



# YEAR 9 SUBJECT HANDBOOK 2026

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With *One Heart*



CONCORDIA  
LUTHERAN COLLEGE

# CONCORDIA LUTHERAN COLLEGE – YEAR 9

## Introduction

The purpose of this Handbook is to guide students and parents/carers in selecting subjects for Year 9 2026.

### In making subject choices, students must consider:

1. Will I enjoy this subject?
2. Will I be successful in this subject given my current academic results?
3. Will I receive the result in this subject that will enable me to continue successfully into Year 10?
4. Will this subject assist my future pathway?

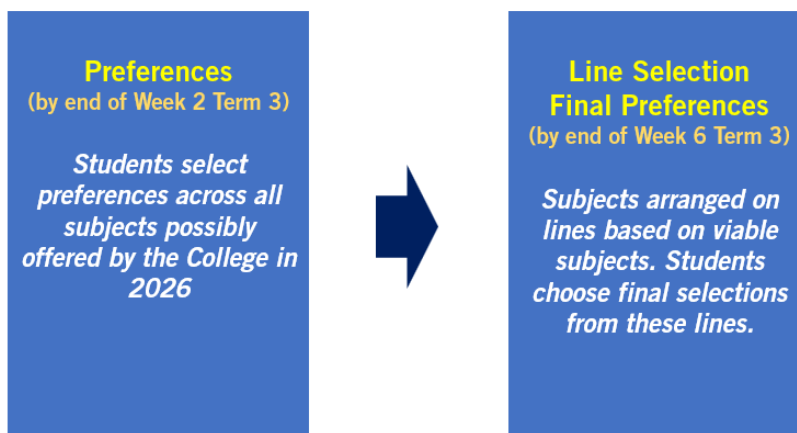
Refer to the next page for available subjects, number of lessons studied and the Head of Department responsible for each subject.

Students commencing Year 9 at Concordia Lutheran College in 2026 will study the following:

- 1 Six core subjects – English, Maths, Science, HASS, HPE, Christian Studies
- 2 Three elective subjects on lines (to be provided in Term 3)
- 3 Pastoral Care
- 4 SPARC

## Subject Selection Process

Students will complete subject selection processes within the timeframes shown below. The process involves both online and paper selection forms.



The following pages outline subjects available to students with information about the course of study and any other requirements.

# Accounting

Department

Technology

### Equipment

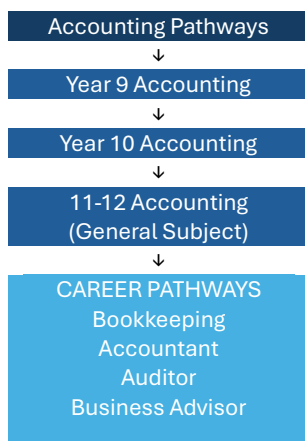
ACCOUNT BOOK Collins A24  
Series JOURNAL  
A4 Notebook (96 Page)

### Costs\*

Nil  
\*Approx. only. TBC in  
2026 fees

## Course Overview

The accounting course establishes foundational bookkeeping practices encompassing transaction analysis, completion of financial reports, and preparation of a variety of financial documents. Through practical applications, they explore real-life scenarios, bridging theoretical concepts with practical realities. Emphasis is placed on understanding and applying accounting principles in authentic contexts, preparing students for dynamic career paths and managing personal finances. By fostering critical thinking and problem-solving abilities, students emerge adept in navigating complex financial landscapes, contributing effectively to organisational success and providing them with useful life skills.



## Units of study

Semester 1	Semester 2
<p><b>Unit 1 – On the Books</b> Students will gain an understanding of basic accounting principles including account classification, transaction analysis and financial reports. The course will also explore the importance of keeping accurate and detailed business and personal financial records. This unit will be conducted in authentic business contexts so students can apply and relate the skills to the world in which they engage with.</p> <p><b>Unit 2 – Financial Reports</b> In this unit, students will examine the fundamentals of financial reports, focusing on the preparation and interpretation of the statement of profit or loss and statement of financial position. Students will also investigate the difference ownership structures. Through a combination of theoretical learning and practical exercises, students will develop an understanding of financial statements, the accounting period assumption, and the significance of financial reporting in business decision-making. This unit extends on the learning of the accounting equation and transaction analysis from Term 1 to focus on how businesses report to external stakeholders.</p>	<p><b>Unit 1 – Mastering Cash Records</b> Students will learn the significance of maintaining accurate records for cash receipts (money coming in) and cash payments (money going out), which is crucial for managing a business's finances. They will practice preparing cash journals to record these transactions, understand how they are posted to the ledger and complete Bank Reconciliations. Additionally, students will explore cash controls, through case studies and excursion, to understand the measures all businesses must take to ensure cash is secure and managed appropriately.</p> <p><b>Unit 2 - The Tax Files</b> In this unit, students will begin to probe into the complex world of taxation, gaining an understanding of its fundamental concepts and practical applications. From the basics of what tax is and why it's necessary to the complexities of income tax calculations and deductions, students will explore the various types of taxes, their collection, and the role of government agencies such as the tax office.</p>
<p><b>Assessment:</b> Examination – short response, practical and extended response</p>	<p><b>Assessment:</b> Examination – short response, practical and extended response Folio of activities</p>

