interested in environmental and social issues
- Is keen to know how to solve complex issues – social and environmental
- Is interested in collecting and analysing data to investigate and solve problems
- Enjoys applying knowledge and skills in practical ways
- Is interested in further study in various Arts and Environmental Faculties
- Would like to manage community development projects
- Aspires to work with vulnerable people

For more information, I should talk to...

Miss Susan Davies

Year 10 Legal Studies

10LST

In 10 Legal Studies, I will learn...

- About rules and laws that form and shape our society and justice system
- About the three levels of government and the importance of Separation of Powers and Rule of Law.
- About Police powers and policing, including how crimes are investigated
- Consumer Law and individual protections and rights
- Family Law and protecting vulnerable children
- Employment Law that includes legal rights and protections like safety and employment conditions

In a typical lesson, I might...

- Read, listen, watch and discuss various topics and issues
- Respond to prompts and anecdotes
- Review and analyse different sources and artefacts
- Create presentations
- Research topics and important influencers
- Complete fact tests
- Write essays and reviews

10 Legal Studies would suit someone who...

- Wants to study level 3 (pre-tertiary) Legal Studies
- Is interested in politics & justice
- Is interested in understanding how Australia is governed
- Wants to be informed about the rights and protections the Law provides
- Is considering further study in sociology, philosophy, business & law.
- Wants to work in various vocations like journalism, teaching, social work, community development & advocacy, law & police, political advisor etc.

For more information, I should talk to...

Mrs Julie Ferguson

Year 10 Business Studies

10BST

In 10 Business Studies, I will learn...

- What small business contributes to society
- Reasons for success and failure of small businesses
- How to run a small entrepreneurial business
- How to respond to changing social and economic conditions that impact businesses
- About business operations like marketing, compliance with relevant regulations and laws and keeping accounts.
- Where to access finance for small business start-ups
- About record keeping
- How to measure business performance
- How to make investment decisions
- How to apply economic and business knowledge and skills in familiar and hypothetical situations.
- How to present reasoned arguments using financial data and other measures

In a typical lesson, I might...

- Review case studies
- Listen, watch and read about business theories and practices
- Investigate different types of small businesses
- Monitor and review information about various business and economic issues
- Respond to different economic scenarios
- Participate in ASX Sharemarket game
- Plan and conduct a student enterprise
- Learn how to use record-keeping software
- Prepare and present reports about business performance
- Participate in mock 'Board Meetings'
- Consider aspects of corporate social responsibilities
- Apply biblical thinking to financial issues and lifestyle choices

10 Business Studies would suit someone who...

- Wants to know more about the benefits of giving as well as earning money
- Is interested in running a small business
- Is keen to manage their finances
- Is interested in financial planning and reporting
- Is keen to manage their own finances well
- Wants to know more about how the economy works and influences society
- Intends to study Business Studies or other related subjects
- Is creative and organised and likes to manage people and resources
- Likes solving problems and enjoys strategic thinking
- Would like to pursue a vocation in the business sector

For more information, I should talk to...

Mr John Farrow

SCIENCE

Year 10 Advanced Science

10SCIA

In 10 Advanced Science, I will learn...

- The role DNA, genes and protein synthesis have in passing on heritable characteristics from one generation to the next
- About the macromolecules and how nutrients are dependent on their chemistry to determine their digestion process
- How features can be determined in more complex breeding types e.g. incomplete dominance
- How new species occur within both the creation and evolution model
- How chemistry can help us understand biology, especially in terms of respiration, photosynthesis, and macromolecules in the digestion of food.
- How to explain, investigate and predict physical and chemical behaviour through language, terminology and understanding that underpin physics and chemistry by studying:
 - Force and motion
 - Momentum
 - Projectile motion
 - Energy changes in Physics
 - The periodic table and its meaning
 - Covalent bonding and organic chemistry
 - Ionic bonding and ionic equations
 - Stoichiometry

In a typical lesson, I might...

