



GOOD SHEPHERD
LUTHERAN COLLEGE
COMMUNITY • RESPECT • SERVICE

Senior Years Curriculum Handbook



2026

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Introduction

At Good Shepherd Lutheran College, we are committed to offering a holistic education that promotes academic excellence, student wellbeing, and personal development.

In alignment with our Free to Flourish learning values, we nurture learners who are compassionate, purposeful, adventurous, and relational, preparing our students to lead impactful lives filled with purpose and community.

Our learning journey begins in Early Learning and Primary Years, extends through the Middle Years, and culminates in the Senior Years Curriculum – a dynamic program tailored to prepare students for life beyond school, offering pathways aligned with each student's goals.

This document provides an overview of each subject area for Years 10, 11, and 12, helping students and parents make informed decisions about subject selection. In Year 10, students participate in our Work Futures class, collaborating with our Career Practitioner to explore pathways such as university, TAFE, or the workforce.

Selecting subjects can be challenging, so we encourage students to seek input from parents, teachers, and Learning Area Coordinators. By keeping options broad and focusing on strengths and interests, students can position themselves for future success.

As part of our learning community, students are expected to embrace our core values of Community, Respect, and Service, making choices that reflect their aspirations. We look forward to partnering with you on this journey and supporting each student as they flourish.



Shane Rumbold
Head of Teaching and Learning 6-12



Pathways



Includes NTCET Stage 1 subject *Exploring Identities and Futures* (compulsory) and Stage 1 NTCET languages as part of our Languages Acceleration Program (elective, see page 11 for more details)

Year 10 students also have the opportunity to participate in *SkillSet ONE* - where students study a VET course (Cert 1) in Semester 2. This allows students to explore hands-on learning while maintaining their regular school pathway or ATAR eligibility.

Click or scan the QR code below to see our video explaining NTCET and the available pathways at Good Shepherd Lutheran College.



Northern Territory Certificate of Education and Training (NTCET)

In Year 10, students follow the Australian Curriculum while completing their first compulsory NTCET subject (*Exploring Identities and Futures*). In Year 11 and 12, they complete subjects with the goal of acquiring their NTCET by the end of Year 12. The NTCET is based on and administered by the South Australian Certification of Education (SACE).

The NTCET is awarded through credits, with each subject earning credits towards the 200 required to complete the NTCET. A C-grade minimum is required for 140 out of the 200 credits, including a C-grade minimum for all compulsory subjects.

University and TAFE/VET Entry

Students who complete the NTCET will also be given an ATAR (Australian Tertiary Admission Rank) number for university course entry, provided they meet certain requirements.

For university entry, students need to achieve 90 credits at Stage 2, e.g. four 20 credit subjects and one 10 credit subject. These subjects must be Tertiary Admissions Subjects (TAS). All subjects offered by Good Shepherd Lutheran College are TAS, except Community Studies and modified subjects.

Universities also specify prerequisite subjects for some of their courses. It is essential students and parents clarify with universities directly the requirements they have for subjects and subject combinations. This information should be used when selecting subjects at Stage 1 and Stage 2.

VET Options



Career Acceleration Pathway (CAP)

A future-focused, high engagement program that is designed to provide students with valuable opportunities to engage in vocational education and training, work experience, and skill development directly aligned with their chosen VET course.

The primary purpose of CAP is to help students develop the skills, experience and industry connections necessary to secure apprenticeships or employment within their chosen industry.

The CAP Program is designed to prepare students for the world of work by offering:

- Vocational Education and Training (VET) courses over two designated days each week, or block week delivery.
- Work experience opportunities aligned with their chosen VET course.
- Vocational work placements.
- Potential school-based traineeships/ apprenticeships (SBATs) relevant to their field of study.
- Industry-specific training certifications.

When graduating from the College, students from the CAP program exit with a complete NTCET and completed VET qualifications.

Good Shepherd Lutheran College has a VET Coordinator and Careers Practitioner on staff to support students in their vocational pathway through senior schooling.

SkillSet ONE

The SkillSet ONE program is designed to provide students with targeted, industry-specific training for one day per week by allowing them to include a VET course as part of their learning. SkillSet ONE enables students to gain practical skills and qualifications while remaining enrolled in their regular school studies. On-campus VET courses or off-site VET programs are integrated into the student's timetable. Students can also align their subject selections with industry relevant courses, enhancing their career pathways and skill development.

The SkillSet ONE program prepares students for the world of work by:

- Providing opportunities to complete VET courses one day per week while continuing their mainstream classes for the remaining days.
- Offering targeted, industry-relevant training directly with their chosen career interests.
- Supporting students in developing practical skills and achieving recognised qualifications that enhance their employability.
- Ensuring a balanced approach between academic studies and vocational training.

Good Shepherd Lutheran College also facilitates selected on-campus VET courses. Completed courses contribute to NTCET credits.

When graduating from the College, students from the SkillSet ONE program exit with a complete NTCET or ATAR and a fully completed VET qualification. A completed Certificate III VET qualification also contributes towards an ATAR for university entrance.



Assessment and Reporting

As part of our continuous reporting, which includes ongoing assessment feedback and 3-Way Conferences, families will receive a written report each semester (except Year 12 Semester 2) to communicate their child's progress and how the school supports their development. Teachers plan, assess, and grade students using the Australian Curriculum (ACARA) in Year 10, and South Australian Certificate of Education (SACE) in Year 11 and 12.

