



Curriculum Handbook

2024

Years 8 & 9

Lutheran Church of Australia, Queensland District t/a
Trinity Lutheran College
CRICOS provider number 00878A

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Welcome to Students

Welcome to Years 8 and 9 in the middle school of Trinity Lutheran College.

Years 8 and 9 are the final years of middle schooling at Trinity and as such are an important step in your learning and growth journey through to the senior years – Years 10, 11 and 12.

The teachers in the middle years strive to provide a safe and supportive learning environment that encourages each student to reach his or her potential. There is a strong focus on the well-being of every student in the middle years. Along with a major focus on academic achievement for every student, the middle years recognises the importance of promoting resilience and well-being during these adolescent years.

In Year 9, there are many opportunities to be leaders in the middle years and to make a significant contribution in terms of service to your peers and the school.

The purpose of this handbook is to provide curriculum information to students and parents about the structure of the curriculum in these years. It will also assist you in areas of subject choice and knowledge of the core subjects and the experience subjects in Years 8 and 9.

Years 8 and 9 can be challenging years for students during which I trust you will feel secure, safe and supported through all aspects of your social and academic growth.

I encourage you to become as actively involved as possible in all that Trinity has to offer. By taking advantage of the many opportunities at this level you will grow in understanding of yourself as a learner and gain further confidence for your senior years of schooling.

God bless.

Laura Robbins

Deputy Principal & Head of Campus, Middle and Senior Years

Excellence in Education, Love for Humanity

Trinity is a school of the Lutheran Church of Australia. As such we aim to be a secure place, offering warm caring relationships and a safe environment for all. We respect individual gifts and differences. A strong partnership between students, parents and staff is emphasised. Our goal is to cultivate within students a mindset of service and stewardship, along with a deep appreciation for diverse perspectives.

Lutheran schools seek to create a learning context in which values are recognised as having their source in God. Values have implications in all areas of life, by giving attention to the child's spiritual needs as well as his or her intellectual, physical, social, emotional and aesthetic needs.

21st Century learning


In order to best prepare students for an uncertain future of employment, it is essential that we offer a range of learning experiences and environments, driving students to explore all types of authentic learning. Our curriculum is structured to meet the specific needs of adolescents today and develop the identified 21st century skills. For example, the contribution of skills such as innovation and entrepreneurship have been focused on through the development of learning tasks in core subjects, as well as the introduction of new subjects. Service learning experiences in Christian Studies, as well as subjects such as STEAM and Digital Technology, reinforce our commitment to meeting the needs of our students to thrive in tomorrow's world.

Our purpose-built classrooms offer an evidence-based approach to the environment in which students of this age learn best. Much of the research that was conducted was feedback from our students about these spaces. They are classrooms designed by our students, for our students, and add a dimension to the learning experience that exceeds other learning environments.

Learning occurring in these classrooms promotes the 21st century learning skills that will be needed for success in the new senior years of schooling, as well as most tertiary study and employment options beyond school. Students learn to work with each other, near each other and individually around other students in a safe and structured environment.





21st century skills

Preparing students for a changing world











Young people are preparing for a very different world from the one we know.

Young Queenslanders in the 21st century need to be

Innovators 	Entrepreneurs 	Lifelong learners 	Responsible global citizens 
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What are the 21st century skills in the General senior syllabuses?

Critical thinking  <ul style="list-style-type: none"> analytical thinking problem-solving decision-making reasoning reflecting and evaluating intellectual flexibility 	Creative thinking  <ul style="list-style-type: none"> innovation initiative and enterprise curiosity and imagination creativity generating and applying new ideas identifying alternatives seeing or making new links 	Communication  <ul style="list-style-type: none"> effective oral and written communication using language, symbols and texts communicating ideas effectively with diverse audiences 	Collaboration and teamwork  <ul style="list-style-type: none"> relating to others (interacting with others) recognising and using diverse perspectives participating and contributing community connections 	Personal and social skills  <ul style="list-style-type: none"> adaptability/flexibility management (self, career, time, planning and organising) character (resilience, mindfulness, open- and fair-mindedness, self-awareness) leadership citizenship cultural awareness ethical (and moral) understanding 	ICT skills  <ul style="list-style-type: none"> operations and concepts accessing and analysing information being productive users of technology digital citizenship (being safe, positive and responsible online)
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For all Queensland schools

ELC – 12 Teaching and Learning Framework at Trinity Lutheran College

Trinity Lutheran College is committed to providing the highest standards of teaching and learning for our students. We have undertaken extensive research into contemporary best practice in pedagogy and we have aligned this with deliberate commitment to the development of a K to 12 Teaching and Learning Framework.

This framework has emerged from the College Strategic Plan. The framework will ensure that Trinity teachers are skilled in the delivery of innovative and engaging learning experiences that reflect best practice, as well as being skilled in the provision of programs that support a wide range of student needs.



The four key elements of this framework are: *Collaboration, Communication, Diversity & Reflection*, and offer our students a strong advantage in being able to meet future educational challenges.

Academic Excellence for all students

The Year 8 and 9 curriculum has been designed to meet the needs of young adolescents. Students of this age have very specific intellectual, moral, emotional, social and spiritual needs, and we as a college must consider all these when developing our curriculum and teaching and learning program. We have developed a challenging and rigorous program which offers exciting learning experiences for all students. All courses are based on the Australian Curriculum and the Queensland Curriculum and Assessment Authority frameworks and resources. Lutheran Education Australia provides the Christian Studies curriculum framework which aligns our practice with the wider Lutheran education system.

Our Years 8 and 9 programs are designed for students in early puberty and mid-adolescence. This is a particularly critical phase of personal and intellectual development. Such a time of uncertainty, sensitivity, susceptibility, resistance and questioning requires an educational program that will help students develop the knowledge, attitudes and skills they need to participate actively and responsibly in a changing and increasingly interrelated world. In so doing, learning how to learn and evaluate information critically is of vital importance, as is the development of ethics and values.

At Trinity Lutheran College we seek to encourage and support academic success and excellence. Academic excellence is fostered through highly differentiated programmes as a key component every day of the units of work. Students are encouraged to engage with the learning at a depth which is appropriate for their ability and experience. Consequently, students who can work at levels which are beyond what would be normally expected will be challenged and extended on a daily basis.

