



SHARE OUR PASSION FOR  
**LEARNING**

Middle College  
Handbook

July 2018

*...because learning is at the heart of everything we do.*

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**CONCORDIA**  
LUTHERAN COLLEGE

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# Our Philosophy Statement

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As a coeducational school of the Lutheran Church of Australia, Concordia Lutheran College exists to nurture and empower young people to shape and enrich our world through a life of faith and service. We are a Christian community where God's message of grace is proclaimed, and this guides how we teach, live and work together.

## Our Vision

At Concordia each individual is valued. Consequently we seek to develop the whole person socially, emotionally, spiritually, physically as well as cognitively, through a broad range of educational opportunities and unique learning environments.

Our vision is that students would become lifelong learners and proactive citizens of the global community, utilising their God-given gifts and talents for the benefit of others.

## Our Purpose

Our purpose is to nurture individuals who are: aware of their humanity, open to the influence of the Holy Spirit, and are growing in and living according to a cohesive worldview.

We encourage students to become:

- Self-directed and insightful
- Discerning and resourceful
- Adept and creative
- Open and responsive
- Principled and resilient
- Confident and caring

## Our Values

We value:

- The centrality of the Gospel
- Faith and service
- Integrity and courage
- Respect and compassion
- Responsibility and accountability
- Striving for excellence
- Gender equity
- Cultural diversity
- Stewardship of the earth



## Pastoral Care

The implementation of a Student Management Framework in the Middle College is guided by the proclamation of God's message of grace guiding our Christian community in how we teach, live and work together. A central component of the framework is the principle of Restoration and Restorative Justice, an initiative of Lutheran Education Queensland in supporting behaviour management models that are restorative and relational, rather than punitive. Restorative Principles is a way of viewing relationship-building and behaviour management in schools that works to strengthen community among students and between students, teachers and parents, through educative processes.

The College's Student Management Framework assists students in learning appropriate behaviour through clearly defined behavioural expectations and rewards, privileges, and consequences linked to those expectations. Key goals of a level-based system include assisting transparency in decision-making; established pathways for communication; a promotion and recognition of community involvement; rewarding positive behaviour publicly; fostering a student's improvement through self-management; clear expectations; and emphasising internal student control over external staff control.

All members of the Middle College are encouraged to realise their full potential socially, emotionally, spiritually, physically and cognitively. Concordia is committed to fostering a climate of love and care for each other following the biblical principle enunciated by Jesus to 'Love one another.'

This includes the condemnation of any attitudes or behaviours which result in harassment of other people, the provision of an orderly and secure environment and one free of anti-social behaviours. This shared vision and belief for the College is developed through meaningful relationships, 'caring for each other' and understanding the roles and responsibilities for all members of the community.



2018 Middle College Leaders

## Learning Support

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Learning Support is also an option for those students who require extra help to learn effectively. English as an Additional Language or Dialect (EAL/D) is also offered to students who require assistance with English.

## Curriculum

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The College curriculum equips our students with lifelong learning qualities. These qualities form the basis of our curriculum and enable students to become useful contributors to their community through developing the attributes of self-directed, insightful investigators and learners, discerning, resourceful problem solvers and implementers and adept, creative producers and contributors.

Our curriculum also focuses on developing student ability to be: open, responsive communicators and facilitators, principled, resilient collaborators and leaders and caring, steadfast supporters and advocates.

The diagram on the following page represents the Lifelong Qualities for Learners. To facilitate the development of these qualities our Middle College students study core and elective subjects. Students choose electives to study each semester in Years 8 and 9.

In Year 7, students study electives as part of their timetable. Students in Years 8 and 9 study different electives in each semester to enable them to study new subjects and experience different ways of learning. Therefore, these students may not study the same subject in both semesters.

Our Middle College curriculum aims to:

- Engage students in higher order thinking and more complex ways of processing information
- Benefit from the Australian curriculum with access to specialist teachers and facilities (Science laboratories, technical studies workrooms)
- Allow students choice and variety in subject selection in each semester
- Motivate students by giving them new challenges in all subjects and elective subjects
- Enable students to exercise more independent judgments
- Encourage a progressive development of skills across key learning areas
- Consider student interest when negotiating, developing and implementing units
- Make the transition from primary to secondary years as smooth as possible

Many of our core and elective work units are inquiry based. This approach enables students to: develop a greater depth and understanding of the subject matter being studied and to equip them with Lifelong Learning skills.

Concordia teachers have adopted a Thinking Skills Framework to guide their teaching and planning. This framework is used by all teachers across the College to inform planning and to ensure that all students are exposed to foundation thinking skills (remember, understand, apply) and higher order thinking skills (analyse, evaluate, design). Where possible, meaningful links between subject areas are also established.