Each report includes:

- All subjects studied.
- A grade for each subject based on a five-point A-E scale (A+ to E- in NTCET Stage 2).
- A Care Group comment highlighting strengths and areas for growth.

In some cases, students may be assessed against standards that better match their current level of achievement or goals in their individual learning plan. This might apply to students with learning impairments or those newly arrived at the school. In such instances, they may receive an alternate report.

In NTCET Stage 1, all assessment tasks are marked by our teachers. Assessment tasks submitted for compulsory subjects are also checked by external SACE moderators to ensure that marking is consistent across all schools.

In each Stage 2 NTCET subject, 70% of assessment tasks are marked by our teachers and checked by moderators. The remaining 30% of assessment tasks, such as examinations, performances and major investigation assignments, are marked completely by SACE markers. This ensures that assessments are viewed and graded consistently.

Students progress is communicated with parents through 3-Way Conferences during Terms 1 and 3, and through ongoing feedback and grades on the SEQTA platform. Good Shepherd Lutheran College uses a traffic light system to monitor students' learning behaviours and academic progress, providing clear indicators to guide students to success. This is communicated with parents through SEQTA twice per term.



Areas need immediate attention and intervention



Caution - areas need improvement



Proficient and satisfactory achievement

Parents/caregivers can request additional meetings or contact the relevant teacher if needed.

SEQTA

SEQTA is our comprehensive online learning management system that connects teachers, students, and parents/caregivers.

This platform serves as an essential tool for tracking student progress and staying informed throughout the academic year.

Parents/caregivers are encouraged to regularly check SEQTA to support their child's learning journey. Our College administration staff are available to assist with any questions regarding the use of SEQTA.

ONGOING ASSESSMENT AND FEEDBACK

Teachers regularly post assessments and provide feedback on SEQTA. This allows students and parents/caregivers to stay up-to-date with progress, offering insights into strengths and areas for improvement before semester reports are released.

LEARNING RESOURCES

Lesson plans, homework, and resources are made available on SEQTA, ensuring that students and parents can access relevant information throughout the year. This fosters a collaborative learning environment and helps students stay on track with their studies.



YEAR 10 SUBJECT OVERVIEW

COMPULSORY SUBJECTS

- Christian Studies
- English (one of the following)
 - Supported
 - General
 - Extended
- Mathematics (one of the following)
 - Supported
 - General
 - Extended
- Science
- Humanities and Social Sciences
- Integrated Learning - Work Futures (Semester 1)
- Exploring Identities and Futures (Semester 2)

PLUS 3 ELECTIVE SUBJECTS

- Visual Art
- Performing Arts
- Music
- Certificate II in Music (VET Course)
- Digital Technology
- Textile Technology
- Food Technology
- Woodwork
- German
- Japanese
- French
- Physical Education
- Physical Activities & Sports Studies

Year 10 English and Mathematics

As part of our commitment to providing a responsive, supportive and engaging learning environment, Year 10 English and Mathematics classes are structured to ensure students are placed in the most appropriate setting for their academic needs and future goals.

Student placements are based on a range of factors, including:

- Past academic performance
- PAT and NAPLAN data
- Current class performance
- Student preferences
- Senior School Pathways (in consultation with the VET and Careers Coordinators)

Exploring Identities and Futures

Exploring Identities and Futures (EIF) prepares students for their NTCET journey and equips them with the knowledge, skills and capabilities required to be thriving learners.

EIF supports students to explore their aspirations. They are given the space and opportunity to extend their thinking beyond what they want to do, to also consider who they want to be in the future. Students learn more about themselves, their place in the world, and explore and deepen their sense of belonging, identity, and connections to the world around them. Stage 1 Exploring Identities and Futures is a compulsory subject. Students must achieve a C grade or better to meet the compulsory requirements of the NTCET.

As part of our **SkillSet ONE** program, students have the option of studying a VET course (Cert 1) in Semester 2. This allows students to explore hands-on learning while maintaining their regular school pathway or ATAR eligibility.



YEAR 10 COMPULSORY SUBJECTS



Christian Studies

Christian Studies is built around the four strands of Lutheran Education Australia's framework: Living Purposefully, Created & Connected, God Revealed, and Our Living Story. These strands encourage students to explore identity, relationships, purpose, and the ongoing story of faith in the world today. Students engage with biblical texts, ethical issues, and the perspectives of diverse communities in a respectful and thoughtful learning environment.



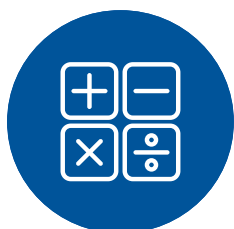
Science

Students engage in diverse scientific disciplines through practical inquiry and research. In Semester 2, they select a scientific area of interest to explore in depth, fostering a deeper understanding. This prepares them for Stage 1 Science and nurtures their natural curiosity, equipping them with the skills and knowledge to navigate and understand the world around them.



Work Futures

Students prepare for life beyond school by gaining the knowledge, skills, and experiences needed to thrive in the modern workforce. The subject focuses on developing key employability skills and personal capabilities essential for success in any career path. Students will explore their career aspirations, participate in work experience and investigate various tertiary and vocational pathways to make informed decisions about their future.