- Learn about the chemistry of macromolecules or the cellular chemistry (Biochemistry)
- Solve problems and biology related equations such as cross-breeding and incomplete dominance punnet squares
- Take part in experiments that investigate the roles of processes in biology, chemistry and physics, such as the role of chloroplasts in the process of photosynthesis, the famous melon drop and Vit C stoichiometry titration calculations
- Complete end-of-unit tests and mid-year exams on biological processes
- Experiment with technology such as SMART Cars and perform a graphing evaluation

10 Advanced Science would suit someone who...

- Is interested in knowing how science can solve problems in our society
- Wants to learn to apply basic principles to explain observations of the properties and behaviour of matter and natural phenomena that occur in the real world
- Wants to develop skills in scientific thinking and understanding of scientific terminology
- Is considering further study in the Sciences, in particular, Physical Science, Chemistry and Biology

For more information, I should talk to...

Mr Brent Jose or Mr Darryl Bain



Year 10 Food Studies

10DTF

In 10 Food Studies, I will learn...

- Why hygiene and safety are important when preparing food.
- What causes food deterioration
- How to preserve food
- The importance and use of various key ingredients like yeast, vinegar, grains, spices, and oils
- To prepare food in the 5 food groups that contribute essential nutrients and align with the Australian Guide to Healthy Eating
- How other cultures influence our food choices
- How to buy and prepare a culturally diverse range of food that is ethical, sustainable, and respectful
- Which cultures have the healthiest cuisine and why
- How dietary needs like food allergies and intolerances can be accommodated when preparing food
- How food and packaging choices impact on the environment
- The importance of sustainable food production and packaging
- The importance of local farmers and farming practices in relation to food supply chains
- How to create and produce designed solutions in a Food Technology context

In a typical lesson, I might...

- Prepare, present, and evaluate food
- Plan a banquet
- Preserve food using different techniques
- Create a menu
- Present to the class
- Research topics relating to foods
- Solve problems
- Design meals that consider the dietary needs of others

10 Food Studies would suit someone who...

- Enjoys cooking and is keen to know about different cultural cuisines
- Wants to learn a broad range of cooking skills and techniques
- Has an interest in health and nutrition
- Desires further study or employment in the food industry or catering

For more information, I should talk to...

Mrs Michelle Reid

Year 10 Design and Technology: Textiles

10DTT

In 10 Design and Technology: Textiles, I will learn...

- How to consider issues such as stewardship, sustainability and innovation when designing a project.
- How to select and combine fabrics based on their properties and characteristics to create design solutions.
- How to select and, or modify a suitable pattern appropriate to my skill level.
- How to use hand skills, machine skills and techniques to produce functional and original products.
- How to plan and produce design solutions that are functional, sustainable, and aesthetically pleasing.
- How to identify potential safety hazards and how to put safety considerations into practice consistently.

In a typical lesson, I might...

- Investigate a design brief through brainstorming, research, mood boards, concept sketching, working drawings and, or prototyping.
- Learn new skills and techniques for working with textiles.
- Explore a range of fibres and fabrics to understand their different properties, characteristics and uses.
- Learn how to use a commercial or online pattern to make a textile project.
- Work with textiles to make functional, aesthetic items of increasing complexity.
- Learn how to maintain safe work practises in the design studio by identifying and removing hazards.

10 Design and Technology: Textiles would suit someone who...

- Is interested in knowing how to use textiles to make garments and create items for personal use and the home.
- Is interested in design and enjoys working with their hands and with machines.
- Is interested in applying design and practical solutions to solve problems.
- Is considering further study in the Design or Textile areas.

For more information, I should talk to...

Mrs Bronwyn Johns

Year 10 Design and Technology: Materials

10DTM

In 10 Design and Technology: Materials, I will learn...

- How to incorporate good stewardship and sustainable use of materials when designing a project.
- How the availability, sustainability, properties, and characteristics of different materials (solid timber, plywood, and veneer) influence my design choices and are valued in the furniture industry.
- About the manufactured materials available in furniture design and how they compare to raw timber in terms of cost, quality, application, and sustainability.
- How both machines and traditional hand skills can be used individually and in partnership in the construction of fine wood projects and furniture.
- How I can effectively incorporate a variety of manufacturing processes into my designs.
- How to design and construct specialised moulds to aid construction processes.
- The advantages and disadvantages of mass-produced furniture items produced in factories around the world.
- How to identify potential safety hazards in a workshop environment and consistently put safety considerations into practice.
-

In a typical lesson, I might...