# Agricultural Practices

Department

Science

Equipment
Agricultural Shirt Appropriate closed in shoes

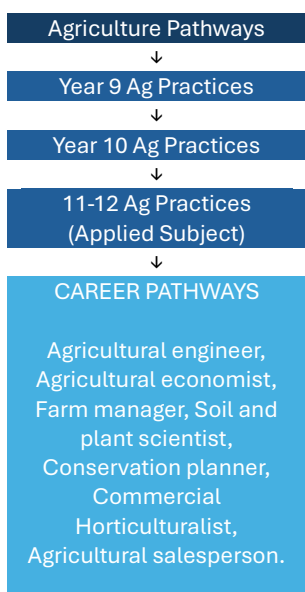
Costs*
<b>\$ 75/</b> semester <small>*Approx. only. TBC in 2026 fees</small>

## Course Overview

This curriculum offers students a deep dive into two pivotal aspects of the modern food industry: agricultural careers and alternative smart foods. Through hands-on activities, discussions, and research, students explore diverse career paths within agriculture and its related fields. They also examine the importance of agriculture in local and global economies, along with emerging trends and innovations.

Additionally, students investigate alternative food options such as plant-based foods and lab-grown meat, considering their environmental, ethical, and nutritional implications. They explore the science behind these innovations and their potential to address global food challenges. By the end, students gain insights into potential career avenues and the transformative potential of alternative smart foods.

## Units of study



Semester 1	Semester 2
<p><b>Unit 1 - The Australian Hamburger</b></p> <p>This introductory unit provides students with a foundational understanding of Australian agriculture by exploring a range of key industries, including sheep, poultry (chickens), beef cattle and lecture production. Through a combination of theory and practical activities, students will:</p> <ul style="list-style-type: none"> <li>• Develop an appreciation for the diversity and importance of agriculture within Australia’s economy and food systems.</li> <li>• Identify and compare traditional and modern farming practices, including sustainable and ethical approaches to animal and crop management.</li> <li>• Learn about the basic requirements for successful livestock care and plant cultivation, including nutrition, shelter, water, pest control, and environmental considerations.</li> <li>• Gain hands-on experience in caring for livestock and managing small-scale crop production, with a focus on producing high-quality, market-ready produce.</li> </ul>	<p><b>Unit 2 – Cows Create Careers</b></p> <p>This unit is designed to immerse students in the Australian dairy industry through their participation in the Cows Create Careers program. By engaging in calf-raising activities, students will gain valuable hands-on experience in animal husbandry while developing a deeper understanding of the dairy sector and the diverse career opportunities it offers. Throughout the unit, students will:</p> <ul style="list-style-type: none"> <li>• Participate in the daily care and management of young calves, including feeding, cleaning, handling, and monitoring their health and growth.</li> <li>• Investigate the role of sustainable farming practices in dairy production, with a focus on environmental stewardship, resource management, and climate resilience.</li> <li>• Examine how technological innovations—such as automated milking systems, data monitoring tools, and improved breeding techniques—are transforming the modern dairy industry.</li> <li>• Interact with dairy industry professionals.</li> </ul>
<p><b>Assessment:</b> Project</p>	<p><b>Assessment:</b> Project</p>

## Other Information:

Excursions could include, but not limited to, MooBaa lunch, Farm Fest, Industry specialist, UniSQ, UQ Gatton.

# Business

Department

Technology

**Equipment**

Laptop

**Costs\***

\$25/ semester

\*Approx. only. TBC in 2026 fees

## Course Overview

This course allows students to understand the fundamentals of business creation; from seed to start-up and beyond! Students will explore entrepreneurship by developing a start-up idea, creating a detailed business plan, and pitching it to a panel of Sharks. They will learn about innovation, business growth, financial planning, and marketing strategies. Additionally, students will plan and run a small-scale campus event, gaining hands-on experience in project management, budgeting, teamwork, and communication. This subject encourages creativity, leadership, and real-world problem-solving. In Semester 2, students will focus on financial literacy and economic decision-making. They will investigate budgeting, credit, debt, investment, and the influence of economic indicators, using real-world scenarios and data analysis to build critical thinking skills. The semester concludes with a short research project where students examine a financial or global economic issue, enhancing their ability to analyse complex challenges and communicate findings effectively.