Learning Enhancement & English as an Additional Language/Dialect (EAL-D)

Learning support and EAL-D support has traditionally been associated with students who are experiencing difficulty in accessing the school curriculum. At Trinity, learning support also includes enhancing more able students who are able to work either beyond or at a deeper level in the regular curriculum. Small group support in literacy and numeracy is available for eligible students.

Support for international students and students for whom English is their second language is provided to students in the classroom. With a structured time and allocated trained teachers to offer this support all EAL-D students have every opportunity to thrive through accessing our challenging curriculum.

Year 8 Structure of Learning

In Year 8, students study seven core subjects:

- Christian Studies
- English
- Mathematics
- Humanities
- Science
- Health and Physical Education
- Languages

Year 8 students also select two elective subjects. Overviews for these subjects are included in this handbook. Students will submit their preferences for experience subjects in Term 3.

Year 9 Structure of Learning

In Year 9, students study six core subjects:

- Christian Studies
- English
- Mathematics
- Humanities
- Science
- Health and Physical Education

Year 9 students also select three elective subjects. Overviews for these subjects are included in this handbook. Students will submit their preferences for experience subjects in Term 3.

Looking Ahead: Understanding the essential elements of the Senior System

Queensland Certificate of Education (QCE)

The QCE is Queensland's senior secondary schooling qualification. It is internationally recognised and provides evidence of senior schooling achievements. The QCE allows students to choose from a wide range of learning options to suit their interests and career goals.

To receive a QCE, students must achieve the set amount of learning, in the set standard, in a set pattern, while meeting literacy and numeracy requirements.

ATAR pathway

The Australian Tertiary Admission Rank (ATAR) will be used to rank eligible Year 12 graduates. ATARs will be calculated and issued by the Queensland Tertiary Admissions Centre (QTAC).

- ATAR is a number between 0.00 and 99.95 with increments of 0.05
- The ATAR is commonly used in other states and territories.

QTAC will calculate ATARs based on either:

5 General subjects OR Combination (4 General + 1 applied/VET)	
Best five QCAA General subjects	Best four QCAA General subjects + The best result in a: QCAA Applied (currently Authority-registered subject or Subject Area Syllabus subject) or Certificate III or higher

If a student is eligible for an ATAR in both categories, QTAC will use their highest ATAR.

English as a requirement for ATAR eligibility

In the new system of tertiary entrance, eligibility for an ATAR **will** require satisfactory completion of a **QCAA English subject**.

Satisfactory completion will require students to attain a result that is equivalent to a Sound Level of Achievement in one of five subjects — English, Essential English, Literature (new subject), English and Literature Extension (renamed), or English as an Additional Language.

While students must meet this standard to be eligible to receive an ATAR, it won't be mandatory for a student's English result to be included in the calculation of their ATAR.

VET and other pathways

At Trinity Lutheran College, our senior students are encouraged to select the right pathway for them. Students in Year 11 and 12 may choose to follow a VET pathway and not receive an ATAR. This pathway may be more suitable to students wanting to gain a trade or work pathway. Alternatively, some students may select to complete a Diploma subject during Year 11 and 12, which provides an alternative pathway to university entry.

CORE SUBJECTS

Christian Studies

Subject type:

This is a core subject studied by all students. It is based on the Lutheran Education Christian Studies Curriculum Framework.

Overview:

Christian Studies introduces students to the world of religion and spirituality, which are integral components of the fabric of all cultures. It aims to give students a clear understanding and appreciation of the Christian story through an exploration of the biblical text and Christian literature. It presents to students a Christian world view and a pathway for making meaning in their lives.

The purpose of Christian studies is to:

- teach students about Christianity, the Christian faith and Christian traditions
- provide a safe environment for students to learn about different religions
- facilitate a road to discovery and encourage Christian values and beliefs
- inform, guide, challenge, and equip students in this area of learning
- help teachers model behaviour, attitudes and Christian values
- develop an awareness of self, others, values and God in students

This framework is divided into four strands with each strand supporting three key ideas.

Christian Beliefs

- Christian Beliefs about God as one God: Father, Son and Holy Spirit
- The person and work of Jesus Christ is central to Christianity
- The Christian teaching of sin and grace

Christian Living

- Christians believe that God wants people to live in relationship with him and with each other.
- Christians are called to love and serve all people
- Christians have responsibility in and for the world.

Christianity in the World

- Religious beliefs and ideas shape people's thinking and actions
- People express their spirituality in various contexts within and beyond Christianity
- People make decisions using a range of religious perspectives and ethical frameworks

Christian Church

- The Bible is the revealed word of God
- The Christian community is shaped by and shapes its cultural and historical contexts
- In the church, Christians pray, worship and celebrate the sacraments

English

Subject Type:

In Years 8 and 9, English is a core subject studied by all students. It is based on the Australian Curriculum.

Overview:

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Trinity's teaching and learning programs balance and integrate all three strands.

At Trinity, students engage with a variety of texts for enjoyment. In doing so, they analyse, interpret, evaluate, discuss, and create a wide range of texts, including film, novels, non-fiction, and dramatic performances.

Literary texts that support and extend students in Years 8 and 9 as independent readers are drawn from a range of genres and explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas in real-world and fictional settings.

In responding to texts, students create a range of texts whose purposes may be aesthetic, imaginative, reflective, informative, persuasive, analytical and/or critical.

Assessment of student achievement will be based on the Achievement Standards of the Australian Curriculum.

Humanities

Subject type:

This is a core subject studied by all students. It provides an interdisciplinary learning experience, drawing on Geography, History and Civics and Citizenship. Humanities is based on the Australian Curriculum for Geography, History, Civics and Citizenship.

Overview:

This key learning area centres on the way people interact with each other and with environments. It includes investigations of controversial and challenging issues and promotes critical and creative thinking, and the development of optimism for the future. Humanities also encourages young people to be active participants in their world.