## Leadership

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Opportunities exist for students to develop and learn about leadership through the Middle College Leadership Program. Leaders are supported by Middle College staff and they participate in regular College activities and they assist with the planning of Middle College functions throughout the year.

## Cocurricular

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Our Middle College students are strongly encouraged to become involved in a wide range of cultural, academic, social and sporting activities. Participation in cocurricular activities enables students to develop new friendships, provides opportunities for students to experience team work and to develop leadership skills.

Students can be involved in: College musicals, vocal and instrumental groups, bands, subject competitions, debating, pedal prix competition and competitive and social sports, Duke of Edinburgh Award scheme.

Figure 1: Diagrammatic representation of the components comprising *Lifelong Qualities for Learners*



# Outdoor Education

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If asked, most students will mention their outdoor education experience as a special highlight of their life at Concordia. Each of our Year 9 classes spend four weeks enjoying Outdoor Education, undertaking a program administered by teachers and outdoor education specialists. The outdoor education program is designed to foster personal, spiritual and social development.

There is an emphasis on physical tasks:

- hiking,
- orienteering,
- abseiling,
- rock-climbing,
- canoeing,
- gardening,
- basic survival tasks - cooking, cleaning and washing.

The mind and spirit are also exercised through initiative activities, problem solving games and periods of quiet reflection. During the outdoor education experience, there are no radios or televisions, electronic devices, soft drinks or sweets. Surprisingly, students often appreciate “getting away from it all”, making their own entertainment and enjoying the quiet of the bush.

Outdoor education is a compulsory part of the curriculum at Concordia for Year 9 students. Additional information is available from the Middle College Coordinator.

The stated major goals of Outdoor Education are to nurture and empower young people to shape and enrich their world through a life of faith and service, by providing them with:

- a) The opportunity to develop awareness, appreciation and understanding of their relationship to God’s creation;
- b) The opportunity to deepen their spiritual life and recognise how God’s word affects their lives;
- c) The opportunity to live within a Christian community upholding Christian values concerning themselves, others and the environment; and
- d) Personal and group challenges, which are physical, mental and emotional and which promote responsibility and respect of self and others.

Outdoor education aims to give students an opportunity to:

- learn outside the classroom
- cope with the pressures of living: responsibilities, failure, success
- experience a bush lifestyle
- spend time away from the comforts of home
- learn to appreciate their families
- meet God in a different setting
- gain a better understanding of self
- make new friends
- heighten acceptance of others
- learn new skills



## Year 7 Overview

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In Year 7 students have the same teacher for their core classes (English, History/Geography and Mathematics/Science) with specialist teachers involved in subjects such as Art, Dance, Drama and Music, Technology and Sport. Year 7 classes also have learning blocks for literacy and numeracy. Year 7 teachers are able to use this uninterrupted time to enable students to consolidate their skills. Student learning can also be differentiated so that students who need extra time to learn certain skills have an opportunity to do so and those students who learn quickly can deepen their understanding. Teachers can also integrate subjects and explore innovative instructional practices.

“Attempts to cover too many topics too quickly may hinder learning....Providing students with time to learn also includes providing enough time for them to process information...The implication is that learning cannot be rushed; the complex cognitive activity of information integration requires time.” (Bransford, Brown & Cocking, 2000, p58)

### **Core Classes**

English  
History/Geography  
Science  
Mathematics  
Physical Education  
Christian Studies

### **Electives**

German  
Art/Music/Drama/Dance  
Design Technology/Digital Design

## Year 8 Overview

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Our Year 8 students have a similar program of study to Year 7. Where possible, core teachers teach two subjects (English, History/Geography and Science/Mathematics). Therefore, students study different electives each semester. These elective subjects are designed to give students a taste of subjects to prepare them for the choices in Year 9 and Year 10. Therefore, students study different electives in each semester.

### **Core Classes**

English  
History/Geography  
Science  
Mathematics  
Physical Education  
Christian Studies

### **Specialist Subjects / Electives**

German  
Art  
Music  
Graphics: F1 Design  
Design Technology/Digital Design/  
Business & Economics

## Year 9 Overview

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Our Year 9 students are offered the choice of three elective options per semester. Students are required to choose different electives in each semester to enable them to cover a broad range of learning areas. Therefore, students study different electives each semester.

### **Core Classes**

English  
History/Geography  
Science  
Mathematics  
Physical Education  
Christian Studies

### **Electives**

German  
Art  
Music  
Drama  
Dance  
Design Technology/Digital Design/Business & Economics

# Core Subjects

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**English**

**Christian Studies**

**Health and Physical Education**

**History and Geography**

**Mathematics**

**Science**

## ENGLISH

### Course Aim

English is a vital part of our curriculum. Through the study of a variety of units we encourage students to understand, appreciate and use language for affective, creative, logical and critical purposes.

