



Curriculum Handbook

2025

Year 8 & 9

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Introduction

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 Queenslanders in the 21st century need to be

Innovators



Entrepreneurs



Lifelong learners



Responsible global citizens



What are the 21st century skills in the General senior syllabuses?

Critical thinking



- analytical thinking
- problem-solving
- decision-making
- reasoning
- reflecting and evaluating
- intellectual flexibility

Creative thinking



- innovation
- initiative and enterprise
- curiosity and imagination
- creativity
- generating and applying new ideas
- identifying alternatives
- seeing or making new links

Communication



- effective oral and written communication
- using language, symbols and texts
- communicating ideas effectively with diverse audiences

Collaboration and teamwork



- relating to others (interacting with others)
- recognising and using diverse perspectives
- participating and contributing
- community connections

Personal and social skills



- 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



- operations and concepts
- accessing and analysing information
- being productive users of technology
- digital citizenship (being safe, positive and responsible online)



QCAA Queensland Curriculum & Assessment Authority

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.

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.

Australian Tertiary Admission Rank (ATAR) eligibility

The calculation of an Australian Tertiary Admission Rank (ATAR) will be based on a student's:

- best five scaled General subject results or
- best results in a combination of four General subject results plus an Applied subject result or a Certificate III or higher VET qualification.

The Queensland Tertiary Admissions Centre (QTAC) has responsibility for ATAR calculations.

English requirement

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 C Level of Achievement in one of the following subjects — English, Essential English, Literature, or English and Literature Extension.

While students must meet this standard to be eligible to receive an ATAR, it is not 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 not to 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.

Looking Ahead: Recommended Prior Learning for Year 11 & 12 subjects

The tables below outline the recommended grades that should be reached in order for students experience success in particular subjects. If you do not meet the below recommended grades, please contact the relevant Head of Learning to discuss your options.

General Subjects

SUBJECT	RECOMMENDED PRIOR LEARNING
Accounting	C in Year 10 any Mathematics
Ancient History	C in Year 10 Humanities or History/Geography or English
Biology	C in Year 10 Science
Business	C+ in Year 10 English or Business
Chemistry	B in Year 10 Science and Mathematics
Dance	C in Year 9 or 10 Dance or equivalent
Design	Nil
Digital Solutions	Nil
Drama	C in Year 9 or 10 Drama or C in Year 10 English
Economics	C in Year 10 Humanities or Mathematics
English	C in Year 10 English
English & Literature Extension (Year 12 only)	B+ in Unit 1 & 2 English
Film, Television and New Media	C in Year 9 or 10 Media Arts
German	C in Year 10 German
Geography	C in Humanities or History/Geography or English
Health	C in English
Japanese	C in Year 10 Japanese
Legal Studies	C in Year 10 English or Accounting/Legal Studies
Literature	C in Year 10 English or Year 10 Literature
General Mathematics	C in Year 10 General Mathematics
Mathematical Methods	B in Year 10 Mathematical Methods
Specialist Mathematics	B in Year 10 Mathematical Methods
Modern History	C in Year 10 Humanities or History/Geography or English
Music	C in Year 9 or 10 Music or equivalent

SUBJECT	RECOMMENDED PRIOR LEARNING
Music Extension (Year 12 only)	B in Unit 1 & 2 Music
Physical Education	C in English, HPE and Science. Ability to swim is essential.
Physics	B in Year 10 Science and Mathematics
Psychology	B in Year 10 Science and Mathematics
Study of Religion	C in English
Visual Art	C in Year 9 or 10 Visual Art

Applied Subjects

SUBJECT	RECOMMENDED PRIOR LEARNING
Religion and Ethics (Christian Studies)	Nil
Essential English	Below C in Year 10 English
Essential Mathematics	Below C in Year 10 Mathematics
Social and Community Studies	Nil
Drama in Practice	Nil
Sport and Recreation	Nil
Tourism	Nil

VET Subjects

SUBJECT	RECOMMENDED PRIOR LEARNING
Diploma of Business	Good quality written and spoken communication skills.
Certificate III in Aviation (Remote Pilot)	Nil
Certificate III in Business /Certificate II in Tourism	Good quality written and spoken communication skills.
Certificate III in Hospitality	Nil
Certificate III in Health Services Assistance	Nil
Certificate III in Sport, Aquatics & Recreation	Nil
Certificate II in Health Support Services	Nil
Certificate II in Community Services	Nil
Certificate II in Cookery	Nil
Certificate II in Business	Nil
Certificate II in Engineering Pathways	Nil

Useful online resources

Below is a list of useful online resources to access more specific information.