Mathematics

Supported: Follows the General Mathematics curriculum with in-class support from a Learning Support Officer (LSO). Students may progress to either Year 11 General Mathematics or Essentials Mathematics.

General: Students are mostly confident working independently, with occasional support and opportunities for small group learning. Students will likely continue to Year 11 General Mathematics or Essentials Mathematics.

Extended: Follows an advanced Year 10 curriculum with a greater focus on Algebra and Trigonometry. Designed for students with a strong mathematical foundation. Students may progress to Year 11 Pre-Methods, General or Specialist Mathematics.



English

Supported: Follows the General English curriculum with additional scaffolding. Smaller classes with LSO support. Students progress to Year 11 General or Essentials English.

General: Students work mostly independently, with occasional support and group learning opportunities. Students continue to Year 11 General or Essentials English, with the option to select Pre-Literary Studies in Semester 2.

Extended: Follows the Year 10 English curriculum with an increased focus on critical reading and analytical writing. Designed for students with a strong foundation in English who can work independently and collaboratively. Students progress to Year 11 General or Essentials English, with the option to select Pre-Literary Studies in Semester 2.



HASS

The Humanities and Social Sciences (HASS) curriculum engages students in understanding the complexities of the world, focusing on history, geography, civics and citizenship, and economics and business. It develops critical thinking, ethical reasoning, and research skills while fostering an appreciation of cultural diversity, sustainability, and global interconnectedness. In Semester 2, students select topics to examine in depth, enabling them to explore areas of interest.



YEAR 10 ELECTIVE SUBJECTS

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|---|---|
| Visual Art | Visual Art emphasises creative thinking, experimentation, and technical development. Students will build and refine their abilities using various mediums and processes, including printmaking, painting, and ceramics. Additionally, students will have the opportunity to present their work at the end-of-year ARTiculate exhibition. |
| Performing Arts | Designed for students who want to further develop their interest and skill in the area of performing arts. Students engage in studies within the areas of drama (improvisation, characterisation, scriptwriting and performance) and dance (choreography, rehearsal, performance and technical skills). |
| Music | This subject centres on performance and music literacy, supporting students to develop their instrumental or vocal skills, understand music theory, and participate in solo and ensemble work. |
| Certificate II in Music | This course focuses on technical production, including sound recording, live audio, and music technology. It's a nationally recognised qualification, contributes credit towards Stage 1 SACE Credits and is an excellent option for students interested in the behind-the-scenes aspects of the music industry. |
| Digital Technology | Students create and adapt design ideas, processes and solutions, and justify their decisions against developed design criteria that include sustainability. Students use a range of digital tools to communicate their design ideas and solutions to various audiences. |
| Textile Technology | Designed for students who want to further develop their interest and skills in Textiles. It focuses on design processes, experimentation and technical development. Students will develop and refine their skills in fabric manipulation, sewing techniques and commercial pattern use. Students have the opportunity to showcase their work at the end of year ARTiculate exhibition. |
| Food Technology | Students examine the factors that influence people's food choices and the health implications of these choices. They understand the diverse purposes of the hospitality industry in meeting the needs of local people and visitors. They develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation. |
| Woodwork | Designed to equip students with advanced woodworking skills, enabling them to plan and construct significant projects while presenting high quality designs for potential projects. Upon completion of the course, students will demonstrate proficiency in various areas of woodworking, including cabinet and furniture making, basic building construction techniques, and fine finishing. Potential projects include coffee tables, cabinets, solid wood accessories, and shelving units. |
| Language Continuers German, Japanese or French (NTCET Stage 1 Subject) | Language Stage 1 introduces students to basic communication in their chosen language, focusing on everyday topics such as personal information, hobbies, and daily life, while developing reading, writing, listening, and speaking skills. Prior exposure to language in middle years is recommended. |
| Physical Education | A dynamic program that builds movement confidence, leadership, and personal resilience through a variety of physical activities and theoretical exploration. Students study biomechanics, human movement and the forces that impact physical performance. In SEPEP, students take on leadership roles in a student-run sporting competition, fostering teamwork and strategic thinking. Adventure-based challenges and outdoor activities encourage problem-solving, teamwork, and resilience. |
| Physical Activities and Sports Studies | Students refine technical abilities, enhance strategic gameplay, and foster teamwork through practical training. Students take on rotating leadership roles in SEPEP, managing a student-run sporting competition that builds communication, decision-making, and collaborative skills. They also study First Aid, learning health and safety principles applicable to sports and everyday situations. This program equips students with the skills and knowledge to engage actively in physical activity, team sports, and lifelong fitness. |



LANGUAGE ACCELERATION PROGRAM

At Good Shepherd Lutheran College, the languages acceleration program is designed for Year 9 students who have successfully achieved all Year 9 and 10 outcomes by the end of the school year. These students are identified as having high potential and exceptional aptitude in language learning.

The program allows students in Year 9, Year 10 and Year 11 to undertake NTCET Stage 1 Language Continuers subjects alongside their regular ACARA curriculum. This enables students to earn early NTCET credits, giving them the flexibility to either reduce their study load in Year 12, or the capacity to take on an additional subject. Upon successful completion of the program, students also receive two increment points to their ATAR aggregate, regardless of their final results.

As students reach an intermediate level of language proficiency, they often experience a plateau in their progress. Our program addresses this by focusing on essential grammar concepts and syntax patterns needed to construct compound and complex sentences.