### Course Outline

In Years 7 and 8 students complete a variety of units based on The Australian Curriculum and the three interrelated strands of Language, Literacy and Literature. These units provide a range of activities that may include focus texts, thematic approaches or integrated studies across English and SOSE. The course focuses on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. The developmental nature of the course is easily monitored by a Core Teacher, who facilitates student learning for the year.

### Year 7 and Year 8

The units studied include:

#### Year 7

The Aussie Identity

Awesome Asia

Disasters and Survival

Indigenous Australia

#### Year 8

Stories from the past: Myths, Legends and Fairytales

Novel: *Parvana or Lockie Leonard Human Torpedo*

Social Justice: Trash

My Community: My Place

### Year 9

Perhaps best described as a 'transition' year, English in Year 9 focuses on bridging the gap between Middle and Senior College. Students work through a variety of units, which aim to build a more thorough understanding of critical literacy.

The units studied include:

A Visual World

Behind the News

Representations of Adolescents\*

\*A semester unit

### Assessment

Assessment will differ from one semester to another and includes both formal and informal tasks. Students are given the opportunity to re-enact, represent and describe texts in order to display their understanding of narrative, theme, purpose, context and argument and to defend their ideas in written and oral modes. These may include narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews. As a guide, students usually complete at least two written and two spoken tasks per semester.

Across all year levels students can expect to experience:

- A continued focus on the basics (reading, writing, grammar and spelling)
- Learning experiences based in real and imagined worlds
- The use of modern technologies (ICTs) to support teaching and learning
- Public speaking opportunities
- Enthusiastic and dedicated staff

## CHRISTIAN STUDIES

### Course Aim

Christian Studies introduces students to the world of faith and spirituality which are integral to the fabric of all cultures. It aims to give students a clear understanding and appreciation of the Christian worldview through an exploration of the biblical text and Christian literature and acknowledges that all people are on a lifelong journey of faith expressed in many dimensions of life.

The Christian Studies classroom is a learning environment in which students can explore a range of religious and non-religious perspectives that are encountered in an increasingly pluralistic society. Knowledge of others' belief systems and analysis of the complex interplay of factors that contribute to an individual worldview enrich students' ability to make sense of the world and to determine the source of their own beliefs and values.

### Course Outline

#### Year 7

Students undertake a year-long investigation into God's plan of salvation, as it unfolds in human history throughout the Old and New Testament biblical narrative, examining historical and cultural contexts of the Bible and developing skills for critically investigating scripture: its nature, purpose and relevance. Students also explore the significance of Jesus' life, death, resurrection and message for today. Both ethical and social justice perspectives are embedded into the Year 7 program, with students considering the way in which God desires all people to live in relationship with him and in harmony with each other. They are challenged to apply Christian ethical perspectives in everyday contexts in order to enhance their personal decision making. Students also develop an awareness of oppressed and marginalised groups in local and global contexts and discuss appropriate ways to respond to social justice issues.

#### Year 8

Four units of work are undertaken in Year 8 Christian Studies beginning with an apologetical unit in which students examine the historical and archaeological reliability of the Bible and investigate how it was composed and compiled. The second unit involves an exploration of the Gospel of Luke. In this unit, students are encouraged to read and examine the text, consider its drama and themes and investigate questions relating to Jesus' identity and purpose in coming to Earth. Our third unit examines the nature of prayer and worship in the Christian context. Prayer is considered from the perspective of communication that arises naturally from a relationship with God and worship is understood in terms of God serving us through his Word and sacraments. Both help us grow as human beings and provide strength and courage to contend with life's challenges and uncertainties. The culminating assessment task for this unit is a devotional activity that involves the exegesis of a biblical text. In our final unit, Discipleship, students discuss the implications of being a follower of Christ and undertake a research project into a Christian-based charity organisation.

#### Year 9

In conjunction with the Year 9 Pastoral Care program and the College's outdoor education experience, students in Christian Studies will be engaged in a year-long integrated developmental program entitled the 'Rite Journey'. This course is not only concerned with a student's faith development but also addresses the social, emotional, and physical components of a student's world of experience. The Rite Journey program encourages connection, communication, challenge and celebration through the exploration of four units: Relationship with self, Relationship with others, Relationship with spirit and Relationship with the world.

### Assessment

Assessment in Christian Studies takes place in a similar manner to that employed in other subjects using tests, assignments and presentations, etc. Students are assessed in the areas of 'Knowing and Understanding' and 'Inquiring, Responding and Reflecting' and not on the strength of their Christian faith and commitment.

### The Use of Media

Care is exercised in the choice of all materials used in Christian Studies, including films and DVDs. These are selected on the basis of their spiritual and educative merit and some form the basis of assessment tasks.