What you will know and be able to do

- Use primary and secondary sources of information
- Evaluate sources in terms of reliability, validity, bias, representation, recency and authority
- Examine how to collect and use physical evidence
- Use evidence to support and justify conclusions
- Explore the development of cultural identity
- Determine factors influencing empowerment of individuals and societies
- Examine ways in which personal and social identity is communicated and enhanced
- Explore the construction of 'social realities' by the media
- Explore change as a social and cultural factor
- Develop and use methods of collecting and recording factual information and statistics e.g. graphs, tables, charts
- Research and analyse change of ideas and knowledge over time
- Synthesise information from different perspectives when developing proposals
- Design strategies for evaluating environmental impacts of a proposed project, highlighting relationships between and within natural and human systems
- Develop proposals for affirmative action to support national and global issues
- Propose solutions to contemporary issues and address possible consequences
- Hypothesise, predict and re-evaluate based upon evidence and discussion

Extension Opportunities:

High achieving students have the opportunity to engage with more challenging and advanced work as differentiated by their teachers. High achieving students will have ongoing opportunities to work on enriched learning experiences that extend the depth of their knowledge and its communication.

Mathematics

Subject type:

This is a core subject studied by all students. It is based on the Australian Curriculum for Mathematics.

Overview:

The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed.

Mathematics will help you to make meaning of your world. Mathematics is a unique and powerful way of viewing the world to investigate patterns, order, generality and uncertainty. Mathematical knowledge includes knowing about mathematics, knowing how to do mathematics and knowing when and where to use mathematics.

By the end of Year 8 you will know and be able to:

- extend computation with combinations of the 4 operations with integers and positive rational numbers including fractions and decimals
- extend the exponent laws to numerical calculations involving positive and zero exponents
- use mathematical modelling to solve problems in a broad range of contexts that involve ratios with 2 or more terms, percentage increase and decrease, proportions with decimal values, and rates in measurement contexts, and apply proportional reasoning
- manipulate linear and other algebraic expressions, recognise and model situations using linear relations
- use Pythagoras' theorem and investigate irrational numbers
- select metric measurement units fit for purpose and convert between units, recognising the effects of different levels of measurement accuracy on the results of computations
- apply knowledge of the relationships between π and the features of circles to solve problems involving circumference and area
- investigate congruency and similarity conditions for common shapes in the plane and create algorithms to test for these conditions
- construct and locate objects with reference to three-dimensional coordinates using digital tools
- consider a variety of situations involving complementary and mutually exclusive events, combinations of 2 events
- examine experimental and observational data and identify populations and samples with respect to context; investigate variation in summary statistics across samples of varying size and discuss their findings.

By the end of Year 9 you will know and be able to:

- apply scientific notation in measurement contexts, routinely consider accuracy in measurement and work with absolute, relative and percentage errors in a range of different measurement contexts
- real numbers on a continuous measurement scale; locate different fractions exactly on the common scale of the real number line using scale and similarity, and locate some irrational square roots
- use linear and quadratic functions to model a broad range of phenomena and contexts, make predictions
- manipulate algebraic expressions involving variables, exponents, and the expansion and factorisation of simple quadratic expressions
- formulate and solve related linear and non-linear equations
- solve measurement problems about the surface area and volume of objects and apply formulas to solve problems
- use similarity, scale, trigonometry, enlargement transformations, the triangle inequality and Pythagoras' theorem to solve practical problems using given sets of information

- investigate probabilities of compound events from two-step experiments and solve related problems; use a variety of representations such as Venn diagrams, tree diagrams, two-way tables and grids
- compare multiple numerical data subsets in context and analyse their distributions with consideration of symmetry and skew; justify their choice of data representation with respect to data types and context, and critically review the statistical presentation of data and related arguments of others.

Extension Opportunities:

High achieving academic students have the opportunity to engage with more challenging and advanced work. These students will have significant opportunities to work with students in other classes of similar ability in specifically designed learning experiences to extend the depth of their knowledge and its communication.

Science

Subject type:

This is a core subject studied by all students. It is based on the Australian Curriculum for Science.

Overview:

Science is organised into three content strands. The **Science Understanding** strand describes the knowledge and understanding, or “what”, of Science and the **Science Inquiry Skills** strand describes the skills, or “how”, of Science. The **Science as a Human Endeavour** strand provides contexts for linking concepts and learning experiences to applications that are meaningful to students.

In Year 8 students explore the following:

- cellular functions and the relationship between organs and body system levels
- the theory of plate tectonics
- how the properties of rocks relate to their formation and influence their use
- different forms of energy and represent transfer and transformation of
- distinguish between physical and chemical change
- planning and conducting experiments
- analysing and evaluating data

In Year 9 students explore the following:

- how body systems provide a coordinated response to stimuli
- how the processes of sexual and asexual reproduction enable survival of the species.
- interactions within and between Earth's spheres affect the carbon cycle
- energy conservation in simple systems and apply wave and particle models to describe energy transfer
- observable chemical processes in terms of changes in atomic structure, atomic rearrangement and mass
- planning and conducting experiments
- analysing and evaluating data

Extension Opportunities:

High achieving academic students have the opportunity to engage with more challenging and advanced work as differentiated by the class teacher. High achieving students will have ongoing opportunities to extend the depth of their knowledge and its communication.

Health and Physical Education

Subject type:

This is a core subject and is studied by all students. It is based on the Australian Curriculum, Health and Physical Education syllabus.

Overview:

You will develop an understanding that there are a number of ways to enhance performance in physical activities. This includes investigating ways to improve your own and others' performances in physical activities. You will understand that social and cultural images of physical activity influence your own and others' participation in, and attitudes towards physical activities. You will also investigate strategies and practices that enhance your own, others' and community health, safety and wellbeing.

Assessment

Practical assessment

Assessment Physical Education focuses on the student's ability to use knowledge, apply this knowledge to game situations and design strategies for performance based upon personal reflection and feedback from outside sources.

Theoretical assessment

Assessment in Health Education focusses on student's ability to evaluate health information and apply this to their own health and the health of their community.

What you will know and be able to do:

- Understand and make sense of the wealth of health information available to consumers.
- Understand and implement appropriate strategies to improve your own and others' health, safety and wellbeing.
- Learn specialised skills for movement in team games.
- Learn specialised skills for movement in Aquatics, Cross Country and Athletics.
- Learn strategies for individual and team games, sports and other physical activities, in particular, offensive and defensive strategies, use of space, selection of skills, cooperation and teamwork.
- Understand the relationship between health, physical activity and fitness, including benefits of health-related fitness, components of fitness, and skills for participation in fitness activities.
- Appreciate the factors that influence attitudes towards and participation in physical activities, in particular, community attitudes; personal characteristics, including growth and development, gender, perceived abilities, skill levels, disabilities and physical fitness as well as media and popular culture.