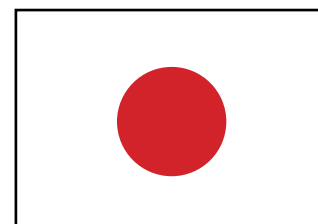
We employ specific, interactive methods that are both enjoyable and proven to accelerate language learning, helping students advance beyond the intermediate barrier to achieve full reclassification.

A key component of the Accelerated Language Program at our College is the opportunity for educational trips overseas. These trips provide invaluable real-world immersion and interaction with native speakers, allowing students to grasp the nuances of language and culture, including colloquialisms and social norms that textbooks may not convey. Additionally, these experiences boost students' confidence and motivation, leading to more effective language acquisition and personal development. Students can apply their language skills in practical settings, such as ordering food, navigating public transportation, and communicating with locals.

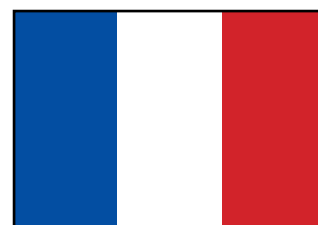
Enhanced cognitive skills developed through this program also positively impact students' achievements in other subject areas.



German



Japanese



French



YEAR 11 SUBJECT OVERVIEW

COMPULSORY SUBJECTS

- Spiritualities, Religion & Meaning
- English (one of the following)
 - Essential
 - General
 - Pre-Literary Studies (Semester 2 only)
- Mathematics (one of the following)
 - Essential
 - General
 - Pre-Mathematical Methods
- Students select one of the following:
 - Integrated Learning - Outdoor Education
 - Activating Identities and Futures

PLUS 3 ELECTIVE SUBJECTS

- Biology
- Chemistry
- Physics
- Psychology
- Modern History
- Geography
- Media Studies
- Certificate III in Business (VET Course)
- Business Innovation
- Legal Studies
- Physical Education
- Creative Arts - Visual
- Creative Arts - Performance
- Certificate III in Music (VET course)
- Music Experience
- Design, Technology & Engineering:
 - Industry and Entrepreneurial Solutions
 - Material Solutions - Woodwork
- Food and Hospitality
- German
- Japanese
- French
- Pre-Specialist Mathematics*

*Student must also be studying Pre-Mathematical Methods to select this elective.

A student enrolled in the **Career Acceleration Pathway (CAP)** program will study:

- Essential English
- Essential Mathematics
- Workplace Practices



YEAR 11 COMPULSORY SUBJECTS



Spiritualities, Religion and Meaning

Christian Studies continues as a SACE Stage 1 subject - Spiritualities, Religion and Meaning, which invites students to examine how individuals and groups make meaning through beliefs, practices, and life experiences. The course supports students to think critically, reflect personally, and engage deeply with questions of purpose, belief, and identity.



Integrated Learning - Outdoor Education

Integrated Learning - Outdoor Education is a hands-on, experiential subject that combines practical outdoor skills, personal development, and community involvement. Students engage in outdoor pursuits such as mountain biking, develop leadership and teamwork through organising a whole-school event, and undertake a personal endeavor that aligns with their interests.

— OR —



Activating Identities and Futures

Students explore ideas related to an area of personal interest through a process of self-directed inquiry. They draw on knowledge, skills and capabilities developed throughout their education that they can apply in this new context and select relevant strategies to progress the learning to a resolution.

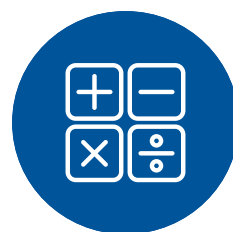


English

Essential: Follows the General English curriculum of learning how to interpret information and use language to communicate and create meaning, with smaller class sizes and additional scaffolding.

General: Stage 1 English has an emphasis on responding to texts, creating texts, and intertextual study. Students critically and creatively engage with a variety of types of texts including novels, film, media, poetry, and drama texts.

Pre-Literary Studies (Semester 2 only): An introductory subject for those who wish to study English Literary Studies in Year 12.



Mathematics

Essential: Focuses on practical, real-life maths skills useful for everyday situations and future employment. Topics include earning and managing money, measurement, data, percentages, and basic geometry. This course helps students develop problem-solving, reasoning, and numeracy skills relevant to trades, retail, hospitality, and personal finance. It is ideal for students who prefer applied learning and want to build confidence in using maths in the real world.

General: Real-life maths explored through topics that build problem-solving skills and confidence with numbers. This course does not involve calculus, making it a great option for

students who want to study maths without going down the advanced path. Students who have achieved a B or C grade in Year 10 Mathematics are encouraged to choose General Mathematics.

Pre-Mathematical Methods: For students who have completed Year 10 Advanced Mathematics and want to explore the “why” behind the maths to apply it to real-world problems. It builds strong problem-solving and analytical thinking skills that are essential in both academic and professional settings. Students studying this subject are eligible to select Pre-Specialist Mathematics as an elective.



