

Options Handbook **9 & 10 2027**



LAUNCESTON
CHRISTIAN
SCHOOL

CHOOSING OPTION SUBJECTS

Year 9 and 10 are an important season of discovery, growth, and direction. During this time, students begin to explore their interests, recognise their gifts, and consider the pathways that God may be calling them to pursue. The choices made in these years are more than just subject selections—they are stepping stones toward future study, service, and vocation.

Our Year 9 and 10 option classes are intentionally designed to help students explore a wide range of learning areas, while also preparing for the demands and opportunities of Years 11 and 12. Each subject opens doors, builds skills, and lays a foundation for further study. Whether a student is drawn to academic, vocational, creative, or practical pathways, these choices help shape the journey ahead.

As a Christian learning community, we believe each student is uniquely created by God with purpose and potential. We encourage students to approach these decisions thoughtfully, prayerfully, and with a willingness to grow. These years are not just about choosing subjects. They are about discovering direction and developing character, in readiness for the future that God is preparing us for.

***For we are God's handiwork, created in Christ Jesus to do good works,
which God prepared in advance for us to do.***





Mr Guy ~ Mrs Armstrong ~ Mr Black

FROM THE SECONDARY LEADERSHIP TEAM

Year 9 and 10 at Launceston Christian is an exciting time when students begin to have greater voice and agency in their education. In addition to continuing their core subjects, students choose optional subjects that reflect their passions, interests and potential future pathways they are considering for the future.

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?
- ✓ What are your goals for further education?
- ✓ 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. Sometimes, choosing options can feel overwhelming but rest assured your teachers are here to support you and are available to discuss your choices. We look forward to working with you in Year 9 and 10.

SUBJECT PATHWAYS

Each Year 9 and 10 option subject contributes to one of the learning pathways at LCS, all of which extend into Years 11 and 12. Students are encouraged to select subjects from different pathways to explore a variety of experiences. However, if you have a strong interest or passion in a particular area, you are encouraged to continue along that pathway through Years 9 and 10 and into the senior secondary years.

The table below shows how option subjects connect to pathways within the major academic learning areas. Please note that the TASC courses listed in the bottom row are indicative only and do not represent the full range of courses available in these subject areas. Similar pathway structures exist for other subject areas, such as Languages, Physical Education, Technologies, and The Arts.

Example pathways for core academic subjects

Year	English	Humanities	Mathematics	Science
9	English Extension	Humanities Extension	Mathematics Extension	Science Extension
10	English Studies	Business Studies History Studies Geography Studies Legal Studies	Mathematics Methods 3	Physical Sciences
11/12	English Foundations 2 English 3 <i>Other TASC Courses</i>	Business Studies 3 Psychology 3 <i>Other TASC Courses</i>	Mathematics Methods 4 Mathematics Specialised 4 <i>Other TASC Courses</i>	Physical Sciences 3 Biology 3 Chemistry 4 Physics 4 <i>Other TASC Courses</i>

Some pathways—particularly in Mathematics and Science—have prerequisite subjects or recommended prior achievement levels. Where relevant, this information is outlined in the course descriptions on the following pages. It is important that students understand any prerequisites for extension or advanced study subjects before making their selections. Students are strongly encouraged to choose subjects that match their capabilities, skills and interests, as this supports a more positive and successful learning experience.

COURSE SELECTION PROCESS

The course selection process for Years 9 and 10 is designed to give students meaningful choices while ensuring that viable class groups can be formed. Firstly, students will receive a survey link via their school email, which they must complete to indicate their preferred subjects for the upcoming academic year. It is important that students carefully consider their interests, strengths, and future pathways when making these selections, as their responses will guide how subject lines are constructed.

Once all responses have been submitted, staff will collate the data and work to create subject lines that accommodate as many student preferences as possible. The aim is to maximise alignment between student choices and available classes; however, there are practical constraints such as staffing, timetable structure, and minimum class sizes that must be considered. As a result, some subjects may not be offered if there is insufficient student interest to support a class.

In some cases, it may not be possible for students to receive all their preferred subjects. If this occurs, the school will work closely with those students to find suitable alternatives. This will involve a meeting to discuss available options within the existing subject lines and ensure that each student has a balanced and appropriate program of study moving forward.

Courses

YEAR 9 OPTION SUBJECTS



LAUNCESTON
CHRISTIAN
SCHOOL

YEAR 9 AT LCS

The curriculum for Year 9 students is made up of 8 compulsory core subjects and 3 optional subjects.