ELECTIVE SUBJECTS

Languages Pathways

Year 6

Japanese,
German &
Chinese

Year 7

Japanese

German

Chinese

Year 8 & 9

Japanese

German

Chinese

Year 10

Japanese

German

Chinese

Years
11&12

Senior
Japanese

Senior
German

Senior
Chinese



Chinese

Subject type:

Chinese is a specialist subject and it is based on the Australian Curriculum for Chinese.

Recommended prior learning: For continuity of learning and language development, you should continue studying Chinese in Year 8 if you chose it for Year 7. Chinese is differentiated to meet the needs of individual students. Students new to the college may take up Chinese in Year 8. In Year 9, Chinese becomes an experience subject that students can elect to study.

Overview

The ability to speak and understand a second language is a very valuable skill in our society today. In many countries, bilingualism is the norm. In Chinese, you will not only learn about another language and culture, but you become more knowledgeable about your first language whilst studying. Even if you do not continue your language learning beyond Year 8, your time learning another language helps you develop an understanding and respect for diversity and differences in our globally connected, multi-cultural world.

Year 8 Chinese

We will begin from where your ability level is. Year 8 introduces the Chinese language mainly through role play situations and booklet and online resources. You will learn how to greet people, introduce yourself, your family and home, talk about your likes, dislikes and wants, hobbies, sports and your daily routine using the Chinese language. You will write blogs and become more confident and competent with practice in simple conversation and speaking on everyday topics.

Year 9 Chinese

Consolidates and builds upon those skills you acquired in previous Chinese studies, with a continued emphasis on the four macro-skills: listening, speaking, reading and writing. You will be engaging in real language for real or life-like purposes. After a very brief revision of the topics and structures you have previously covered, you will undertake the learning of new vocabulary and grammar through topics like travel, holidays and weather, descriptions and clothing, weekend plans and occupations.

What you will know and be able to do:

You will learn about Chinese customs, traditional Chinese food, festivals and seasons, and popular sports and activities. With practice, you will be able to express your likes and dislikes, explain your daily routine and answer questions about your family, yourself, your hobbies and future plans. You will be able to blog and write about your family, which food you like and your favourite subjects, and your free time activities.

Workload:

To do well in a language, continual revision and practice of vocabulary, characters and new structures is essential. Your commitment to doing this is a very important factor in your success.

Extension opportunities:

The opportunity will be available for you to use what we have done in class for interactions with visiting exchange students and by participating in the Gold Coast Modern Language Speech Competition.



German

Subject type:

German is a specialist subject and it is based on the Australian Curriculum for German.

Recommended prior learning: For continuity of learning and language development, you will continue studying German in Year 8 if you chose it for Year 7. German is differentiated to meet the needs of individual students. Students new to the college may take up German in Year 8. In Year 9, German becomes an experience subject that students can elect to study through to Year 12.

Overview

The ability to speak and understand a second language is a very valuable skill in our society today. In many countries, bilingualism is the norm. In German, you will not only learn about another language and culture, but you become more knowledgeable about your first language whilst studying. Even if you do not continue your language learning beyond Year 8, your time learning another language helps you develop an understanding and respect for diversity and differences in our globally connected, multi-cultural world.

Year 8 German

We will begin from where your ability level is. Year 8 introduces the German language mainly through role play situations and with the aid of the textbook and online resources. You will learn how to greet people, introduce yourself, your hobbies and count using the German language. You will become more competent with practice in simple conversation and speaking on everyday topics such as family, school, sport, hobbies and general health.

Year 9 German

Consolidates and builds upon those skills you acquired in previous German studies, with a continued emphasis on the four macro-skills: listening, speaking, reading and writing. You will be engaging in real language for real or life-like purposes. It is hoped that the topics studied will have relevance for you in terms of your social, school and home lives so you can achieve real meaning from what you learn, understand and create. After a very brief revision of the topics and structures you have previously covered, you will undertake the learning of new vocabulary and grammar.

What you will know and be able to do:

You will learn about German customs, traditional German food, festivals and popular sports, fairs, carnivals and seasons. With practice, you will be able to express your likes and dislikes and say where you live and ask and answer questions about your family, yourself and your hobbies. You will be able to write about your family, which food you like and your favorite subjects.

Workload:

To do well in a language, continual revision and practice of vocabulary and new structures is essential. Your commitment to doing this is a very important factor in your success.

Extension opportunities:

The opportunity will be available for you to use what we have done in class for interactions with visiting exchange students and by participating in the Gold Coast Modern Language Speech Competition. In addition, beyond Year 9 there are opportunities for exchange to our German sister school in Hamburg and students will have the chance to go on the German tour. The next tour is proposed for November / December 2024 at a cost of about \$4800.



Japanese

Subject Type:

Japanese is an experience subject and it is based on the Australian Curriculum for Japanese.

Recommended prior learning: For continuity of learning and language development, you will continue studying Japanese in Year 8 if you chose it for Year 7. Japanese is differentiated to meet the needs of individual students. Students new to the college may take up Japanese in Year 8. In Year 9, Japanese becomes an experience subject that students can elect to study through to Year 12.

Overview:

The ability to speak and understand a second language is a very valuable skill in our society today. In many countries, bilingualism is the norm. In Japanese, you will not only learn about another language and culture, but you become more knowledgeable of your first language whilst studying. Even if you do not continue your language learning beyond Year 8, your time learning another language helps you develop an understanding and respect for diversity and differences in our globally connected, multi-cultural world.

Year 8 Japanese

We will begin this course from where your ability level is, whether that be as a beginner, or someone who has studied Japanese for a few years. With this in mind, you will be doing a number of activities covering the four macro-skills of listening, speaking, reading and writing. You will briefly revise the basics: introductions and information about yourself, including school subjects, teachers and food, then you will move onto new work about your daily routine, places to go and things to do, transportation and travel and clothing. Along with also learning to read and write hiragana, you will gain an understanding of some cultural differences between Australia and Japan, as intercultural learning is a significant part of learning a language.

Year 9 Japanese

In choosing to study this course, you should have some general knowledge of the Japanese language which you have previously learned, probably in Year 8. You should also have a reasonable ability to read and reproduce hiragana. Initially, you will do some quick revision and then you will move onto new topics such as family and what they do, sports, housing, animals and more. Activities and tasks will involve the four macro-skills of listening, speaking, reading and writing, all equally essential in mastering a foreign language.