## HEALTH AND PHYSICAL EDUCATION

### Course Aim

Health and Physical Education assists in promoting optimal health and wellbeing for individuals and communities. The course is designed to meet the demands of the Australian National Curriculum and educates students about patterns of healthy behaviours for lifelong benefits.

The course engages students in a combination of enjoyable recreational and competitive activities, through which students will develop the knowledge, process and skills to become physically educated and informed about health issues.

Health and Physical Education is offered to all students and the emphasis is on participation and enjoyment. Opportunities will be provided for students to:

- enhance their physical development through “learning and doing”
- solve problems in a supportive environment
- promote personal health, and that of the community
- develop positive attitudes towards participation in regular physical activity
- appreciate the benefits of physical activity
- enhance their own and others’ self-concept and self-esteem.

### Course Structure

	Year 7	Year 8	Year 9
Practical	Water Polo Health Related Fitness Athletics Orienteering Indigenous / Minor Games	Volleyball Athletics Basketball Handball Lifesaving Health Related Fitness Tennis	‘Aquafit’ / Water Polo Health Related Fitness Athletics Touch / Soccer Indoor Hockey European Handball
Theory	Approaching Adolescence Making Good Decisions Nutrition Generations	Food For Life My Decisions / My Life Supporting Others Sharing Communities (conflict resolution)	Respectful Relationships Sustainable Health Challenge My Social Responsibility Sensationalised Reporting
Assessment	Practical (skills)	Practical	Practical
	Theory Unit / Workbooks	Oral Presentations	Assignment

### Assessment

Students are continually assessed on practical components, specifically their ability to acquire skills and apply them to performance environments. In Years 7 and 8, the focus is on laying solid practical foundations while addressing concepts such as teamwork. They receive a number of small assessment tasks over the course of each semester. In Year 9, students complete their first formal written tasks during integrated practical units, as well as a cross-curricular challenge.



## HISTORY AND GEOGRAPHY

### Course Aim

History and Geography are inquiry based subjects that aim to develop a student's curiosity, imagination and their understanding of the environment and society. The study of these subjects can help us live more effectively as global citizens. Underpinning the subjects are the core values of social justice and ecological and environmental sustainability.

### Course Outline

The program of study from Years 7 to 9 follows a unitised approach with different core topics and themes studied each term. The content has been set by the National Curriculum. However, there are significant opportunities for flexibility in terms of student learning and activities. All students will complete a number of indepth studies as well as developing their geographical, historical and IT skills.

### Course Structure

#### Year 7

Semester 1 Investigating the Ancient Past focuses on the history from the time of the earliest human communities to the end of the ancient period (approximately 60 000BCE – c650CE). Students will explore evidence (art, iconography, writing tools and pottery) regarding the emergence and establishment of ancient societies. They will also focus on the key features of ancient societies. Students will then move on to an in-depth study of The Mediterranean World with a focus on Ancient Egypt. Within this study students will investigate the religious, social, economic, political and cultural practices of this civilisation.

The Asian World focuses on the study of an Asian society (China or India). Within this study students will investigate the religious, social, economic, political and cultural practices of this civilisation.

Semester 2 Water in the World focuses on water as an example of a renewable environmental resource. This unit examines the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity. There is a case study chosen from within Australia and other countries across the region.

Place and Liveability focuses on the concept of place through an investigation of liveability. This unit examines factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people.



## Year 8

Semester 1 *The Ancient to the Modern World* focuses on a study of the ancient period to the beginning of the modern period (c650CE – c1750). This introductory unit is guided by key inquiry questions including:

- How did societies change from the end of the ancient period to the beginning of the modern age?
- What key beliefs and values emerged and how did they influence societies?
- What were the causes and effects of contact between societies in this period?
- Which significant people, groups and ideas from this period have influenced the world today?

*Medieval Europe* will be explored as an extension upon the continuities and changes of a society. Students will also investigate the impact of religion on society making connections to the Islamic world.

Students will explore the historical developments of The Black Death in Asia, Europe and Africa (14th century plague) with a focus on causes, effects, continuities and change.

*The Asia-Pacific World - Shogunate Japan* focuses on the political, social, economic, cultural and religious development of this period in history. Students explore the changes that occurred as a result of foreign influences. Clear links between Medieval Europe and Medieval Japan are made.

Semester 2 *Landforms and Landscapes* focuses on investigating geomorphology through a study of landscapes and their landforms. This unit examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes.

*Changing Nations* investigates the changing human geography of countries, as revealed by shifts in population distribution. The focus for this unit is on personal and community geographies with an emphasis on the geographical concepts of place and space beginning with the students' experience of daily life and developing into an investigation of community and neighbourhood and how these can be defined and understood.