Trinity Lutheran College Careers Page: Compiled by our Careers Department, this is an excellent resource for career planning and information. <https://tlccareers.com.au/>

Queensland Curriculum & Assessment Authority: The Queensland Curriculum & Assessment Authority (QCAA) is a statutory body of the Queensland Government. They provide guidelines, assessment, reporting, testing, accreditation and certification services for Queensland schools. <http://www.qcaa.qld.edu.au/index.html>

Queensland Certificate of Education: The QCE is Queensland's senior school qualification, which is awarded to eligible students usually at the end of Year 12. The QCE recognises broad learning options and offers flexibility in what, where and when learning occurs. <https://www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce>

Student Connect: Student Connect is an extension of the Queensland Curriculum & Assessment Authority. It gives students access to their learning accounts and results, as well as information and links to help them explore their further education, training and career pathways. <https://studentconnect.qcaa.qld.edu.au>

Tertiary Entrance: Students wishing to attend University when they leave school need to apply to the relevant Tertiary Admissions Centre.

QTAC (QLD) - <http://www.qtac.edu.au>

SATAC (SA) - <http://www.satac.edu.au>

UAC (NSW) - <http://www.uac.edu.au>

VTAC (VIC) - <http://www.vtac.edu.au>

Other - <http://www.tisc.edu.au/static/home.tisc>

UCAT: Students wishing to study Medicine at University are required to sit the UCAT Test in Year 12. Registrations for UCAT generally close in May every year, with some provisions for late bookings through to June. It is recommended students regularly check the website for updates. <https://www.ucat.edu.au/>

MyFuture, Australia's National Career Information Service: MyFuture provides resources to explore career pathways and tools to develop self-knowledge to help with career decision-making. <https://myfuture.edu.au/>

Study Work Grow – Job Spotlights: The Job Spotlights provide information about a large range of jobs including salary, predicted growth and what you can do right now. <https://studyworkgrow.com.au/job-spotlights/>

VET: Vocational Education and Training (VET) refers to education and training that focuses on delivering skills and knowledge required for specific industries. It is a learning option for young people in the senior phase of learning. <https://www.qld.gov.au/education/further-ed/vet>

Subject Offerings

Core subjects

Use the links below to explore our core subject offerings.

Christian Studies	Humanities	Mathematics
English	Health & Physical Education	Science

Elective subjects

Use the links below to explore our elective offerings. Students will select **three** elective subjects from any of the Key Learning Areas listed below.

Humanities & Business	Health & Physical Education	Technologies
<ul style="list-style-type: none"> Business Education & Innovation 	<ul style="list-style-type: none"> Year 8 Water Polo Development Year 9 Water Polo Performance 	<ul style="list-style-type: none"> Design Technology Digital Technology Food Technology
Languages	Sciences & STEAM	The Arts
<ul style="list-style-type: none"> Chinese German Japanese 	<ul style="list-style-type: none"> STEAM 	<ul style="list-style-type: none"> Dance Drama Media Arts Music Visual Art

Christian Studies

Core subject

Christian Studies

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

[Click here to return to the subject offerings page](#)

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

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.

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Health & Physical Education

Core subject

HPE

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

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.

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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.

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 can 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.