Business Pathways



Year 9 Business



Year 10 Business



11-12 Business  
(General Subject)



**CAREER PATHWAYS**

- Human Resources
- Marketing
- Entrepreneurship
- Business Analyst
- Project Management
- Logistics
- Media Researcher
- Business Consultant
- Media Manager

## Units of study

Semester 1	Semester 2
<p><b>Unit 1 – Future Founders: Innovate, Plan, Pitch</b> Students will gain an understanding of what it means to be an entrepreneur. The course will explore basic business principles, the lifecycle of a business with a focus on growing from the seed to start-up stage, innovation, and the fundamentals of business planning.</p> <p>Over the course of a semester, students will develop an idea for a start-up business, create a detailed business plan and present their pitch to a panel of Sharks. This pitch will include financial projections and marketing ideas to help sell their business idea for investment (hypothetically). Students will also have the opportunity to plan, organise, promote, and evaluate a small-scale event on campus. Through hands-on experience, they will develop key skills in project management, teamwork, budgeting, marketing, and communication. Students will learn how to create promotional materials, engage target audiences, and assess event success using feedback and data analysis. This unit fosters creativity, leadership, and practical problem-solving in a real-world context.</p>	<p><b>Unit 1 – The Financial Edge: from Goals to Growth</b> In this unit, students will explore how individuals and businesses make informed financial decisions in a dynamic economy. They will investigate key concepts such as budgeting, inflation, financial goal setting, types of credit, the pros and cons of debt, investment options, and the role of the Reserve Bank of Australia. Through real-world scenarios and data analysis, students will examine how economic indicators influence decision-making and how financial risks and rewards are managed. Students will develop inquiry questions, analyse trends, and propose evidence-based responses to economic issues, building their financial literacy and critical thinking skills, all useful for life beyond school.</p> <p><b>Unit 2 - Investigating Financial and Global Economic Issues</b> In this 4-week unit, students will investigate a financial or global economic issue, developing their research skills and understanding real-life applications of business issues. The unit emphasises critical thinking, data analysis, and effective communication, preparing students to analyse and respond to complex economic challenges.</p>
<p><b>Assessment:</b> Task 1 – Shark Tank Pitch Task 2 – Business Plan Task 3 – Promotional Plan</p>	<p><b>Assessment:</b> Task 1 – Exam with case studies Task 2 – Multimodal presentation</p>

## Other Information:

Excursions could include but not limited to Wellcamp Airport, Farms, Shopping centres

# Dance

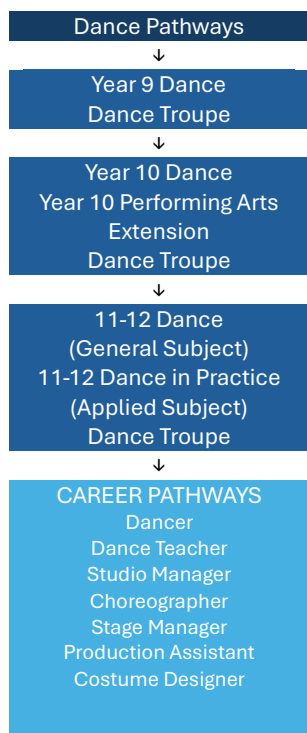
Department

The Arts

Equipment	Costs*
Laptop	\$50 / Sem <small>*Approx. only. TBC in 2026 fees</small>

## Course Overview

Year 9 Dance is designed to teach and develop dance skills and techniques across a variety of different dance genres and styles. The course will also nurture skills in choreography and give students the tools to help them create their own dance works. Students will look at the choreography and performances of notable choreographers and performers and learn how to apply the elements of dance to their own work and that of others through review, analysis and evaluation. Yr 9 Dance helps to develop and advance students' skills in performance, whilst fostering a learning environment of creativity and expression of ideas through movement. Students will have the opportunity to attend live performances when available.



## Units of study

Semester 1	Semester 2
<p><b>Unit 1:</b> Students will learn about the history and development of a chosen dance genre (e.g. jazz, tap, hip hop, contemporary). They will learn skills and techniques associated with the genre, as well as viewing examples both live (when available) and recorded.</p> <p><b>Unit 2:</b> Moves in the Movies - Students will look at dance in a variety of films. Students will drive this unit in choosing not only the dance styles they study, but the movies to focus on. They will investigate some iconic sequences from popular movies and develop skills in choreography and performance.</p>	<p><b>Unit 1:</b> Students will learn about the history and development of a chosen dance genre (e.g. jazz, tap, hip hop, contemporary). They will learn skills and techniques associated with the genre, as well as viewing examples both live (when available) and recorded.</p> <p><b>Unit 2:</b> Students will look at a variety of different dance works in a chosen dance genre and learn to identify, analyse and evaluate various works in relation to the elements of dance.</p>
<p><b>Assessment:</b> Unit 1: Project; 1-3 minutes; teacher devised Unit 2: Project and Performance; 1 minute (min); 200–300-word choreographic statement</p>	<p><b>Assessment:</b> Unit 1: Performance; 1-2 minutes; teacher devised Unit 2: Responding task; 400-600 words</p>

# Design and Technology

Department

Technology

**Equipment**

PPE supplied

**Costs\***

\$50/ semester

\*Approx. only. TBC in 2026 fees

## Course Overview

"Design and Technology" offers a dynamic blend of Materials Technologies and engineering principles, fostering innovation and practical skill development. Through hands-on exploration, students undertake diverse construction projects, refining their design concepts along the way. They engage with a spectrum of traditional and cutting-edge technologies, such as laser cutting to 3D printing, expanding their creative horizons. Experimenting with metals, timber, resin, fabric, and other materials, students gain a deep understanding of material properties and applications. Sketching serves as a vital tool for communicating design ideas effectively. This immersive course equips students with the expertise to tackle real-world challenges and drive forward innovation in design and technology.