What you will know and be able to do:

With communication being the key, you will learn and then further develop your language skills so that you are able to converse on a basic level, within a limited range of topics. You will take part in simple role-plays, dialogues and be able to make and present information about yourself. You will create written tasks in hiragana script such as posters, labelled pictures and sentences, even multi-modal tasks on the computer and you will be able to read and answer questions about the topics we have studied. You will also learn and make comparisons about life and leisure for a student in Japan.

Workload:

To do well in a language, continual revision and practice of vocabulary and new structures is essential. Your commitment to doing this is a very important factor in your success.

Extension opportunities:

The opportunity will be available for you to use what we have done in class for interactions with visiting exchange students and for extension by participating in the Gold Coast Modern Language Speech Competition. From Year 9, Trinity has many opportunities for both short and long-term exchanges to our sister schools, as well as a bi-annual Japan trip for about 2 weeks, usually in the June/July school holidays costing around \$3500. The next trip is planned for 2025.

Business Education and Innovation

Subject type:

This is an experience subject and is based on the Queensland Curriculum Assessment Authority's implementation of the Australian Curriculum.

Recommended prior learning: C or better in Humanities

Overview

In Business Education, you will develop knowledge and practices necessary to effectively establish, own and operate your own business in order to make a profit. You will learn to participate as a responsible citizen in business environments and be able to make consumer decisions to meet the needs of self and others. In Year 8, you will gain a general understanding of how Queensland's legal system operates. In Year 9, you are introduced to the Australian economy. You will explore what it means to be involved in the global economy, including implications of decisions made by individuals and governments.

A general understanding of how Queensland's legal system operates will also be investigated. You will interact effectively with individuals and the community in business and legal contexts including entering into contractual agreements and managing personal finances, investments and records. You will be able to accurately record, report, design and create business information and products and communicate relevant details to various stakeholders. You will work individually and cooperatively to develop business plans and products, participate in and evaluate the outcomes of business enterprises and ventures.

What you will know and be able to do

- Explain the characteristics of enterprising activity and the systems that regulate the activity.
- Correctly record and report financial information to business owners in accordance with the Australian Accounting standards.
- Detail and explain a wide variety of structures that exist within an organisation and provide examples. Students will know the role of the human resource manager and be able to write a resource policy.
- Discuss in detail how complex control systems need to be transparent, maintained and managed. Students will be able to complete a case study for other external businesses.
- Work in groups to generate enterprising ideas based within the College community that could be used as a business venture. Complete a SWOT analysis and justify impact on production choices.
- List some possible positive and negative impacts of enterprising activities on a community.
- Draft and follow a detailed production procedure and make a quality prototype.
- Students will know the main features of Queensland's legal system. Suggest new laws and/or changes to existing laws supported by extensive and accurate reasoning.
- Students will know the main features of the court structure and hierarchy in Queensland.
- Report legal findings and discussions from a legal case precedent.

Frequently asked questions

Q: Do I need to be good at mathematics to do well in Business?

A: No, the only mathematics used in this subject is adding up and calculators are allowed to do this. If, however, you are good at mathematics you will do well in this subject.

Q: What benefit do I gain if I study this subject?

A: Students certainly increase their financial literacy skills whilst learning how to look after their personal finances. The subject matter is unique to this subject and is not taught in any other subject. Students also gain an awareness of their human and legal rights.

Q: How hands-on is this subject?

A: Students are involved in planning, establishing and operating their very own business venture.

Design Technology

Subject Type:

This is an experience subject and is based on the Queensland Curriculum Assessment Authority's implementation of the Australian Curriculum.

Recommended prior learning: nil

Overview:

This subject will equip you with 3D design and modelling skills as you produce working drawings on computer using a program called Inventor. You will investigate and solve design problems by making products with creativity and originality using a range of materials and techniques. Projects will be made from wood, plastic and metal.

What you will know and be able to do:

- Recognise and follow health and safety practices in the work shop
- Draw and evaluate design ideas
- Use Computer Aided Drawing (CAD)
- Select materials, techniques and tools to make products
- Make products to meet detailed specifications



Workload and assessment:

You will complete a folio, homework tasks and produce a product for each project.

Frequently asked Questions:

Q: What tools, equipment and software will I use?

A: A range of hand tools, power tools and fixed machines. Software used is Autodesk Inventor.

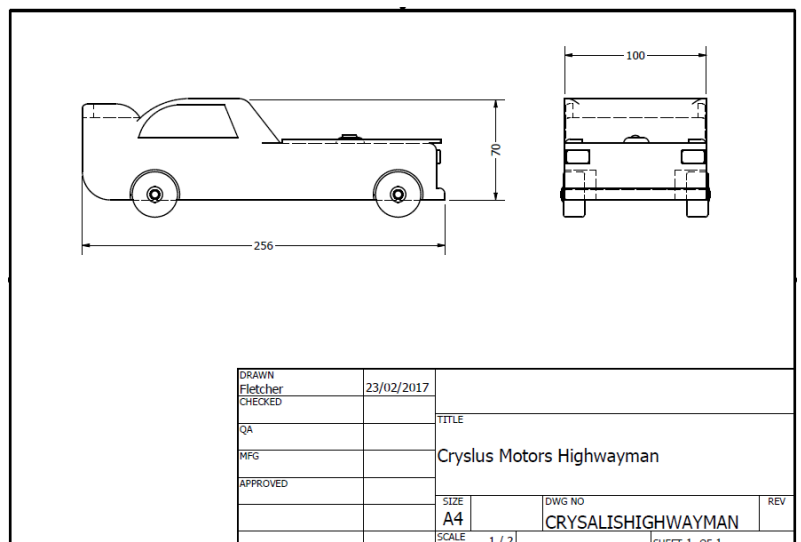
Q: Do I get to take home what I make?

A: You may keep your projects at the end of the assessment.



Q: Do I need to wear personal protective safety equipment?

A: Safety glasses and aprons are provided by the College but you must wear your leather school shoes for practical activities in the workshop.



Digital Technology

Subject Type:

This is an elective subject and is based on the Queensland Curriculum Assessment Authority's implementation of the Australian Curriculum in Technology.