In 2027, 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.

Core Subjects	Bible Study	4
	English	7
	Mathematics	7
	Humanities	5
	Science	6
	Physical Education	2
	The Rite Journey and Health	6
	Thrive	1
Option Subjects	Option 1	4
	Option 2	4
	Option 3	4

In the following pages, you will find information specific to each of the Year 9 Option Subjects.

Please note:

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

YEAR 9 OPTION SUBJECTS

Learning Area	Subject
English	English Extension
Humanities	Humanities Extension
Languages	Indonesian
Mathematics	Mathematics Extension
Science	Science Extension
Technologies	Design Graphics
	Digital Technology
	Food Studies
	Textiles
	Workshop
The Arts	Drama
	Music
	Visual Art
Education Support	Guided Study

- Guided Study is only offered to students with an established need for learning support, and is selected in partnership between students, their parents, and Education Support staff.

9 English Extension

9ENGX

In English Extension, 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 secondary 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

English Extension would suit someone who...

- Is a capable reader and writer
- Is interested in developing advanced reading and writing skills
- Is interested in discussing current issues
- Is interested in reading and writing media texts
- Is interested in reading and discussing literature
- Is considering further study in English

9 Humanities Extension

9HUMX

In Humanities Extension, I will learn...

- How the past shapes individuals, societies, and worldviews
- How to investigate historical events using a range of sources
- How people and movements have driven change and conflict
- How environments, biomes, and human activity influence food security and sustainability
- How people, places, and environments are interconnected globally
- How to analyse and compare perspectives, including a Christian worldview

In a typical lesson, I might...

- Research and analyse historical and geographical case studies
- Read, watch, and discuss issues and ideas
- Evaluate sources, data, maps, and artefacts
- Use mapping tools, spatial technologies, and data displays
- Conduct fieldwork or investigations
- Present findings through reports, presentations, and essays
- Complete quizzes or short assessments

Humanities Extension would suit someone who...

- Is interested in how the past and present shape the future
- Enjoys exploring global, environmental, and social issues
- Likes analysing evidence, data, and different perspectives
- Is keen to develop research and critical thinking skills
- Is considering further study or careers in humanities-related fields (e.g. law, education, environmental studies, social sciences)

LANGUAGES

9 Indonesian

9IND

In 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
- Create texts in Indonesian to communicate with others

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

MATHEMATICS

9 Mathematics Extension

9MATX

In Mathematics Extension, 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

Mathematics Extension 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 future advanced study in mathematics, in particular Mathematics Methods in Year 10

Important Notes

- This subject is for students who are **highly capable** in Mathematics
- An A or B grade in Year 8 Mathematics is strongly recommended
- Choosing this elective will impact which regular Mathematics class you are placed in
- Leaving this elective may also mean your regular Mathematics class will change

SCIENCE

9 Science Extension

9SCIX

In Science Extension, 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

Science Extension 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

Important Notes

- This subject is for students who are **highly capable** in Science
- An A or B grade in Year 8 Science is strongly recommended

TECHNOLOGIES

9 Design Graphics

9DG

In Design Graphics, I will learn...

- How to understand and apply the elements and principles of design
- How to identify and use features of graphics equipment and programs for specific purposes
- How to choose suitable methods and formats for creating graphics for different audiences and platforms
- How to apply industry techniques for accurate and effective presentation of graphics
- How to create graphics that show different points of view in different contexts
- How to work with others in design, production, and distribution, using technologies to achieve goals
- How to set success criteria (including sustainability), evaluate ideas and processes, and communicate, document, and market projects safely using appropriate technologies

In a typical lesson, I might...

- Develop logo designs and digital assets for photo manipulation
- Create advertising across print, film, and web platforms
- Design and animate 2D characters
- Use industry software (e.g. ArchiCAD) for technical drawing
- Produce and edit videos using Adobe Premiere and After Effects
- Manipulate and enhance photos
- Design and manufacture products for a target market
- Create 3D models and animations in Blender
- Collaborate to develop shared design solutions
- Produce a short film project

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



9 Digital Technology

9ICT

In Digital Technology, 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 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 our technology-driven world

Digital Technology 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 computing or computer science

9 Food Studies

9FST

In 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

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.



9 Textiles

9TEX

In 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

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

9 Workshop

9WRK

In 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 hand skills, 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

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

THE ARTS

9 Drama

9DRA

In Drama, I will learn...

- To control my voice 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 dramatic intention
- How to work with others to achieve 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
- 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

Drama would suit someone who...