- Investigate a design brief or technological issue through research, concept sketching, scale drawing, scale modelling using hand skills, machining skills and computer-navigated equipment such as the laser cutter.
- Learn how to incorporate creativity, functionality, and aesthetics in my design work to make increasingly complex items and products.
- Learn how to develop safe workshop practises such as identifying and removing hazards with appropriate hand tools and machine use.
- Learn how to apply knowledge and understanding about materials, technologies, and processes to create functional designs and solutions that solve a problem or meet a need.
- Develop project plans using digital technologies to plan and manage projects individually and collaboratively, taking into consideration time, cost, risk, and production processes
- Learn how to evaluate design ideas, processes and solutions against set criteria.

10 Design and Technology: Materials would suit someone who...

- Is interested in design and enjoys undertaking practical tasks both by hand and with machines.
- Is interested in how a variety of functional and recreational wood products are made
- Is interested in applying design and practical solutions to solve problems
- Is considering further study in the Technology areas.

For more information, I should talk to...

Mr Glenn Deas or Mr Rob Gracie

Year 10 Digital Fabrication, Product Design and Media

10DFP

In 10 Digital Fabrication, Product Design and Media, I will learn...

- How to research and develop real and unique products (both digital and physical) from concept – production – marketing and launching into real world applications and markets.
- How to understand the fundamental ideas and practices that shape the current field of industrial design
- How to work with traditional drawing methods and industry standard CAD programs to control a range of digital fabrication processes including 3D printing, laser cutting and other industrial level tools accessed in local and online fabrication businesses.
- How to market and promote products using digital technologies and online platforms appropriate to their product and audience.
- How to communicate to varied audiences effectively through a range of digital media applications.

In a typical lesson, I might...

- Research best practice design development processes in a given area
- Develop product designs through sketching and technical drawing, ideation and critical discussion and analysis
- create advertising in all media – print, film and web – learning how to multi - platform
- Develop 2D vector designs for use in laser and vinyl cutting applications and tools
- Learn and practice Technical Drawing skills in digital formats using industry standard programs like Archi CAD and Autodesk software.
- produce edited videos and movie products using Adobe Premiere and Adobe After Effects.
- Manipulate and enhance photos for a range of possible applications.
- Research, design, develop and manufacture physical products for a perceived need and market.
- Create 3D Models in Blender for 3D printing tools
- Work in a small group to develop a shared design solution to a given problem.
- Take Photos.
- Sketch.
- Create prototypes.
- Conduct market surveys and research.
- Watch software, hardware, design process tutorials and presentations.
- Drive the laser cutter, vinyl cutter, router, and 3D printer.
- Liaise with local industries to get specialised parts manufactured.
- Meet and listen to local and national design entrepreneurs and makers and media specialists.
- Assemble products I have designed and manufactured.
- Present my work in physical and digital displays.
- Liaise with retail sales outlets and customers for the placement of my products.

10 Digital Fabrication, Product Design and Media would suit someone who...

- Is interested in design work, working with current tools and technologies to make visual and physical solutions to real world problems
- Is interested in understanding the purpose and process of design in many different industrial contexts
- Would like to know how to start their own design enterprise now.
- Is considering developing their design skills and knowledge for further related study in year 11 and 12.
- Would like to build a folio of work and a suite of skills relevant to industries seeking technologically literate, competent and flexible trainees.
- Is interested in working with current tools and technologies to make audio/visual communication for multiple platforms
- Loves movies
- Loves filming, being filmed and playing with the creative possibilities of cameras.
- Is interested in understanding the purpose and process of design in many different movie and animation genres

For more information, I should talk to...