YEAR 11 ELECTIVE SUBJECTS

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|---|--|
| Biology (Stage 1) | Semester 1 Biology explores Human Biology - disease and body systems. Semester 2 Biology prepares students for Stage 2 Biology by looking in detail at cell structure and function as well as exploring ecosystems and biodiversity. Assessments include a design practical, science as a human endeavour research task and tests. Students who choose this subject show a passion for living organisms and have solid literacy skills. |
| Chemistry (Stage 1) | Semester 1 Chemistry explores atoms and molecules. Semester 2 focusses on real-world chemical reactions and processes. Assessments include a design practical, science as a human endeavour research task and tests. Students who choose this subject show a passion for understanding how the world works and interacts, strong numeracy skills are beneficial. |
| Physics (Stage 1) | Semester 1 focusses on linear motion, electricity and heat. Semester 2 Physics focusses on energy and momentum, waves and the nuclear model. Assessments include a design practical, science as a human endeavour research task and tests. Students who choose this subject show a passion for understanding the world around them from the subatomic world to the cosmos. Students should also have strong numeracy skills. |
| Psychology (Stage 1) | Semester 1 Psychology explores the fundamentals of psychology including neuro- and cognitive psychology, the brain and nervous system and human thoughts and perceptions. Semester 2 Psychology focusses on exploring human behaviour and how biological, psychological, and social factors influence our everyday experience. Assessments include a design practical, science as a human endeavour research task and tests. Students who choose this subject show a passion for the human mind and behaviour. |
| Modern History (Stage 1) | Modern History helps students understand how the world has changed since 1750. In Stage 1, they explore major movements and ideas such as revolution, imperialism, and decolonisation, and how these reshaped societies and challenged political, social, and economic systems. |
| Geography (Stage 1) | Geography helps students understand how people, places, and environments are connected. They explore key concepts like place, space, sustainability, and change to better understand global patterns and relationships. Through both humanities and science perspectives, students examine the links between human activity and the natural world. Fieldwork is a key component, giving students real-world experience in collecting and analysing data. Using inquiry and spatial technologies, students investigate issues, identify trends, and develop solutions. Geography encourages critical thinking and promotes responsible, informed decision-making for a more sustainable future. |
| Media Studies (Stage 1) | Students explore the role of media in Australian and global contexts, and how media can exert a significant influence on the way people receive and interpret information about the world, explore their own and other cultures, make economic choices, develop political ideas, and spend their leisure time. |
| Certificate III in Business (VET Course) | The BSB30120 Certificate III in Business prepares students for a variety of roles in business and administration. It combines both theory and practical training aligned with real workplace tasks. Students develop key skills in using business software, effective communication, customer service, and teamwork. The course also focuses on time management, workplace health and safety, sustainable work practices, and general administrative tasks. Students apply discretion and judgment while gaining hands-on experience relevant to office and business environments. |



YEAR 11 ELECTIVE SUBJECTS

| | |
|--|---|
| Business Innovation (Stage 1) | In Stage 1 Business Innovation, students develop the skills and mindset to solve real-world problems using design thinking. They explore how to identify and meet customer needs through innovative products, services, or processes. Students learn to test ideas, adapt through feedback, and take calculated risks in a supportive, structured environment. Collaboration is central, with students encouraged to work in teams to share, develop, and refine ideas. As they grow in confidence, they take greater ownership of the innovation process, preparing them to think creatively, plan strategically, and respond to challenges in today's fast-changing business world. |
| Legal Studies (Stage 1) | Stage 1 Legal Studies examines how laws and legal systems help maintain order in changing communities. Students explore key concepts such as rights, justice, power, and fairness through inquiry and discussion of real-world legal issues. They investigate law-making, enforcement, and dispute resolution in Australia, while also considering other legal systems, including international and customary law. Learning is driven by "big questions" that promote critical thinking and debate. Students build skills in analysis, evaluation, and argument, and gain a strong understanding of their role as active, informed citizens in the Australian legal system. |
| Physical Education (Stage 1) | Students explore the participation and performance of human physical activities. Physical Education is an experiential subject in which students explore physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence. Physical activities can include sports, theme-based games, fitness and recreational activities. Areas of study include fitness components, training programs as well as equity, equality and barriers to physical exercise, modified games and coaching principles. |
| Creative Arts - Visual (Stage 1) | Students undertake a specialised study across one or more arts disciplines, such as visual art, craft and design works, digital media, film and video, public arts projects, and presentations and installations. Students analyse and evaluate creative arts products in different contexts and from various perspectives and gain an understanding and appreciation of the ways in which creative arts contribute to and shape the intellectual, social, and cultural life of individuals and communities. |
| Creative Arts - Performance (Stage 1) | Students explore areas of performing arts, such as musicals, plays, concerts, film and video, public arts projects, community performances, and vocal groups or other ensembles. Students analyse and evaluate creative arts products in different contexts and from various perspectives and gain an understanding and appreciation of the ways in which creative arts contribute to and shape the intellectual, social, and cultural life of individuals and communities. |
| Certificate III in Music (VET Course) | This nationally recognised qualification offers a more advanced and in-depth experience for students interested in pursuing music professionally. The course focuses on skill development in songwriting, live performance, and technical production, including recording, mixing, and using Digital Audio Workstations (DAWs). This course contributes to Stage 2 SACE credits and provides a practical, hands-on introduction to the music industry, with a strong focus on collaboration, creativity, and professional standards. It's ideal for students looking to build a future in music performance, production, or related pathways. |
| Music Experience (Stage 1) | Designed for students who have an interest in music and want to continue developing their skills in a supportive and practical environment. This subject focuses on performance, composition, and music literacy, while also introducing students to aspects of music technology and analysis. Students can tailor the course to their strengths and interests (whether vocal, instrumental, or production-based) and work both independently and in groups. Regular rehearsals, creative tasks, and performance opportunities help build confidence and musical understanding. This course prepares students for further study in Stage 2 Music or vocational music pathways. |