**Design Pathways**



Year 9 Design



Year 10 Design  
Year 10 Preferred Pathways



11-12 Design (General Subject)  
11-12 Industrial Technology Skills (Applied Subject)



**CAREER PATHWAYS**  
Industrial Designer  
Designer  
Engineering  
Manufacturing

## Units of study

Semester 1	Semester 2
<p>Students will investigate the use of biomimicry in design as they produce a product inspired by nature to meet the needs of a user.</p> <p>Students will solder circuitry, manipulate plastics, timber and metals, utilise modern manufacturing technologies like laser cutting whilst producing their products.</p>	<p>Students will investigate the Engineering, Principles and Systems in design as they investigate the ideas to 'Make something more'. Invention is making something more, i.e. creating something new or improving on existing ideas, products, or processes to make them more efficient, sustainable, effective, or innovative. During this unit, students will make a hand operated torch that they can take to Googa.</p>
<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Folio: 4 A3 pages or equivalent digital media pages that may include annotations, graphical representations, diagrams and written text (400 – 600 words max)</li> <li>Practical production skills utilising workshop equipment to create a product which is reflective of the student's design.</li> </ul>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Folio: 4 A3 pages or equivalent digital media pages that may include annotations, graphical representations, diagrams and written text (400 – 600 words max)</li> <li>Practical production skills utilising workshop equipment to create a product which is reflective of the student's design.</li> </ul>

# Digital Technologies

Department

Technology

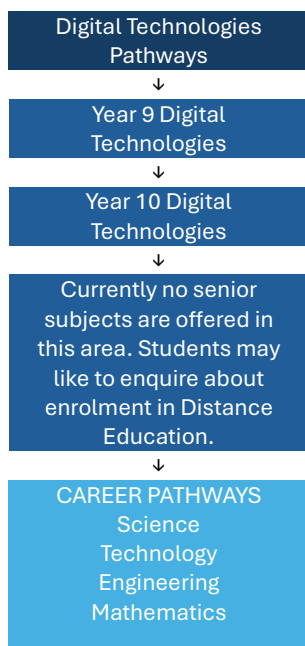
Equipment
Windows-based laptop computer (Preferable)

Costs*
Nil

## Course Overview

In Digital Technologies, students are provided with practical opportunities to use design, systems, and computational thinking to create, manage, and evaluate sustainable and innovative digital solutions to meet and redefine the current and future needs of individuals and communities. Students are also encouraged to develop a deep knowledge and understanding of information and networked systems, allowing students to be safe, respectful, and discerning decision-makers when they select, monitor, analyse, use, and manage data, information, and digital systems.

## Units of study



Semester 1	Semester 2
<p><b>Unit 1: Drone Technology and the Web</b> In the Drone Technology and the Web unit you will have the opportunity to:</p> <ul style="list-style-type: none"> <li>utilise software such as HTML, CSS and JavaScript, as well as Web Templates to create interactive webpages,</li> <li>program and control the movement of drones using the Python language,</li> <li>investigate the way in which computers and the internet facilitate the exchange of data using important network protocols.</li> </ul> <p><b>Unit 2: Software Engineering and Big Data</b> In the Software Engineering and Big Data unit you will have the opportunity to:</p> <ul style="list-style-type: none"> <li>explore the capabilities of HTML, CSS and JavaScript in creating web-enabled digital games and simulations using object-oriented programming techniques,</li> <li>investigate how data from individuals and connected technologies informs business, industry and government,</li> <li>consider safety and privacy concerns that may arise from the use of Big Data.</li> </ul>	<p><b>Unit 1: Database Engineering and Augmented Reality</b> In the Database Engineering and Augmented Reality unit you will have the opportunity to:</p> <ul style="list-style-type: none"> <li>interrogate information systems using SQL and create a working database using Relational Database Management System software,</li> <li>collaboratively plan and implement an Augmented Reality project that overlays graphics, sounds and other information onto the natural environment to create an enhanced user experience.</li> </ul> <p><b>Unit 2: Robotics and Big Data</b> In the Robotics and Big Data unit you will have the opportunity to:</p> <ul style="list-style-type: none"> <li>control the movement of an Arduino-enabled robotic vehicle and complete a number of programming tasks and challenges such as patterned movement, line following, crash avoidance and maze escaping.</li> <li>investigate how data from individuals and connected technologies informs business, industry and government</li> <li>consider safety and privacy concerns that may arise from the use of Big Data</li> </ul>
<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Design and implement a database using SQLite, Microsoft Access or similar program on a Universe of Discourse of your own choosing.</li> <li>Design and implement a web-based game or simulation using the object-oriented programming language JavaScript.</li> </ul>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>In groups, students create an AR experience and presentation on the similarities and differences between AR and VR. They also produce a specification document outlining the design and scope of the project.</li> <li>Students design and execute a program that will allow a robotic car to navigate a random obstacle course.</li> </ul>