## Year 9

Semester 1 *Making of the Modern World: 1750 to 1918*. Students investigate this period of industrialisation and rapid change in the ways people lived, worked and thought. Students investigate how life changed in the period through an in-depth study of Industrial Revolution.

*Making a Nation* is the bridging unit between Term 1 and Term 2. Students focus on the development of society within Australia with an emphasis on key events and ideas in the development of Australian self-government and democracy (including women's voting rights).

*World War I (1914-1918)* is an in-depth study focusing on the key aspects of World War 1 and the Australian experience of war, including the nature and significance of the war in world and Australian history. The development of the ANZAC legend is also explored.

Semester 2 *Biomes and Food Security* focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from the local area.

*Geographies of Interconnections* focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. Students examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places.

## Student Experiences

- Field work and field excursions
- Peer teaching
- Guest speakers
- Project work, investigations
- Ongoing use of modern technologies

## Assessment

The assessment program has been designed to allow students to participate in challenging tasks that have a "real world" application. A student's performance will be assessed in individual and group tasks, take in a range of technologies and allow opportunities for students with special learning needs.

## MATHEMATICS

### Course Aim

Mathematics aims to instil in students an appreciation of the elegance and power of mathematical reasoning and enable them to learn to apply their mathematical understanding creatively and efficiently. The Middle College Mathematics curriculum provides students with carefully paced, in-depth study of critical skills and concepts. Students are encouraged to become self-motivated and confident learners. Mathematics is composed of multiple but interrelated and interdependent concepts and systems, which students also apply beyond the Mathematics classroom. This helps to develop the numeracy capabilities that all students need throughout their lives and provides the fundamentals for further mathematical studies.

### Course Outline

The Mathematics Australian Curriculum provides students with essential mathematical skills and knowledge across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. Students develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason.

Foundation and extension activities are provided within all Mathematics classes. This builds on the curriculum and provides opportunities for students at all levels to achieve.

Units of work are selected and sequenced in a way to provide opportunities for students to engage in developing their understanding and skill levels to enable them to build on, sequentially and cumulatively, concepts previously learned. As concepts grow in complexity more sophisticated concepts are subsequently introduced.

### Course Structure

#### Year 7

- Semester 1    Whole number; Integers  
                  Fractions; Decimals, Percentages and Ratios;  
                  Statistics and Probability
- Semester 2    Measurement; Transformations;  
                  Angles and Shapes  
                  Algebra; Linear Equations

#### Year 8

- Semester 1    Integers and Indices; Fractions,  
                  Decimals and Percentages; Probability  
                  Algebra; Rates and Ratios; Statistics
- Semester 2    Linear graphs; Linear Equations; Measurement  
                  Probability; Geometry

#### Year 9

- Semester 1    Financial Mathematics; Algebra;  
                  Linear Relationships  
                  Pythagoras; Measurement;  
                  Statistics and Probability
- Semester 2    Non-Linear Relationships; Trigonometry;  
                  Geometric Reasoning

Note: Year 9 Semester 2 work is units-based around Outdoor Education attendance.

### Assessment

Assessment in Years 7-9 builds up to and essentially mirrors the assessment styles that occur in Senior College. Students will be assessed through portfolios of class work, supervised unit or term exams, individual and group inquiry based modelling and problem solving tasks and assignments.

## SCIENCE

### Course Aim

The Science curriculum provides opportunities for students to develop an understanding of and curiosity in the dynamic world around them. It provides student with a solid foundation of scientific knowledge and understanding, human endeavours, skills and values from which they can build on or apply to daily life. Students learn to collaborate, identify and investigate scientific questions, draw evidence-based conclusions, make informed decisions and engage in communication about science.

### Course Outline

#### Year 7

Semester 1 *Earth and Space Science* - Students explore how the relative positions of Earth, sun and moon affect predictable phenomena on Earth, including seasons and eclipses and the concept of gravity.

*Chemical Science* - This unit focuses on understanding matter, the importance of water and the water cycle. Students investigate pure substances, mixtures and separation techniques.

Semester 2 *Biological Science* - Classification is a way of organising and making sense of the diversity of life on Earth. Students will explore the complex relationships in ecosystems and examine the impacts of changes to the natural environment.

*Physical Science* - In this unit 'Moving right along' students explore motion and forces, gears levers and pulleys and investigate changes to an object's motion in terms of the cause and effect on the object.

#### Year 8

Semester 1 *Earth and Space Science* - This unit covers Sedimentary, igneous and metamorphic rock types, their composition and formation, erosion and weathering over a variety of timescales. Students relate this to the uses of geology in everyday life.

*Physical Science* - Different types of energy and energy conversions are the focus for this unit. In all interactions and changes, energy is transferred and transformed but is not created or destroyed. Renewable energy resources are investigated.