Overview:

In this course of study you will experience four units of work in each year level. These units include, but are not limited to:

- Digital Systems
- Digital Imaging
- 2D Drawing and Animation
- Introduction to Coding & App development
- Digital Video
- Coding drones
- Programming in Python
- Web Design I & II
- 3D Modelling & Animation
- Gamin Auhtoring/Design
- Information Systems
- Robotics (including drones)



In addition to these units you will be required to utilise a wide range of Information Technology skills such as inquiry, creating, presenting, and communicating with ICTs.

This subject takes as its focus the design process built around a team environment. You will develop important skills for working with others and develop a clear understanding of each stage of the design process.

Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as decomposing problems and prototyping; precisely and accurately describing problems; the use of modular approaches to solutions; and engaging students with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities.

By the end of Year 8, students will have had opportunities to create a range of digital solutions, such as interactive web applications or programmable multimedia assets or simulations of relationships between objects in the real world.

By the end of Year 9, students will have had opportunities to analyse problems and design, implement and evaluate a range of digital solutions, such as database-driven websites and artificial intelligence engines and simulations.

What you will know and be able to do

You will complete preliminary tasks to build skills and knowledge in each topic area and this will be followed by a project. The project requires you to follow a design process which includes analysis, design, development and evaluation. You will often complete these projects as a member of a small team.

Frequently asked questions

Q: What careers does this subject lead to?

A: Information Technology - Systems Administrators, Network Technicians, Programmers
Multimedia - Web Designers, Video Editors, Game Designers, Digital Effects Artists

Q: What software applications do we use?

A: Adobe Photoshop, Microsoft Access, iMovie for iPad, Adobe Premiere, Microsoft MovieMaker, Microsoft Office Suite, Pages, Keynote, GameMaker, Lego Mindstorms, Python

Q: Is it necessary to have access to software at home to study this subject?

A: No, though it would be advantageous, students are able to complete most tasks during class-time. There will be some work that students will be required to complete at home, but this can be done using common software, such as iMovie and Microsoft Word, or readily available freeware software that can be downloaded easily from the Internet

This subject leads directly to Digital Solutions which will be offered in Year 10 and continue in Years 11 & 12.

Food Technology

Subject Type:

This is an experience subject and is based on the Queensland Curriculum Assessment Authority's implementation of the Australian Curriculum.

Recommended prior learning: Nil

Overview:

This course aims at developing valuable life skills in food preparation and production. Students will learn key food production techniques as well as an understanding of nutrition. Focus areas include Australian Guide to Healthy Eating, food groups and sustainability.

Students will learn how to take control of their food choices to contribute to their future health and well-being.

What you will know and will be able to do

- Develop literacy and numeracy skills
- Use equipment safely and demonstrate skills and techniques
- Prepare and produce products that enhance wellbeing
- Justify decisions and take action
- Evaluate and reflect on products and processes
- Develop life skills
- Make decisions and take action to promote health and better futures

Workload/Assessment

- Assignment in class and own time; project/portfolio of class activities;
- Process journal completed in class and own time; practical skills assessment

Frequently asked questions:

Q: What will we be cooking? Practical experiences include cooking various sweet and savoury dishes such as; Anzac biscuits, sushi rolls, chicken and vegetable noodles, risotto, pizza, pancakes and apple and cinnamon turnover. Students are encouraged to take their practical cookery home to share with their family.

Q: Do I need to bring my own ingredients? Cooking ingredients are supplied by the College.



Dance (The Arts)

Subject Type:

This is an elective subject based on the Australia Curriculum for Dance.

Recommended prior learning: Nil

Overview:

Students will focus on many different areas of dance including the elements of dance and consider the function dance serves in our society. Dance studies will cover a variety of dance genres including jazz, popular dance, contemporary and ballet. Students will have the opportunity to create and perform movement sequences, perform set class routines and learn to effectively use the elements of choreography to create an individual and small groups dance pieces.



Dance is assessed in two dimensions; making (choreography and performance) and responding. Choreography is the process of creating movement sequences and routines appropriate to specific genres while performance is the development of physical, expressive and interpretative movements demonstrating stylistic and performance qualities. Responding refers to the ability to analyse one's own and others' work following a specific method of analysis.

What you will know and be able to do?

Dance students will know the functions and purposes of dance including social, ritual and artistic. Students will be able to adapt various dance components to reflect different styles of dance in a range of cultural and historical contexts. They will learn specific dance techniques that are appropriate to different genres and be able to model these dance techniques and perform movement sequences. They will learn how to analyse dance pieces and articulate how the meaning of dance movement develops and changes in various cultural and historical contexts. As a Dance student, you will be able to be involved in a variety of curricular and co-curricular activities. The subject area requires that you devote time to preparing and rehearsing assessment tasks both in-class and in your own time.

Frequently asked questions

Q: Are there any footwear or dress requirements for Dance?

A: Students must bring a pair of tights or shorts to change into for each lesson. No specific footwear is required, however, if students own dance shoes (such as jazz shoes) it is suggested that these are worn.



Drama

Subject type:

This is an elective subject based on the Australia Curriculum for Drama.

Recommended prior learning: Nil

Overview:

You will experience the basic elements of Drama. You will participate in drama games and workshops that identify and develop character, focus and mood. You will also work on sets and props and how these can be transformed and manipulated. You will read short drama scripts and analyse the content for performance ideas. In groups, you will workshop script segments to a level that is suitable to perform for your peers.

You will be required to actively participate in physical drama workshops, learn dialogue and blocking, perform for an audience, write individually and collaboratively and keep a journal/blog of your drama journey.

This subject is highly suitable for those students who enjoy creating, performing and viewing theatre; and those who are considering studying General or Applied Drama in the Senior School.

Drama complements the study of private or external Drama, Theatre or Speech.

You will learn skills in two areas: Making and Responding.

- Making skills include forming drama by improvising, devising, transforming and scriptwriting; and presenting drama where you will rehearse and perform script extracts and original works individually and in groups. You will work on developing a range of dramatic languages and skills including voice, physicality and use of space through directing, designing, acting and interpreting dramatic meaning.
- Responding skills includes viewing the works of peers and others (live or videoed performance) and responding in writing or orally. Analysis, evaluation, synthesis and reflection will be experienced in weekly journals, short response tests and some extended writing.