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Mathematics

Core subject

Mathematics

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

The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the six 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:

- recognise irrational numbers and terminating or recurring decimals,
- apply the exponent laws to calculations with numbers involving positive integer exponents,
- solve problems involving the 4 operations with integers and positive rational numbers,
- apply algebraic properties to rearrange, expand and factorise linear expressions,
- graph linear relations and solve linear equations with rational solutions and one-variable inequalities, graphically and algebraically
- make and test conjectures involving linear relations using digital tools.
- use appropriate metric units when solving measurement problems involving the perimeter and area of composite shapes, and volume of right prisms,
- use Pythagoras' theorem to solve measurement problems involving

unknown lengths of right-angle triangles,

- use formulas to solve problems involving the area and circumference of circles,
- solve problems of duration involving 12- and 24-hour cycles across multiple time zones,
- use 3 dimensions to locate and describe position,
- identify conditions for congruency and similarity in shapes and create and test algorithms designed to test for congruency and similarity,
- apply the properties of quadrilaterals to solve problems,
- analyse and describe the distribution of data
- compare the variation in distributions of random samples of the same and different size from a given population with respect to shape, measures of central tendency and range
- represent the possible combinations of 2 events with tables and diagrams, and determine related probabilities to solve practical problems,
- conduct statistical investigations, experiments and simulations using digital tools to obtain data through sampling, and determine related probabilities of compound events.
- use mathematical modelling to solve practical problems involving ratios, percentages and rates in measurement and financial contexts, linear relations, interpreting and reviewing the model in context

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

- recognise and use rational and irrational numbers to solve problems,
- extend and apply the exponent laws with positive integers to variables,
- expand binomial products, and factorise monic quadratic expressions,
- find the distance between 2 points on the Cartesian plane, and the gradient and midpoint of a line segment.

- graph quadratic functions and solve monic quadratic equations with integer roots algebraically.
- apply formulas to solve problems involving the surface area and volume of right prisms and cylinders.
- solve problems involving ratio, similarity and scale in two-dimensional situations.
- determine percentage errors in measurements.
- apply Pythagoras' theorem and use trigonometric ratios to solve problems involving right-angled triangles.
- express small and large numbers in scientific notation.
- apply the enlargement transformation to images of shapes and objects, and interpret results.
- design, use and test algorithms based on geometric constructions or theorems.
- compare and analyse the distributions of multiple numerical data sets, choose representations, describe features of these data sets using summary statistics and the shape of distributions, and consider the effect of outliers.
- explain how sampling techniques and representation can be used to support or question conclusions or to promote a point of view.
- determine sets of outcomes for compound events and represent these in various ways. Students assign probabilities to the outcomes of compound events.
- use digital tools to design and conduct experiments or simulations for combined events, and to describe the effects of variation of parameters on functions and relations and make connections between their graphical and algebraic representations.
- use mathematical modelling to solve practical problems involving problems choosing to use linear and quadratic functions, direct proportion, ratio and scale, involving change in financial and other applied contexts, evaluating the model and communicating their methods and findings.

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.

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

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.

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Business Education & Innovation

Elective subject

Recommended Prior Learning: C or better in Humanities

This is an elective subject and it is based on the Australian Curriculum for Economics and Business.

The Year 10 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by considering Australia's economic performance and standard of living. The ways governments manage economic performance to improve living standards is explored, along with the reasons why economic performance and living standards differ within and between economies. Students explore the nature of externalities and why the government intervenes to ensure that prices reflect the depletion of resources or costs to society. Students examine the consequences of decisions and the responses of business to changing economic conditions, including the way they manage their workforce.

Possible topics to be investigated include:

- How to start a Social Entrepreneurship, a business that also makes a difference
- How to brand a product or service like your favourite brand, so people love and trust it
- Practical business venture where students establish, prepare, participate and then evaluate a real-life business enterprise of their choice

What you will know and be able to do:

- Understand how a business prepares market research in terms of developing a product/service
- Prepare Bank Reconciliation Statements for different business ownerships
- Explore multiple contexts of recording financial information
- Understand how to establish a business enterprise
- Develop skills in executing a practical business venture where products are manufactured and sold for profit
- Indicators of economic performance and how Australia's economy is performing
- The links between economic performance and living standards
- Factors that influence major consumer and financial decisions
- Develop questions and hypotheses about an economic or business issue or event, and plan and conduct an investigation

Pathways:

Year 10 Business and Economics provides a pathway into Business, Economics, Diploma of Business, and Certificate II in Tourism/Certificate III in Business.