Mr Josh Armstrong

Year 10 Digital Technologies
10ICT
In 10 Digital Technologies, I will learn...
<ul style="list-style-type: none"> • How to use digital technologies responsibly, ethically, socially acceptable and God honouring way. • How to solve problems using computers. • How I can design my own computer games and write programs to build robots and automated systems. • How to develop an effective program using established algorithms and implementing of conditional statements, loops, and methods. • How to implement computer game design using an object-oriented programming language such as Python (Turtles, Py-Game) and C# (Unity Game). • How to work as part of a team in a collaborative project-based assignment.
In a typical lesson, I might...
<ul style="list-style-type: none"> • Investigate and learn basic game design. • Investigate, report or present ideas about historical or legacy computer games. • Learn the fundamentals of Python and C# programming languages through practical programming tasks. • Learn how to use Microsoft Visual Studio to create, edit and debug programs. • Learn to work as part of a project team to plan, design and implement a computer game. • Participate in brainstorming and storyboarding activities to create computer games. • Design and create games for multiple platforms such as Windows/PC, XBOX, and HTML5. • Make a Lego robot perform simple tasks autonomously. • Be introduced to Object Oriented Programming Languages (Java or C#) • Prepare documentation that presents the design process for a finished project. • Report on the role of ICT and programming in society and the positive and negative effects. • Complete a major project that makes use of: Lego robotics, dynamic website construction, Raspberry Pi's and associated technology.
10 Digital Technologies would suit someone who...
<ul style="list-style-type: none"> • Is interested in collaborative design or project-based computing. • Is interested in computer game design, game testing or game programming. • Is interested in further development of automated systems or robotics. • Is considering further study in the computing or computer science.
For more information, I should talk to...
Mr Glenn Deas

Year 10 Robotics
10ELT
In 10 Robotics, I will learn...
<ul style="list-style-type: none"> • How to identify basic electronic components, circuit symbols and simple introductory circuits. • To demonstrate an understanding of basic Arduino functions and programming concepts. • An understanding of basic sensors, servo motors and drive motor control techniques • How to conduct a series of experiments involving the Arduino, series circuits and others • How to program and construct basic micro-control systems involving either Lego, Matrix and Arduino • How to undertake one or more projects involving electronics and/or robotics • How to apply basic Arduino concepts to more complicated robots. • How to use circuit simulation software. • How to measure voltage, current and resistance and apply this to simple circuits. • How to relate prefixes and multipliers to electronics and electronic components.
In a typical lesson, I might...
<ul style="list-style-type: none"> • Identify components and how to handle them safely • Design and create basic circuit boards • Work with hand tools, including soldering • Construct and test simple electronic/robotic projects and work towards making more complex robots • Use bread boards and experiment with the Arduino • Use circuit simulation software and test equipment • Write reports and complete tests and challenges with robots
10 Robotics would suit someone who...
<ul style="list-style-type: none"> • Is interested in knowing more about electronic circuitry • Is interested in designing and building functioning robots • Is interested in further study in electronics or mechatronics
For more information, I should talk to...
Mr Bruce McIntosh

THE ARTS | DRAMA

Year 10 Drama

10DRA

In 10 Drama, I will learn...

- How I can explore drama as an art form through improvisation, scripted drama, rehearsal and performance.
- How to use role, character, relationships and situation in my scene building.
- How to use of voice and movement to sustain belief in character.
- How to maintain focus and manipulate space and time, language, ideas and dramatic action.
- How experimentation with mood and atmosphere, contrast, juxtaposition and dramatic symbol and production elements impacts the communication of ideas.
- How experimentation with style, meaning and interpretation, forms and elements and social, cultural, and historical influences of drama impacts my drama making.
- Traditional and contemporary styles of drama.
- How to perform to different audiences.
- How to put on a drama performance.
- Reflective practice.
- How to critically evaluate the drama works.

In a typical lesson, I might...

- Improvise.
- Learn exercises to develop characters.
- Practice vocal control skills.
- Perform solo (Perform a monologue).
- Study skills and conventions.
- Brainstorm ideas for a public performance.
- Participate in casting for a show, and/or the technical roles to produce it.
- Research and develop my character.
- Memorise my lines and practice public performance skills.
- Develop and participate in a rehearsal schedule.
- Run a technical department (lights, sound, set, costume, props, publicity).
- Publicly perform a student directed play.