Media Arts

Subject Type:

This subject is based on the Australian Curriculum for Media Arts.

Recommended prior learning: nil.

Overview

Media Arts involves using a variety of communications technologies to design, produce and distribute media artworks. You will learn through exploring, viewing, analysing and participating in media culture and you will acquire skills and processes to create work in a range of media forms and styles, including; a range of print, cinematography, visual effects (CGI) 2D and 3D asset creation for game development and hybrid works.

You learn to clarify, intensify and interpret human experience through representations in images, sounds and text. Creating media artworks, engages your senses, imagination and intellect, and you learn to express and challenge constructs of the world. Through creative and critical use of language and technology, you develop aesthetic control that allows you to communicate with clarity and impact through the media you create and consume.

In Media Arts, technical and symbolic elements work together within established and emerging media technologies to inform, persuade, entertain and educate through story structures and ideas.

Creating media artworks involves the development of technical, physical and communication skills that help you learn to understand yourself and others through processes that promote critical perception, personal expression and collaboration

The development of aesthetic knowledge in Media Arts increases your understanding of how images, sounds and text create experiences consumers recognise and respond to physically, emotionally and intellectually.

You will know and be able to:

- Develop and refine your understanding and use of structure, intent, character, settings, points of view, genre conventions and media conventions in compositions
- extend the use of time, space, sound, movement and lighting as you use technologies
- analyse the way audiences make meaning, interact with and share media artworks
- draw on media arts from a range of cultures, times and locations as you experience and explore traditional and contemporary media forms, styles and influences, and how these may influence your own artistic intentions in making media artworks.
- consider local, global, social and cultural contexts that shape purpose and processes in the production of media artworks you make and respond to.
- evaluate the social and ethical implications of media arts including the use of images and works of others, maintaining ethical practices and considering regulatory issues when using technology.

Frequently asked questions:

What are the benefits of studying Media Arts?

- Enjoyment and confidence to participate in, experiment with and interpret the media -rich culture and communications practices that surround us, both existing and evolving local and global media cultures.
- Develop creative and critical thinking, and your ability to explore perspectives in media as producers and consumers.
- Build aesthetic knowledge and a sense of curiosity and discovery as you explore imagery, text and sound to express ideas, concepts and stories for different audiences.

How will learning in this subject help me?

- Increase knowledge and understanding of your active participation in existing and evolving local and global media cultures.
- The skills you will learn can lead to careers such as VFX artists for movies and games, cinematography, installation artist, or work in new media in upcoming industries such as VR, AR as well as traditional print and journalism pathways.

Music

Subject Type:

This is an experience subject based on the Australian Curriculum for Music.

Recommended prior learning:

It would be advantageous to have completed the Year 8 Music course prior to taking Year 9 Music and/or to be undertaking individual private instrumental or vocal tuition to develop the level of performance skills with a private tutor.

Overview:

You will aurally analyse and complete investigation studies on well recognised musical works. You will perform solo or in small ensemble for the class on a specialised instrument. You will also be involved in discussion of performance pieces and your instrument's historical development, playing capabilities and range. Additionally, you will learn to arrange a musical item, selecting from instruments which your fellow class members play, forming a band and presenting as a performance for the class.

Year 8:

Rock Music

You will learn to identify the ways in which performers and composers use the elements of music in Rock music, exploring the different styles of rock from the 1950s to the present. You will compose and perform in different rock styles in order to develop your skills and help develop your understanding of how music elements are manipulated to communicate to an audience. You will develop your theory and aural skills in connection with the characteristics of popular music.

World Music

You will explore how music is part of cultural identity and identify the characteristics of traditional music from a variety of cultures and incorporate these into compositions and performances. You will select, research and analyse the traditional music of a culture, and then based on your research, you will either perform or compose a piece of music that incorporates the characteristics of the music from the culture you explored.

Year 9:

Greatest Hits

You will explore the development of music from Medieval times to the end of the 19th century with a focus on Western Tonal Traditions. You will attempt to answer the question, "What is the formula for a 'popular' piece of music?" through an analysis of the characteristics of well-known pieces from each musical era – Medieval, Renaissance, Baroque, Classical and Romantic – identifying how the composers have used the elements of music to communicate to an audience.

Music and the Brain

You will explore the ways music is being used to help people with physical and mental health issues through an investigation of the use of music for such conditions as: anxiety, depression, Alzheimer's, Parkinson's disease, anger management, sports medicine, etc. You will analyse the ways in which different styles and genres of music affect people's moods differently and the characteristics that certain mood-altering pieces of music have in common. You will then apply your knowledge and understanding and create a 'personal prescription' through a practical project which can involve either performance or composition.

You will:

- Analyse different scores and performances aurally and visually
- Evaluate the use of music elements and defining characteristics from different musical styles.
- Use their understanding of music making in different cultures, times and places to inform and shape their interpretations and performances and compositions.
- Interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles with technical control, expression and stylistic understanding.
- Interpret and perform music with technical control, expression, and stylistic understanding.
- Use aural skills to recognise elements of music and memories aspects of music such as pitch and rhythm sequences.
- Use knowledge of the elements of music, style, and notation to compose, document and share their music.
- Manipulate sound sources and technology to suggest or replicate styles.

Additional information:

A study of Music in Years 8 and 9 may lead to study of Senior Music or Music Extension (an advanced Year 12 performance / composition / musicology based subject) at the senior school level.

Private professional tuition is offered in band, strings and contemporary instruments, and contemporary voice. Enrolment forms are available from Student Reception or alternatively from Ms Toni Scott (Performing Arts Teacher Assistant) toni.scott@tlc.qld.edu.au or phone 5556 8245 (direct line).



Visual Art

Subject Type:

This subject is based on the National Arts Curriculum for Visual Art.

Recommended prior learning: Nil

Overview

Visual Art involves manipulating visual arts elements, concepts, processes and forms to express ideas, considering specific audiences, through the creation of images and objects.

Ideas are researched to inform visual responses that consider social and cultural issues.

Design and visual documentation are used to develop artwork from stimuli.

Media areas are used in isolation and in combination to make artwork.

Visual arts elements and concepts in combination are used to create compositions.



Each unit incorporates several media areas: drawing media; graphite, conte, chalk and oil pastels, charcoal, ink, markers, computer generated images, a range of printing forms; lino and silkscreen, a range of paints; water-colour and acrylic, and methods of application and painting styles, both relief and free-standing sculpture; working in clay, wire, plaster, metal embossing.