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

9 Music

9MUS

In 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 as a soloist or in a group
- To develop my understanding of music theory so that I can improve my ability to read and create music
- How to create an improvised solo
- How to use a computer to enhance music I create or perform
- Where popular music comes from
- How this helps me better understand the music I listen to

In a typical lesson, I might...

- Develop instrumental skills by learning technical pieces for a chosen instrument
- Perform set class band and small group pieces
- Build a repertoire (mostly student-chosen) for solo and small group performances in different settings
- Complete applied theory tasks suited to individual skill level using worksheets and digital activities
- Complete composition and improvisation tasks, including student-directed assignments
- Demonstrate basic use of audio equipment (live and recording) and music software such as Sibelius, Acid Music, Pro Tools, Auralia and Musition
- Complete assignments on popular music and its history, including a student choice task on an artist or group, and smaller tasks on music in media

Music would suit someone who...

- Would like to learn an instrument and develop their skills 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 that 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, or an overview of the history of popular music

THE ARTS

9 Visual Art

9ART

In Visual Art, I will learn...

- How to describe and analyse artworks
- How to develop ideas for creating artworks
- How to plan and design artworks
- How to use the elements of art to create artworks
- How to create artworks using a range of mediums
- Be given a range of artistic experiences which build from the earlier courses
- 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...

- Learn about artists and movements
- Write about art
- Plan and design artworks
- Reflect on art making
- Learn new art making techniques
- Work independently
- Create artworks in a range of studios:
 - Painting
 - Drawing
 - Printmaking
 - Sculpture

Visual Art would suit someone who...

- Enjoys creating and making using a range of art materials
- Wants to learn what words and terms are used when talking about Art
- Wants to extend their understanding of Art
- Wants to explore the possibilities of artistic expression

EDUCATION SUPPORT

9 Guided Study

9GST

In Guided Study, I will learn...

- Effective methods for staying focused
- A variety of different study techniques
- How to revise content taught in class
- How to effectively revise for an assessment
- Strategies for navigating group work and oral presentations
- How to read and understand criteria
- How identity, self-talk and growth mindset are integral to success
- About the importance of research and referencing

In a typical lesson, I might...

- Set personal study goals
- Work through current assignments from other subjects in a supported environment
- Learn about study skills
- Get support to manage academic workload through organisational strategies

Guided Study would suit someone who...

- Has established academic support needs
- Might have attended Individual Studies in Year 7 or 8

Important Notes

- Guided Study is an **invitation-only** subject with enrolment guidelines
- Participation in this course is determined in consultation between students, parents and Education Support staff
- Students in Guided Study are expected to use their time effectively, and this is monitored in each lesson
- Participation in Guided Study is assessed each term, and students may lose their place if they are not making good use of the opportunity
- Parents who are interested in their child accessing this course should contact the Education Support team

Courses

YEAR 10 OPTION SUBJECTS



LAUNCESTON
CHRISTIAN
SCHOOL

YEAR 10 AT LCS

The curriculum for Year 10 students is made up of 7 core subjects and 4 optional subjects.

In 2027, 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.

Core Subjects	Bible Study	4
	English	7
	Mathematics	7
	Humanities	5
	Science	6
	Physical Education and Health	4
	Thrive	1
Option Subjects	Option 1	4
	Option 2	4
	Option 3	4
	Option 4	4

In the following pages, you will find information specific to each of the Year 10 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 are prerequisite considerations for students studying Maths Extension or Science Extension.

YEAR 10 OPTION SUBJECTS

Learning Area	Subject
English	English Studies
Humanities	Business Studies
	Geography Studies
	History Studies
	Legal Studies
Languages	Indonesian
Mathematics	Mathematics Methods
Physical Education	Outdoor Experiences
	Sports Leadership
Science	Physical Sciences
Technologies	Digital Technology
	Food Studies
	Product Design
	Robotics
	Textiles
The Arts	Workshop
	Audio
	Drama
	Music
Education Support	Visual Art
	Guided Study

ENGLISH

10 English Studies

10ENGX

In English Studies, I will learn...

- How to evaluate text structures
- How to recognise and cultivate a writing voice
- How to 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 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

English Extension 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

HUMANITIES

10 Business Studies

10BST

In Business Studies, I will learn...

- The role and impact of small businesses
- Factors affecting business success and failure
- How to run and manage a small business
- How businesses respond to economic and social change
- Key operations, including marketing, finance, and compliance
- How to measure performance and make investment decisions
- How to apply business knowledge in different contexts
- How to present arguments using financial data

In a typical lesson, I might...