# Drama

Department

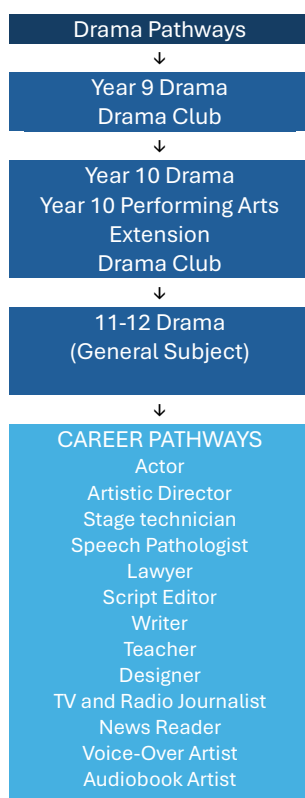
The Arts

Equipment	Costs*
Drama book Laptop	\$50 / Sem <small>*Approx. only. TBC in 2026 fees</small>

## Course Overview

Drama promotes students’ self-expression, confidence and engagement with the society around them. In drama there is a focus on creating theatre and reflecting on the way theatre is used to explore people, places and cultures through skills including acting, directing, devising and critiquing. Students develop an understanding about how to create effective dramatic action choices with their voice and movement to make meaning for an audience. They will reflect on both their own work and that of others including professional live theatre.

## Units of study



Semester 1	Semester 2
<p><b>Unit 1</b></p> <p>You get the chance to create your own journey in Drama to suit your interests and aesthetics. This course aims to develop and refine your acting and devising skills through fun projects that build confidence. Working with styles such as gothic, horror, fantasy and realism. You can demonstrate your creativity and expand your understanding of what makes great acting and engaging theatre. You have the opportunity to work with your friends to choose scenes and workshop ideas. There are lots of exciting chances to learn new skills like special effects make-up, lighting, sound effects, and projections to enhance your performances too!</p>	<p><b>Unit 1</b></p> <p>You will develop your acting skills and understanding of how to create exciting performances through the development of a class play! Working with interesting characters and situations, you will go into the deeper workings of an actor’s process to create some amazing scenes with your friends. We also explore the skills of improvisation, with theatre sport games and learn how to develop your own ideas on stage. Aimed at upskilling, it’s a great opportunity to explore some amazing live theatre performances on an excursion to see the professional theatre makers at work!</p>
<p><b>Assessment:</b></p> <p>Responding written -</p> <ul style="list-style-type: none"> <li>Analysis of a scene in short written response (400-500 words)</li> </ul> <p>Performance -</p> <ul style="list-style-type: none"> <li>Group performance – scripted, student choice (1-3 minutes)</li> </ul> <p>Creating -</p> <ul style="list-style-type: none"> <li>Group concept pitch – multi-modal</li> </ul> <p>Performance</p> <ul style="list-style-type: none"> <li>Group performance – student devised (2 minutes)</li> </ul>	<p><b>Assessment:</b></p> <p>Responding written-</p> <ul style="list-style-type: none"> <li>Analysis of a live theatre production (400-500 words)</li> </ul> <p>Performance -</p> <ul style="list-style-type: none"> <li>Group performance – scripted, student choice (1-3 minutes)</li> </ul>

## Other Information:

Students have the opportunity to view live theatre on excursions or incursions, as well as access to professional masterclasses to enrich their understanding of drama and as a stimulus for assessment.

# Food & Nutrition

Department

Technology

**Equipment**

Food safe container

**Costs\***

\$100/semester

\*Approx. only. TBC in 2026 fees

## Course Overview

"Food and Nutrition" is a comprehensive exploration of food specializations and fibre production, cultivating students' understanding of nutrition and culinary arts. Through a blend of theory and practical application, students undertake cooking and material activities, refining their skills and enhancing their creativity. They engage with a variety of technologies to produce food products, from traditional methods to cutting-edge techniques. Additionally, graphical communication facilitates the expression of design ideas, enabling students to convey their concepts effectively. By immersing themselves in the world of food and nutrition, students emerge with a holistic understanding of food production and its impact on health and society.