You will know and be able to:

- Develop your knowledge and understanding of how to employ the art elements; line, shape, texture, colour and the concepts; abstraction, composition, proportion and depth in creating meaning in art.
- Acquire skills in applying different media and subject-specific vocabulary
- Better understand the process of making choices and informed judgment based on knowledge and experimentation to achieve best expression of ideas.
- Incorporate understandings from the analysis and evaluation of artwork from different historical and cultural contexts into your own art-making, becoming familiar with differing styles of art.

Frequently asked questions:

Do I need to be good at drawing to do Visual Art?

What type of drawing do you mean, as there are many styles of drawing and many functions for drawing? In fact, if you can write your name you can draw. No, Art is about much more than drawing.



What are the benefits of studying Visual Art?

There are many benefits, including: encouraging the development of creative, critical, imaginative and inventive thinking, self-motivation, self-direction, openness to new experiences as well as the exploration of ideas and concepts and visual communication.

STEAM

(Science, Technology, Engineering, Art and Mathematics)

Overview:

STEAM (Science, Technology, Engineering, Art and Mathematics) is a ground-breaking subject that allows for innovation, creativity and problem solving. STEAM lessons and projects will help you prepare for the careers of the future, which could include – virtual habitat designer, space tour guide, rewilding strategist, augmented reality game designer, etc.

During STEAM classes, you will develop your skills as a team member, leader, listener, idea contributor, presenter, goal setter, innovator, designer, inquirer, creator, reflector, problem solver, evaluator and communicator.

Introductory Projects

You will engage with the design process to complete multiple projects. Motion is the first focus topic, and you will have the opportunity to work individually or in groups. Example projects include constructing mobiles, designing an egg drop device, designing a roller coaster, building aeroplanes and Rube Goldberg Machines. You will have the opportunity to be creative and innovative, as there are multiple approaches that can be utilised when completing each of these projects.

Open Ended Projects

You will be able to choose between several open-ended projects. You will develop your own approach and SMART goals while following the design process. Projects will include the creative use of recycled materials, designing an environmentally responsible home, innovative design based on biomimicry, transformable materials and space exploration, communicating science through art, permaculture and more.

Workload and assessment

Throughout the course you will be engaging in the design process. With the completion of any task you will document and evaluate your work. You can choose from a range of methods to present your workflow and process from start to finish. Presentation methods can include making a video journal, YouTube Channel, Adobe Spark page, OneNote page, or using your preferred alternate method upon negotiation with your teacher.

Year 8 Water Polo Development

Subject type:

The Year 8 Water Polo Performance Program is an elective subject for those students wishing to represent the school, Gold Coast, South Coast and Queensland in Water Polo. This program

Overview:

The Year 8 Water Polo Development program provides high quality coaching for players who want to improve their skills and game sense in Water Polo. Guest coaches include Olympians and Australian players.

This program caters to those students who want to utilise this class for cross training for other sports. It also provides a clear pathway for students wishing to represent the school, Gold Coast, South Coast and Queensland in Water Polo.

This course aims to nurture young people who will be competent, literate and enthusiastic players who develop a love of the game and become fine role models and ambassadors for Trinity Lutheran College.

What you will know and be able to do:

In Term 1, students master basic skills, structures and rules.

In Term 2, students investigate the components of fitness.

In Terms 3 and 4, higher order tactics will be introduced and students will engage in problem solving to enhance their decision-making during game play.

Throughout Semester Two, the theoretical component of rules and refereeing will involve students learning basic Water Polo rules and refereeing games with the support of the supervising coach.

Workload and assessment

The Year 8 Water Polo Development program is practical-based. Students are assessed on two practical areas and one theoretical component in each semester.

Term 1: Practical – Basic skills, structures and rules in the pool are assessed.

Term 2: Practical – Pre-testing and post-testing of the components of fitness in the pool.

Semester 1: Theory – Components of fitness investigation where students evaluate the strategies which assisted in improving their fitness and identify those training methods which were not beneficial.

Term 3: Practical – Higher order tactics.

Term 4: Practical – Problem solving to select the best possible option.

Semester 2: Theory – Rules and Refereeing will involve students learning basic Water Polo rules and refereeing games with the support of the supervising coach. This is a rich and authentic assessment item as students will experience officiating with support and guidance.

Year 9 Water Polo Performance

Subject type:

The Year 9 Water Polo Performance Program is an elective subject for those students wishing to represent the school, Gold Coast, South Coast and Queensland in Water Polo. This program can also cater for those students who want to utilise this class for cross training for other sports.

Although is no required prior learning to select Year 9 Water Polo Performance, heavy consideration is given to students who have successfully completed the Year 8 Water Polo Development course.

Overview:

High quality coaching is provided for players who want to improve their skills and game sense in Water Polo. This is a performance program that will focus on higher level skills and strategies. Guest coaches include Olympians and Australian players. The aim of the course is to nurture young people who will be competent, literate and enthusiastic players who develop a love of the game and become fine role models and ambassadors for Trinity Lutheran College.

Players will develop an understanding that there are a number of ways to advance performance in water polo. This includes investigating strategies and practices to improve their own and others' performances in games. Personal reflection and feedback is then applied to further enhance knowledge and game play.

What you will know and be able to do:

- Understand and implement higher order tactics to improve your own and others' performance including offensive and defensive strategies, use of space, selection of skills, cooperation and teamwork.
- Learn specialised skills for effective movement in Water Polo.
- Understand the relationship between health, physical activity and fitness, including the components of fitness.
- Appreciate the factors that influence your performance in Water Polo, including personal characteristics, ability, skill levels and physical fitness.

Workload and assessment

Practical Assessment

Terms 1 to 4: Higher level skills, tactics and strategies.

Theoretical Assessment

Semester 1: Apparel research report to design the new Water Polo swimmers for the Junior Trinity Lutheran College Water Polo Teams.

Semester 2: Event management requiring students to significantly contribute to the organisation of a Water Polo competition at Trinity Lutheran College. This involves advertising, recruiting, competition organisation, a journal and evaluation.

Theoretical assessment will provide rich and authentic experiences as students will be involved in the process of new uniforms and experience the organisation of a Water Polo competition.