YEAR 11 ELECTIVE SUBJECTS

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| Design Technology and Engineering (Stage 1) | Students use the design and realisation process to engineer solutions for the development of products or systems. Students apply critical thinking and problem-solving skills and incorporate technologies to address design problems and challenges. The subject is organised into four contexts: digital communication solutions, industry and entrepreneurial solutions, material solutions, and robotic and electronic systems. Providing a flexible framework that encourages students to be creative, innovative, and enterprising in their chosen context. Current offerings in Design, Technology and Engineering include: <ul style="list-style-type: none"> • Industry and Entrepreneurial Solutions • Material Solutions - Woodwork |
| Food and Hospitality (Stage 1) | Students learn about the industry's dynamic nature and contemporary issues. They gain skills in using technology and safe work practices in the preparation, storage, and handling of food, and complying with current health and safety legislation. Students discuss current trends, management practices, legal and environmental aspects, consumer protection, and nutrition. |
| Language Continuers (Stage 2) German, Japanese or French | Languages Stage 2 builds on foundational skills, focusing on grammar, vocabulary, and fluency in reading, writing, listening, and speaking. Prior completion of Stage 1 French, German or Japanese is mandatory, as this course deepens understanding and application of intermediate-level language. Students will also have the opportunity to participate in an educational trip, including a one-month immersive experience with intensive language classes. |
| Pre-Specialist Mathematics (Stage 1) | Pre-Specialist is an advanced level mathematics subject for students who are confident in their mathematical skills and enjoy deep problem-solving and abstract thinking. Students must also be studying Pre-Mathematical Methods. |



YEAR 12 SUBJECT OVERVIEW

NO COMPULSORY SUBJECTS

As part of our commitment to providing faith and values education throughout each student's entire school journey, Year 12 students participate in a shortened version of Spiritualities, Religion & Meaning. This is a non-assessed subject and reflects the integral role of faith and spirituality within our College community, and the importance we place on nurturing thoughtful, compassionate individuals.

Students explore the beliefs, values, and practices of spiritualities and religions in contemporary contexts. Through collaborative and personal inquiry, explore concepts that provoke meaningful reflection on diverse perspectives, ethical responses, and life's deeper questions.

Stage 2 subjects may require pre-requisites (i.e. successful completion of Stage 1).
Staff play a key role in assisting students in making informed subject choices.

SELECT 4 SUBJECTS

- Essential English
- English
- English Literary Studies
- Essential Mathematics
- General Mathematics
- Mathematical Methods
- Specialist Mathematics
- German
- Japanese
- French
- Biology
- Chemistry
- Physics
- Psychology
- Modern History
- Geography
- Media Studies
- Business Innovation
- Legal Studies
- Creative Arts - Visual
- Creative Arts - Performance
- Solo Music Performance
- Ensemble Music Performance
- Music Explorations
- Design, Technology & Engineering:
 - Industry and Entrepreneurial Solutions
 - Material Solutions - Woodwork
- Food and Hospitality
- Physical Education

A student enrolled in the **Career Acceleration Pathway (CAP)** program will study:

- Essential English
- Essential Mathematics or Community Studies
- Workplace Practices / Industry Connections

YEAR 12 SUBJECTS

| | |
|---|--|
| Essential English (Stage 2) | Students create and respond to texts from a range of contexts: personal, social, cultural, community, or the workplace. They learn how to interpret information and use language to communicate and create meaning. |
| English (Stage 2) | Students gain insights into both literary and everyday texts and language. They read a range of texts and learn how to analyse stylistic features and how they contribute to and enhance the content. Students learn about different types of texts and different interpretations and perspectives. By creating texts, they will also see how language can shape a message and be used as a vital tool of communication. |
| English Literary Studies (Stage 2) | This subject explores how language shapes ideas, culture, and identity through literature. Students develop critical thinking and communication skills while examining the relationships between authors, audiences, and texts. They analyse how texts reflect or challenge cultural perspectives. |
| Essential Mathematics (Stage 2) | Essential Mathematics builds on practical skills from Year 11, focusing on everyday applications like budgeting, loans, statistics, measurement, and planning. It helps students make informed decisions in work, travel, and daily life. This course is ideal for students entering trades, hospitality, retail, or further vocational training. It supports confident problem-solving and numeracy in real-world situations, preparing students for independent living and the workforce after school. |
| General Mathematics (Stage 2) | Students build on and develop key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics. Areas covered include algebra, measurement and geometry, statistics, and networks and matrices. |
| Mathematical Methods (Stage 2) | Mathematics Methods provides a foundation for further studies in disciplines in which mathematics and statistics have important roles. It is also advantageous for future studies in the health and social sciences. Students explore the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers. Topics covered include algebra, functions, relations and their graphs, calculus and statistics. |
| Specialist Mathematics (Stage 2) | Specialist Mathematics can establish a basis for further education and employment in the fields of science, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics. It is designed for students who develop confidence in their mathematical knowledge and ability and gain a positive view of themselves as mathematics learners. Students study vectors and matrices, real and complex numbers, trigonometry, statistics and calculus. Students must also study Mathematical Methods in Year 12. |
| Language Continuers (Stage 2) German, Japanese or French | An option to continue German, French or Japanese language study for those who have not completed Stage 2 as part of Good Shepherd Lutheran College's accelerated languages program. |
| Biology (Stage 2) | Students explore how the living world works by understanding the interactions between molecules which make cells function all the way up to the interactions between organisms in their ecosystems. Topics include DNA and proteins, Cells, Homeostasis and Ecosystems. Assessments include one design practical, one completion practical, one science as a human endeavour research task and 4 tests. Students who choose this subject have strong literacy skills, and a keen interest in the living world. It is recommended that students have successfully passed Stage 1, Semester 2 Biology. This subject pairs well with Chemistry, Physical Education, Psychology and Physics. |
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YEAR 12 SUBJECTS