Semester 2 *Chemical Science* - Everything around us is made up of matter and chemicals. In this unit, students will learn about the particle theory, changes of state, energy, elements, compounds, mixtures and chemical changes.

*Biological Science* - Students learn the basic specialised functions of cells and organs that enable organisms to survive and reproduce. They investigate the history, use and ethics of reproductive technologies in mammals.

#### Year 9

Semester 1 *Chemical Science* - Students will explore chemical processes and describe examples of important chemical reactions, including natural radioactivity, atomic structure, acids and bases and combustion.

*Earth and Space Science* - During this term students explore how energy and movement affects global system, in particular tectonic plate movement resulting in seafloor spreading, continental drift, formation of geographical features such as ridges, ranges and mountains, as well as volcanoes and Earthquakes. Students will use this knowledge to investigate principals of building design and centre of gravity, to withstand seismic activity.

Semester 2 *Biological Science* - Students will explore the overarching ideas of stability and change through the investigation of body systems and ecosystems. The communities of organisms, the abiotic components and energy flow through these systems is examined.

*Physical Science* - Students will build on the knowledge of energy transfer and apply this to light, sound and electricity. They investigate waves and the effects of different mediums.

Note: Year 9 Semester 1 work units are based around Outdoor Education attendance.

### Assessment

Assessment in Years 7-9 mirrors the assessment styles that occur in the Senior Sciences. Students will have to undertake supervised assessment pieces (tests), conduct experimental investigations and write scientific reports based on those investigations and also conduct research and present that research in a variety of ways.

# Electives

## THE ARTS

### Course Aim

The study of the Arts encompasses learning in four distinct strands – Drama, Visual Art, Music and Dance. The Arts, separately and collectively, can balance and enrich student experience by fostering unique and significant skills and understanding which are transferable to other areas of learning.

Through education in The Arts, students experience and come to understand both the collaborative and the self-managing aspects of arts practice. By engaging in and reflecting on Arts activities, students develop skills and abilities that contribute to their physical, cognitive, emotional, aesthetic, cultural, social, moral and spiritual development. They learn to think critically as they analyse and critique arts works and they have opportunities to participate in and enjoy the Arts as discerning practitioners and consumers.

In Years 7, 8 and 9 students experience all four strands of the Arts subjects on a rotational basis in the first instance and then, have the opportunity to make a more informed choice about which Arts subjects in which they would like to develop their skills.

### Course Outline

#### Drama

In Drama, students create performances from both scripted and student devised material. The focus in each unit is developing an understanding of the elements of drama, stage craft and various acting techniques. Students explore Drama through a range of experiences including improvisation, process drama and polished presenting tasks.

#### Visual Art

Visual Art students focus on developing 2-Dimensional drawing, painting and a variety of technical skills. In addition, Visual Art enables students to develop their building, design and construction skills through a range of 3-Dimensional units of work.

#### Music

After their initial introduction to the world of music where they learn foundational skills, students move through a range of Australian music, including multicultural and popular rock music. In subsequent studies, students explore Music in popular mediums such as film, television and video games.

#### Dance

In Dance, students explore a range of Artistic, Ritual and Popular dances through a wide variety of styles from hip-hop and stepping to contemporary and jazz. They also develop an initial understanding of dance components by performing dances from both student and teacher devised choreography, furthering their skills in communicating meaning to an audience through Dance.



## GERMAN

### Course Aim

The aim of the course is to expand the knowledge of, engagement and proficiency in, a language other than English and students will develop an intercultural awareness and an understanding of the role of language and culture.

**Year 7** *Students in Year 7 participate in two lessons of German each week.*

Semester 1: Students engage in a unit of work designed as an introduction to the German language and culture. Many students have varying levels of German knowledge and Year 7 German works to equip all students with the knowledge they need to complete assessment tasks. The first unit of work, *'Wer bin ich?'* introduces and revises topics as self, family, friends and home. It seeks to help students to understand the differences of communication styles and why learning a language is important to society today. In the second unit, *'Wo wohnst du?'* students are analysing the influence of location on identity and how Germany has influenced many towns and places across Australia, as well as building upon their language knowledge.

Semester 2: The topic for this unit is *'Eine party Machen'*. Students identify and examine the difference in a variety of food and cooking processes in Australia and Germany. They learn vocabulary of food and utensils and how to create a procedural recipe text type in the Imperative. Culturally, students investigate the similarities and differences in meal times, meals and the cooking process. Throughout the second unit for the term, time is spent looking at the significance of Oktoberfest and using this to examine the cultural differences between Toowoomba and Munich. Students work to identify and examine similarities and differences of a variety of celebrations and festivals in both Australia and Germany. Students learn and review basic vocabulary to do with celebrations and how to express their opinions and thoughts in simple German sentences. Culturally, students investigate the similarities and differences between celebrations in Australia and Germany focusing on six key points.