Assessment:

- Exams
- Practical written test
- Practical Business Venture Report
- Multi modal presentation

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Chinese

Elective subject

Languages

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.

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

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.

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German

Elective subject

Languages

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.

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

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 trip. The next tour is proposed for November / December 2025.



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Japanese

Elective subject

Language

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.

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

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

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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.

Water Polo Development – Year 8

Elective subject

HPE

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.

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.

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Water Polo Performance – Year 9

Elective subject

HPE

Recommended Prior Learning: 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.

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.

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.

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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, OneNote page, or using your preferred alternate method upon negotiation with your teacher.

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Design Technology

Elective subject

Technologies

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

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?

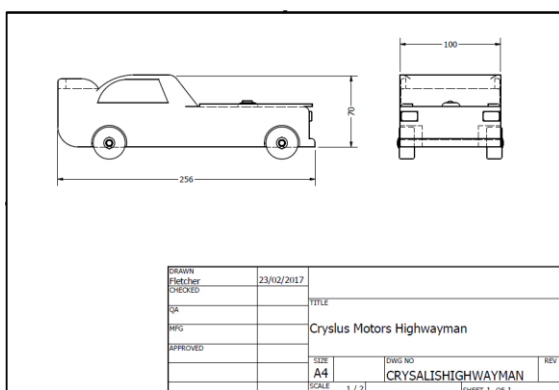
A: A range of hand tools, power tools and fixed machines. Software used is Autodesk Inventor.

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.



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Digital Technology

Elective subject

Technologies

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

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 and App Development
- Coding Drones
- Programming in Python
- Web Design I & II
- 3D Modelling & Animation
- Gamin Authoring/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.



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Food Technology

Elective subject

Technologies

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

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.



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Dance

Elective subject

The Arts

Required Prior Learning: Students considering Dance as a Year 10 or senior subject must achieve a C or better in Year 8 or Year 9 Dance

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

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 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 appropriate to different genres and model them 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, but if students own dance shoes (such as jazz shoes), these are suggested.



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Drama

Elective subject

The Arts

Required Prior Learning: Students considering Drama as a Year 10 or senior subject must achieve a C or better in Year 8 or Year 9 Dance

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

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 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.



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Media Arts

Elective subject

The Arts

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

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.

You learn to 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 personal expression and collaboration

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^[1]
- 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^[2] 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.^[3]
- 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.

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Music

Elective subject

The Arts

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

Students will investigate many different styles and genres of music through the elements of music and consider the ways in which music affects our mood and how it helps communicate stories and emotions. They will perform, compose and analyse contemporary and art music styles including jazz, rock, classical and world music. Students will identify the ways in which performers and composers communicate to an audience and apply this to their own performances and compositions.

Music is assessed in two dimensions: Making (composition and performance) and Responding. Composition involves creating original music that incorporates the characteristics of specific styles and genres to communicate to an audience. Performance involves rehearsing and performing solo and ensemble repertoire in a range of styles with technical control, expression and stylistic understanding. Responding refers to the analysis and evaluation of the music elements and defining characteristics from different musical styles. Students will also work on their aural and music theory skills as these are essential to the development of musicianship and audition.

What you will know and be able to do:

Music students will use their understanding of music making in different cultures, times and places to inform and shape their performances and compositions. They will

learn about the performance techniques required to interpret different styles of music and investigate how to use compositional devices to develop their musical ideas in composition. Students will learn how to analyse and evaluate music and discuss how music communicates mood, narrative and characters.

Music students are encouraged to participate in co-curricular ensembles appropriate to their instrument (including voice). They are expected to practise their instruments both in class and in their own time.

Frequently asked questions:

Q: Are students expected to have private instrumental lessons?

A: It is not a requirement of the course to have private instrumental lessons, however, having specialist training on an instrument will help students progress at a faster rate with stronger technical skills.

Additional information:

A study of Music in Years 8 and 9 leads directly 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).

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Visual Art

Elective subject

The Arts

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

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 artmaking, 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



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