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| Chemistry (Stage 2) | Students explore how chemistry intersects across industries including medicine, mining, and earth and environmental sciences. Topics include, Monitoring the Environment, Managing Chemical Processes, Organic and Biological Chemistry, and Managing Resources. Assessments include one design practical, one completion practical, one science as a human endeavour research task and 4 tests. Students who choose this subject should have strong literacy skills and numeracy skills. It is recommended that students have successfully passed Stage 1 Chemistry. This subject pairs well with Biology and Physics. |
| Physics (Stage 2) | Students explore the interaction between matter, forces and energy and how it affects the world around them. Topics include Motion and Relativity, Electricity and Magnetism and Light and Atoms. Assessments include one design practical, one completion practical, one science as a human endeavour research task and 4 tests. Students who choose this subject should have strong numeracy and literacy skills and a keen interest in understanding how the world works from the subatomic world to the cosmos. It is recommended that students have successfully passed Stage 1 Physics. This subject pairs well with Mathematical Methods, Chemistry and Biology. |
| Psychology (Stage 2) | Students explore the universality of the human experience and individual and cultural diversity, addressing the ways in which behaviour can also be changed. Topics include Psychology of the Individual, Psychological Health and Wellbeing, Organisational Psychology, Social Influence and The Psychology of Learning. Assessments include one design practical, one science as a human endeavour research task and 3 tests. Students who choose this subject have strong literacy skill and have a keen interest in exploring human behaviour. It is recommended that students have successfully passed Stage 1 Psychology. This subject pairs well with Biology. |
| Modern History (Stage 2) | Students examine the growth of modern nations during times of global change. They focus on one nation in depth, investigating how it responded to internal divisions and external pressures. Across both stages, students develop critical thinking, understand different perspectives, and gain insight into the forces that continue to shape the modern world. |
| Geography (Stage 2) | Geography teaches students how people, places, and environments are connected. They explore key concepts like place, space, sustainability, and change through both humanities and science lenses. Students investigate global and local issues, identify patterns and interconnections, and learn how human and environmental systems interact. Geographical inquiry and fieldwork are central, giving students hands-on experience using maps, spatial technologies, and data collection. This subject fosters critical thinking, environmental awareness, and an understanding of social and spatial inequalities, equipping students with the tools to make informed, sustainable decisions about the world around them. |
| Media Studies (Stage 2) | Media Studies helps students develop media literacy and production skills by analyzing media practices and creating media products. Students explore trends in media content to understand its impact on culture, identity, and society. The course focuses on the dynamic role of media in Australian and global contexts, examining how media shapes views on world events, entertainment, politics, and personal identity. Students critically engage with media, discussing issues, analyzing content, and creating their own products. Through this, they build critical research and analysis skills that may support future academic or career paths in media and communication. |



YEAR 12 SUBJECTS

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| Business Innovation (Stage 2) | Stage 2 Business Innovation equips students with the knowledge and skills to design, sustain, and transform businesses in the modern world. Focusing on design thinking and assumption-based planning, students adopt a human-centred, iterative approach to innovation. Through hands-on learning, they anticipate, find, and solve problems in a risk-tolerant environment where ideas are developed through collaboration. Students engage with real-world challenges, designing and testing business solutions, refining ideas through feedback. They apply critical and creative thinking to innovate, learning to think like designers to tackle complex issues in dynamic, ever-changing business environments. |
| Legal Studies (Stage 2) | Legal Studies focuses on understanding the Australian legal system, its principles, and processes, preparing students to engage thoughtfully in matters of law and society. Students explore tensions between rights and responsibilities, fairness and efficiency, and the evolving nature of law in response to societal change. Central to the course is the exploration of “big questions” that promote critical thinking, debate, and multiple perspectives. Students develop skills in evaluating legal principles, evidence, and cases, and consider reforms to the legal system. The course equips students to analyze legal issues, engage in democratic processes, and approach problem-solving with a critical mindset. |
| Creative Arts - Visual Art (Stage 2) | Students undertake a specialised study across one or more arts disciplines, such as visual art, craft and design works, digital media, film and video, public arts projects, and presentations and installations. Students analyse and evaluate creative arts products in different contexts and from various perspectives and gain an understanding and appreciation of the ways in which creative arts contribute to and shape the intellectual, social, and cultural life of individuals and communities. |
| Creative Arts - Performance (Stage 2) | Students explore areas of performing arts, such as musicals, plays, concerts, film and video, public arts projects, community performances, and vocal groups or other ensembles. Students analyse and evaluate creative arts products in different contexts and from various perspectives and gain an understanding and appreciation of the ways in which creative arts contribute to and shape the intellectual, social, and cultural life of individuals and communities. |
| Solo Music Performance (Stage 2) | This subject is designed for students who are passionate about performing and want to refine their skills as solo musicians. Students focus on developing advanced technical and expressive performance skills on their chosen instrument or voice through regular practice, rehearsal, and performance opportunities. The course includes a performance portfolio, where students present a series of solo works, as well as reflective tasks that explore their musical development. |
| Ensemble Music Performance (Stage 2) | This subject is for students who enjoy making music collaboratively and want to enhance their skills as ensemble performers. It focuses on developing musical interaction, listening, and ensemble techniques through regular rehearsals and group performances. Students perform a set of works as part of an ensemble and reflect on their contribution and musical growth. The course encourages a high level of communication, cooperation, and musical expression. |
| Music Explorations (Stage 2) | This subject is ideal for students who want to deepen their musical understanding through a flexible and personalised approach. It allows students to explore areas of interest such as performance, composition, arrangement, or music technology. Through individual and group tasks, students investigate musical styles, techniques, and ideas, and apply this knowledge to their own creative work. |