- Analyse case studies and business issues
- Engage with business theories and scenarios
- Plan and run a student enterprise
- Use tools such as record-keeping software
- Prepare and present business reports
- Consider corporate social responsibility
- Apply biblical thinking to financial decisions

Business Studies would suit someone who...

- Is interested in the benefits of giving and earning money
- Is interested in running a small business
- Is keen to manage personal finances
- Is interested in financial planning and reporting
- Is curious about how the economy works and influences society
- Intends to study Business Studies or related subjects
- Is creative, organised, and enjoys managing people and resources
- Enjoys problem-solving and strategic thinking
- Aspires to a career in the business sector

10 Geography Studies

10GEOX

In Geography Studies, 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

Geography Studies 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

10 History Studies

10HISX

In History Studies, 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

History Studies 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.

HUMANITIES

10 Legal Studies

10LST

In 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

Legal Studies would suit someone who...

- Wants to study Legal Studies in Year 11/12
- 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

LANGUAGES

10 Indonesian

10IND

In Indonesian, I will learn...

- How to use grammar and sentence structure to express ideas about self and community
- How to pronounce Indonesian sounds and words in context
- How to communicate with peers and adults using spoken and written Indonesian
- How to understand cultural diversity and God's work across nations
- How Indonesian Indigenous groups compare and differ from Aboriginal peoples of Australia
- How to translate texts between Indonesian and English
- How to initiate and maintain conversations in Indonesian
- How to interpret and analyse spoken and written language
- How to reflect on English use to support Indonesian learning

In a typical lesson, I might...

- Practise vocabulary through interactive games
- Translate and analyse texts between Indonesian and English
- Participate in cultural activities, including traditional games
- Take part in excursions to support learning
- Prepare oral presentations and written summaries
- Explore Indonesian culture, cuisine, and history
- Use activities to reinforce vocabulary and sentence structure
- Connect with native Indonesian speakers in the local community

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

MATHEMATICS

Mathematics Methods (TASC – Level 3)

MTM315117

In Mathematics Methods, 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 would suit someone who...

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

Important Notes

- This subject is for students who are **highly capable** in Mathematics
- An A (or strong B) in Year 9 Mathematics is **required**
- Year 9 Mathematics Extension is desirable but not essential

Mathematics Methods may lead to:

- Many other pre-tertiary STEM and related subjects
- Mathematics Methods 4 (TASC)

PHYSICAL EDUCATION

10 Outdoor Experiences

10OUTX

In Outdoor Experiences, I will learn...

- Practical skills in a range of outdoor pursuits including mountain biking, kayaking, surfing, climbing, and bushwalking
- How to plan, manage, and participate safely in outdoor activities through effective risk assessment and preparation
- Leadership and teamwork skills by taking responsibility within small groups and learning to communicate and make decisions under pressure
- How to reflect on personal experiences to develop resilience, character, and self-awareness
- The importance of stewardship and sustainability in caring for God's creation

In a typical lesson, I might...

- Participate in practical outdoor activities that build technical skills, confidence, and teamwork
- Contribute to group planning, decision-making, and leadership challenges
- Engage in theory sessions exploring topics such as safety, leadership, personal values, and human-nature relationships
- Reflect on experiences through discussion, journaling, or "Head, Heart, Hands" activities linking outdoor learning to personal growth and faith

Outdoor Experiences would suit someone who...

- Enjoys being outdoors and is open to physical challenge and adventure
- Works well in a team and is willing to support and encourage others
- Is curious about leadership, personal growth, and developing character
- Has an interest in learning practical outdoor skills and exploring Tasmania's natural environments
- Values reflection, faith, and the opportunity to connect deeply with creation and community
- Is seeking a pathway toward Outdoor Education or Outdoor Leadership in Years 11–12

Important Notes

- There will be a levy for participation in this subject, to be determined as part of the annual fee schedule

PHYSICAL EDUCATION

10 Sports Leadership

10SPL

In Sports Leadership, I will learn...

- How to plan, deliver, and evaluate effective coaching sessions
- How to officiate games fairly and manage gameplay situations confidently
- Leadership, communication, and teamwork skills in sporting contexts
- How to organise and run sporting events and activities
- How to reflect on performance and use feedback to improve
- How to serve others through sport, including working with younger students and the wider school community
- Advanced sport skills, movement techniques, and gameplay strategies

In a typical lesson, I might...