## Units of study

Semester 1	Semester 2
<p><b>Unit 1: Creative Cooking Co</b></p> <p>Students explore healthy food choices and issues that influence the design and success of a food business. Through hands-on cookery and design thinking experiences, comprehensive understanding of nutrition principles and food selection and preparation skills are developed. Students will analyse and make judgements about how the sensory and functional properties of food influence the development of ethical and sustainable food solutions. Community awareness of and interest in accessing quality nutritious food is a central theme, driving students to appreciate the importance of having access to diverse food choices and equipping them with the knowledge and skills needed for responsible food selection and preparation. This unit culminates in the development of their own food enterprise.</p>	<p><b>Unit 1: The Tasteful Table</b></p> <p>In this unit, students will experience the joy of shared cooking experiences centred around food as part of culture and social life in Australia in "The Tasteful Table". Along with practical cookery across a range of treats and meals, students will plan a celebration event including the creation of a celebratory food item central to its theme.</p>
<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Folio: 4-6 A3 pages or equivalent digital media pages that may include annotations, graphical representations, diagrams and written text (400 – 600 words max)</li> <li>Practical production skills</li> </ul>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Folio: 4-6 A3 pages or equivalent digital media pages that may include annotations, graphical representations, diagrams and written text (400 – 600 words max)</li> <li>Practical production skills</li> </ul>

German

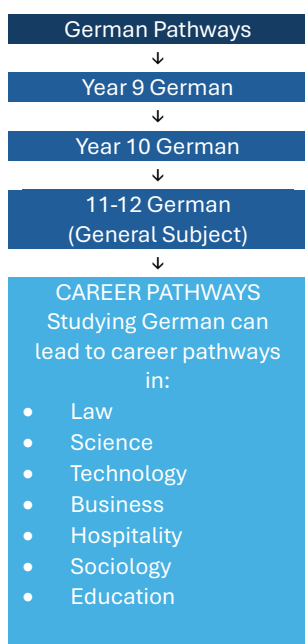
Department

HASS

Equipment	Costs*
Education Perfect	Nil <small>*Approx. only. TBC in 2026 fees</small>

Course Overview

In Years 9 and 10, German language learning builds on each student’s prior learning and experiences. Students use German to initiate and sustain interactions while sharing their own and others’ experiences of the world. They listen, speak, read and view, and write to communicate with other speakers of German in local and global settings through authentic community and online events. They continue to receive guidance, modelling, feedback and support from peers and teachers.



Units of study

Semester 1	Semester 2
<p><b>Unit 1 : Mein Alltag</b> This unit is designed for students to learn about daily routine in German while analysing the different cultural factors that can influence daily routine and day to day life in both Germany and Australia.</p> <p><b>Unit 2: Unternehmen Deutsch</b> This unit is designed to build on students’ vocabulary and language knowledge while discussing the topics of technology and the impact of Germany on Australia. Students begin reviewing topics and discussing the companies, products, and people that have made an impact on our lives in Australia and the Darling Downs. A focus of the unit will be examining our economic area, companies in Germany, and creating a product.</p> <p><b>Assessment:</b> Unit 1 – Short Response Exam</p> <ul style="list-style-type: none"> <li>• German &amp; English Short response a – answers up to 100 words.</li> <li>• Extended written response in German in response to stimulus</li> </ul> <p>Unit 2- Multi-modal project</p> <ul style="list-style-type: none"> <li>• Open ended task responding to German stimulus texts.</li> <li>• In and out of class time to create multi-modal presentations to be presented to the class.</li> <li>• Students will then exchange information and ideas on the topic in German.</li> </ul>	<p><b>Unit 1 &amp; Unit 2 - Travel Bug 1</b> Students analyse the cultural differences when interacting in Germany compared to Australia. Students will improve their language and grammar knowledge by looking at various situations where culture can be affected (e.g asking for directions, transport, shopping, etc).</p> <p>Students will evaluate and present their opinions on the importance of understanding the values, attitudes, and beliefs of German-speaking countries and how this improves our understanding of our own language and culture.</p> <p><b>Assessment:</b> Unit 1 – Extended Response</p> <ul style="list-style-type: none"> <li>• Open ended task responding to German stimulus texts.</li> <li>• In and out of class time to create multi-modal presentation to be presented to class.</li> <li>• Students will then exchange information and ideas on the topic in German.</li> </ul> <p>Unit 2 – Combination Response Exam</p> <ul style="list-style-type: none"> <li>• German &amp; English Short response a – answers up to 100 words.</li> <li>• Extended written response in German in response to stimulus</li> </ul>

**Other Information:** Students will be in a composite class where each year the curriculum will alternate.

- Students learn the same content but the assessment is different for each of the year levels.
- Options for excursions are being considered in 2026.

# Media Arts

Department

The Arts

Equipment
Windows-based laptop computer (Preferable) Adobe package (supplied)

Costs*
<b>\$38 / Semester</b> <small>*Approx. only. TBC in 2026 fees</small>

## Course Overview

Throughout Year 9, students will explore how media concepts shape representations in media arts. They'll analyse the motivations behind these manipulations and evaluate their impact on Australian identity. Hands-on projects will allow students to create their own media works while practicing responsible production and ethical considerations. The course culminates in students presenting their creations to an audience and strategizing distribution channels.