10 Drama would suit someone who...

- Enjoys performing in front of an audience
- Wants to develop their dramatic performance skills.
- Wants to know more about the process of producing and presenting a dramatic performance.
- Wants to develop their public performance or technical theatre skills.
- Is interested in pursuing further studies in Drama.

For more information, I should talk to...

Mrs Bonnie Armstrong or Mrs Katherine Gunn

THE ARTS | MUSIC

Year 10 Music

10MUS

In 10 Music, I will learn...

- To select a pathway that will increase my instrumental skills, focussing on technical pieces, learning relevant scales and selecting repertoire that can lead towards playing year 11/12 music repertoire for my instrument.
- Learn to play pieces as a soloist and in small groups and to perform before a variety of audiences. Some students will be challenged to perform outside of the classroom environment, such as at the rock challenge.
- A greater understanding of music theory that includes song writing theory and pre-year 11/12 music theory.
- How to fluently improvise in a variety of band experiences and performances.
- How to use a computer to enhance music I create or perform. How to write and record music.
- How I can use my understanding of music and it's place in society to further my own musical aspirations. For example, where music is performed in my local area.

In a typical lesson, I might...

- Develop instrumental skills through learning technical pieces for their chosen instrument.
- Perform set class band and small groups pieces.
- Develop a repertoire (mostly of their choosing) of pieces for both solo and small group performances performed in a variety of circumstances.
- Work on a pathway of applied theory learning directed at your level of music understanding using both theory sheets and computer delivered learning tasks.
- Use my instrument skills to make up music within a band context.
- Develop song writing skills.
- Demonstrate an understanding of basic audio equipment in both live sound and recording Set up a PA for a band performance. Help in the recording of music.
- Complete assignment questions giving an overview of how music is used in society, what types of styles of music are there and who uses these and what types of music is performed in my local area.

10 Music would suit someone who...

- Would like to develop their instrumental skill.
- Would like to develop a repertoire of performance pieces as a soloist and in a small group.
- Would like to learn improvising skills and further compositional techniques. This should allow them to write more complex instrumental and song like pieces.
- Would like to have a basic understanding of the theory of song writing and arranging.
- Would like to have a better understanding of music and its makeup such as: why certain types of music is used by certain types of people and in certain applications.

For more information, I should talk to...

Mr Peter Stewart

Year 10 Audio

10AUD

In 10 Audio, I will learn...

- How to set up a basic vocal PA with singers, guitars and keyboard.
- How to set up a more advanced PA using larger mixers, foldback and more instruments such as drums and bass.
- Learn about the different equipment we use in live sound and in studio recording, including such things as microphones, audio interfaces, speakers etc.
- How to use several different types of music software to create a variety of different musical ideas. Such as
- Using Loops to create techno / Dance type music
- Creating original music using soft synthesisers
- Adding sound and music to film
- Editing audio to create new sounds and pieces
- How to record and edit your own audio
- How use an industry standard recoding software to:
- Create more advanced music using midi to control soft synthesisers.
- How create podcasts with introductory music.
- How create your own special sound effects
- How record a variety of music instruments such as, guitars, bass, keyboards and drums.
- How to record a complete song from scratch
- Introductory and advancing techniques to recording instruments and editing them to make them sound better. This is an introduction to recording songs and other types of music.
- Students will be given an opportunity to choose to explore some aspects of audio they are more interested in, such as song recording or techno music.

In a typical lesson, I might...

- Set up a sound system with vocal microphones, guitars and keyboards, bass guitar and drums and use foldback.
- Use existing audio loops to combine them and create your own piece of music.
- Add existing audio to a short film that has no sound.
- Create your own sound effects and vocals for a short film with no sound.
- Create your own music using midi to control soft synthesisers and use arpeggiators.
- Record instruments to create or re-create a short song.
- Record full songs and groups

10 Audio would suit someone who...

- Has had some experience with music software and would like to study their use further.
- Enjoy creating their own music and would like to learn how to do this with software.
- Play instruments and would like to learn how to record them.
- Are interested in film and tv and would like to learn how professional ad sounds to these.
- Would like to learn about live sound and audio in general.
- Enjoy music and would like to learn how to use software to enhance that enjoyment.
- Would like to work in the live sound industry, in a recording studio, or like to be a recording artist.
- Is interested in studying Audio in years 11/12

For more information, I should talk to...