- Lead or assist coaching sessions for peers or younger students
- Officiate games and practise decision-making in real situations
- Plan sessions or events in collaboration with others
- Take part in practical leadership experiences (e.g. Primary PE or school sport)
- Reflect on performance and leadership using feedback
- Participate in skill development drills or gameplay activities
- Improve performance through game-based learning and practice

Sports Leadership would suit someone who...

- Enjoys sport and physical activity
- Has a positive attitude and is willing to take on leadership roles
- Prefers practical, hands-on learning experiences
- Is interested in coaching, officiating, or leading others
- Wants to improve their own performance while helping others develop
- Values teamwork, service, and contributing to the school community

SCIENCE

10 Physical Sciences

10PHYS

In Physical Sciences, I will learn...

- How atoms and bonding explain the structure and behaviour of matter
- How to apply stoichiometry and balance ionic formulae
- How forces affect motion, including acceleration, momentum, and energy
- How to apply key physics laws (e.g. Newton's Laws)
- How energy is transferred and conserved in systems
- How to use scientific language, diagrams, and mathematics
- How to design and evaluate scientific investigations

In a typical lesson, I might...

- Conduct experiments on motion, forces, or chemical reactions
- Collect and analyse data to identify patterns
- Apply equations to solve problems
- Design and carry out investigations
- Write practical reports
- Use models, diagrams, and calculations
- Complete revision and assessments

Physical Sciences would suit someone who...

- Is interested in how the physical world works
- Enjoys problem-solving and applying mathematics
- Likes investigating forces, motion, and chemical reactions
- Is considering further study in Physics or Chemistry
- Wants to develop scientific thinking and practical investigation skills

Important Notes

- This subject is for students who are **highly capable** in Science
- An A or B grade in Year 9 Science is **required**
- Year 9 Science Extension is desirable but not essential

TECHNOLOGIES

10 Digital Technology

10ICT

In Digital Technology, I will learn...

- 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...

- Investigate basic game design
- Research and present ideas about historical or legacy games
- Learn Python and C# through practical tasks
- Use Microsoft Visual Studio to create, edit, and debug programs
- Work in a team to plan, design, and develop a game
- Participate in brainstorming and storyboarding
- Design games for platforms such as PC, Xbox, and HTML5
- Program a Lego robot to perform simple tasks
- Be introduced to object-oriented programming (Java or C#)
- Prepare documentation of the design process
- Report on the role and impacts of ICT and programming
- Complete a major project using technologies such as Lego robotics, websites, and Raspberry Pi

Digital Technology would suit someone who...

- 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

10 Food Studies

10FST

In Food Studies, I will learn...

- The importance of hygiene and safety in food preparation
- Causes of food deterioration and methods of preservation
- The role of key ingredients (e.g. yeast, vinegar, grains, spices, oils)
- How to prepare foods from the five food groups in line with healthy eating guidelines
- How culture influences food choices and cuisines
- How to select and prepare food that is ethical, sustainable, and culturally respectful
- How different cuisines support health and nutrition
- How to accommodate dietary needs such as allergies and intolerances
- How food and packaging choices impact the environment
- The importance of sustainable production and local farming in food supply
- How to design and create 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

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

10 Product Design

10PRD

In Product Design, I will learn...

- How to develop real and unique products (both digital and physical) from concept – production – marketing
- 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 and apply design processes
- Develop designs through sketching, drawing, and analysis
- Create advertising and media across platforms
- Produce vector and 3D designs for digital fabrication
- Use industry software (e.g. ArchiCAD, Autodesk)
- Edit videos and enhance images
- Design and manufacture products for specific needs
- Work collaboratively on design solutions
- Create prototypes and models
- Conduct market research and build skills through tutorials
- Operate fabrication equipment (e.g. laser cutter, 3D printer)
- Engage with industry professionals and customers
- Assemble and present finished products

Product Design would suit someone who...

- Is interested in design and using current tools and technologies to create solutions to real-world problems
- Seeks to understand design processes across different industries
- Is interested in starting their own design enterprise
- Plans to develop design skills for further study
- Wants to build a portfolio and industry-relevant skills

10 Robotics

10ROB

In Robotics, I will learn...

- 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 or 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...

- 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

Robotics would suit someone who...

- 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

10 Textiles

10TEX

In 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

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

10 Workshop

10WRK

In Workshop, I will learn...