#### Assessment

Students in Year 7 are assessed on their class workbooks throughout the semester with written and oral assessments at the end of Term 1, Term 2 and Term 3, and written exam in Term 4.

**Year 8** *Students participate in three lessons of German per week for the whole year.*

Students engage in a unit of work designed to build upon their knowledge from Year 7. Students learn how to greet others, talk about themselves, their families and their pets. They also give their opinions about school, school subjects and teachers, as well as being able to describe their hobbies and leisure activities.

Semester 1: Students engage in a unit of work *'Hemiat'* which looks at what makes a home, what affects lifestyle and leisure choices and how our sense of home changes our connection to the community. Students spend time improving their vocabulary and grammar knowledge through reading various texts and news articles. They also spend time discussing home and housing choices in both Germany and Australia. The second unit *'Geschichte'* builds students' knowledge about Germany, its national identity and its history and how this has changed over time. They learn about expressing their opinion in German and how to present to an audience on a topic of national significance.

Semester 2: The unit topic is *'Reisen'*, students look at the practical language they need when discussing their holidays and booking/making travel arrangement. Students will be reading travel brochure and timetables to be able to help them improve their language ability. Culturally, students will be analysing the different language dialects and being able to carry conversations in German.

#### Assessment

Students complete assessment tasks each semester in each of the four macroskills – listening, speaking, reading and writing. In Semester 1, students complete written and spoken assessment as culmination tasks. In Semester 2, students complete written exams during class time.

**Year 9** *Students participate in four lessons of German per week for one semester only.*

In Year 9 German students build on their knowledge gained from their study in Year 7 and Year 8 through studying the unit *'A Time for Everything'*. Students learn the vocabulary of a variety of rooms and furniture and describe where items are located. Students examine and identify the differences of homes between Australia and Germany. They learn to say what chores they complete at home, how to tell the time, how to ask and answer questions on times for events (including future events), how to describe their daily routine at home and while at school. Students also learn how to ask for and give directions to places around town, describe buildings and landmarks, and plan a holiday. Students learn how to express what they want to do and why, make complaints, and give their opinions about people, places and things. In the second unit *'Technik und Qualität'* students look at the ways that German innovation has helped to shape the world that we live in. Students learn more about using different tenses in both their written and spoken German. They also work to understand the everyday products, places or people that have made an impact and why this continues to be important. Students will also continue to build upon their vocabulary and grammar knowledge throughout Year 9 German to prepare them for studying German in the Senior College.

#### Assessment

Students complete assessment tasks across each of the four macroskills – listening, reading, speaking and writing.

## TECHNOLOGY AND BUSINESS

The ability to identify opportunities, design and to create solutions that meet needs is at the very core of successful business and society. This requires a creative, economical, ecological, political, ethical and social approach to processes and practices of technologies in order to have more informed and responsible consumers and creators of technology. Technology at Concordia Lutheran College provides opportunities for students to explore past, present and future industrial technologies to meet the demands and needs of the 21st century. This subject involves students investigating, designing, and producing innovative and creative products with an awareness of the business community locally and globally.

### Year 7

Students in Year 7 Technology participate in two lessons per week. The emphasis is on skill development, exploration and understanding of the design process across different technologies.

#### Course Outline

Throughout the year, students will rotate through the following Technology focus areas:

##### *Design and Technology*

- **Unit 1: F1 in Schools** - Students will produce a 3D computer generated model of a CO2 powered F1 car. This model is converted into a program that is then cut out on a CNC Router. Students then sand, paint, assemble and race their manufactured cars.
- **Unit 2: Wood Design** - Practical workshop-based timber project. This unit includes an introduction to safe workshop practices and skills.

##### *Food and Fibre*

- **Unit 1: Get Creative** - Students will be introduced to sewing including fibre production, textile types and uses before the students complete a design task implementing the design process utilising fibres and fabrics.
- **Unit 2: Delish Design** - Students will have an introduction to the basics of hygiene and safety in the kitchen, reading recipes, measuring skills and cooking methods covering a range of meals including snacks, breakfast, lunch and dinner. This will include an understanding of how food is produced, and students will complete a collaborative project on food properties and preparation.

### Year 8

Students in Year 8 Design Technology participate in two lessons per week. There are two electives: Design Technology & Business and Food and Fibre & Digital Technologies.