Mr Peter Stewart

THE ARTS | VISUAL ART

Year 10 Art

10ART

In 10 Art, I will learn...

- How to analyse how artists use visual conventions in artworks.
- How to investigate historical and contemporary artists and how they create meaning in their artworks.
- How to identify and connect features and purposes of artworks and explore viewpoints to enrich my own artmaking.
- How to identify and evaluate influences that impact personal expression in my own artmaking.
- How to experiment with conventions and techniques to represent a theme, concept or idea and critically analyse the elements and principles of design.
- Techniques and processes to enhance the representation of ideas and personal expression in my artmaking.
- How to present my artwork to an audience to lead them toward my intended response.

In a typical lesson, I might...

- Watch interviews and read articles on artists to understand their use of visual conventions and processes in how they work.
- Write responses to evaluate and reflect on different artworks.
- Create artworks in response to a variety of artists, focusing on techniques, themes, or concepts.
- Evaluate learning success as I respond to feedback and critiques and reflect on processes and outcomes.

10 Art would suit someone who...

- Enjoys creating and understanding visual art.
- Wants to have a greater understanding of artists and the art world.
- Wants to develop their own visual art techniques and processes.
- Is interested in developing their own "voice" as an artist.
- Is considering further study in the Visual Arts.

For more information, I should talk to...

Mrs Jacqueline Goelst

LANGUAGES

Year 10 Indonesian

10IND

In 10 Indonesian, I will learn...

- How to use grammar and sentence structure to express ideas about self and community in Indonesian
- How to pronounce Indonesian phonemes and words in context
- How to interact with peers and adults using written and spoken Indonesian to communicate
- How to develop an understanding of cultural diversity and the grace of God throughout nations
- How indigenous Indonesian groups differ and compare to the Aboriginal people of Australia
- How to translate written texts from Indonesian to English and vice versa.
- How to initiate and maintain conversations that exchange and compare ideas in Indonesian.
- How to interpret and analyse information from written and oral language.
- How to reflect on their use of English and draw on their own experiences as language users when learning Indonesian.

In a typical lesson, I might...

- Study and practice vocabulary through interactive games
- Translate written text from Indonesian to English and identify the diverse ways in which ideas are communicated
- Recreate traditional ceremonies and games played in the streets of Indonesia
- Go on excursions that bring the learning content alive and help make it relevant
- Work on oral presentations about self and community
- Write down summaries in Indonesian
- Read about different cuisines and the history of spice trading in Southeast Asia
- Play games that help students recall vocabulary and sentence structure
- Contact native speakers of Indonesian living in Launceston through church communities and UTAS international student body

10 Indonesian would suit someone who...

- Is interested in learning about Australia's closest neighbouring country
- Values cultural diversity
- Is curious and enthusiastic about languages
- Is not afraid of making mistakes
- Is willing to learn different pronunciation and initiates conversations using Indonesian
- Can make accurate predictions to interpret and communicate ideas
- Enjoyed learning Indonesian in the past
- Who aspires to work or travel internationally
- considering further study in languages or Asian studies

For more information, I should talk to...

Mrs Fancy Reyes Ibarra

CONNECT WITH US

Our priority is to promote clear and easy communication within our school community, so we invite you to connect with us in the following ways:

LCS Website



The Herald



A fortnightly newsletter capturing moments from around the school.

The Hub

The Hub is an online learning management system used by our whole school community. Teachers, students and parents use this system to access information about classes, assessments, reporting and school events. Only current parents and students can access this system, so once your child begins school you will be given details of how to log into The Hub.

Parent Orbit



The Parent Lounge app, Parent Orbit, is an easy to use mobile app for our parent community. Parent lounge enables you to update us with important information regarding your child.

Facebook



Instagram



Vimeo



Interested in what students are doing around our school and how our creative team celebrates our Christian schooling? Then view some of the audio visual material.

in Christ, wisdom and knowledge

*"To glorify and honour God
through Christ centred education"*