## Units of study



Semester 1	Semester 2
<p><b>Unit 1 and 2 – Short Stories (Storytelling &amp; Cinematography)</b></p> <p>In this unit, students explore the art of storytelling through moving image. They learn foundational skills in camera operation, framing, and cinematography, gaining practical experience in planning and capturing narrative-driven scenes. Through analysing short films and creating their own, students develop an understanding of how visual choices enhance meaning and audience connection.</p>	<p><b>Unit 1 and 2: Genre in Film</b></p> <p>This unit focuses on genre conventions in film and how they are used to shape audience expectations and engagement. Students investigate how genre elements such as setting, character, plot structure, and visual style influence storytelling and meaning. They then apply this understanding to create their own genre-based film and complete an analysis of genre conventions in professional screen texts.</p>
<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Part A: Pre-production Package – Film treatment and storyboard</li> <li>Part B: Production – Short film production</li> </ul>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>Task 1: Production - Genre Film</li> <li>Task 2: Analysis – response to stimulus essay</li> </ul>

Music

Department

The Arts

Equipment	Costs*
Headphones, Laptop, Instrument (if not a classroom instrument e.g. Piano) - programs used – Bandlab/ Audacity and Musescore.	Nil *Approx. only. TBC in 2026 fees

Course Overview

The Year 9 curriculum provides a study of the impact of Music, both historically and in the modern sense. We explore how Arts and Music have shaped and impacted upon all aspects of life and our appreciation. We do this through Analysing works of Music, Composing and creating original ideas; and Performing in a practical application of the subject.

**This is a two-year program and students will study Unit 1 and 2 in 2026.**

Units of study:



Semester 1	Semester 2
<p><b>Unit 1:</b> Part 1: Playlists and Mixtapes: Part 2: In The Studio:</p> <p>Students explore how Music creates moods and emotions and works with, or in contrast to lyrics and text, by formulating their own listening list and choosing material to examine and also perform, all the while determining how to create links and commonalities in expression. This is followed by delving into the world of recorded music and how this evolved through history. Creatively, students will compose their own work, and utilise their understanding of multitracking and other recording devices to record, mix and produce their own work.</p>	<p><b>Unit 2:</b> Part 1: Revolution! (The legacy of the Beatles) Part 2: What 'phonic' is that? Musical layers –melody and harmony)</p> <p>Students use the rock group The Beatles to chart the various eras in Rock Music and the legacy left on Music written today. Through analysing, performing and modifying, students will gain a sense of stylistic features and the power of Music. During Unit 3 the students will have an integrated research task and performance concerning a song composed/performed by the Beatles as a group or solo, or a work directly inspired by their legacy. In Unit 4, students will look at the way music is layered through the use of such techniques as Monophony, Homophony and Polyphony and will use their experiences and understanding of these techniques to compose or arrange a piece.</p>
<p><b>Unit 3:</b> Reel Music – Part 1: 'Video Killed The Radio Star' and Part 2: 'Play The Game'</p> <p>Students explore the worlds of Music Clips, Soundtracks and Gaming Music with a view to understanding how Music can be manipulated for functionality and actually steer how people might feel when watching the accompanying visuals.</p>	<p><b>Unit 4:</b> Telling a story with Music Painting a Picture with Music – Program Music and Concept Albums</p> <p>Students look at how to create stories and moods through instrumental music such as Orchestral Program Music and Rock Concept Albums, and how it is completely possible to evoke emotions, create stories and moods without words.</p>
<p><b>Assessment:</b> Performance – in a combination of full class and solo/ensemble groups, students will explore the above styles through practical activities leading to a performance in the setting they prefer of a piece of music relevant to our studies.</p> <p>Composition – Students will earn how to create their own music relevant to the style we are studying in a practical manner and understanding creation, notation and recording software.</p> <p>Research Task – students will showcase their listening skills by responding to set pieces of music and discovering the music elements within and how they determine the outcome of the music.</p>	<p><b>Assessment:</b> Performance – in a combination of full class and solo/ensemble groups, students will explore the above styles through practical activities leading to a performance in the setting they prefer of a piece of music relevant to our studies as well as providing a statement demonstrating their understanding of the elements and techniques involved.</p> <p>Composition – Students will earn how to create their own music relevant to the style we are studying in a practical manner and understanding creation, notation and recording software.</p> <p>Test: Under test conditions, students will showcase their listening skills by responding to set pieces of music and discovering the music elements within and how they determine the outcome of the music.</p>

## Science Enrichment

Department

Science

### Equipment

TBC

### Costs\*

\$50/ semester  
\*Approx. only. TBC in 2026 fees

### Course Overview

Embark on a journey of scientific exploration with our Science Enrichment program. Discover the future of energy, focusing on renewable sources like hydrogen, ethanol, and saline as you power model cars through innovative fuel technologies. Dive into the depths of ocean conservation, exploring sustainable practices to preserve our coastal and marine ecosystems. Venture beyond Earth into astrophysics, delving into rocketry, astronomy, stellar evolution, and the mysteries of black holes and fusion reactions. Uncover the secrets of forensic science through hands-on investigations using biological and chemical techniques for crime scene analysis. And tantalise your taste buds with molecular gastronomy, where food production meets chemistry, as you create colourful dishes, gels, foams, and spheres. Join us as we unlock the wonders of science across a spectrum of fascinating subjects.