YEAR 12 SUBJECTS

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| Design, Technology and Engineering (Stage 2) | <p>Design, Technology and Engineering students use the design and realisation process to engineer solutions for the development of products or systems. Students apply critical thinking and problem-solving skills, and incorporate technologies to address design problems and challenges. The subject is organised into four contexts: digital communication solutions, industry and entrepreneurial solutions, material solutions, and robotic and electronic systems. Providing a flexible framework that encourages students to be creative, innovative, and enterprising in their chosen context. Current offerings in Design, Technology and Engineering include:</p> <ul style="list-style-type: none"> • Industry and Entrepreneurial Solutions • Material Solutions - Woodwork |
| Food and Hospitality (Stage 2) | <p>Food and Hospitality students learn about the industry's dynamic nature and contemporary issues. They gain skills in using technology and safe work practices in the preparation, storage, and handling of food, and complying with current health and safety legislation. Students discuss current trends, management practices, legal and environmental aspects, consumer protection, and nutrition. They learn to work independently and follow instructions while building cooperative relationships through collaboration with school and community members.</p> |
| Physical Education (Stage 2) | <p>In Stage 2 Physical Education, students engage in a comprehensive program focusing on physiological demands, biomechanics, performance improvement, and group dynamics in sport. Students collaborate to refine movement efficiency and accuracy in sports. They identify, implement, and evaluate strategies to enhance cardiovascular or muscular endurance. Students explore the impact of teamwork and individual contributions on collective performance, participating in collaborative sports and critically assessing their role within the team. This course fosters analytical thinking, self-improvement, and leadership in physical education.</p> |



Curriculum staff support

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| Head of Teaching and Learning (6-12) | The Head of Teaching & Learning oversees the quality and consistency of teaching and assessment across all areas of study in Years 6-12. This role ensures that students are supported through high-quality curriculum delivery aligned with ACARA, SACE, and VET requirements. The Head of Teaching and Learning also leads staff development and drives continuous improvement through strategic planning, equipping students with the skills and knowledge needed for post-school success. |
| NTCET Coordinator | The NTCET Coordinator oversees the implementation and compliance of the Northern Territory Certificate of Education and Training (NTCET) across the school. The role involves supporting staff and students to meet SACE requirements, monitoring academic progress, ensuring accurate documentation and processes, and promoting a culture of accountability and success in senior secondary education. |
| VET Coordinator | The VET Coordinator supports students who are undertaking Vocational Education and Training (VET) as part of their senior secondary pathway. They assist with course selection to suit students' career goals, coordinate enrolments with Registered Training Organisations (RTOs), and ensure students stay on track with training requirements. The VET coordinator arranges work experience placements and supports students completing structured workplace learning or school-based apprenticeships and traineeships. |
| Careers Advisor | The Careers Advisor supports students in Years 10 - 12 to explore their interests and make informed decisions about their future pathways. They work closely with students and staff to provide guidance on subject selections, university and TAFE options, apprenticeships, employment, and gap year opportunities. Whether students are planning to study, work, or travel after school, the Careers Advisor helps them navigate their options with confidence. |
| Learning Enrichment Team | The Learning Enrichment Team supports students with diverse learning needs to ensure they can access the curriculum and thrive at school. The Learning Enrichment Coordinator works in partnership with classroom teachers to develop individual learning plans and implement appropriate adjustments. Learning Support Officers (LSOs) assist students within the classroom setting, providing targeted support to enhance learning outcomes. Together, the team fosters an inclusive and supportive learning environment for all students. |
| Learning Area Coordinators | Learning Area Coordinators are responsible for the leadership and coordination of specific subject areas: Christian Studies, Design, English, Humanities, Mathematics, Health & Physical Education, Science, and The Arts. They work closely with teachers and Year Level Coordinators to ensure consistency, rigour, and relevance in what is taught and assessed, particularly in Years 10-12. Coordinators play a key role in helping students make informed subject choices and assist in navigating their learning pathways. They also support families by providing expert advice on curriculum options and student progress within their area. |
| Year Level Coordinators | Year Level Coordinators are responsible for supporting student wellbeing and academic progress. The coordinator monitors academic results and works with families, Learning Area Coordinators, the NTCET Coordinator, Care Group and classroom teachers to ensure students manage their workload and thrive during their senior years. |