#### Course Outline

##### *Design Technology & Business*

- **Unit 1: Design Technology** - The unit introduces students to a variety of hand tools, machinery and production processes. Students work with a variety of materials to complete practical jobs. Students will be introduced to the design process, sketching and workshop safety.
- **Unit 2: Business** - The unit introduces students to develop and apply enterprising behaviours and capabilities, and knowledge, understanding and skills of inquiry, to investigate a familiar and unfamiliar national or regional issue (for example, investigating the relationship between present influences on the ways people work, changing attitudes to work-life balance and opportunities in the market for a business to take advantage of these in a new enterprise or venture; or exploring reasons for market failure and government intervention in particular markets).

##### *Food and Fibre & Digital Design*

- **Unit 1: Food and Fibre** - Students will consider the effects of mass food production, sustainable futures, the 'Paddock to Plate' concept of where food/fibre comes from, ethics and personal action. Knowledge will be formed around eco-actions related to sustainability and complete a food-based project in response to a design challenge.
- **Unit 2: Digital Technologies** - The unit introduces students to a variety of coding and programming processes. Students will have an introduction to basic data transmission methods, network activities and how digital systems represent data. They will develop skills in online protocols, acquiring authentic data, designing user interfaces, evaluating how existing solutions meet needs and take account of the future.

### Year 9

In Year 9, students can select from four electives in the Technology faculty. These include: Design and Technology, Digital Technologies, Business and Accounting, and Food and Fibre. These electives are studied for the entire year.

## Course Outline

- **Elective 1: Design and Technology** - The unit introduces students to a variety of hand tools, machinery and processes available. Students will work with a variety of materials to complete practical jobs and will also be introduced to the design process, sketching and workshop safety. They will produce products using a range of material and production processes, including 3D printing.

**Sample Assessment:** Design folio of work including research of different designs, materials and processes accompanied by the final product, which is assessed on the quality of manufacture, suitability for purpose and selection of materials.

- **Elective 2: Food and Fibre** - The unit introduces students to a variety of skills, machinery and processes available. Students will work with a variety of materials to complete practical jobs. Students will also be introduced to the design process, sewing and kitchen safety. They will produce products using food and fibre.

**Semester 1:** Students will complete two units, 'Fashionable Fibre' and 'Fresh and Fast'. In Fashionable Fibre students will study fashion design. They will learn sketching techniques and use The Design Process to design a summer outfit. Practical work will consist of sewing a beach bag and article of summer clothing. In 'Fresh and Fast' students will look at the world of modern food including convenience foods and food on-the-go.

**Sample Assessment:** Students will complete design projects in response to a design brief. This will include manufacturing a summer outfit and developing a meal suitable for a Folk Festival. They will develop criteria and investigate a range of options to suit the design brief, produce and present the items which are assessed on the quality of the product, suitability for the occasion and design folio.

**Semester 2:** Funky Fibres and Food Fusion. In Funky Fibre students will study embellishing techniques. Practical work will consist of sewing a cushion. In Food Fusion, students will consider the multicultural influence on Australian cuisine. They will consider current trends in food and factors influencing food production such as time and cost. Students will complete a design project to develop a fusion dish suitable for a café.

**Sample Assessment:** Design folio of work including research of different ideas, ingredients and methods accompanied by the final product, which is assessed on the quality of the food product, suitability for the purpose and accompanying folio.

- **Elective 3: Digital Technologies** - This elective focuses on further developing understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions. Students will undertake practical programming exercises using Arduino project boards.

**Sample Assessment:** Folio of work designing a project that involves data security and network safety.

- **Elective 4: Business and Accounting** - The unit introduces students to develop and apply enterprising behaviours and capabilities, and knowledge, understanding and skills of inquiry, to investigate a familiar, unfamiliar and/or hypothetical personal, local or national issue (for example, exploring strategies for mitigating financial risks; exploring investment risk and financial scams; exploring why it is increasingly important for businesses to seek a competitive advantage in the global economy; or examining the role of TNCs in strategies or national competitiveness).

**Sample Assessment:** Explain why and how people manage financial risks and rewards; Explain the role of the Australian economy in allocating and distributing resources within the broader Asia and global economy; Analyse why and how participants in the global community are dependent on each other, and; Describe why and how businesses seek to create and maintain a competitive advantage.

## Specialist Support

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### Learning Support

This subject is designed for students with learning difficulties and disabilities and for students who have an identified need for support in areas such as literacy, numeracy and organisation. No rating is given in Learning Support as it supports the students' overall academic program. Numbers in the classes are limited so that staff can tailor the program as much as possible to individual needs. Please contact the Learning Support Coordinator if you wish to choose this subject but you are not already in the Learning Support Program.

### EAL/D Support

English as an Additional Language or Dialect (EAL/D) support is provided to students whose home language is a language or dialect other than Standard Australian English. Students access specialist support to assist them with the language and literacy demands of their subjects, along with enrichment of cultural and contextual knowledge. They work in small groups or one-to-one with staff.



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