#### Science Pathways



Year 9 Science  
Year 9 Science  
Enrichment



Year 10 Science  
Year 10 Science  
Enrichment



11-12 Chemistry  
11-12 Biology  
11-12 Physics  
11-12 Psychology  
(General Subjects)



CAREER PATHWAYS  
Renewable Energy  
Engineer  
Alternative Fuel  
Researcher  
Sustainable Energy  
Consultant  
Astrophysicist  
Aerospace Engineer  
Forensic DNA Analyst  
Forensic Pathologist

### Units of study

Semester 1	Semester 2
<p>Future fuels – explore renewable energy sources including hydrogen, ethanol and saline to power your model car. Ocean conservation- investigate sustainable use of our wonderful coastal and marine ecosystem resources.</p> <p>Astrophysics – consider rocketry concepts of kinematics, forces and energy for space flight and landing, astronomy, stellar evolution, red shift, exoplanets, black holes and fusion reactions.</p>	<p>Forensic science – use biological and chemical techniques such as ageing maggots, teeth indentations, blood-typing, pollen identification and fingerprints for crime scene analysis. Molecular gastronomy (the science of food) – learn about food production and sourcing and use chemistry concepts to have fun creating coloured food, gels, foams and spheres.</p>
<p><b>Assessment:</b> Design Folio</p>	<p><b>Assessment:</b> Design Folio</p>

# Visual Art

Department

The Arts

Equipment	Costs*
Art journal Apron supplied	\$50/ semester <small>*Approx. only. TBC in 2026 fees</small>

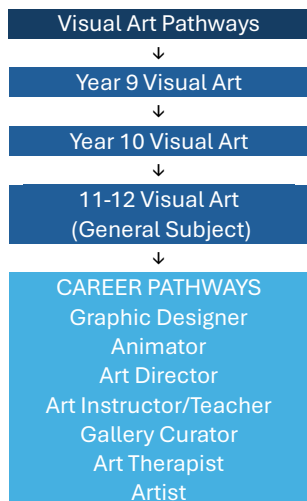
## Course Overview

In Years 9, Visual Art extends and develops each students' skills and strengths in the disciplines. Students explore concepts, art styles, techniques and media and build their skills. They experience drawing, painting, printmaking, photography and digital imaging. They examine works of art focusing on contemporary artists who demonstrate 21<sup>st</sup> century materials and processes. Students respond to works of art through discussion, analysis and interpretation.

Students engage with the creative process to drive their own ideas and create representations. They manipulate imagery to communicate concepts. They devise their own individual responses that create artworks using media and techniques guided by teacher-instruction. Students experience new media, including digital imaging and printmaking and develop their existing skills in drawing, painting and photography.

## Units of study

Semester 1	Semester 2
<p><b>Unit 1 - Portraiture</b> In this unit, students learn about creating Portrait artworks. They focus on contemporary Australian Portrait artworks. Students learn about the face, proportions of the body and using variety of mediums to explore representation of the portrait. In response to the unit theme students develop their own representations, inspired by contemporary portraits they have viewed.</p> <p><b>Unit 2 – Surrealism</b> In this unit, students learn about early and contemporary forms of Surrealism. Students experiment with photographic, sculpture and drawing ideas to represent and communicate their own intended meaning. In response to the unit theme students develop a folio of artworks exploring different mediums.</p>	<p><b>Unit 1 – Insectology printmaking</b> In this unit, students explore the natural world and Australian nature through a focus on Insects, nature, found objects, and flora. They respond to the work of self and others, including respected Australian and International insect and print artists. In response to the unit theme students generate artwork designs to create a series of lino prints based on insects and nature.</p> <p><b>Unit 2 – Object of my obsession</b> In this unit, students explore still-life drawing through participating in a drawing experience viewing an arranged still- life. Students make the still-life unique to them through adding one object that is their own personal obsession or interesting to them. Students manipulate visual conventions, they construct meaning through their chosen objects, and they reflect on their own visual arts practice.</p>
<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Responding - Newspaper review</li> <li>• Making - Project</li> <li>• Responding - Surrealism exam</li> <li>• Making – Folio of works</li> </ul>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Responding – artwork analysis</li> <li>• Making – Folio of prints</li> <li>• Making – Project</li> </ul>





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