- How to incorporate stewardship and sustainable material use in design
- How material availability, sustainability, properties, and characteristics influence design choices in the furniture industry
- About manufactured materials in furniture design and how they compare with raw timber for cost, quality, application, and sustainability
- How to use machines and traditional hand skills to construct fine wood projects and furniture
- How to incorporate varied manufacturing processes into designs
- How to design and construct specialised moulds for production
- The advantages and disadvantages of mass-produced furniture
- How to identify and manage workshop safety hazards

In a typical lesson, I might...

- Investigate a design brief or issue through research, sketching, scale drawing and modelling, using hand tools, machines, and digital equipment (e.g. laser cutter)
- Develop designs that balance creativity, functionality, and aesthetics
- Practise safe workshop procedures, identifying and managing hazards
- Apply knowledge of materials, technologies, and processes to create functional solutions
- Plan and manage projects using digital tools, considering time, cost, risk, and production
- Evaluate designs, processes, and solutions against set criteria

Workshop 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

10 Audio

10AUD

In Audio, I will learn...

- How to set up basic and advanced PA systems for live performance
- How to use audio equipment (e.g. microphones, mixers, speakers)
- How to record, edit, and mix audio
- How to use software to create and produce music
- How to compose music using loops, MIDI, and synthesisers
- How to add sound to film and create podcasts
- How to design sound effects and edit audio
- How to record instruments and produce songs
- How to improve sound quality through recording techniques

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 my own piece of music
- Add existing audio to a short film that has no sound
- Create my own sound effects and vocals for a short film with no sound
- Create my 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

Audio would suit someone who...

- Has experience with music software and wants to develop their skills further
- Enjoys creating music and recording instruments
- Is interested in live sound, recording, or audio production
- Enjoys music and wants to explore it through digital tools
- Is interested in film or media sound production
- Is considering further study or a career in audio

10 Drama

10DRA

In Drama, I will learn...

- How to explore drama through improvisation, scripted work, rehearsal, and performance
- How to use role, character, relationships, and situation in scene-building
- How to use voice and movement to sustain character
- How to manipulate space, time, language, and dramatic action
- How mood, atmosphere, and production elements communicate ideas
- How style and social, cultural, and historical influences shape drama
- Traditional and contemporary drama styles
- How to perform for different audiences and stage performances
- Reflective practice and critical evaluation

In a typical lesson, I might...

- Use improvisation and character development activities
- Practise vocal and performance skills
- Perform solo and group work (e.g. monologues)
- Study drama skills and conventions
- Brainstorm and plan a performance
- Research and develop a character
- Rehearse and memorise lines
- Take on technical roles (e.g. lighting, sound, set, costume)
- Perform in a student production

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

THE ARTS

10 Music

10MUS

In Music, I will learn...

- How to develop instrumental skills through scales, technique, and repertoire
- How to perform as a soloist and in ensembles for different audiences
- How to understand music theory, including composition
- How to improvise in a range of performance settings
- How to use technology to create, record, and enhance music
- About the role of music in society and opportunities for performance

In a typical lesson, I might...

- Develop instrumental skills through technical practice
- Perform in class bands and small groups
- Build a repertoire for solo and group performance
- Develop music theory skills using worksheets and digital tools
- Create and improvise music in a band setting
- Develop song writing skills
- Use basic audio equipment for live sound and recording
- Complete tasks on how music is used in society

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, which 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 are used by certain types of people and in certain applications

10 Visual Art

10ART

In Visual 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

Visual 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

10 Guided Study

10GST

In Guided Study, I will learn...

- Effective methods for staying focused
- A variety of different study techniques
- How to revise content taught in class
- How to effectively revise for an assessment
- Strategies for navigating group work and oral presentations
- How to read and understand criteria
- How identity, self-talk and growth mindset are integral to success
- About the importance of research and referencing

In a typical lesson, I might...

- Set personal study goals
- Work through current assignments from other subjects in a supported environment
- Learn about study skills
- Get support to manage academic workload through organisational strategies

Guided Study would suit someone who...

- Has established academic support needs
- Might have attended Individual Studies in Year 7 or 8

Important Notes

- Guided Study is an **invitation-only** subject with enrolment guidelines
- Participation in this course is determined in consultation between students, parents and Education Support staff
- Students in Guided Study are expected to use their time effectively, and this is monitored in each lesson
- Participation in Guided Study is assessed each term, and students may lose their place if they are not making good use of the opportunity
- Parents who are interested in their child accessing this course should contact the Education Support team

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



Friday Night Reminders

A communication email keeping you informed about the upcoming week.

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"*